

The new book

STANDARD HISTORICAL STUDIES

OUTLINES — OUTLINE MAPS — NOTES

FOR SUPPLEMENTARY USE IN THE STUDY OF

UNITED STATES HISTORY

[ELEMENTARY]

BY SEVERE E. FROST



THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

—WILLIAM TYLER PAGE

SIXTH AND COMMERCE STS.

PIONEER PUBLISHING COMPANY

FORT WORTH, TEX.

STANDARD
HISTORICAL STUDIES

OUTLINES — OUTLINE MAPS — NOTES

FOR

UNITED STATES HISTORY
(ELEMENTARY)

By

SEVERE E. FROST



PIONEER PUBLISHING COMPANY
The Bunker Press
FORT WORTH AND DALLAS
TEXAS

*Land of first inheritance
Land of nephi.*

PREFACE

TO THE TEACHER:

OUR RESPONSIBILITY: "Thinking is mind in action. Its product is thought." Thought provokes action. We are the makers of the world of tomorrow out of the children of today. If we are to have a better world in which to live—a world worth bequeathing to posterity—then we must see to it that the thought-making machinery—the mind—is of the highest type; that the materials out of which thoughts are made are of the best quality; and that the processes by which thoughts are made operate under the rules of highest intelligence.

OUR RELATIONSHIPS: Man is by nature a social being. He is always in company with his fellows. His every act is in support of or in opposition to some portion of the social group. He might think that his conduct is strictly personal, and affects no one but himself, nevertheless, the group of which he is a part is affected by it.

AN EDUCATIONAL AIM: History, as generally conceived, is a record of man's doings—a record of social activities—which make directly and pre-eminently for one of the following ends: Economics, government, or one of the phases of his cultural life—education, religion, etc. Education has no higher aim than to effect the adjustment of our attitudes toward these ends with the hope that their appeal will be of such a quality and sufficiently strong as to cause us, who are being educated, to direct our activities in the direction of personal efficiency and social service.

THE PLAN: This volume of the STANDARD HISTORICAL STUDIES—American History Elementary—is divided into two parts—the European Background and the American Foreground. The former comprises all of the so-called American history from the discovery to the signing of the Treaty of Paris 1783. It extends also quite a way back into ancient history. The latter extends from 1783 to the present time. It consists of our own national development and our relations to other countries.

The story of American history is the same, whether told in the seventh grade or the eleventh. These studies are intended to offer a standardized course for the teacher's leadership in directing the pupil's thinking. In

following the thought as developed by these lessons the teacher is expected to modify the use of the materials offered so as to fit the age and grade of her pupils.

THE PURPOSES: One purpose of the STANDARD HISTORICAL STUDIES is to present the essential facts concerning territorial history in such a clear-cut manner as to draw the student into an attitude of a lively appreciation of his relation to these great social currents of human endeavor and cause him to acquire the power of discrimination, selection and assimilation of such materials as will result in his being capacitated to direct his efforts, as a social agent, to the constantly growing betterment of the social group. That is, to aid him in establishing and maintaining himself in proper balance with society.

A second purpose of the STANDARD HISTORICAL STUDIES is to clarify the events and movements of territorial history by properly correlating with them the study of geography. This is done by a limited amount of map work. Maps are a means to an end. They are valuable in the study of both history and geography in that they tend to develop accuracy of place; the place element in education. The map is a picture of where things are placed; it is an appeal through the eye; a second aid in the process of education.

Another purpose of the STANDARD HISTORICAL STUDIES is that they will assist the teacher in directing the work of the student by supplying her with a carefully thought out and standardized plan or course to follow.

DIRECTIONS: The lessons contain a minimum amount of work to be done. They contain suggestions for any amount more the teacher may elect to require. In preparing and reciting the lessons, the outlines should be closely adhered to because they contain the essential materials in the major departments of human action, and offer the greatest assistance to the pupil in his acquisition of the capacity to group and relate the facts of history in such a way as will be of the greatest service.

In offering this book to the public, the author hopes that it will be a genuine help to the student in the preparation of his lessons and to the teacher in her presentation of the subject.

THE AUTHOR.

Copyright 1926
By
PIONEER PUBLISHING CO.
Fort Worth, Texas
—
Second Edition, 1926

ADDRESS

To the Students of United States History:

The story of American History is but a chapter in the greater book of world affairs and the story of our United States History is but a single phase of the general story of American History. In each there are relations to the other in the form of roots which sometimes go far back into the past of human affairs.

In order that these Studies might be of the greatest possible help to you, we have sought to commence this story about the beginning of the 15th century. The event that is used to open the narrative is the establishment of eastern trade routes. These lines of commercial intercourse were from the southern cities of Europe, through the port cities of the eastern Mediterranean sea, and then on into the remote Orient—the Far East, India and China. These trade routes came about, in a large measure, as results of the Crusades of the 11th and 12th centuries. The Crusades in turn were the results of the general economic and cultural conditions of the country of a still earlier time. It will be sufficient, however, to begin these Elementary Studies at this time and with this event, and wait for the more extended background until we begin our work under the direction of the more Advanced Studies.

In order that you get the greatest amount of good out of your use of these Studies, you should observe and follow with care the three phases or parts of each lesson. The first is a brief statement of the essential features of the subject's back-ground. The purpose of this is to prepare you for your addition of the new material. This new material will be found by following the topically arranged outline in your search of the textbooks according to the page references. The second part is the outline map, in color, situated on the opposite page from the lesson-story and outline. On this you are to record the geographic facts and features of the lesson as the teacher may direct. The third part is the laboratory section, cross-indexed blank pages in the latter part of the book for notes, observations, illustrations, etc.

It is our earnest conviction that, if these lessons are prepared as they are intended to be and a sufficient amount of handwork is carefully and properly executed, the pupil and teacher alike will find their history work much easier and the results more satisfactory. I hope that such will prove true.

THE AUTHOR.

DIRECTIONS

TO THE STUDENT:

In using STANDARD HISTORICAL STUDIES you are asked to observe the following:

- A. The divisions of the book—the *Studies*, the *Maps*, and the *Notes*.
- B. The divisions of the lessons—the *Explanations*, the *Assignments*, the *Outlines*, the *References*, and the *Correlations*.
- C. The 17 lessons or projects of this book are on the subject of American History—Elementary.
- D. These lessons or projects lend themselves to the visual and auditory phases of education in that they offer suggestions for both pictures and music in illustrations.
- E. The maps are so constructed as to extend the greatest aid to the pupil in doing his work.
- F. In locating places, print the names of the places where they belong or number the places and print the names on the margin.
- G. How to use the book to the best advantage:
 - a. Read the *Explanations* to get a connection with what has gone before, or the setting of the present lesson.
 - b. Prepare your lessons from the text or reference books at your disposal according to the outline. The recitation should be an amplified exposition of the outline.
 - c. Do the map-work of each lesson according to the *Assignment*. The assignment may be modified by the teacher to suit her time and library facilities.
 - d. Use the note space beginning on page 36 as you would any laboratory note book to record important happenings, sayings, quotations, observations, etc., which bear directly on the lesson being studied.
 - e. This book when completed will be a compendium of your year's work in United States History—something you will want to keep and refer to when you are older. May this be one of your happy moments.

READING REFERENCES:

Near the close of each lesson you will find page references to the following standard text books on United States history. These references are made by the initial letters of the author's name. T—Thompson, G—Gordy, etc.

A history of the United States—Hall, Smither & Ousley, H-S-O.

History of the United States—John Holladay, Latane.

A History of the United States—Gordy, G.

American History—James & Sanford, J. & S.

Source Book of American History—Hart.

European Beginnings of American History—Atkinson.

History of the United States—Thompson, T.

Mace's School History of the United States, M.

These studies may be used with any standard text or reference book.

Reference is made by pages to the above works because of their general use throughout the country.

For illustrative materials, lantern slides, etc., references are made for the use of the Victor records and the Keystone views.

The books we read, the pictures we see, and the records from which we hear are nothing of themselves, mere chattels of merchandise. They carry, however, the thoughts of writers, painters, and composers—in all, the ideals of artists. From these we are informed or made happier by the messages they bear. Is it not a good thought, then, that we take care to preserve not only the articles themselves but the lessons they teach by building the best of them into our characters?

SCHOOL ANNIVERSARIES

For the principal anniversary days of the school year the following selections of music are well adapted. These selections are merely suggestive, and may be changed by the teacher in charge or the supervisor. The observation of patriotic days should not be overlooked. Attention should be called to each by some sort of exercise in which mention is made of their origin and purpose. The value of such exercises lies in the fact that we enjoy some privilege or degree of personal freedom from the incident of the day observed. The observation of a day is not to make day-worshippers of ourselves or the pupils we teach but to show our appreciation of the services rendered by those who have lived and acted well their part before us.

Observation of State anniversaries may be held when they occur.

September:

First Monday—Labor Day. Discussion: the dignity of labor.

14th. Anniversary of Star-Spangled Banner.
Star-Spangled Banner, *Chorus*.....Victor 17579
Star-Spangled Banner, *Band*.....Victor 17581

October:

12th. Columbus Day.
Columbia, the Gem of the Ocean.....Victor 17578
Hail, Columbia.....Victor 17579

November:

11th. Armistice Day.
America.....Victor 18322
Star-Spangled Banner.....Victor 17579

Thanksgiving Day.
Dwellers in the Western World.....Victor 35185
Old Puritan Psalms.....Victor 17646
Dreams of Autumn.....Victor 16760

December:

25th. Christmas Day.
Silent Night.....Victor 17164
While the Shepherds Watched.....Victor 35412
Joy to the World.....Victor 16996

January:

1st. New Year's Day.
Coming of the Year.....Victor 16825

19th. Lee's Birthday.
Carry Me Back to Ole Virginny.....Victor 7442

February:

12th. Lincoln's Birthday.
Largo.....Victor 35275
Gettysburg Address.....Victor 35377

22nd. Washington's Birthday.
Farewell Address.....Victor 17371
Military Symphony.....Victor 33511
Violin Solo.....Victor 74357

March:

2nd. Texas Independence.
The Eyes of Texas Are Upon You.

17th. St. Patrick's Day.
Wearin' of the Green.....Victor 64258

April:

21st. San Jacinto Day.
Ode to the Flag.

Easter.
Songs of Our Native Birds.....Victor 55049
Spring Song.....Victor 74285
Lohengrin Wedding March.....Victor 31846

May:

Arbor Day.
Return of Spring.....Victor 64217

Mother's Day.
Mother o' Mine.....Victor 64322
Mother's Prayer.....Victor 74475

May Day.
Selections.....Victor 17567
Selections.....Victor 17568

June:

Memorial Day.
The Vacant Chair.....Victor 64499

CONTENTS

A. THE EUROPEAN BACKGROUND.

a. The Oriental Influences.

Lesson I —International Commerce.....8
Lesson II —Western Europe in 1500.....10

b. The Hope of the West.

Lesson III —Proving a Theory.....12
Lesson IV —The Spirit of Adventure.....14
Lesson V —The American Host and the
European Guest.....16

c. Realization in the West.

Lesson VI —The New Europe of the
West.....18
Lesson VII —The English Colonies.....20
Lesson VIII —English Supremacy in
America.....22
Lesson IX —The Division of the Anglo-
Saxon Interests.
Section A.....24
Section B.....26
Section C.....28
Section D.....30

B. THE AMERICAN FOREGROUND.

a. English America.

Lesson X —The Western Territory.....32
Lesson XI —The Call of the West.
Section A.....34
Section B.....36
Section C.....38
Section D.....40

Lesson XII —Our National Crisis.

Section A.....42
Section B.....44
Section C.....46

Lesson XIII —The Purchase of Alaska.....48

Lesson XIV —The Panama Canal Zone.....50

Lesson XV —America's Foreign Influence.....52

b. Latin America.

Lesson XVI —Mexico and Central America.....54

Lesson XVII —South America.....56

LESSON I

(Notes on Page 58)

INTERNATIONAL COMMERCE

EXPLANATIONS: Until quite recently international commerce was confined to small articles and to communities not far distant from each other. Inland trade was limited to the peddler's pack or the camel's back. A hundred miles was a long distance, though some caravans made longer journeys. At the time when our story begins 2000 years ago, there was already established between the principal cities of the Roman empire a system of fairly good roads, many of which led away into foreign countries. These roads became in time the international highways of the Ancient world. The lack of international agreements and the hostilities of people, due to the fact that the spirit of co-operation among communities had not yet been born, permitted these highways to be infested with thieves and robbers to the extent that a profitable or safe business could not be maintained. On the seas, when conducted at all, it was scarcely more successful.

In this connection one of the most valuable results of the crusades was that the Europeans learned of their own crudeness by having revealed to them the elements of a more refined culture. The refined baseness of the Romans mingled with the crude virtues of the Teutons produced a middle century race of people who were not slow to realize these marked differences in character when once pointed out. This was one thing the crusaders did. Evidently, the east was more successful in maintaining her attained standards of culture throughout the invasions of the Arabians and the Turks than had been the case with the Romans. The result was an awakened Europe. The European mind coming out of its eclipse was quick to see the advantages of bringing about closer and better relations between the two countries—Europe and Asia. Each offered opportunities for the development of the other's possibilities. This led to the revival of old commercial interests and the establishment of new ones. Ancient trade routes grew into commercial highways both on land and on sea. The ancient Phœnician merchant marine was made to dream her second dream of a golden glory, but this time under the Italian flags of Venice and Genoa.

The imperial highways of Ancient Rome were joined at Constantinople, Antioch, Gaza and Alexandria with land and water routes which led away to the far east—India and China and the mountain fastnesses of Arabia. By those means and through those greater movements, Europe of the 14th and 15th centuries took on a new lease of life and gave evidences of great accomplishments being perfected within a short time. It is quite tempting at this point to say something about the renaissance, the

new birth, but we shall be compelled to leave that subject to the discretion of the teacher, who will explain its relation to this commercial phase of the great awakening.

By the middle of the fifteenth century much had been accomplished. The new political conditions in both Europe and Asia had become quite thoroughly established. In various sections of the country people began to appear from under the shadows of the "dark ages" and settle down in their places as real nations with more or less stable governments able to command the respect of each other. Three rather well defined trade routes into the far east had been established and, in spite of the hazards of bandits on land and pirates on sea, were doing a thriving business. The Italian cities of Venice and Genoa became the depots of Europe's foreign commerce, and in the north and northwest of Europe large commercial centers arose, and commercial leagues were formed among them. In brief, while Europe was far from the ideal, she was on the very edge of what might today be called a period of great prosperity.

ASSIGNMENT: Locate the following places on the map on the opposite page: Rome, Venice, Genoa, London, Paris, Barcelona, Cadiz, Marseilles, Florence, Syracuse, Tunis, Alexandria, Cairo, Gaza, Acre, Antioch, Jerusalem, Constantinople, Bosphorus, Smyrna, Nicæa, Hellespont, Damascus, Cyprus, Athens, Lubeck, Cologne, Coblenz, Bruges, Nineveh, Bagdad, Persis and Persapolis.

Locate by a line the northern trade route as follows: From Genoa to the Dardanelles, Bosphorus, Black Sea, Caucasus Mountains, Caspian Sea, then east along the 38° parallel of latitude into China.

Locate by a line the southern trade route as follows: From Venice to Alexandria then along the Isthmus of Suez, Red sea, Indian ocean to the Indus river in India.

Locate by a line the central route as follows: From the Indus river across the Indian ocean, to the Persian gulf, to Gaza, from the Persian gulf to Bagdad, Damascus, Antioch, Tarsus, Iconium, Pergamus and Ephesus.

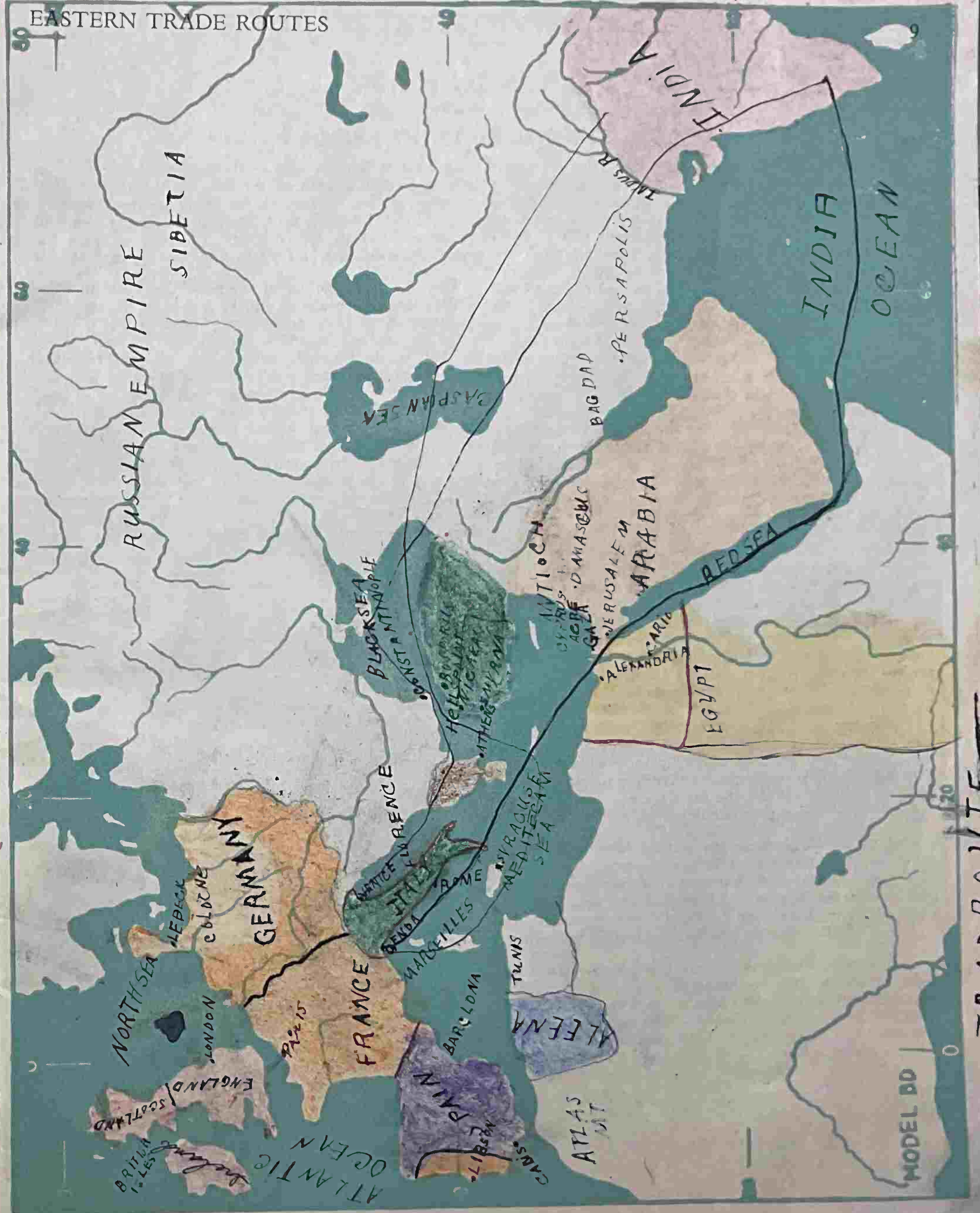
Locate the following countries in contrasting colors: Spain, France, Italy, Holy Roman Empire, Turkey, including Egypt.

Locate such other places as will make a finished map of the period.

REFERENCES: H. S. O. 12, Latane 3, J. & S. 37.

CORRELATIONS:

- In Art*—Grotesque. Perugino.
- With Music*—Victor 17760. Robin and Marion.
- Lantern*—
- No. 3080 Jaffa.
- No. 3085 Syrian Travelers.
- No. 3089 The Jaffa Gate—Jerusalem.
- No. 3102 Pilgrims on "The Route to Calvary."
- No. 3124 Dead Sea, Looking Southwest.
- No. 3141 Ancient City of Samaria.
- No. 3143 Plain of Dothan.
- No. 3146 Plain of Jezreel.



LESSON II

(Notes on Page 59)

WESTERN EUROPE IN 1500

EXPLANATIONS: The political situation throughout southern and western Europe—that is, the government as organized and maintained by the Romans—suffered a severe setback during the fifth century by the invasions of foreigners—the Barbarians. This event was so terrific in its effects that for almost a thousand years the governments of Europe were very uncertain. Charles the Great possibly did more to bring order out of the chaos of the period than did any other person. His work of conquest and organization laid the foundation for the Treaty of Verdun which presented in broad outlines the three parts into which Europe was ultimately divided—France, Italy and Germany. His work did not continue far beyond the time of the treaty as we might have hoped it should. It fell a prey to the contentions and designs of ambitious politicians, with the result that it was not until the middle of the fifteenth century that the principal political divisions of Europe came to be regarded as permanent and possessing something of the stability of a national existence. The following paragraphs will make this matter clear.

SPAIN: Spain, first known as the Iberian peninsula, was originally settled by the Celts and the Iberians. They were in time conquered by the Carthaginians, who in turn became provincials of Rome. Later the Vandals and the Goths became despoilers of the Roman regime in Iberia, and in the eighth century the Saracens made their appearance and remained to affect largely the future history of the entire western end of Europe. After the Saracens had been beaten back from Tours in 732, by Charles Martel, into the country south of the Ebro river, the Christian kingdoms of Leon, Navarre, Castile and Aragon were established as a protest against the invasion of foreigners who were possessed of a religion so different from their own. Of these kingdoms Castile and Aragon became united in 1479 by the marriage of Ferdinand and Isabella, thus laying the foundation of modern Spain.

FRANCE: We have already learned something of the early history of this part of Western Europe. All that is here necessary for us to know is that, the close of the Hundred Years War in 1453 marked the separation of England from France and offered these countries the opportunity of a separate and free national development.

ENGLAND: While this country had a most wonderful history from the very beginning, it was not until its political separation from the continent in 1453 that its real national life had its beginning. The first thirty years following this event, or until 1485, were taken up in set-

ting local differences among the English barons. This latter period is known as the War of the Roses. The outcome of this contest was to bring to the throne of England the Tudor line of sovereigns. Henry VII laid the foundation of the English monarchy—a base for greater independence and a fuller national existence.

The following picture of western Europe at the close of the fifteenth century should be lodged in the minds of the students of American history: France in 1453, Spain in 1479, England in 1485, and all together, within the last half of the fifteenth century, were merging from the shadows of the "dark ages" into the morning glow of things modern. Their prospects were bright and their ambitions high, and though they were still wearing the tattered garments and scarred armor of mediævalism, in their eyes sparkled the joys of hope, and from their brows glistened the courage of youthful enthusiasm for the tasks of the greater renaissance just ahead. The old world with its superstitions and doubts was being buried. The new world with its hopes and high aims was being born by the possibilities of a more intelligent interpretation and a freer consciousness.

ASSIGNMENT: Locate the following places on the map on the opposite page: Lisbon, Madrid, Barcelona, Cadiz, Ebro, Tagus, Guadiana, Paris, Tours, Lyons, Genoa, Venice, Rome, Marseilles, Calais, Bordeaux, Antwerp, Ghent, Loire, Seine, Rhine, London, Dover, Plymouth, Thames, North Sea, Bay of Biscay.

Locate England, France, Portugal and Spain in contrasting colors. Show the union of Castile and Aragon.

Locate any other place which your text might mention or that you might find that would serve to make your picture of this country at this time more real.

REFERENCES: H. S. & O. I. Latane I. A. & T. 7, J. & S. 2.

CORRELATIONS:

In Art—Marriage of the Virgin. Raphael.

With Music—La Paloma. Victor 17536.
Lantern—

- No. 1285 Luther's Church at Wittenburg.
- No. 1284 Across the Elbe.
- No. 10437 Cathedral at Bamberg.
- No. 19463 Cathedral at Cologne.
- No. 2222 Seville Cathedral.
- No. 2238 Cadiz and Its Cathedral.
- No. 1480 Antwerp Cathedral.
- No. 1481 St. Paul's at Antwerp.
- No. 1484 Notre Dame at Bruges.
- No. 1467 Cathedral of Gudule at Brussels.

Or—
No. XI-9 Our New Americans in Their Old World Homes
—60 Slides.



LESSON III

(Notes on Page 60)

PROVING A THEORY

EXPLANATIONS: It would be unfair to the intelligence of the people of the past who have wrought so much in economics, in government and in general culture to conclude that they had overlooked the department of science and that they were ignorant of its teachings. It is true, however, that the people of the fifteenth century were not so well informed as were the people who lived before the "dark ages" or since. This was due largely to the catastrophe of mediævalism. History shows that the people of that period held many theories which were truly scientific in their bearing. The real difficulty, however, lay in the fact that they did not have the means of proving them.

The rotundity of the earth was only one of the many scientific problems which had baffled the minds of men through the ages; and because of the fact that much of which is now common knowledge was linked with that thought to prevent its being thought-through, we have been prone to think of the peoples of the fifteenth century as being more or less uninformed on the ordinary affairs of life. Who first thought that the earth was round and told it to others, we do not know.

Long before the Christian era, there was a man among the Greeks—Aristotle—who proved to his own satisfaction that it was so, though the idea was at that time rather novel. A Roman geographer, Strabo, who lived at the time of the birth of Christ, quotes a Greek scholar of the third century B. C. as saying that, "we might easily pass from Iberia to India. * * * * It is quite possible that in the temperate zone there may be two or even more habitable earths."

During the "dark ages" the Europeans seem to have lost their knowledge of the globular theory of the earth, but fortunately it was preserved for them and for us by the Arabian philosophers. They have been looked upon as the cultural banks—depositories for the knowledge of these centuries of distress and sore trial. Through international relations much of this knowledge found its way into the west. Roger Bacon, an English scholar of the thirteenth century, believed that it was but a short distance from Spain to the Indies. Sir John Mandeville, an English traveler, wrote in the first English book ever written (1356) that, "the world is a sphere; that he himself, when traveling northward, had seen the polar star approach the zenith, and that on going southward the Antarctic constellations had risen overhead, and it was both possible and practicable for a man to sail around the world to the place of starting." Toscanelli, an Italian scholar of the fifteenth century, wrote a letter

and drew a map advising Columbus on this subject. Martain Behaim, a German navigator, who had already explored much of the eastern coast of Africa, completed a map or globe on the theory of the rotundity of the earth, in the summer of 1492, before he heard of the discovery of America by Columbus.

Thus it appears that the theory of the rotundity of the earth was quite generally believed at the time of this lesson 1450 A. D. However, the necessary means for proving the theory were lacking. Ships were plentiful and seamen were sufficiently bold. The astrolabe and the compass had extended their vision over the ocean to the Azores and the Canary Islands, but necessity had not yet sufficiently bolstered their courage of conviction to the trial point. This came when the Turks, pressing their old policy of conquest, reached and captured Constantinople in 1453. The Turks were now in control of all the great international trade routes to the east and closed the ports of Alexandria in Egypt and Constantinople on the Bosphorus against European trade. After this the problem of the European was to find a water route to India and circumvent, if possible, the Turkish bloc. This was a challenge to every seaman and business enterprise of the west. It was accepted by Columbus of Italy and the young Spanish government. The story of which you will read from your text.

ASSIGNMENT: Locate on the map on the opposite page in contrasting colors the following places: The British Isles, Portugal, Spain, France, North America, South America and Cuba.

Locate London, Paris, Madrid, Barcelona, Cadiz, Lisbon, North Sea, English channel, Bay of Biscay, Mediterranean Sea, Strait of Gibraltar, Azores, Madeiras, Canaries, San Salvador, Cuba, San Domingo, Porto Rico, Trinidad, Orinoco, Caribbean Sea, Gulf of Mexico, Gulf of St. Lawrence, Davis Strait, Hudson Bay, St. Augustine, Havana, Quebec, Montreal.

Draw with colored pencil the courses established by Columbus, Magellan, Cartier, John Cabot, Hudson, Frobisher, Lief Erickson, Balboa, Drake.

REFERENCES: H. S. & O. 22, Latane 10; J. & S. 17; G. 3; T.1; M.1.

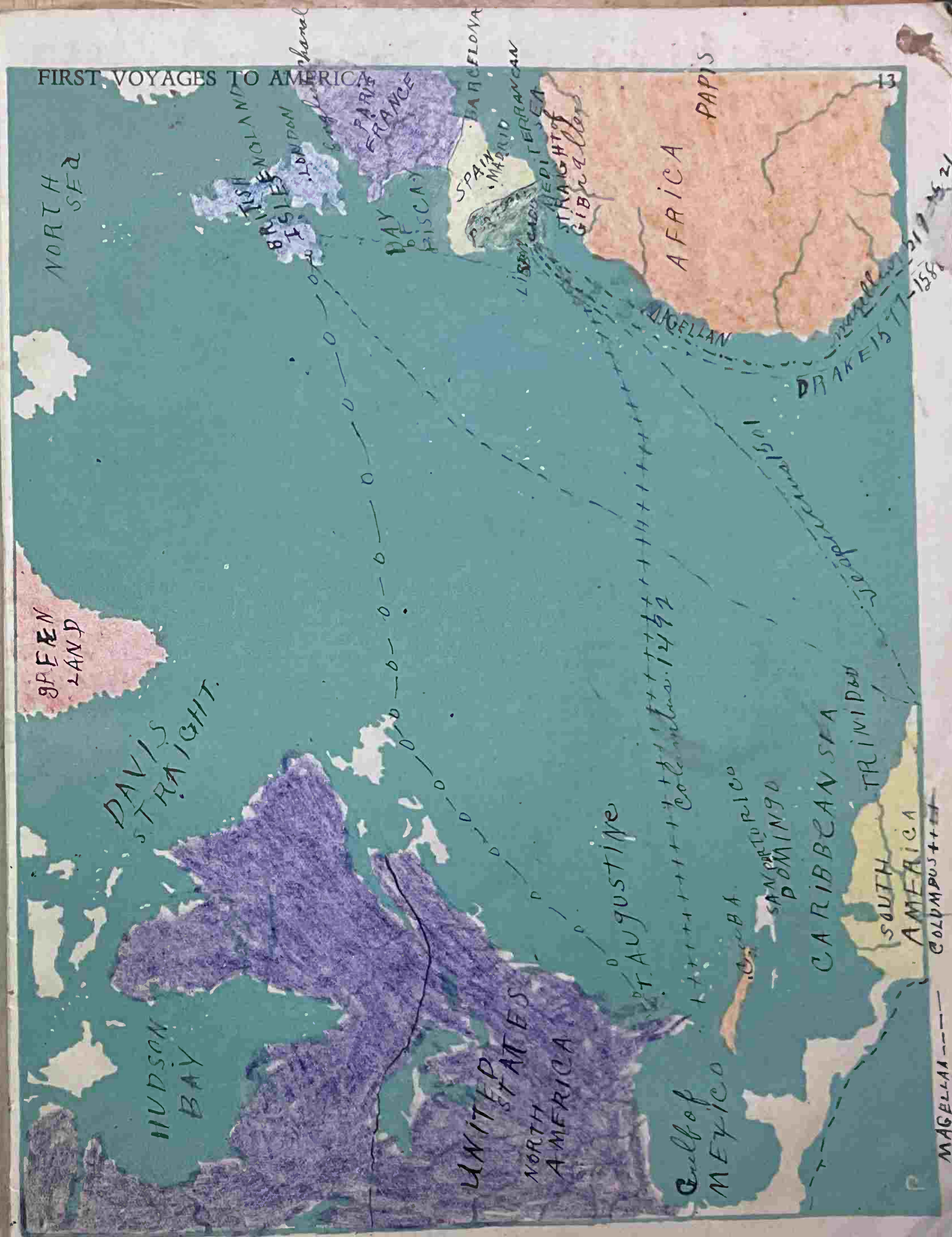
CORRELATIONS:

In Art—Statue of Columbus, Genoa, Italy.

With Music—A Mighty Fortress. Victor 16159.

Lantern—

No. XV-1 Finding the New World. O. Hundred Slides.



LESSON IV

(Notes on Page 61)

THE SPIRIT OF ADVENTURE

EXPLANATIONS: The purpose of the previous lesson was to show the locations and the relative positions of the countries of western Europe, with their chief centers of trade, in their connection with the peculiar economic situation caused by the Turkish conquest of Constantinople and in their relation to the first water routes across the Atlantic ocean, and to show something of the newly found country in the west. The previous lesson had for its task the overthrow of prejudices, superstitions and fears which prevented any effective attempt to demonstrate the truth of any theory regarding the sphericity of the earth that might be advanced. This task or phase of the problem was accomplished by the undaunted courage and tenacity to purpose of Christopher Columbus in his first voyage across the Atlantic ocean. After this incident in the problem of proving the theory of the rotundity of the earth, the mythical sea monsters of the boiling waters of the tropical regions disappeared, and the brave seamen who now ventured beyond the horizon and over the turn of the seas went with greater confidence in their chances for a safe return.

With these difficulties out of the way every harbor of western Europe turned its prize ship's bow westward and set its sails ready to do and dare, in the name of its sovereign, for a share in the glories of new discoveries and conquests. Seamen now had the courage of their convictions and were anxious to ride the waves of any wind to attain glory and renown. Every idea and plan regarding the half-solved theory of the earth's rotundity was to be tested and tried. A direct western passage was to be found, if possible. The northwestern route seemed to be quite likely, but the prize of victory went to one Fernando Magellan, a Portuguese in the service of Spain, who 1519 passed around the landed area to the southwest then on into the ocean beyond—the Pacific—and became the first seaman to blaze a waterway around the globe.

After the first centuries of the Roman and the Barbarian conflicts, and when the mixed peoples of western Europe began to settle down to the more civil pursuits of life, feudalism became the established order of society, and chivalry with its orders of knighthood became its military support. In the exploits of the chase and tournament a reconstructed spirit of adventure was born and grew upon the changing conditions of the times. The crusades came in time to absorb much of its accumulating energy, as did also the foreign commerce on the seas. But this was not enough. In time there came to be needed a larger field for action—an outlet for this

accumulating strength. This larger opportunity came in the discovery of America and in the conquest of the open seas to the west. From the discovery of America by Columbus in 1492 to the first permanent English settlement at Jamestown, Virginia, in 1607, Europe was astir because of these overseas possibilities, and the flower of her sea-going craft searched every river, bay and inlet of America for the treasures they might hold. This is commonly referred to in American history as the period of discoveries and explorations.

ASSIGNMENT: Locate the following places on the map on the opposite page: The islands of the West Indies, Bermuda, Trinidad, Orinoco, St. Augustine, Cape Hatteras, Delaware Bay, Chesapeake Bay, Cape Cod, Bay of Fundy, Gulf of St. Lawrence, Nova Scotia, New Brunswick, New Foundland, St. Lawrence River, Quebec, Montreal.

Locate the following lakes: Erie, Ontario, Huron, Michigan and Superior; Mississippi river, Cape Breton Island.

Locate any additional matter suggested by your text or teacher that will more fully illustrate the subject of discoveries and explorations.

THE OUTLINE

THE SPIRIT OF ADVENTURE

- A. ITS BEGINNINGS AND OPPORTUNITIES.
 - a. In the Roman and Barbarian contests.
 - b. In the defense of feudalism.
 - c. In the cause of the crusades.
 - d. In the commercial necessity caused by the Turks.
- B. ITS PRACTICAL APPLICATIONS.
 - a. By the Spanish.
 - 1. The voyages of Columbus.
 - 2. The voyage and work of Amerigo Vespucci.
 - 3. The accomplishments of Magellan.
 - 4. The exploration of Ponce de Leon, Balboa, Cortez, De Soto, Pizarro, etc.
 - b. By the French.
 - 1. The explorations of Denys, Verrazano, Cartier.
 - 2. The attempted settlements of Coligny and Ribault.
 - c. By the English.
 - 1. The explorations of John Cabot, Sebastian Cabot, Pro-bisher and Drake.
 - d. By the Portuguese.
 - 1. The work of Vasco da Gama.
 - 2. The explorations of Cabral and Cortereal.

REFERENCES: H. S. & O. 12, Latane Ch. 1, J. & S. 17, M. 2.

CORRELATIONS:

In Art—Triumph of Truth Over Error. Fuller.

With Music—Lift Thine Eyes. Victor 17211.

Lantern—

No. XI-10 At the Gates of the New World and Beyond. Sixty-nine Slides.



LESSON VI

(Notes on Page 63)

THE NEW EUROPE OF THE WEST

EXPLANATIONS: In the early part of the fifth century (410) the Roman garrison which was stationed in Britain (England) was called away to assist in the defense of the home country against the invasions of the Franks, the Vandals, the Goths and other foreign tribes. Though the Romans were in control of Britain for four hundred years, they never made close friends with the native population. The reason for this was, they were driving masters rather than sympathetic leaders. Their stay weakened the spirit of independence among the native Britains and their withdrawal left them exposed to the attacks of the first invaders who perchance might pass their way. The northern tribes from the continent—the Angles, the Saxons, the Jutes along with some Friesians—soon learned that the Romans had gone away. They then came across the North sea and began making settlements on the eastern and southern shores of the island. In due time these tribes became more or less united and formed what we since have called the Anglo-Saxon people. They laid the foundation of the English nation, and whatever changes there might have been since, the nations of English speaking people of today remain practically what they made them.

We learned in Lesson II how the Franks and the Anglo-Saxons (English) became separated and each went to themselves. We learned also in Lesson IV how they with Spain and Portugal took a lively interest in the discoveries and explorations in the west—America. In this lesson we wish to show those parts of the new country which were claimed by each of the European nations and which we shall think of in the future as New Europe. Especially do we wish to observe that part of the continent which finally became the permanent home of the English or Anglo-Saxon people—New England.

ASSIGNMENT: Locate the following places on the map on the opposite page: New Spain, New France, New England, New Netherlands, New Sweden, New Portugal. Show the territory claimed by each of these countries in contrasting colors.

Locate the principal settlements made in each people's territory.

Locate the conflicting claims of the Virginia and the Plymouth grants of 1606.

Locate any other information that your text might give which will further illustrate this period of discoveries and explorations.

NEW EUROPE

- A. THE SPANISH INFLUENCE.
 - a. Her discoveries:
 - 1. When. 2. By whom. 3. Location.
 - b. Her colonies:
 - 1. When. 2. Where. 3. Name.
- B. THE FRENCH INFLUENCE.
 - a. Her discoveries:
 - 1. When. 2. Where. 3. Location.
 - b. Her colonies:
 - 1. When. 2. Where. 3. Name.
- C. THE ENGLISH INFLUENCE:
 - a. Her discoveries:
 - 1. Where. 2. By Whom. 3. Location.
 - b. Her colonies:
 - 1. When. 2. Where. 3. Name.
- D. THE PORTUGUESE, SWEDES AND THE NETHERLANDS.
 - a. Their discoveries.
 - 1. When. 2. Where. 3. Location.
 - b. Their colonies:
 - 1. When. 2. Where. 3. Name.

REFERENCES: H. S. & O. 37, 68. Latane Ch. 2; J. & S. 27, 85; G. 28; T. 26, 35, 41; M. 25, 94.

CORRELATIONS:

In Art—In the Catskills. Cole.

With Music—17646 Hymns.

Lantern—

- No. v26084 An Indian Pueblo. Arizona.
- No. 8014 Homes of Cliff Dwellers. Colorado.
- No. v23180 Iroquois Indians. Five Nations. Canada.
- No. v23176 Sioux Indians. Nebraska.
- No. v26086 Oldest House in U. S. St. Augustine, Florida.
- No. x253190 First Virginia Assembly. Governor Yeardley Presiding.
- No. x152116 Introduction of Slavery.
- No. 25901 Pot and Platter of Miles Standish.
- No. 26088 Law Library. Harvard University.
- No. x253207 Washington and Lafayette at Mt. Vernon.



LESSON VII

(Notes on Page 64)

THE ENGLISH COLONIES

EXPLANATIONS: The map on the opposite page shows that part of the American territory occupied by the English colonists in 1609. In our lesson on the New Europe of the West we learned the locations of the various colonies and something of the extent of the territorial claims of each. In this lesson we shall single out the operations of the English people because they constitute the subject of our particular study in these remaining lessons.

The territory of the English colonists lay along the Atlantic seaboard from the French settlements in the north to the French and Spanish settlements in the south and between the 34th and 45th parallels of north latitude. In general it extended one hundred miles into the interior near the divide—the ridge of the Alleghany mountains. In some instances it extended inland to some undetermined boundary, as a few charters read "from sea to sea." Within this boundary near its center and on the water's edge lay the claims of the minor countries—the Dutch and Swedes. The French claimed the vast regions to the north, and to the west of the Alleghany mountains, down the valleys of the Ohio and the Mississippi rivers. They also disputed with the Spaniards their claims to a considerable portion of the south country. The Spaniards were in undisputed possession of practically all of the south and the territory west of the Mississippi river, including Mexico, Central America, and with the Portuguese, South America.

The English began their constructive efforts on the territorial grants of their King, James I, to the London and the Plymouth Companies. These were within the boundaries they had established by rights of discoveries and explorations. The failure of Sir Walter Raleigh to plant permanent colonies in the new world proved the inability of single persons to perform such large undertakings and served to introduce into the program of English colonization the principle of "big business" about which we hear so much of late years. This was done by the organization of great commercial companies with centers in foreign countries, such as the Muscovy Company for Russia and the East India Company for the far east—India and China. These were quite successful, and there was no good visible reason why a similar company to trade with the Indians of America should not succeed. So, in line with this policy, the London and the Plymouth Companies were formed by the merchants of those two cities. There was issued to them a grant of land in America which lay along the Atlantic ocean and between the 34th and the 45th parallels of north latitude. This was an empire within itself. It was more than seven hundred and fifty miles wide and extended far west into the interior. With this grant and the settlements of Jamestown, Virginia, in 1607 and Plymouth, Massachusetts, in 1620 began the development of New England—England in America. The story of this development is told in your texts.

ASSIGNMENT: Locate on the map on the opposite page the territorial grants of the London and the Plymouth Companies, in contrasting colors. If conflicting interests appear they should be so clearly indicated as to remove any doubt as to the identity of each.

Locate such places as might appear in your text that will serve as markers of the different interests of the two companies.

Locate the following: Cape Cod, Long Island, Cape May, Delaware Bay, Cape Hatteras, Cape Henlopen, Chesapeake Bay, Capes Charles and Henry, Albemarle Sound, Pamlico Sound, Cape Lookout, Cape Fear.

Locate the following rivers: Hudson, Delaware, Susquehanna, Potomac, James, Roanoke, Cape Fear, Santee, Savannah, Altamaha, Chattahoochee, Penobscot, St. Lawrence, Ohio, Tennessee.

Locate the following lakes: Huron, Ontario, Erie.

Locate the following places: St. Augustine, Jamestown, New Amsterdam, Hartford, Plymouth, Quebec, Montreal.

THE OUTLINE

A. THE TIME—1607 to 1732.

B. THE COLONIES.

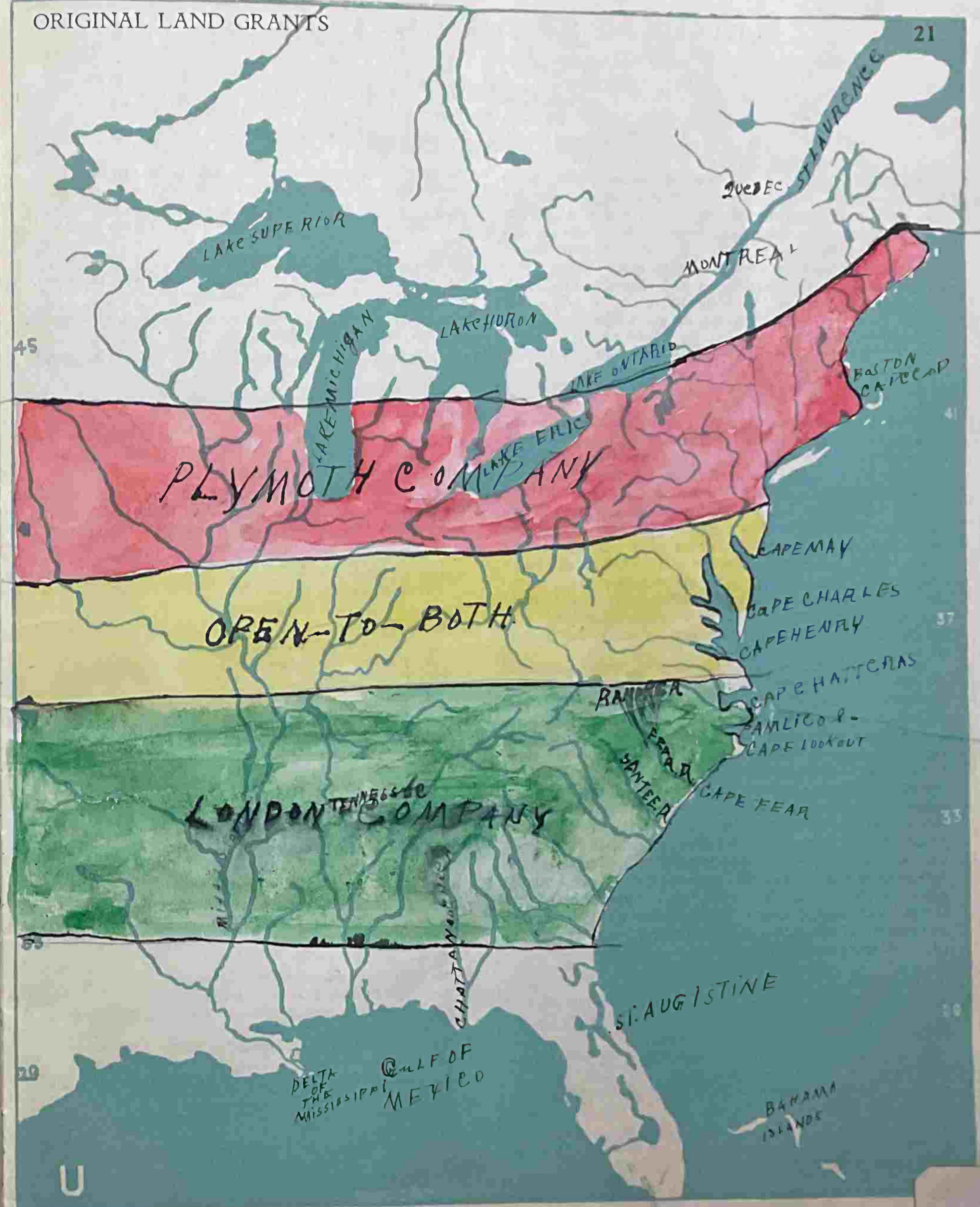
- a. Virginia—first settlement at Jamestown 1607.
 1. The leaders and something of their work.
 2. The kinds of government enjoyed.
 3. What the people did for a living—economic activities.
 4. Their cultural life.
 1. The educational interests.
 2. Their religious activities.
 3. Their pleasures and pastimes.
- b. Massachusetts—the first settlement at Plymouth 1620. Apply to this and each succeeding colony the outline used for Virginia.
- c. New York—first settlement on Manhattan Island 1623.
- d. New Hampshire—first settlement at Dover 1623.
- e. Connecticut—first settlement at Saybrook 1633.
- f. Maryland—first settlement at St. Mary's 1634.
- g. Rhode Island—first settlement at Providence 1636.
- h. Delaware—first settlement at Wilmington 1638.
- i. North Carolina—first settlement at Albemarle Sound 1663.
- j. South Carolina—first settlement at Charleston 1663.
- k. New Jersey—first settlement at Elizabeth 1665.
- l. Pennsylvania—first settlement at Philadelphia 1682.
- m. Georgia—first settlement at Savannah 1732.

REFERENCES: H. S. & O. Ch. 4, Latane Ch. 2. J. & S. 37-68-85. G. 40; T. 49, 82, 107; M. 25.

CORRELATIONS:

- In Art*—Pilgrim Exiles. Broughton.
- With Music*—Barbara Allen. Victor 45310. Folk Dances. Soldiers Joy.
- Lantern*—
 - No. k23101 Plymouth Rock and Children.
 - No. W. & U. 265531 Signing of the Mayflower Compact.
 - No. W. & U. 78098 New England Farmhouse.
 - No. W. & U. 14062 Memorial to Miles Standish.
 - No. W. & U. 11579 Pilgrims Going to Church.
 - No. 14186 John Smith Trading With the Indians.
 - No. v26089 Witch House.
 - No. 16561 Interior of St. John's Church, Richmond, Va.
 - No. 26098 Old State House, Boston.
 - No. x258852 Paul Revere's Ride.

ORIGINAL LAND GRANTS



LESSON VIII

(Notes on Page 65)

ENGLISH SUPREMACY IN AMERICA

EXPLANATIONS: The map on the opposite page shows that part of the territory of North America occupied by the English at the close of the French and Indian War and settled by her colonies. Long before Georgia, the last of the thirteen original colonies, had been established—1732—differences of far-reaching consequences had arisen between the English and their French neighbors. In fact, it was in 1689, the year in which James II fled from England, that his daughter Mary with her husband William of Orange—King and Queen of Holland—ascended the English throne, that actual hostilities between the two countries broke out in America in what is known as King William's War.

It will not be a strain upon our imaginations to understand the position the colonists—French and English alike—took, when differences between their mother countries affecting their territorial claims in the new world arose. Each of the so-called "intercolonial wars," known in English history as King William's War, Queen Ann's War, King George's War and the French and Indian War, were but colonial or foreign phases of the greater international struggles of Europe in which England had a considerable part. They were reflections or projections of the French invasion of the Netherlands, the War of the Spanish Succession, the War of the Austrian Succession, and the Seven Years' War, in the order named.

It is well that we note at this time the geographical situation of the American colonists. The English were confined to a narrow strip of country that lay to the east of the Alleghany mountains, along the Atlantic ocean. Beyond this they could not expand. The French claims lay like a crescent around them from the north by way-of-the-west to the south. For them it was a fight for existence. To them it was go west, "over the top" and through the French lines, or perish. The latter they would not do without a struggle. The native Red Men of the forests were enlisted on either side and the contests were on, with the new barbarity of poisoned arrows and tomahawks. After the enactment of many harrowing incidents of "man's inhumanity to man" the contest closed with the dramatic fall of Generals Wolfe and Montcalm on the "Plains of Abraham" and the treaty of 1763 was signed.

According to this treaty France gave up all claims to her American territory save some fishing privileges around Newfoundland. Canada and all territory east of the Mississippi river except a small area around New Orleans was ceded to England. New Orleans and the French claims to the remnant of Louisiana were given over to Spain as a compensation for her loss of Florida which was surrendered to the English.

ASSIGNMENT: Locate in contrasting colors the English, the French and the Spanish territories as they appeared in 1689.

Draw a line the color of the English territory around that portion of the French territory which was transferred to England by the treaty of 1763.

Locate the following places: Quebec, Montreal, Portsmouth, Boston, Hartford, New Haven, New York, Philadelphia, Baltimore, Albany, Charleston, Savannah, St. Augustine.

Locate the following rivers: St. Lawrence, Delaware, Mississippi, Susquehanna, Ohio, Erie, Alleghany.

Locate the following lakes: Ontario, Erie, Huron, Champlain, George.

Locate the following forts: Presque, LeBœuf, Venango, DuQuesne, Necessity, Cumberland.

THE OUTLINE

- A. THE TIME—1689 to 1763.
- B. THE GENERAL CAUSES OF NATIONAL DIFFERENCES.
 - a. Emanating from European relations and conditions.
 - b. Emanating from American relations and conditions.
- C. THE WARS OF THE PERIOD.
 - a. King William's War.
 - 1. The causes and incidents.
 - 2. The territorial changes, if any.
 - b. Queen Anne's war.
 - 1. The causes and incidents.
 - 2. The territorial changes, if any.
 - c. King George's War.
 - 1. The causes and incidents.
 - 2. The territorial changes, if any.
 - d. The French and Indian War.
 - 1. The causes and incidents.
 - 2. The territorial changes, if any.
 - e. The General Results.
 - 1. Affecting Europe.
 - 2. Affecting America.

REFERENCES: H. S. & O. Ch. 7, Latane Ch. 4. J. & S. Ch. 8; G. 90; T. 120; M. 124.

CORRELATIONS:

- In Art*—Perry's victory on Lake Erie.
- With Music*—From the Land of the Sky-Blue Water. Victor 64516, 6419, 45184. War Dances. Victor 17611.
- Lantern*—
 - No. 1k51066 Landing of the Pilgrims.
 - No. 13990 Cape Diamond. Quebec.
 - No. 16028 Windmill, Montreal. Where La Salle Went to Grind Grain.
 - No. v27171 Old French Fort at Louisburg, N. S.
 - No. 6344 Block House, Fort Pitt.
 - No. 16006 Common Monument to Wolfe and Montcalm. Quebec.
 - No. 6722 Old Hudson Bay Block House. Ontario.



LESSON IX

(Notes on Page 66)

THE DIVISION OF THE ANGLO-SAXON INTEREST

EXPLANATIONS: Scarcely had the peace treaty of 1763, settling the differences of England, France and Spain, been signed when the relations between the colonists in America and the mother country became somewhat strained. The questions about which they differed were largely questions of control which had grown out of their charter provisions. Quite a few of these questions had been carried over this date from the period of international struggles for the continent of America and were made to unite with the new problems growing out of the Anglo-Saxon ideas of a colonial policy. In this new form these questions became determining factors in bringing about the Revolutionary War.

In order to protect the vast territory which had fallen into its hands, the English government created by proclamation three new provinces—Quebec in the north along the St. Lawrence river, and East and West Florida in the south. All the territory lying between these provinces and west of the Alleghany mountains to the Mississippi river was set aside for the Indians. By these proclamations England hoped to provide a government for her colonial possessions and the newly acquired French territory which was now all of North America east of the Mississippi river. After the question of government had been determined upon, the question of defense arose. This was important as it was quite evident there lingered the dangerous possibility of France trying to regain a portion, if not all, of her lost territory. It is to be remembered that France did not readily withdraw from the ceded territory according to the terms of the treaty of 1763.

In the English program of defense there was included an army of 10,000 regular soldiers to be scattered over the country from Canada to Florida. The up-keep of this army was to be borne partly by the colonists and partly by the home government. The share the colonists were to pay was to be raised by enforcing the old Navigation laws of England, by a tax on the importation of sugar and molasses and a stamp tax. It was concerning these questions that the colonists found cause for complaint and it was because of the efforts of the home government to put these laws into operation that the colonists' attitude of opposition regarding the colonial policy of the home government began to stiffen. The English people, native and colonial alike, were unfortunate in having at this time for their sovereign a man who was reactionary in every act and attitude of his public life. It was the hope and ambition of the king—George III—to re-establish the absolutism of the Stuarts. In his youth, his mother's constant injunction was: "George, when you come into your inheritance, be king!"

It is not the purpose of these studies to review in detail

the history of these revolutionary movements. They will be told in the text and by the teacher. In this connection, however, we wish to remind the student that he should not, at any time, lose sight of the fact that this whole movement was an English affair. One in which only Englishmen were concerned, though carried on in the colonial part of their state. It was a matter of differences of opinions as to policies of administration. It was the democratic spirit of the eighteenth century and the west cutting the "Gordian knot" of absolutism and the east. The old monarchistic forms of government had been under question for more than a hundred years, and it was not in any spirit of disloyalty that the colonists assumed the attitude of opposing the older forms in favor of some untried new form, but it was an expression of true loyalty to their higher interests which were manifested to them by the new awakening of the age. It was the dawn of the experimental age in democracy.

ASSIGNMENT: The subject of this lesson—The Division of the Anglo-Saxon Interests—is what we commonly, though I think erroneously, call the American Revolution. Responsibilities can not be charged to the American government before it becomes an accepted fact. This did not take place until the signing of the Treaty of Paris in 1783. The four succeeding maps will serve to illustrate the different phases of this war period.

Locate the following places on the map on the opposite page: The thirteen original colonies, Nova Scotia, Province of Quebec, East and West Florida, and the Indian reservation which was established by the proclamation of 1763. Show these sections of territory by names. Show all English territory in one color.

Locate the principal rivers and bodies of water within these areas. Locate the principal towns in each section.

Locate the principal forts in the Indian reservation and the Province of Canada.

This map should show English America at the time of the beginning of the Revolutionary War—1775.

REFERENCES: H. S. & O. Pt. 6, Latane Pt. 2, J. & S. Ch. XI; G. 122; T. 161; M. 136.

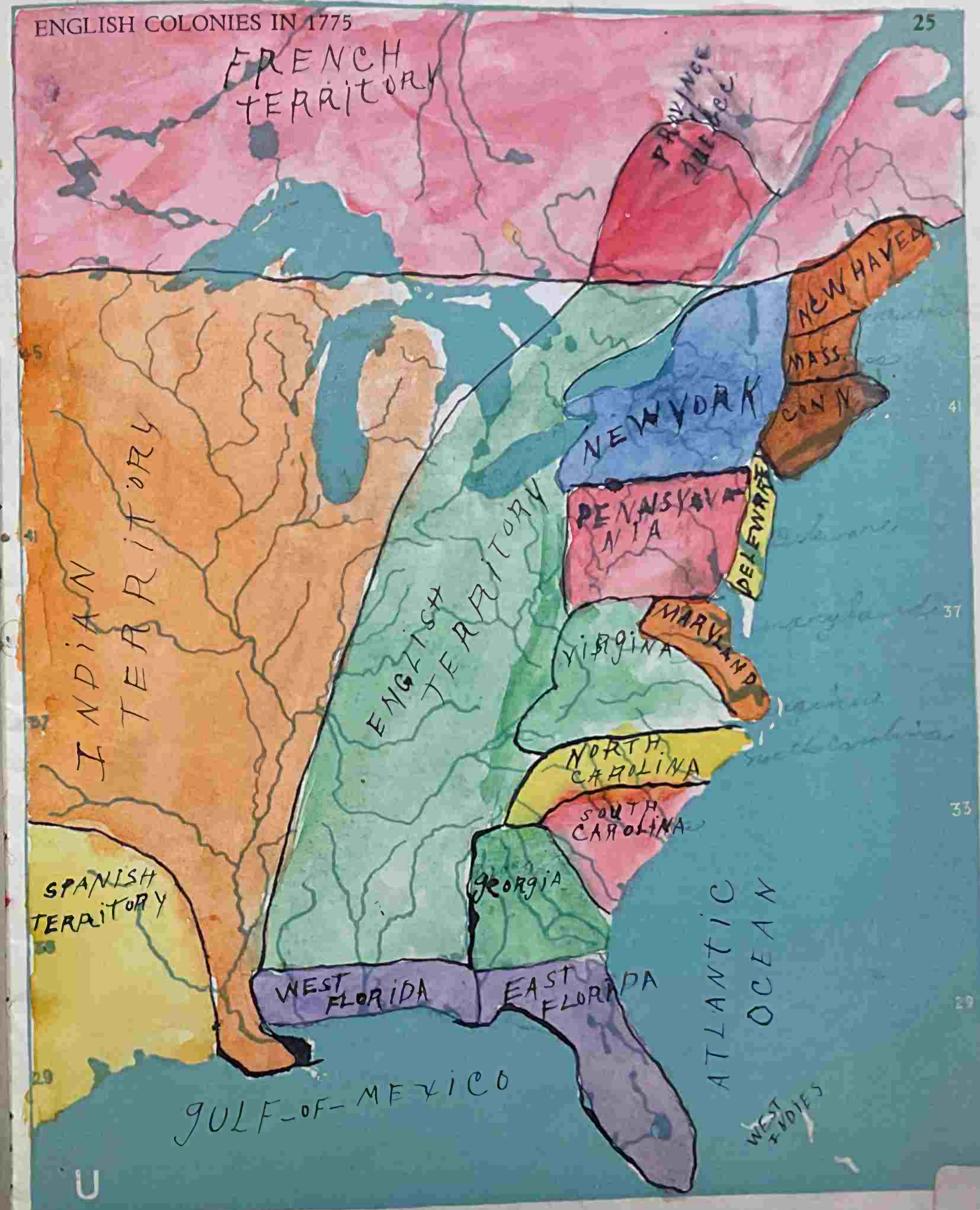
CORRELATIONS:

In Art—Breaking Home Ties, Hovenden.

With Music—Stars and Stripes Forever. Victor 16777-18092.
Star-Spangled Banner. Victor 17579-17581.
Hail, Columbia.

Lantern—

No. x253198 Boston Tea Party.
No. x258852 Paul Revere's Ride.
No. v26096 First Battle Grounds. Lexington.
No. x258853 Washington Taking Command.
No. x228523 Spirit of '76.
No. 23091 Liberty Bell. Philadelphia.
No. x229673 Signing the Declaration of Independence.
No. x227115 Washington Crossing the Delaware.
No. x229662 Winter at Valley Forge.
No. 16544 Nelson House, Yorktown. Headquarters of General Cornwallis.
No. x252112 Washington's Farewell to His Soldiers.



LESSON IX

(Notes on Page 67)

THE DIVISION OF THE ANGLO-SAXON INTEREST

(Section B)

EXPLANATIONS: The purpose of this section of the lesson is to show the military movements, offensive and defensive, of the English regulars and the colonists in and around Boston, New York and Philadelphia.

ASSIGNMENT: For the Boston and New York campaigns you will locate the following rivers: Delaware, Raritan, Hudson, Charles, Mystic and Concord. Places: Annapolis, Halifax, Quebec, Montreal, Crown Point, Ticonderoga, Oswego, Saratoga, Portsmouth, Boston, Albany, Providence, Detroit, Hartford, Fort Presque Isle, New Haven, Fort Sandusky, Fort Miami, New York, Fort Duquesne (Pittsburgh), Fort Bedford, Philadelphia, Lancaster, York, Baltimore, Fort Cumberland, Dover, St. Louis, Vincennes, Richmond and Yorktown. Locate the line of march of Washington from Boston to New York; of Arnold from Boston to Quebec; of Washington from New York to North Castle and across New Jersey to Newton; and of Montgomery from Crown Point to Montreal.

REFERENCES: C. 138; T. 169; M. 155; H. S. & O. 123; L. 92.

THE CAMPAIGNS IN THE NORTH



LESSON IX

(Notes on Page 68)

THE DIVISION OF THE ANGLO-SAXON INTEREST

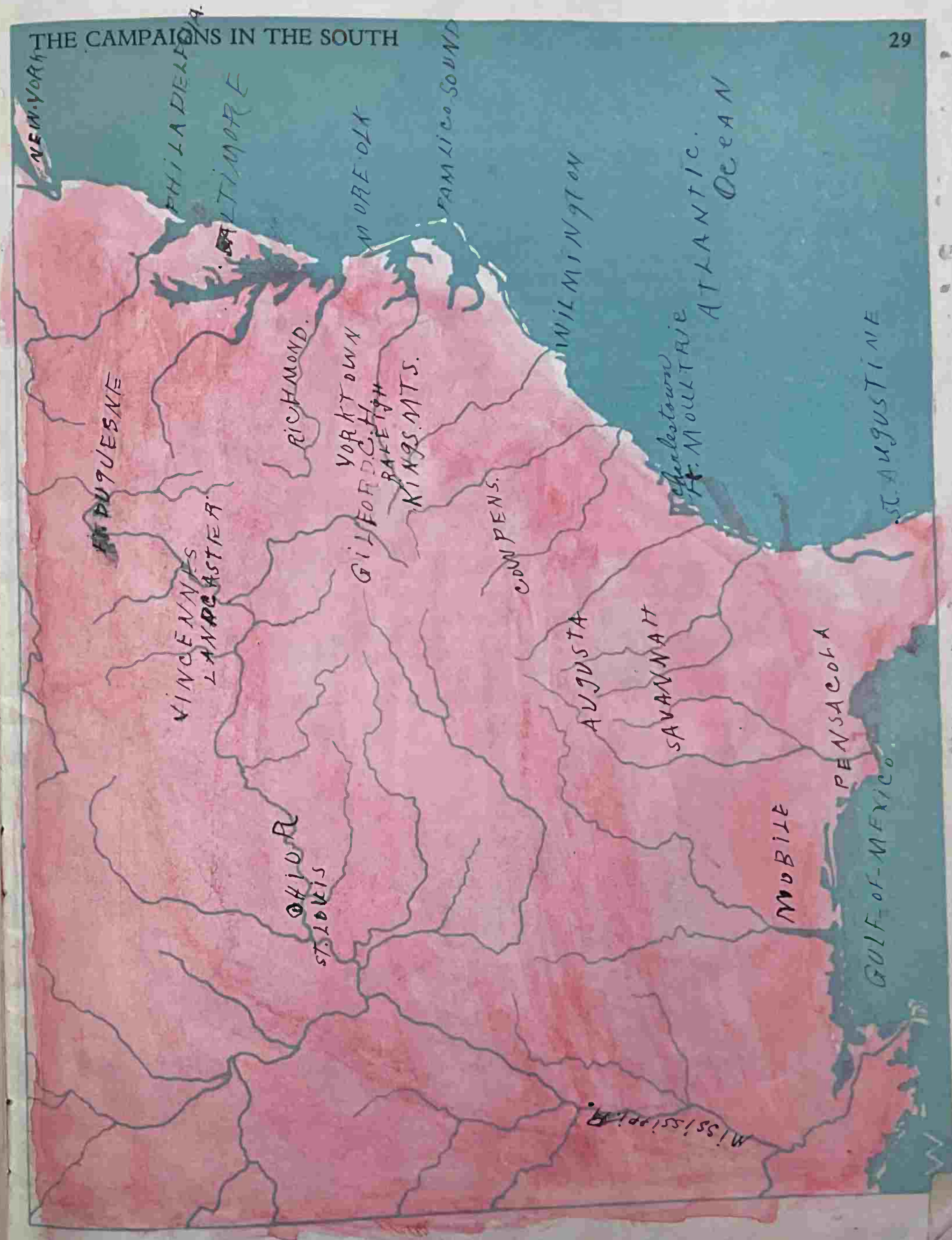
(Section C)

EXPLANATIONS: The purpose of this section of the lesson is to show the military campaigns, offensive and defensive, of the English regulars and the colonists in the south and around Yorktown.

ASSIGNMENT: Locate the following: New York, Fort Duquesne (Pittsburgh), Fort Bedford, Philadelphia, Lancaster, York, Fort Cumberland, Baltimore, Dover, Vincennes, St. Louis, Richmond, Yorktown, Norfolk, Wilmington, Georgetown, Augusta, Charleston, Savannah, Mobile, Pensacola, New Orleans, St. Augustine, Fayetteville, Raleigh, King's Mts., Cowpens, Guilford Court House, Charlotte Court House, Eutaw Springs, Ramsey's Mill, Hillsboro, Pamlico Sound, Chesapeake Bay, Port Royal, Cape Fear River, Ninety-Six, Fort Moultrie.

REFERENCES: H. S. & O. 140; L. 112; G. 152; T. 178; M. 167.

THE CAMPAIGNS IN THE SOUTH



LESSON IX

(Notes on Page 69)

THE DIVISION OF THE ANGLO-SAXON INTEREST

(Section D)

EXPLANATIONS: The purpose of this section of the lesson is to show the division of the Anglo-Saxon's territorial interests in America, as a result of the Revolutionary War. These adjustments are set forth in the Anglo-French-Spanish treaty of 1783.

By the terms of this treaty the country north of the Great Lakes, the St. Lawrence river, and parallel 45 north latitude, east from the St. Lawrence river except that portion of Massachusetts now known as Maine, was retained by the English and became British America, or what is sometimes called the Dominion of Canada. The territory south of this line to Florida and east of the Mississippi river became the United States of America. Florida was ceded to Spain. Spain was now in possession also of the great region of country west of the Mississippi river.

ASSIGNMENT: Locate each of the thirteen original colonies by name and show their territorial claims west of the Alleghany mountains.

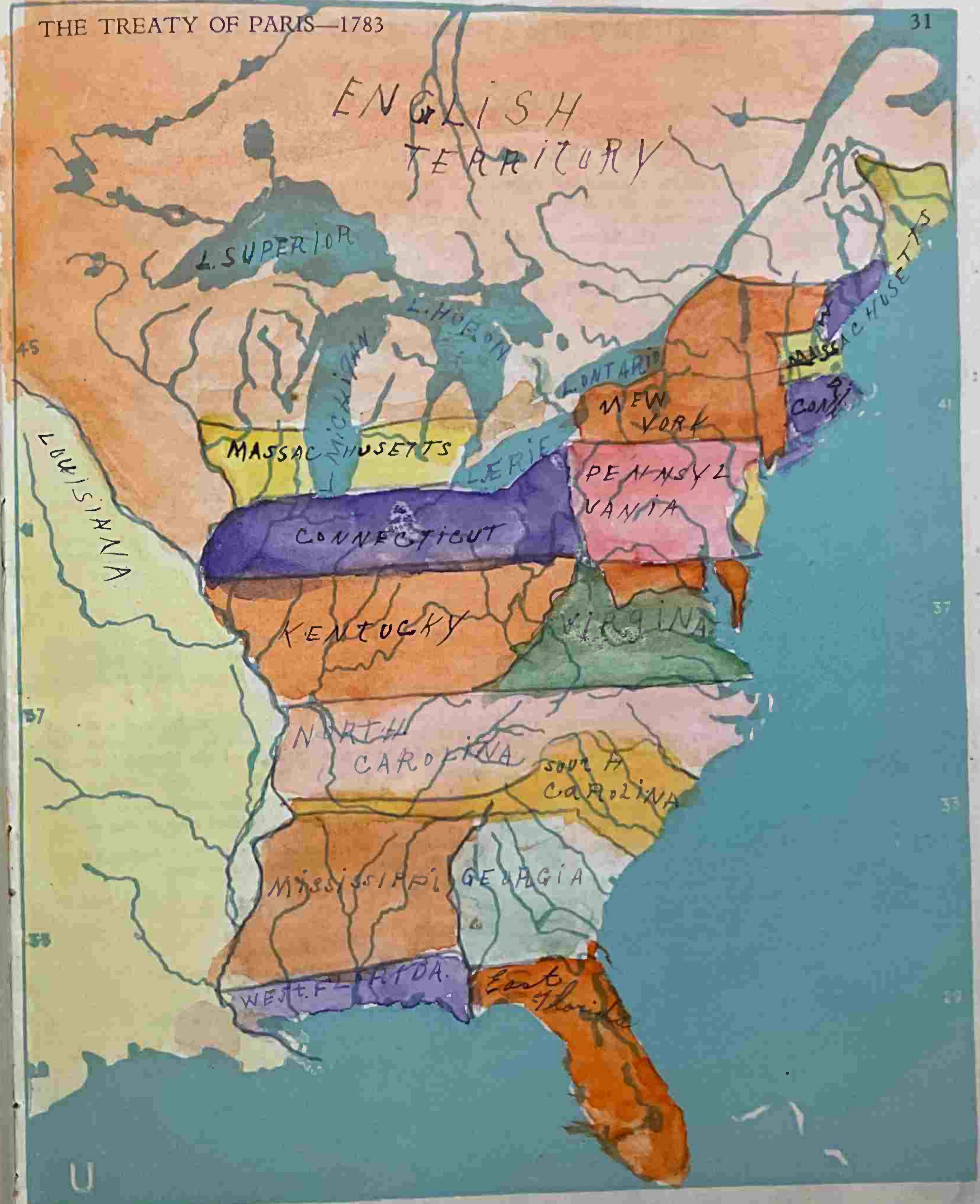
Locate the English and the Spanish territories of the North American continent shown on the map.

Show these territorial areas in contrasting colors.

Relocate any place mentioned in your study of this lesson which will serve to make clear the terms of the treaty or will help you to better understand the incidents and events of the lesson.

REFERENCES: H. S. & O. 166; L. 157; G. 166; T. 185-198; M. 186.

THE TREATY OF PARIS—1783



LESSON X

(Notes on Page 70)

WESTERN TERRITORY — PUBLIC DOMAIN

EXPLANATIONS: The map on the opposite page shows the disposition of the western territory or that portion of the continent of North America which was claimed by the colonies holding "from sea to sea" charters. In this is also included the "Northwest Territory."

The First Continental Congress met in 1774 for the purpose of expressing the views of the colonists on the efforts of their home government to enforce objectionable measures about which they had complained, and to further remonstrate with the king and parliament for their persistence in their course of action. Before adjournment, however, they set May 10, 1775, as a day on which a second congress should meet to consider the results of their remonstrance.

Before the time for the meeting of this Second Continental Congress, the battles of Lexington and Concord had been fought and all "New England" was in arms in defense of their position. When they did reassemble there was no time to consider the results of their remonstrance for they found themselves called upon to assume full charge of a war which was already in progress. The emergency demanded immediate action and the Second Continental Congress became a governing body and began doing things for the colonies which they could not do themselves individually.

Among the first acts of the new congress was to advise the colonists in Massachusetts, where the people had already taken matters into their own hands, and displaced their governor. Congress also advised the colonists in New Hampshire and South Carolina to provide themselves with temporary governments to last until the king should restore their charters. By the spring of 1776 all the governors of the thirteen colonies had been run out of the country or put in prison. Colonial governments were at an end and congress, seeing that reconciliation with the mother country was impossible, advised, May 15, 1776, the formation of permanent governments for the colonies. This advice had in reality the effect of changing all the colonies into states. Each colony became an independent state, though allied to each other in their attainment of a common aim, which was to effect a more liberal attitude towards them, on the part of the home government. Connecticut and Rhode Island, however, operated under their old charters—the former until 1818 and the latter until 1842.

In the meantime congress was at work on a plan to unite the colonies into a single state. Through one of its committees, the "Articles of Confederation" were drafted and offered to the people for adoption, November 17, 1777. The colonies that did not own any of the western lands were unwilling to join any compact where their relations appeared to be so unequal, so there was a hesitancy in accepting the proposed measure.

To relieve the situation, the states of New York, Virginia and Massachusetts surrendered their claims to this western territory to congress, with this the Articles of Confederation were adopted and became the basic law of the land. A new nation was born—the United States of America.

With this event the new government of the United States of North America began to function, though not yet officially recognized by the nations of the world. This acquisition of the western territory, by state cessions, gave congress one of its first and greatest administrative problems—that of public domain. The solution of this first question was found in the Ordinance of 1787 which provided for the formation of new territorial units with the possibility of becoming states.

ASSIGNMENT: On the map on the opposite page you will show the proper distribution of the western lands belonging to the colonies according to the provisions of the Ordinance of 1787.

As Georgia was the last to give up her claim to this western territory, which was done in 1802, the finished map should be a representation of the United States of that date.

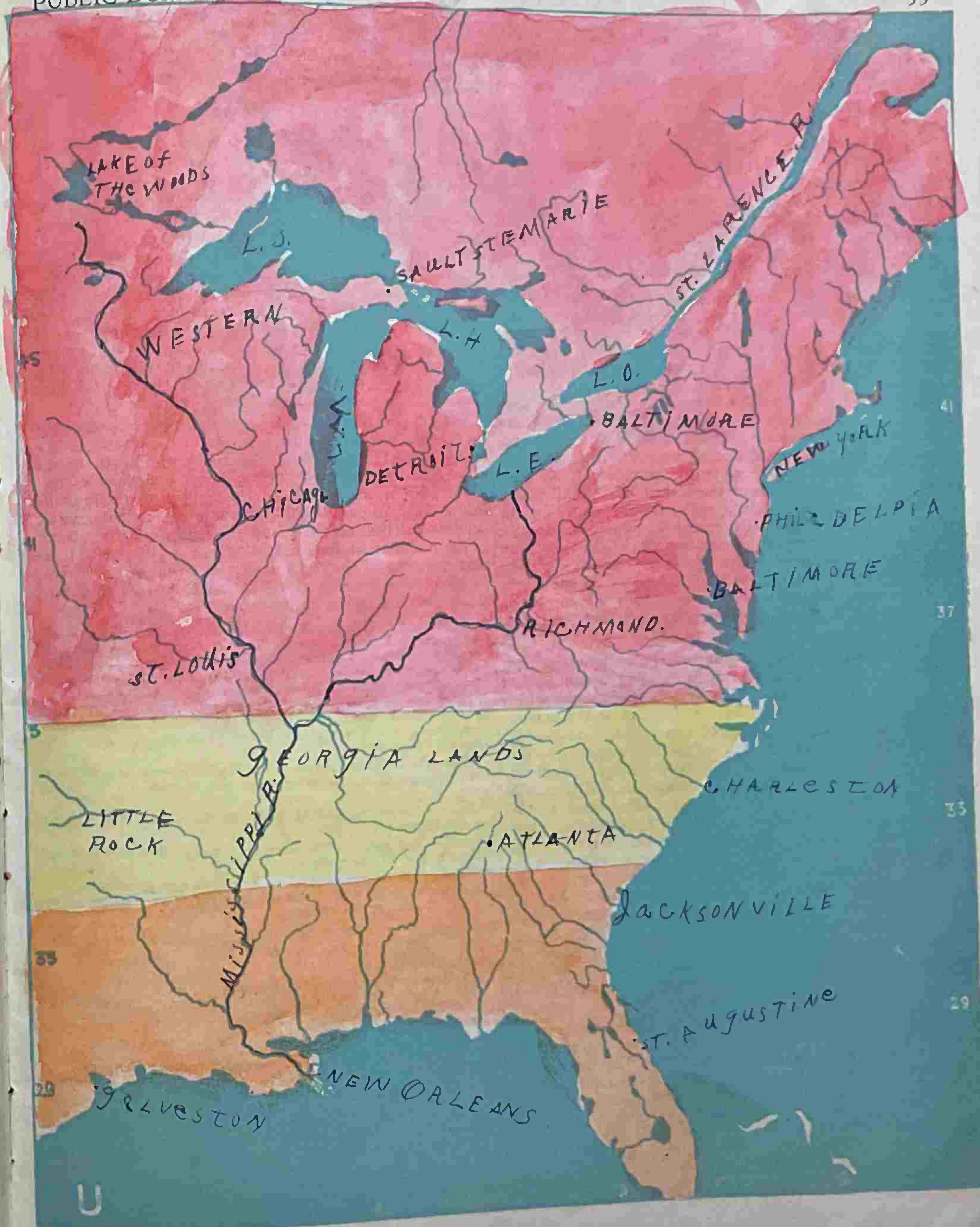
Locate all rivers, bodies of water and important places necessary to the making of a finished map of this period.

Relocate such places as will be necessary to the making of a well arranged and proportioned map.

REFERENCES: H. S. & O. Ch. XI, Latane Ch. X; J. & S. Ch. XII; G. 204; T. 207; M. 204.

CORRELATIONS:

- In Art—Morning. Jean Baptiste Corot.
- With Music—Morning. Peer Gynt. Victor 35470.
- Lantern—
- No. VI-4 Birth of a Nation. Fifty-four Slides.



LESSON XI

(Notes on Page 71)

THE CALL OF THE WEST—LOUISIANA PURCHASE

EXPLANATIONS: Lesson XII, or "the call of the west," is a survey of the expansive movement of the United States into the west reaching, in time, the Pacific ocean and then on into the orient. It is the story of one of the phases of our national life which runs through the whole of the nineteenth century. It begins with the purchase of Louisiana from France in 1803 and continues to the acquisition of the Philippine Islands in 1898.

The first step taken in this movement was, as stated above, the purchase of Louisiana from France in 1803. To make this matter clear we should recall that during the sixteenth and seventeenth centuries France laid claim to the country along the St. Lawrence river and later to the territory around the Great Lakes. Then by virtue of the explorations of Father Marquette and La Salle they took possession of the country drained by the Mississippi river and its tributaries. They established within this region several forts and trading posts. These aggressive movements tended to insure the permanency of their claims to all the country lying west of the Alleghany mountains. These claims were, however, disputed by the English who had become thoroughly and more compactly anchored on the eastern or Atlantic side of the Alleghany mountains and between the region of the St. Lawrence river on the north and the Florida country on the south. Their claims to this over-the-Alleghany country were based upon the fact that many of their charter grants read "from sea to sea."

This question, proprietorship of the west, was settled, however, by the Treaty of Paris in 1763 which marked the close of the Seven Years War in Europe, of which the French and Indian War in America was a sympathetic phase. By the terms of this treaty, France ceded to England all territory east of the Mississippi river save restricted fishing rights off the coast of Newfoundland. This left France and Spain in possession of all the great western Mississippi region. The French portion of this region was the ill-defined territory of Louisiana, which lay along the west bank of the Mississippi river. This she secretly surrendered to Spain as compensation for her loss of Florida, Florida having been ceded to England by this same treaty. Then by the secret treaty of Ildefonso, March 3, 1801, Spain receded Louisiana to France rather than run the risk of losing it to England. By the treaty of cession, April 30, 1803, Napoleon Bonaparte acting for France sold the Louisiana territory to the United States of America for the consideration of \$15,000,000.

By the terms of the Treaty of 1763, Spain ceded Florida to England as a compensation for the return of Havana, which had been taken during the French and Indian War. In this exchange of properties most of the three thousand Spanish inhabitants of Florida took advantage of the privilege which was extended them of immigrating to Cuba. They took with them the bones and ashes of their sacred and distinguished dead. After the treaty, the English king divided the newly acquired

territory, by proclamation, for governmental purposes, into the provinces of Quebec, and East and West Florida.

In the summer of 1779 the Spanish commander, Galvez, of New Orleans, suspecting the English, made an offensive movement and added West Florida to Louisiana. The inhabitants of this country were mainly American-born Englishmen who, taking advantage of the Spanish distress (Spain was about to become a part of the Napoleonic empire of France), seized the fort of Baton Rouge, declared themselves independent and applied to the United States for recognition. Instead, however, of being recognized, they and their country were taken possession of in April, 1813, by General Wilkinson, who acted under the authority of an act of congress, and West Florida became a part of the United States.

Soon after this, Generals Gaines and Jackson brought the Indian troubles of the Floridas to a close and the treaty of 1819 was effected. This gave Florida to the United States and fixed the Louisiana boundary as follows: From the mouth of the Sabine river along its course north to parallel 32°; thence north on that meridian line to the Red River; up the course of that stream to the meridian of longitude 100° west; thence north on that meridian to the Arkansas river; thence up that river to its head and to parallel 42° north latitude and then along that line to the Pacific ocean.

ASSIGNMENT: Locate the following places on the map on the opposite page: New Orleans, Mobile, Pensacola, St. Augustine, Savannah, Charleston, Atlanta, Vicksburg, Memphis, Little Rock, Cairo, Richmond, Louisville, Cincinnati, Pittsburgh, Washington, Baltimore, St. Louis, Bismarck, Denver, Philadelphia, New York, Boston.

Locate the following rivers: Mississippi, Tombigbee, Alabama, St. John, Pearl, Savannah, Tennessee, Cumberland, Santee, James, Ohio, Platte, Red River of the North, Yellowstone, Sabine, Red, Arkansas, Missouri.

Show the Louisiana purchase, the Florida cession, and the West Florida occupation in contrasting colors to each other and the United States.

Draw a line of the color of the United States around all territory acquired to this date—1819.

Indicate each section of territory by name, by date, and how and from whom it had been acquired.

Relocate any important place, or locate any new place which your text or teacher might suggest that will help you to get a clearer understanding of the facts of the lesson.

REFERENCES: H. S. & O. 207, Latane 217, J. & S., 245; G. 211; T. 241-270; M. 237.

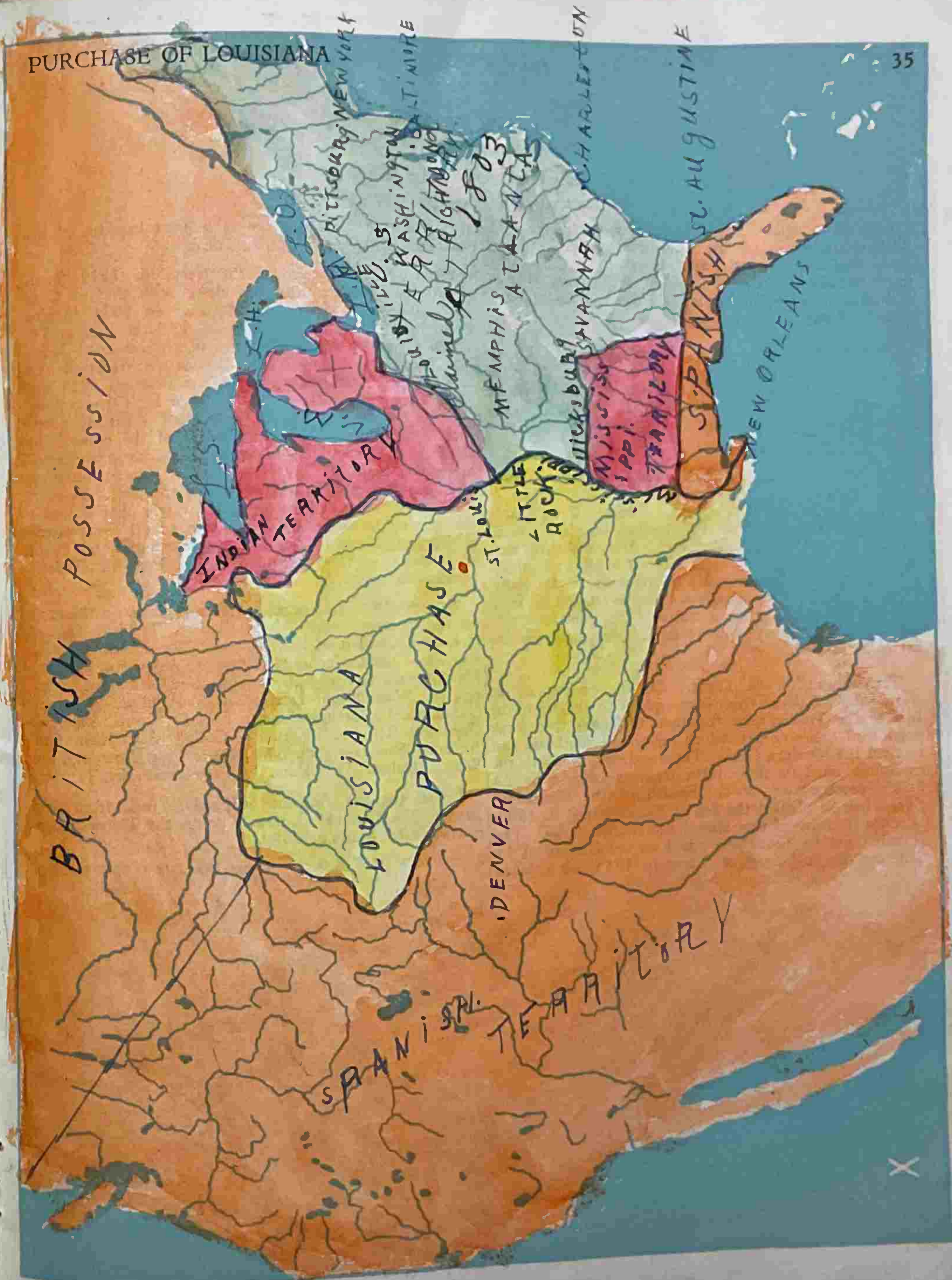
CORRELATIONS:

In Art—American Mustangs. Bonheur.
With Music—New World Symphony. Victor 35275 and 74631.
Little Brown Church. Victor 179892.

Lantern—

- No. x206200 Map of Louisiana Territory.
- No. x253243 Taking Possession of Louisiana Territory.
- No. x253185 Detroit in 1815.
- No. x253191 Map of United States in 1825.
- No. x253192 Chicago in 1831.
- No. 16587 The Alamo. Annexation of Texas.
- No. x253188 San Francisco in 1849.
- No. 13543 Boundary Monument Between United States and Mexico.
- No. v18450 End Wheeler on the Mississippi.
- No. x268692 Improvements in Modes of Travel.

PURCHASE OF LOUISIANA



LESSON XI

(Notes on Page 72)

THE CALL OF THE WEST

(Section B—The Annexation of Texas)

EXPLANATIONS: The call of the west does not stop with the purchase of the Louisiana territory. It includes this lesson and the next, in which, because of the introduction of the slavery question, at this time, in these matters of territorial expansion, the dawn of our national crisis is observed.

This lesson treats of the absorption by the United States of the territory of the great west beyond the boundary lines of the Louisiana purchase. From this region has been carved the Republic of Texas, the states of the Oregon territory, the California region, and the Gadsden purchase.

Of course, the states of the west as we now know them did not exist when the Spaniards first began to land on the American continent. There was then only the great unbounded west, traversed by wandering herds of wild animals and primitive men. Here and there were crude settlements which bore traces of a great antiquity. Even today our interest grows in the work of the archeologists as they follow deeper and deeper the golden leads of research into the treasure vaults of those ancient civilizations. What they will reveal of America's past is yet to be learned.

The annexation of Texas: Of the various native tribes who inhabited those vast regions to the west, the Ines or the Tachies gave the name of Texas to a large portion of their country which lay to the southeast and touched the Mexican Gulf. Texas did not belong to the Louisiana purchase nor to the territory covered by La Salle's proclamation at the mouth of the Mississippi river when he planted the flag of France, April 9, 1682, over the territory of that stream and its tributaries. The French claim to Texas was based on the landing of La Salle on the gulf coast of Texas in 1685, his sojourn

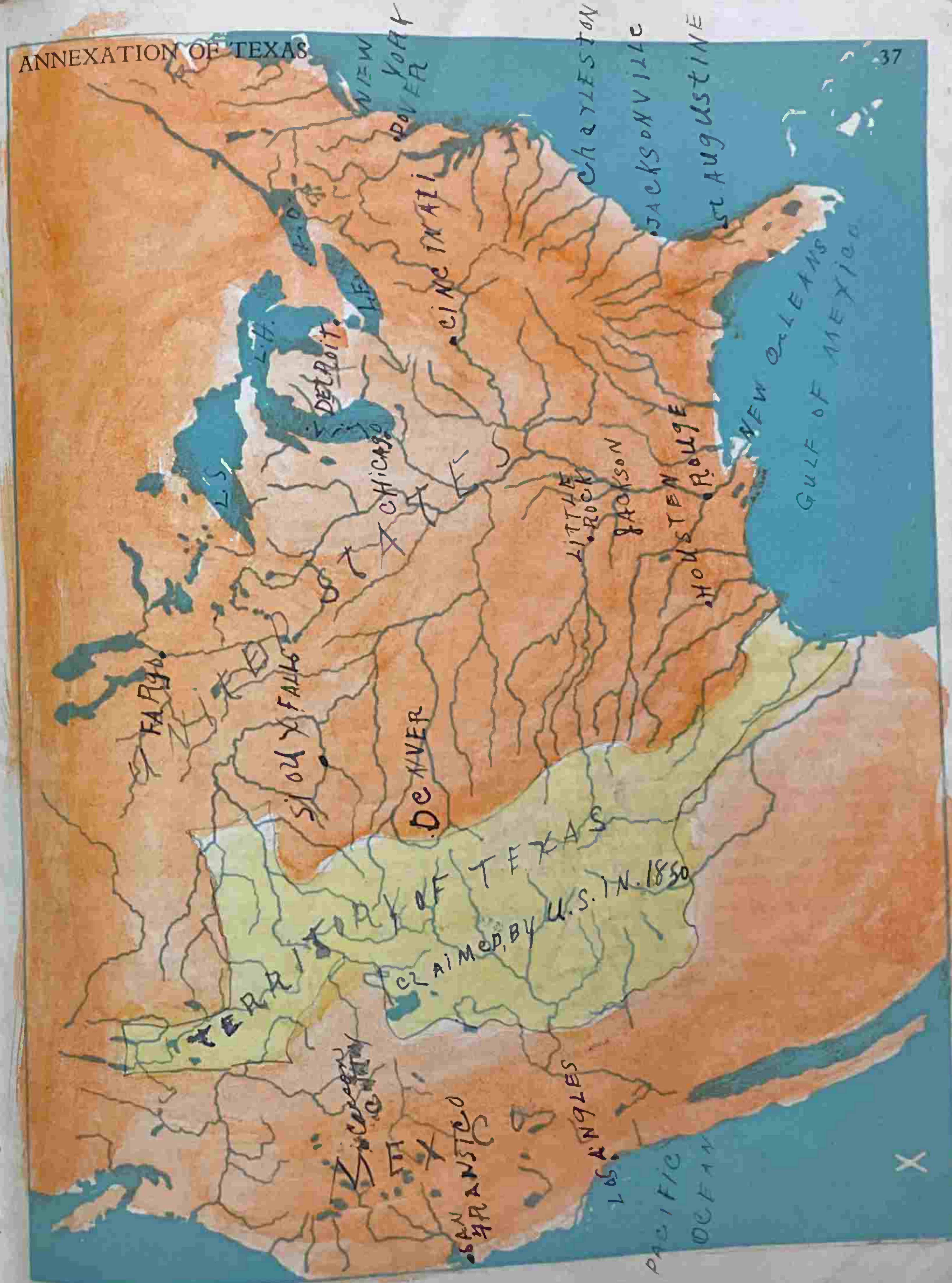
there for two years and the subsequent baptism of her soil with his blood in March, 1687.

After the ratification of the treaty of 1819 Spain placed the Province of Texas along with that of Coahuila under the viceroy of Mexico. In 1821 Mexico declared her independence of Spain, and on October 24, 1824, adopted a republican form of government. With this, Mexico, including Texas, became a confederation of states—the United States of Mexico. Between 1824 and 1836 strong opposition was developed in Texas against the Mexican government. This resulted in the independence of Texas and the establishment of the republic in October, 1836. Application for annexation to the United States was made the next year, but the slavery question had already occupied the attention of the people in both the United States and Texas to the extent that it was a determining factor in the disposition of all the western territory. Because of this fact, the annexation of Texas was delayed to 1845—the last day of President Tyler's administration.

ASSIGNMENT: Locate the following places on the map on the opposite page: Rivers: Sabine, Trinity, Brazos, Colorado, Guadalupe, San Antonio, Nueces, Rio Grande, Rio Pecos, Red, Canadian, Washita, Arkansas. Places: Natchitoches, San Miguel, Nacogdoches, Guadalupe, Conception, Washington, Hempstead, San Felipe, Houston, Columbus, La Grange, Austin, Fort St. Louis, Victoria, Gonzales, Refugio, La Bahia, Goliad, San Juan, San Antonio, San Jose, San Saba, Eagle Pass, Laredo, Fort Worth, Dallas, Texarkana, El Paso, Santa Fe, Denver.

Locate the San Antonio or Presidio road from San Juan to Natchitoches. Locate in colors the Texas cession to the United States of 1850.

REFERENCES: H. S. & O. 292, Latane 296, J. & S. 324; G. 286; T. 304; M. 304.



LESSON XI

(Notes on Page 73)

THE CALL OF THE WEST

(Section C—The Oregon Country)

EXPLANATIONS: Thirty years after Balboa waded out into the waters of the Pacific ocean, September 29, 1523, at a point on the Isthmus of Darien and took possession of the country washed by its waters, in the name of the King of Castile, we hear for the first time reports of explorations being made along the coast of the Oregon country far to the north, in the region of the 42nd parallel of north latitude. As to who first saw this country we do not know. The first authentic account we have of these explorations is that of one Juan Peres, who in 1774 was reported to have gone as far north as the 54th parallel. A year later Bruno Heceta landed at Point Greenville and took possession of the country. In latitude 46° 9' he discovered a bay of swift running water which led him to suspect that he was in or near the mouth of a large river.

In 1778 Jonathan Carver of London published "Travels Throughout the Interior Parts of North America." In this he asserted that a great river was located somewhere in this northwest country, but as yet no white man had seen it. He gave the name of Oregon to this suspected stream; later this name became applied to the whole country.

The Spaniards did not follow up these discoveries with further explorations and colonies as might have been expected. But we learn that about the time of the appearance of Carver's book of travels, Captain James Cook was exploring this same coast country from the 44th to the 48th parallels of latitude. This fact gave the English an explorer's claim to this region. After the treaty of 1783 American merchants opened a trade in furs between this section of the country and China. In his pursuit of these ventures Captain Robert Gray, an American in the service of the Boston merchants in 1792, three hundred years after the discovery of America by Columbus, discovered the long sought river of the west and named it Columbia after his ship.

The English claims were strengthened by the Naotka Convention of 1790, at which Spain acknowledged the right of the British subjects to fish, trade and settle in the unoccupied portions of the northwest country. Likewise, the claims of the United States to the territory north of parallel 42° were set forth in the treaty of

1819. These claims were strengthened by the explorations of Alexander Mackenzie of the Northwest Company and Meriwether Lewis and William Clarke, which had been made by the order of President Jefferson.

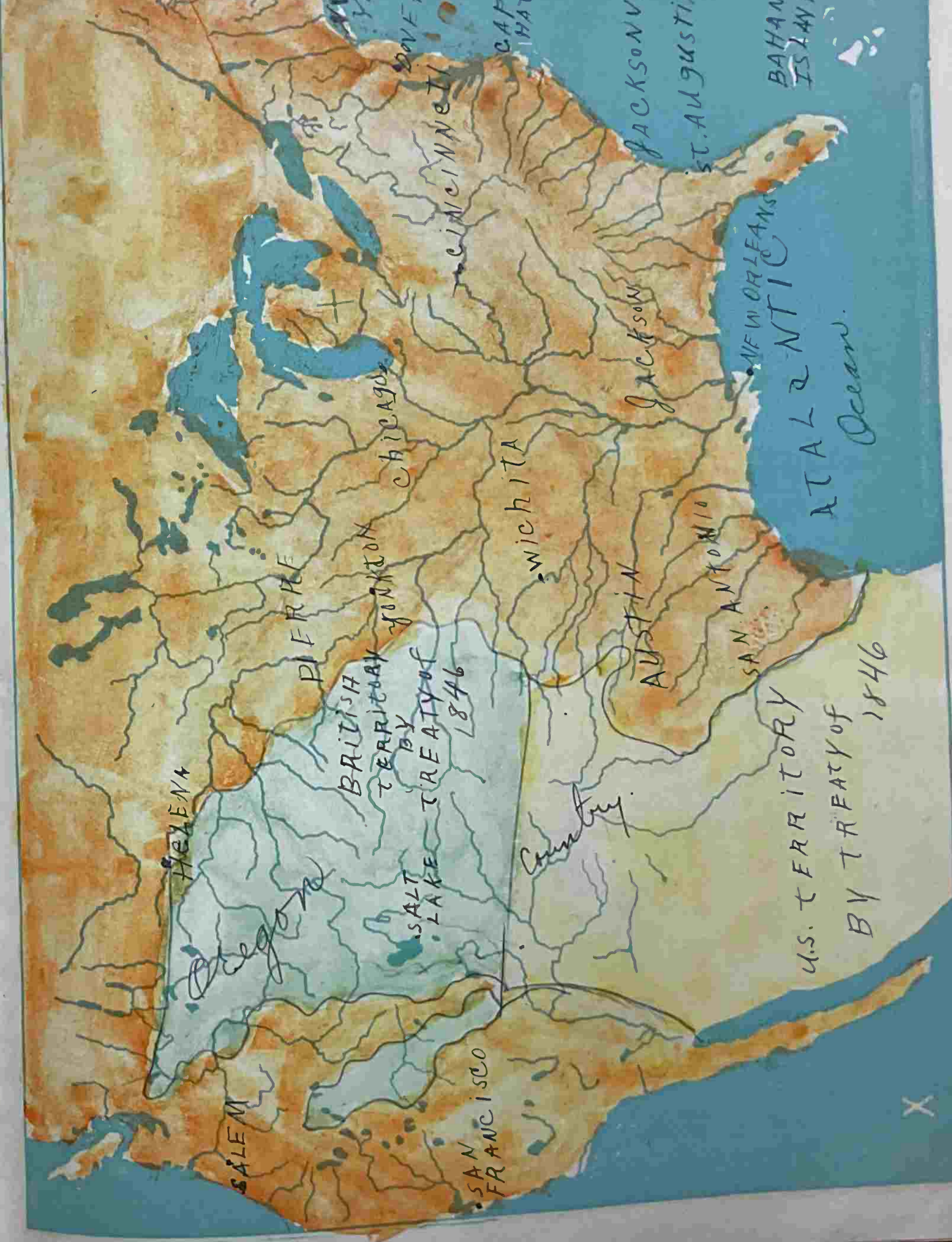
After the treaty of Ghent (1814) which closed the war between the United States and England the Oregon question or the "Northwestern boundary dispute" arose and furnished occasion for much agitation in both countries for more than a generation. It came near causing another war. In 1818 both England and the United States agreed to a joint occupation of the territory north of parallel 42° for a period of ten years. In 1824 both countries also made an agreement with Russia to the effect that she (Russia) would not make settlements south of parallel 54° 40'. This led the Americans to believe their title to the country between parallels 42° and 54° 40' north latitude was clear. There continued, however, to be disputes regarding the occupancy of this country until the meeting of the Democratic National Convention in 1844. At this time, they declared in their platform the title of the United States to "the whole of the territory of Oregon clear and unquestionably," and made "fifty-four forty or fight" a campaign slogan. This brought the leaders of both governments together in the treaty of 1846. By the terms of this treaty, which was negotiated by James Buchanan, the American Secretary of State, and Richard Pakenham, the British envoy, the northwest boundary was fixed at the 49th parallel of north latitude. The approach to our national crisis is forecasted in this agreement in that it increased the possibilities of maintaining a balance of free territory against further acquisition of possible slave territory further to the south.

ASSIGNMENT: Locate the following places on the map on the opposite page: Rivers: Missouri, Yellowstone, Platte, Columbia, Salmon, Snake, Sacramento. Places: Puget Sound, Astoria, Portland, Spokane, Bismarck, Denver, Salt Lake.

Locate the boundaries of the Oregon territory; the 42nd parallel, the 49th parallel, the eastern divide between the tributaries of the Columbia and the Mississippi rivers.

The teacher may direct the relocation of such places as she may think advisable. Review, so long as there is any lack of definite knowledge regarding the key places in your lesson.

REFERENCES: H. S. & O. 294, Latane 294, J. & S. 327; G. 278; T. 340; M. 239-304.



LESSON XI

(Notes on Page 74)

THE CALL OF THE WEST

(Section D—The Mexican Cession)

EXPLANATIONS: The map on the opposite page shows that part of the American territory known in United States history as the Mexican cession of 1848 and the Gadsden purchase of 1853. The acquisition of these two sections of territory are incidents in the expansive movement of the United States and are closely connected with the annexation of Texas and the purchase of Louisiana. In each of these instances the western boundary was left in doubt, which gave opportunity for disputes later on. Too, it gave opportunity for the economic life of the slave states to become a determining factor in the acquisition of these lands.

It was rather generally understood that the annexation of Texas would mean a war with Mexico, because the Mexican government had continuously refused to ratify the Santa Anna-Houston agreement regarding the Independence of Texas. It was also understood that the western boundary question was not the major matter for consideration, but that it was merely an excuse for the attainment of larger ends—the acquisition of California. Out of this country, it was hoped, a balance between the slave and free states might be maintained.

The western boundary of Texas was apparently the cause of the war of 1846 with Mexico, which was closed by the treaty of Guadalupe Hidalgo in 1848. This

treaty fixed the Texas-Mexican boundary at the Rio Grande river and transferred the California country to the United States. In consideration of this cession the United States paid Mexico \$15,000,000 and agreed to settle citizens' claims to the amount of \$3,000,000.

The southern boundary of this Mexican cession was in some respects unsatisfactory, so in 1853 Mr. James Gadsden, the United States Minister to Mexico, effected a treaty whereby it was moved south to include all of the territory of New Mexico south of the Gila river. The consideration for this cession was \$15,000,000. This is known as the Gadsden purchase.

ASSIGNMENT: Use the map on the opposite page to locate the following: The boundary line of the Mexican cession and the Gadsden purchase. Indicate these areas in contrasting colors.

Locate the following places: Salt Lake, Salt Lake City, San Francisco.

Locate the following rivers: Sacramento, San Juan, Colorado, Gila, Rio Grande, Green, Grand.

Locate other places of interest your text might suggest.

REFERENCES: H. S. & O. 296, Latane 289, J. & S. 331; G. 291; T. 326; M. 309.

THE MEXICAN CESSION



LESSON XII

(Notes on Page 75)

OUR NATIONAL CRISIS

EXPLANATIONS: That which is commonly referred to in our histories as the "civil war" is in these studies denominated "Our National Crisis." It was the national crisis of America. The infant republic came into existence under somewhat unusual and exceptional conditions. But the real crisis in her national life came in the adjustment of her larger social relations after the adjustment of their affairs with the mother country. So strong was the action and reaction of these larger interests upon each other that the entire social fabric of the nation was shaken to its base. We have not as yet fully recovered from those economic, political and cultural cyclones which swept over the country during the sixties and early seventies. In brief, this was an attempt to further divide, this time, the all-American interests of the Anglo-Saxon people.

This event had its beginning in the hereditary possessions of the colonists. The Puritan group which migrated into the North under the provisions of the Plymouth Company's charter and the Cavalier group which settled in the South under the provisions of the Virginia Company's charter were possessed of different ideas and notions of life and how they should be attained. America was not large enough for these groups of people to remain forever apart and develop two individual commonwealths. So, in due time and by dint of circumstances they found themselves being brought closer and closer together by the inevitable laws of social gravitation.

In all social unions the elements or groups of peoples composing them possess possibilities in their make-up which are desired by each other and profitable to both, in order that their common good might be more readily and effectively attained. It is quite as true that among these elements or groups there might be possessions which would be baneful. Such was the case in this instance. The general interests of contracting parties can be best served only when each is willing to eliminate its objectionable features and diligently apply its efforts to the elevation and strengthening of the low and weak places in the other.

One of the most unfortunate facts in social history is the difficulty experienced in getting people of contending factions to sit down around the council table in a quiet and unimpassioned manner and equitably adjust their real or imaginary differences according to the principle of "live and let live." There are some twentieth century institutions—the league of nations and the world court, for instance—which portend evidences of hope in the fact that man is gradually ascending unto this ideal.

The civil war, the war between the states, or "the late unpleasantness," to quote a unique character of my per-

sonal acquaintance who was himself acquainted with the sorrows and privations of those days, was an awful scourge on American progress. Deeds may be forgiven but consequences are not soon forgotten. Happily, this crisis has passed, and is slowly receding into the night of human forgetfulness. So, when we look upon the soft folds of our national emblem which was born of our common blood before this tragedy, as it waves its vesper salutes to the peaceful firesides of our united country after this tragedy, and we realize that it was baptized in our common blood in this tragedy, every true heart should respond: "Mine, and Thine." Mine, in all its beauty of character to maintain, and in gratitude for the opportunity it affords us to serve—Thine.

It is not the purpose of these lessons to dwell at length on the incidents of this unfortunate though apparently unavoidable event in our national life, to glorify or to censure one side or the other. We hope rather to present the event as an historical fact in such a way as to make us all feel so strongly the truly patriotic bonds of national unity in all our endeavors that they will be directed to America's good and efficient service.

Our national crisis—the civil war—is but the meeting and clashing of opposing ideas regarding certain phases of our institutional life, much of which was European at base but modified by the American environments. It was the adjustment of those matters by the methods of earlier centuries and older countries. It is hoped, however, that we as a people have learned from this and similar experiences the lessons of the new age. The lessons that will not only not permit such reckless waste of property and life, but will preserve unsullied in the breast of every loyal American that kindly feeling of righteous regard for his fellows and their common home-land which will drive us to find a better way of settling our differences than by the sword and torch.

ASSIGNMENT: Locate the following places on the map on the opposite page: New York, Albany, Boston, Philadelphia, Washington, Richmond, Raleigh, Charleston, Savannah, Atlanta, Jacksonville, Nashville, Jackson, New Orleans, Memphis, Austin, St. Louis, Indianapolis, Chicago, Louisville, Cincinnati, Detroit, Pittsburgh, Mobile, Galveston, St. Paul, Des Moines, Milwaukee, Topeka, Santa Fe, Denver, Salt Lake City, San Francisco, Salem, Olympia.

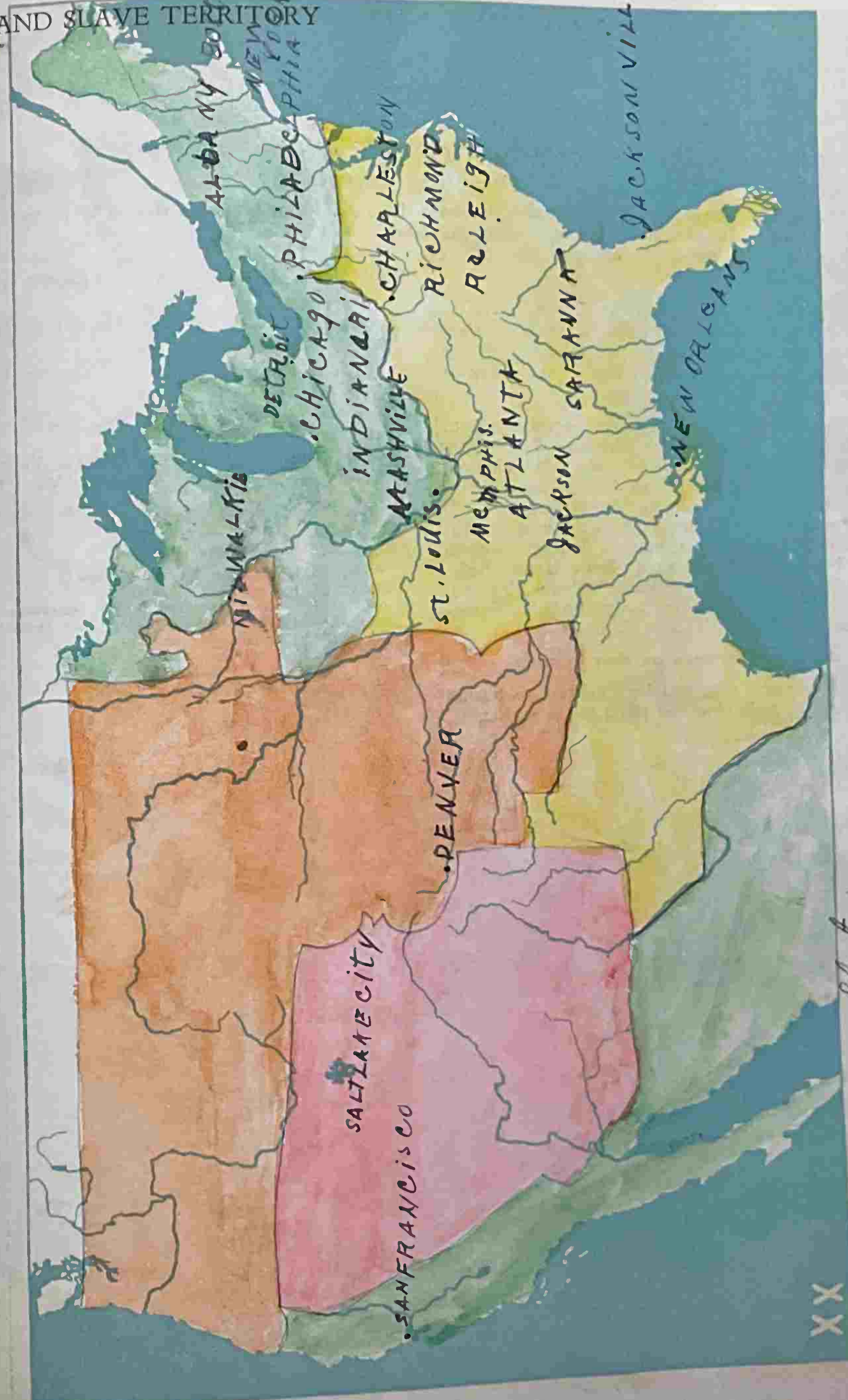
Locate each state, body of water and important river by its name.

Locate by contrasting colors the following:

1. The nineteen free states.
2. The eleven slave states.
3. The three union-slave states.
4. The seven open territories.
5. The Indian territory.
6. The Mexican and the Canadian areas.

REFERENCES: H. S. & O. 320, Latane 340, J. & S. 368; G. 315; T. 340; M. 337.

FREE AND SLAVE TERRITORY



Green = Free States
 Yellow = Slave States
 Pink = open to slavery
 Orange = open to
 Called the Decision

LESSON XII

(Notes on Page 76)

OUR NATIONAL CRISIS

(Section B—Movements of 1861-62)

EXPLANATIONS: The purpose of this section of Lesson XII is to illustrate the movements of the Federal and the Confederate troops during the first two years of the war—1861 to 1862.

The map contains only the most pivotal points or places in the war. The teacher will use such of these as are necessary for the work she wishes done. If she makes anything of an extended study of the period it will be necessary to supply other places.

ASSIGNMENT: Use the map on the opposite page to locate the following places: Philadelphia, Wilmington, Gettysburg, Antietam, Harper's Ferry, Washington, Jacksonville, Mobile, New Orleans, Baton Rouge, Vicksburg, Memphis, Shiloh, Nashville, Murfreesboro, Chattanooga, Montgomery, Columbus, Macon, Savannah, Augusta, Atlanta, Charleston, Columbia, Raleigh, Fortress Monroe, Petersburg, Appomattox Court House, Richmond, Culpepper Court House, Fredericksburg, Manassas, Winchester, Annapolis, Bowling Green, Paducah, Frankfort, Louisville, Cincinnati, Cairo, St. Louis.

Locate each state and important river by name.

Locate other places suggested by your text or teacher that will help to make clear this phase of the subject.

Locate any line of march that is of particular importance in this lesson.

Work out a color scheme by states for the entire map.

REFERENCES: H. S. & O. 335, Latane 396, J. & S. 368; G. 322; T. 347; M. 348.

CORRELATIONS:

In Art—Breaking Home Ties.

The Approaching Storm. Innes.

With Music—Carry Me Back to Old Virginy. Victor 7442.

Come Where My Love Lies Dreaming. Victor 64423 and 16663.

Dixie 17583—History.

Lantern—

No. v 23234 Plantation Scene in Georgia.

No. v 26123 Uncle Tom's Cabin.

No. 26116 Slaves a Commodity. St. Augustine, Florida.

No. 26124 When the War Began. Fort Sumpter.

No. v 26152 Lookout Mountain.

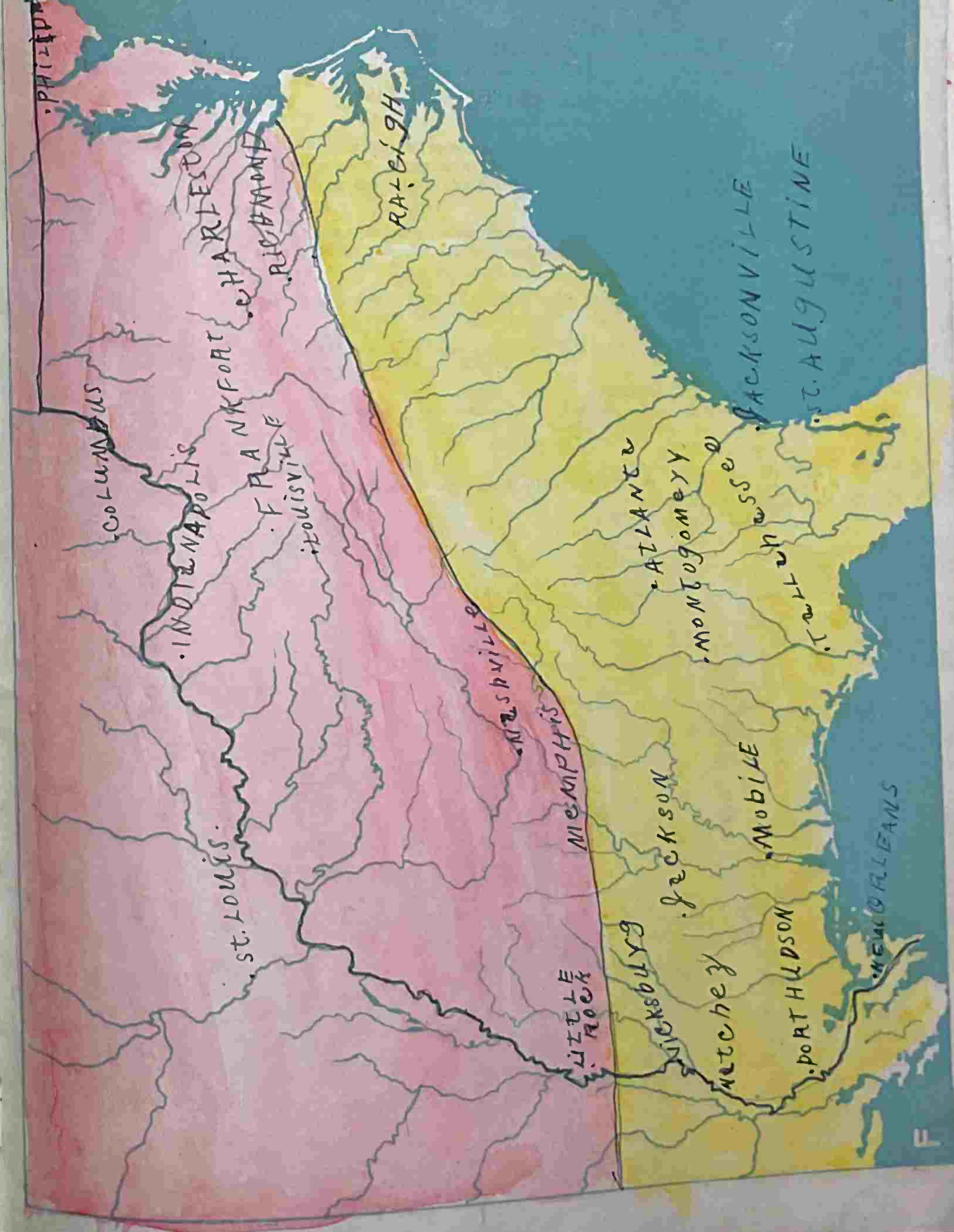
No. v 26150 Confederate Capital.

No. 16572 Ford Theater.

No. x266634 Lee's Surrender to Grant.

No. 159377 Robert E. Lee.

No. x229666 Abraham Lincoln.



LESSON XII

(Notes on Page 77)

OUR NATIONAL CRISIS

(Section C—Movements of 1863-64-65)

EXPLANATIONS: The purpose of this section of lesson XII is to illustrate the movements or campaigns of the Federal and the Confederate troops during the years 1863, 1864 and 1865.

ASSIGNMENT: Relocate such places as were required in Section B of this lesson as are necessary to fully illustrate this period.

Locate such other places or lines of march as your text might call for or your teacher might direct.

REFERENCES: H. S. & O. 360, Latane 396, J. & S. 398; G. 335-344; T. 374-385; M. 366.

CORRELATIONS:

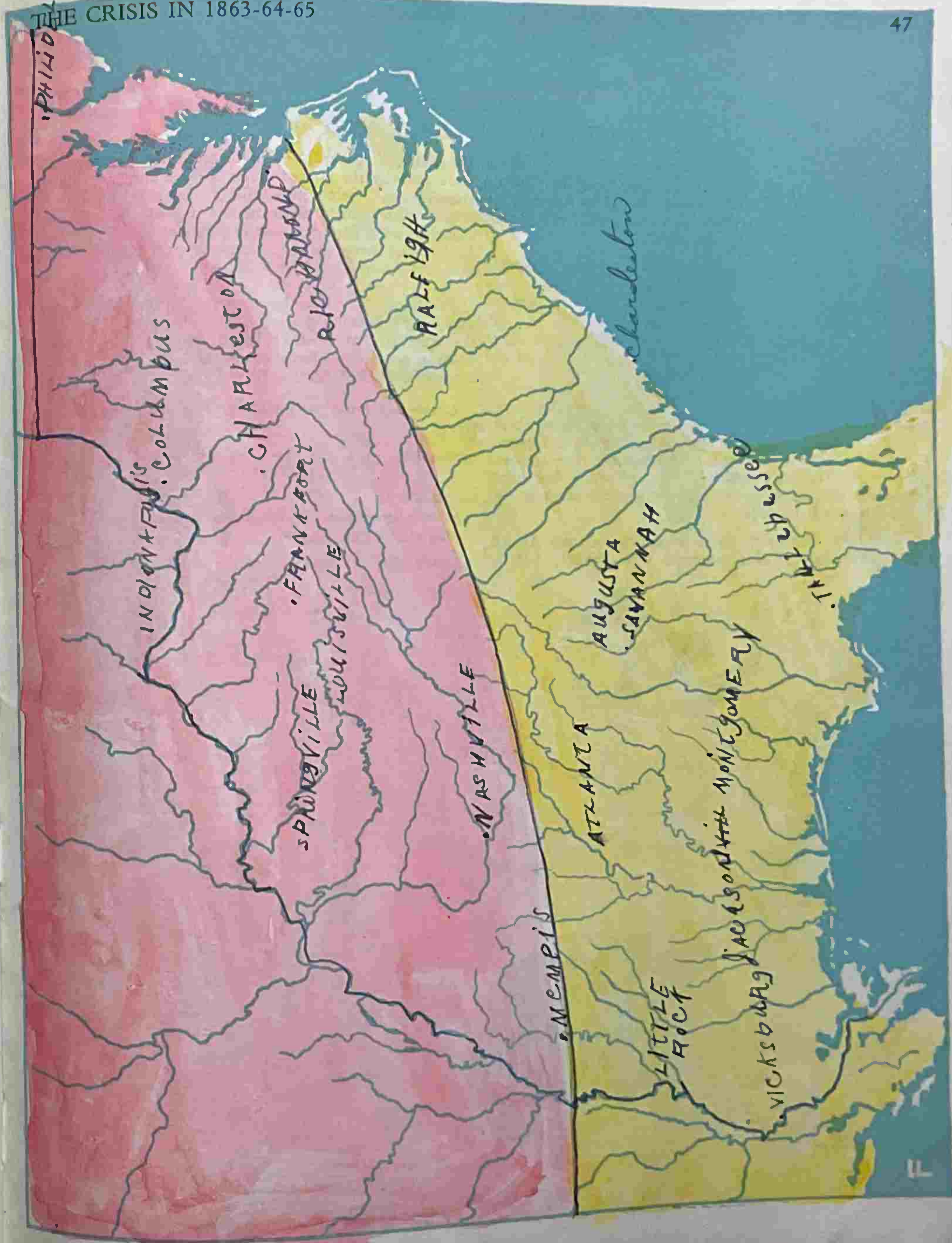
In Art—On the Rocks After the Storm. Koopman.

With Music—Long Ago. Victor 885.

Song of a Thousand Year. Victor 17582.

Lantern—

No. XV-3 The New South. One Hundred Slides.



LESSON XIII

(Notes on Page 78)

THE PURCHASE OF ALASKA

EXPLANATIONS: The purpose of the map on the opposite page is to show the United States of America and Alaska in 1867. Alaska was added at this time by the cession treaty of 1867. Prior to this it was a part of the Russian empire.

Alaska was first visited by Captain Vitus Bering and Chirikov in 1741. The Spaniards visited the southeastern coast in 1774 and 1775 and laid the foundations for their territorial claims. Captain James Cook in 1778 and George Vancouver in 1793, English explorers, made the first modern charts of the southeastern section of the country.

In 1805 Russia undertook to exclude navigators from her possessions in the Bering sea and along the Pacific coast. This act provoked protests from both England and the United States and resulted in the three-cornered treaty of 1825 by which Russia withdrew her harsh measures and agreed to fix her southern boundary at 54° and 40' north latitude.

In 1854, California began importing ice from Alaska. The advantage of this enterprise was evidently felt by

the American government, for soon thereafter overtures were made by the United States for the purchase of Russian America. Being quite willing to part with a country which offered such difficulties of defense, Russia consented to sell all her interests in America for \$7,200,000. Upon these terms Alaska became a part of the United States of America on March 30, 1867.

ASSIGNMENT: Use the map on the opposite page to locate the following places: Alaska, by name, and color the same as that of the United States. Yukon river, Alaskan peninsula, Queen Charlotte Islands, Nome, Bering Strait, Gulf of Alaska, Bristol Bay.

Locate any point your text or your teacher might suggest.

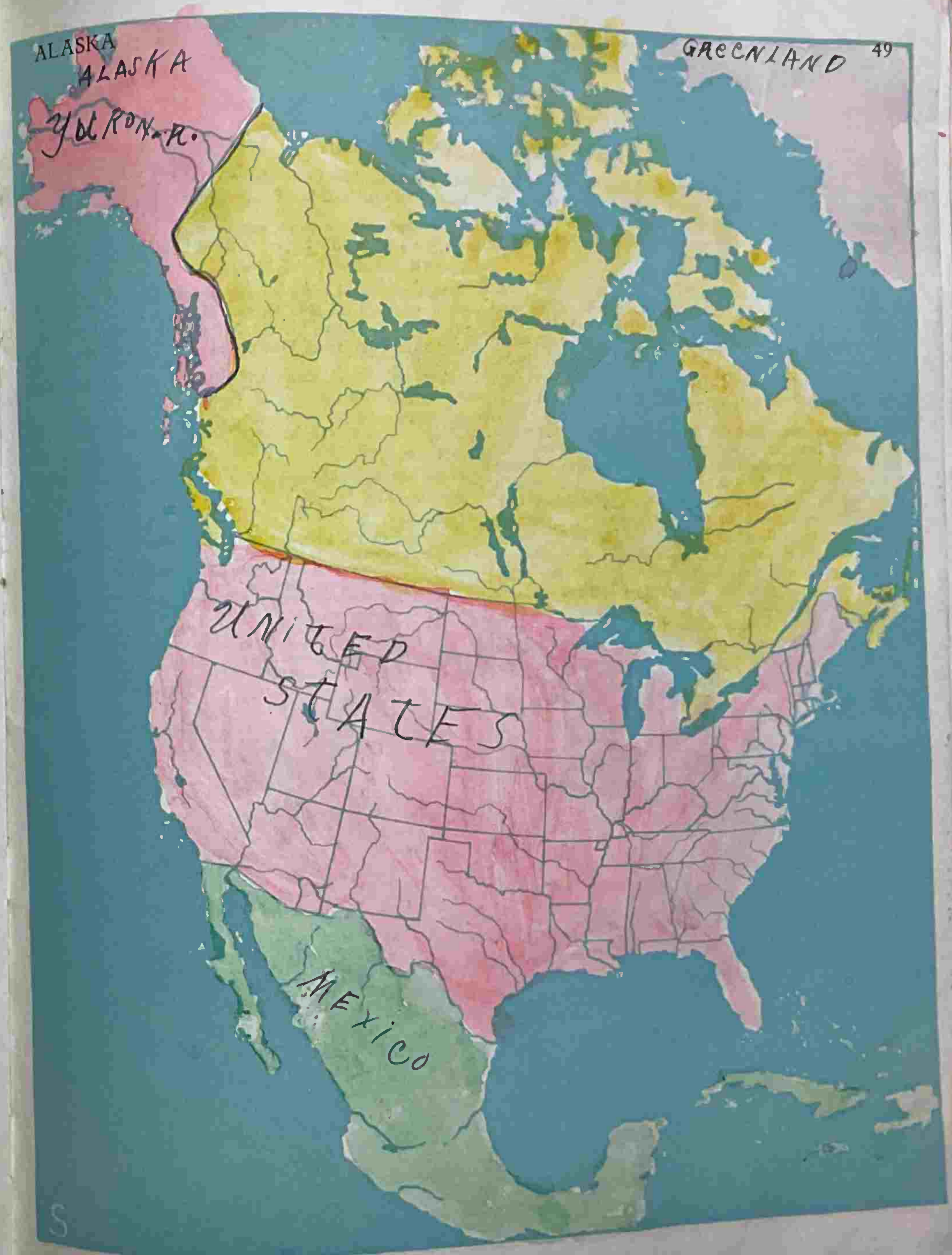
REFERENCES: H. S. & O. 391, Latane 478, J. & S. 436; G. 398; T. 425; M. 395.

CORRELATIONS:

In Art—Resurrection. Uladmir Cathedral, Kiev, Russia.

With Music—Victor 55200.

Lantern—No. k21 Alaska. Fifty-one Slides.



LESSON XIV

(Notes on Page 79)

THE PANAMA CANAL ZONE

EXPLANATIONS: The purpose of this lesson and map is to provide the student with a convenient means of acquiring some notion of the most stupendous engineering feat in world history—the building of the Panama Canal.

The Canal Zone is a strip of land ten miles wide, lying in a zig-zag fashion across the Isthmus of Panama at its second narrowest part. It has an area of 441½ square miles. This territory was acquired by the United States from the Republic of Panama, February 26, 1904. The United States paid \$10,000,000 for the zone and makes in addition an annual payment of \$250,000.

From the starting point in Limon Bay to Gatun, a distance of five and three-fourths miles, the canal is on sea level. At Gatun the level is raised by a flight of three pairs of locks to 85 feet. This is the level of Gatun Lake which was formed by damming the Chagres Valley. The canal winds its way up this valley a distance of 20½ miles to Gamboa. From Gamboa to the Pedro Miguel locks and dams on the Pacific side, a distance of seven miles, is the famous Culebra Cut, 300 feet wide at the bottom. Here the elevation is lowered by one step, the Pedro Miguel lock and dam, to the level of Miraflores Lake, 55 feet. This lake is about one mile long. At its south end are the Miraflores locks and dams which reduce by two steps the elevation to the Pacific

level. From these locks the canal extends seven miles, passing Balboa, into the Pacific ocean.

The depth of the canal ranges from 41 to 80 feet in some parts of Gatun Lake. The lock chambers are 110 feet wide and 1,000 feet long.

ASSIGNMENT: Locate the following places on the map on the opposite page: Balboa, Panama, Colon, Gatun Locks, Pedro Miguel Lock, Miraflores Locks, Culebra Cut, Panama Railroad, Gatun Lake, Chagres river.

Color the Canal Zone and the Panama country in contrasting colors.

REFERENCES: H. S. & O. 445; Latane 530; G. 438-441; T. 487; M. 460.

CORRELATIONS:

In Art—Ruins of Old Panama.

With Music—

Lantern—

- No. XV-10 The Bridge of Waters—The Panama Canal.
- No. 21784 Gatun Locks and Lake.
- No. 21722 Showing Rise of Walls From One Lock to Another.
- No. 21768 Spillway, Gatun.
- No. 20858 Coconut Trees and Fruit, Valley of Gorgona.
- No. 21757 Culebra Cut.
- No. 21763 Miraflores Lake.
- No. 21708 Pedro Miguel Locks.
- No. 21746 Across Panama Bay.
- No. 20867 Hospital Grounds.



LESSON XV

(Notes on Page 80)

AMERICA'S FOREIGN INFLUENCE

EXPLANATIONS: The purpose of this lesson and map of the world is to show the points of American influence in other parts of the world than the United States of North America proper.

The "call of the west" began with the colonies when they realized the narrowness of their eastern Alleghany confines. To them it was go west into the Ohio and Mississippi valley and on, if need be, or suffer the consequences of being held to the class of mediocre nations. To sit idly by and be satisfied with such a prospect has never been a strong characteristic of the Anglo-Saxon race. Consequently they took up the march, daring the odds, with the course of the sun and continued their journey until they had gained a day on time and introduced the Occidental spirit into the Orient.

In the course of this—their around-the-world movement—their influence is to be found in the Hawaiian, the Philippine, the American Samoan, and the Virgin Islands and Porto Rico as the most outstanding centers.

ASSIGNMENT: Use the map on the opposite page to locate the following in distinctive colors: United States

of North America, Alaska, Hawaiian Islands, Philippine Islands. The following small islands: Palmyra, Walker, Howland, Wake, Midway, Guam, Baker, Tutuila, Mauna, Porto Rico, Virgin, and the American Samoa.

Locate the date-line meridian.

REFERENCES: H. S. & O. 420-435; Latane 509; J. & S. 502-504; G. 446; M. 446.

CORRELATIONS:

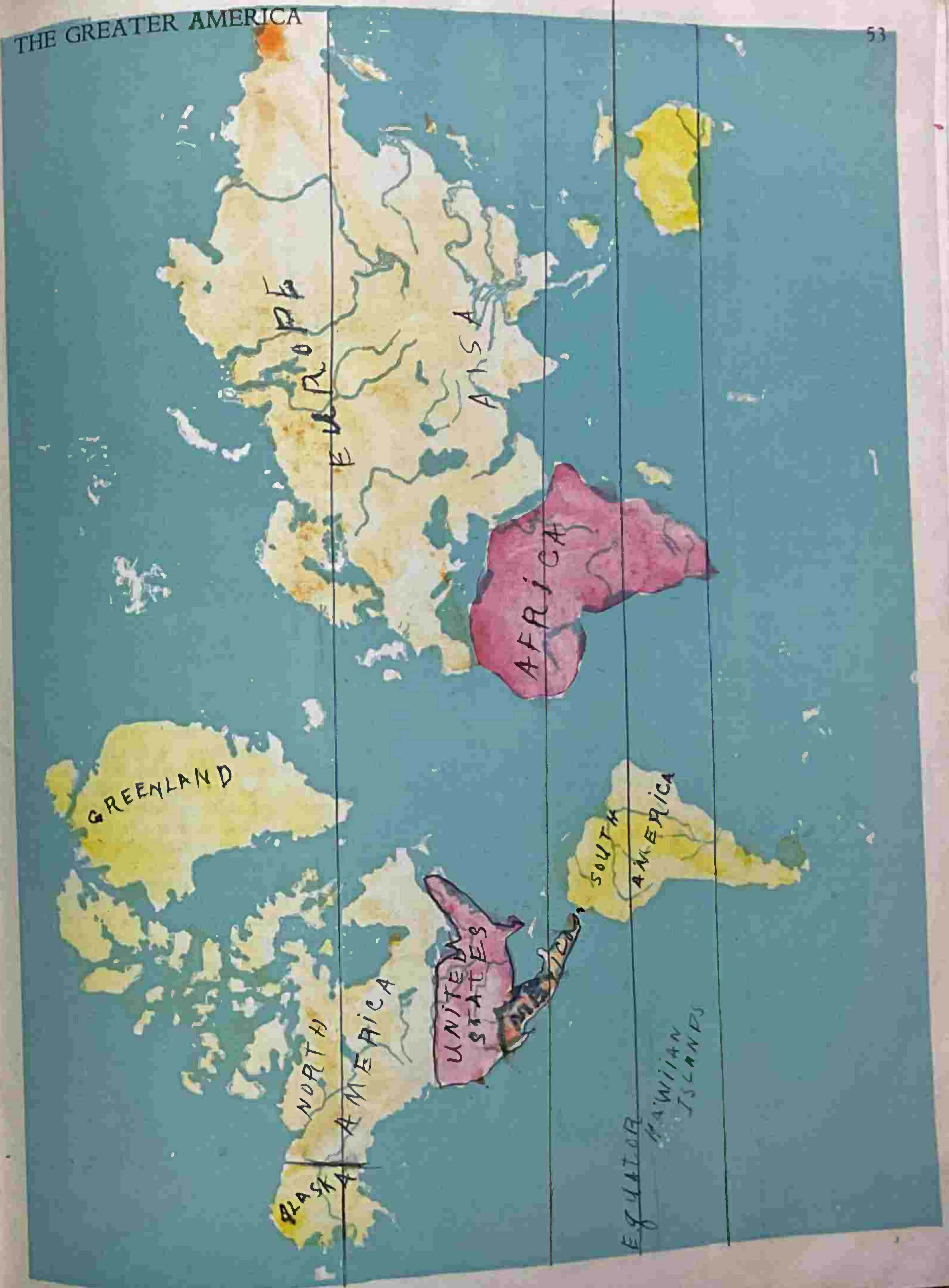
In Art—

*With Music—*Stars and Stripes Forever. Victor 35389.

Lantern—

- No. 42807 Corner of Pan-American Building.
- No. 23314 Third Session, Disarmament Conference.
- No. 23509 Sioux and Crow Indian Chiefs.
- No. 23311 The "Big Nine" at the World Disarmament Conference.
- No. 42815 Flags of All Nations. War Department Building.
- No. 42814 Jeweled Arch, Washington, D. C. Armistice Day, 1921.
- No. 23299 Respect to the Unknown Soldier.

THE GREATER AMERICA



LESSON XVI

LATIN AMERICA

(MEXICO AND CENTRAL AMERICA)

EXPLANATIONS: That part of the western hemisphere which is commonly known as Latin America—that is Mexico, Central America and South America—came to the attention of the European world along with that of the United States of North America, which we have just been studying, by the discoveries of Christopher Columbus and the subsequent explorations of other European adventurers. Different, somewhat, from the native peoples of the north, the tribes of the south exhibited evidences of a progressive development of thought, in their art and religion. From these evidences it seems there had existed from the first century before Christ and back into remoter times, a civilization called the Maya. Sometime during the first century before Christ or the first century after, we do not know which, the Maya period came to an end and the Nahuatl period took its place. The older of these two civilizations flourished throughout all Central America, and left such evidences in its wake as the ruins of Palenque, Uxmal and Copan. To the latter or the Nahuatl period belong the Aztec and the Toltec peoples. They laid the foundations of the present Mexican Republic. The territory of this branch of the native American peoples lies to the north of Tehuantepec. Very few traces of the Maya civilization are found north of Chiapas, practically all, at least ninety per cent., of what has been written on the early American civilization has been from Aztec sources.

The evidences are quite conclusive that native American civilization was nurtured, if not born, and matured to a remarkable degree in the Central American regions. Legend tells us that one Votan, who was worshiped as a god, was the founder of the Maya empire with its capital at Chiapas. From this center the Votanic power was gradually extended into the northwest as far as Anahuac and to the northeast into Yucatan. This monarchy, however, seems to have been destroyed probably during the fourth century A. D. and the fragments scattered to various parts of the country. This gave opportunity for them to establish centers of their civilization in many parts of the great southwest. By this process of adjustment and migration the valley of Mexico and the country immediately adjoining soon became the home-land of the Nahuatl tribes.

Of the Nahuatl there were two tribes which gained prominence—the Toltecs and the Aztecs. Apparently, they succeeded each other in point of time in their occupancy of the country, yet there are strong evidences of a considerable overlapping, until it is quite difficult to draw a definite line of distinction between them. In general, the Toltec period extends from the sixth to the fourteenth centuries. The Aztec period followed in 1325 and lasted until the coming of Cortes.

When the Aztecs entered the Mexican valley, as the story goes, they became hard pressed by their foes and had to take refuge in the marsh country. Here they found a sacrificial stone which was recognized as the one upon which a former priest had sacrificed a captain chief. From a crevice in this stone, where some earth had fallen, sprang

a cactus plant and upon it was perched an eagle holding a serpent in its beak. This singular combination of circumstances gave one of their priests a happy thought. He interpreted it to signify a long and continuous victory. With this thought in the minds of his people he dived into the lake and held a conversation with Tlaloc, the god of waters, who told him that upon that very spot his people were to build a city. The place was called Tenochtitlan, the place of the cactus rock. From this incident came the coat-of-arms of the present Republic of Mexico.

The modern history of the Mexican branch of Latin America begins with the coming of Cortes in 1519. The earlier part of this period bears the stories of the massacre of Cholula, the march to Mexico and the capture of Montezuma. After these events in 1535, the country was placed under a Spanish viceroy which lasted to the period of revolts in the 19th century. During this time fruitless expeditions were made into the north country by Niza, Coronado and others, in search of the Seven Cities of Cibola. Many of the phases of Mexican history through the 19th century are touched upon by those incidents of United States history recorded under the lessons titled "The Call of the West."

In old colonial times, Central America consisted of several *intendancies*, practically free provinces, all of which were united under the Captaincy-General of Guatemala. It was a neglected spot of the Spanish empire. It has no history up to the time of the independence of Mexico to the north and New Granada on the south. The intendancies of Guatemala, San Salvador, and Honduras published their declarations of independence in 1821. As there were no Spanish troops in Central America, the revolution was accomplished without the shedding of blood. During the brief period of Iturbide these states were annexed to Mexico, but upon the proclamation of the independence of the Federal Republic of Mexico in 1824 the whole of Central America, except the district of Chiapas, withdrew from the alliance and drove all Mexican officials from their borders and undertook the formation of governments for themselves.

ASSIGNMENT: Locate on the map on the opposite page such places as will illustrate the facts of the lesson.

REFERENCES: United States & Latin America. Latane. Doubleday, Page & Co. Latin America. Shepherd. Henry Holt & Co.

CORRELATIONS:

In Art—Entrance to Old Church. Cuernavaca.

With Music—La Paloma. Victor 16525.

The Swallow. Victor 64392.

The Lantern—

No. v16150 Mexico's Most Remarkable Ruins.

No. v23629 Native Indian Fair.

No. 23636 Aztec Sacrificial Stone.

No. 23633 Pyramids of the Sun.

No. v23624 Hall of Masaico.

No. v23639 City of Mexico.

No. 10273 Spanish Guns Brought to San Juan, Porto Rico, by Ponce de Leon.

No. 23640 Chapultepec and Hill.

No. 23206 Pueblo of the Taos Indians.

MEXICO AND CENTRAL AMERICA



LESSON XVII
LATIN AMERICA
(SOUTH AMERICA)

EXPLANATIONS: The map on the opposite page is intended to show the touches of European civilization in that part of the western hemisphere known as South America. This country, as told in the previous lesson, was brought to the attention of the European people, first by the discoveries of Christopher Columbus and then by other discoverers and explorers of the last decade of the fifteenth century. The work of these men has been recited in previous lessons, but there were a few men whose work was so closely linked to this southern half of the continent that it will be well for us to review them at this time. Among these are Americus Vesputius and Magellan. To the former went the name of the country—America. This was an honor, bestowed largely because of the fact he was first to write an extended account of the location and general characteristics of the newly found country. This account fell into the hands of a German geographer who gave publicity to it and suggested naming the country America for Americus.

Magellan holds the distinction of being the first to circumnavigate the globe. He was a Portuguese navigator who felt that he had been wronged by his king, at least unfairly rewarded for valuable military service in Morocco. Because of this he renounced allegiance to his home country and went to the court of Spain. Here he succeeded in interesting Charles V in a western route to the Spice Islands of the East Indies. In this project he was aided by the astronomer Falerio, also an exiled Portuguese, and Christopher de Haro, a wealthy merchant of Antwerp. By the agreement with the Spanish king he was to sail as far south as the 75th degree of latitude in his endeavor to round the southern point of the western continent. In this undertaking he was quite successful. In 1520 he rounded Cape Horn and passed out upon the open waters of the Pacific ocean and in due time found his way home. This event has been heralded as the greatest nautical feat in world history. But before pronouncing final judgment we should reckon with the fact that the voyage of Columbus was first, and that for the impetus of encouragement which it gave, Magellan's voyage might not have been made. Mr. Fisk, in further speaking of this event and the man who accomplished it says: "When we consider the frailness of the ships, the immeasurable extent of the unknown, the mutinies that were prevented or quelled, and the hardships that were endured, we can have no hesitation in speaking of Magellan as the *prince of navigators*".

The earliest explorations made in the southern hemisphere of the Americas were along the Amazon river. About all that was discovered of importance was its size and source. A large majority of these explorers were on the lookout for gold and other sources of mineral wealth. They were not attracted to the agricultural possibilities of the land. Later, the discovery of gold and diamonds in the highlands of Brazil became an impetus for renewed explorations. And along with those who came to this El Dorado were some who turned their attention to the development of the more stable activities of life—the agricultural and animal industries. These have grown to immense proportions during the last half century.

The original settlers of this country were under the control of Spain and Portugal for quite a long time. The remoteness of their country from Europe and the unsettled conditions in their homeland furnished splendid opportunities for studying their own conditions and interests. In due time they separated from their home country and set up governments for themselves. Of these Brazil is the largest and most important. Along the Pacific coast from Venezuela to Patagonia are a number of Spanish-speaking states. Between the frontier of Brazil and Venezuela are the British, the Dutch and the French Guianas. They are the only European countries in South America except the islands of Trinidad, Tobago and the Falkland Islands belonging to Great Britain, and Curacao and Oruba, belonging to Holland.

ASSIGNMENT: Locate on the map on the opposite page such places as will fully illustrate the lesson.

REFERENCES: United States and Latin America. Latane. Doubleday, Page & Co.

Latin America. Shepherd. Henry Holt & Co.

CORRELATIONS:

In Art—Theatre Solis. Montevideo.

With Music—National Airs. Victor 16082.

Lantern—

- No. 1157153 Wool Transportation.
- No. 11202 Harbor of Buenos Ayres.
- No. s 127872 Paza Mayo. Buenos Ayres.
- No. s 127871 Cathedral, Buenos Ayres.
- No. s 127877 Lamas in Zoo, Buenos Ayres.
- No. s 127878 Ostriches in Zoological Garden.
- No. 11144 Christ of the Andes.
- No. 157202 Plowing in Argentina.
- No. s 157213 Cattle in Argentina.



LESSON I

(See Page 8)

INTERNATIONAL COMMERCE

READING REFERENCE AND RECORD

COMMENTS

The Source Book.

The dark ages extended from the fall of Rome 476 A.D. to 1150 A.D. at this time nobody thought that the world was a globe but after the dark ages a man by the name of Columbus from his learning and what his father had told him he said the world was round and in 1492 he set out to prove his theory. He made three voyages but died broken hearted not knowing he had discovered a new world.

LESSON II

(See Page 10)

WESTERN EUROPE IN 1500

READING REFERENCE AND RECORD

COMMENTS

1. *The Source Book.*
#2

2. *History of the United States.* Gordy.

The reason this union is important because Isabella was the same Isabella that loaned ships and money to Columbus to make his voyages to North America.
2. Columbus made four voyages to America. America's repucious made a voyage to America. It was named after him. Magellan proved that the world was round. There had been dark ages for a long time then came the crusades which caused a beginning of civilization again.

LESSON III

(See Page 12)

PROVING A THEORY

READING REFERENCE AND RECORD

COMMENTS

- 1. Maps of the world
- 2. Advanced Geography
By Mc Murry and Parkins
- 3. United States History
By Gordy

- 1. Location of cities
- 2. Location of cities, rivers and seas.
- 3. Location of our voyages.

Long before the Christian era, there was a man among the Greeks, Aristotle was his name who proved that it was a Roman geographer, Strabo who proved that it lived at the time of the birth of Christ, quotes a Greek scholar of the third century B.C. as saying that we might easily pass from Iberia to India.

It is quite possible, we are having about the first voyages to America Columbus made four. He starts from Cuba then over Africa that was his first voyage

LESSON IV

(See Page 14)

THE SPIRIT OF ADVENTURE

READING REFERENCE AND RECORD

COMMENTS

In stories of later American history of adventuresomeness at that time were Drake, Cortez, Cortez, Columbus, Vespuccius and many others.

Americus Vespuccius Vespuccius made voyages along the coast of South America making accounts of his trip and things that he saw. The name of America was first given to Brazil then South America then to all of America.

Cortez was a Spanish explorer. He sailed to Mexico and landed there in 1519 and in two years had made it a Spanish province.

Columbus perhaps the most important man who ever started out to discover an unknown land.

He lived in Genoa in his boyhood. at the age of 35 he was a distinguished mariner. He thought the earth was round and after getting help from Queen Isabella he made voyages. The first voyage he discovered America and died not knowing he had discovered a new world. Magellan was the first to sail around the world and was noted for other voyages.

Balboa was an adventurer. He was a Spaniard and noted for many discoveries one great one was the discovery of the Pacific Ocean.

LESSON V

(See Page 16)

THE AMERICAN HOST AND THE EUROPEAN GUEST

READING REFERENCE AND RECORD

COMMENTS

The History of the United States. The Indians were very interesting to study. They have a reddish brown skin, coarse black hair, high cheek bones, and small eyes, and are usually rather swift at foot. They differ in their manner of living, stature, and houses and also dress, according to the localities in which they live. In general the tribes live in small villages of a few hundred people. They usually live in a wigwam occupied by single families.

LESSON VI

(See Page 18)

THE NEW EUROPE OF THE WEST

READING REFERENCE AND RECORD

COMMENTS

| | READING REFERENCE AND RECORD | COMMENTS |
|--------------------|-------------------------------|--|
| Spanish Influence. | <i>Explorers</i> Columbus. | <i>He explored the West Indies and north America.</i> Oct. 12, 1492 |
| | Balboa | <i>He explored the Pacific Ocean.</i> 1513 |
| | Magellan Cortez | <i>He explored all of the World.</i> 1519 <i>He explored all of Mexico to 1621.</i> |
| French Influence. | De Soto | <i>He explored the Mississippi River.</i> 1539 |
| | Coronado | <i>He explores Texas, New Mexico, Arizona, Kansas.</i> 1540 |
| English Influence. | Pizarro | <i>He explored Peru.</i> 1519 |
| | De Leon. | <i>He stayed in one of Columbus' 2 expeditions.</i> |

LESSON VII

(See Page 20)

THE ENGLISH COLONIES

READING REFERENCE AND RECORD

COMMENTS

United States
History By Gordy

The first settlement of
Jamestown.

On new year's day
1607, 105 men made
the company. About
half of them were
gentlemen. This meant
they had never gained
in any gainful occupation.
The rest were laborers,
mechanics, and tradesmen.
They were hunting for
gold. In May, Jamestown
was settled. They were
so slow that winter
had set in before they
had built houses, and
they were so slow in
getting their grain in, in
the spring, that they
did not have much
food. So the first settlement
became a tragedy.

LESSON VIII

(See Page 22)

ENGLISH SUPREMACY IN AMERICA

READING REFERENCE AND RECORD

COMMENTS

1. U Nited States
History - By Gordy.
2. advanced Geography
3. History of United States.

1. Maps and Rivers
2. Cities and the Colonies
3. French and Indian
War -

It will not be a
strain upon our
imagination to
understand the position
the colonists - French
and English - alike
saw, when different
between their
mother countries - or
countries
affecting their territorial
claims in the New
world arose. The
different countries
didn't have so
terrible much land
to claim.

LESSON IX

(See Page 24)

THE DIVISION OF THE ANGLO-SAXON INTEREST

READING REFERENCE AND RECORD

COMMENTS

- 1. Maps of the World.
- 2. History of the United States
By Gardy.
- cause of the Revolutionary War
- 1. The Sugar act
- 2. Taxation
- 3. The Stamp act
- 4. Navigation laws
- 5. Boston Tea party
- Battles
- 1. Lexington and Concord
- 2. The Battle of Bunker Hill
- 3. Trenton and Princeton Battle
- 4. The Battle of Concord Bridge
- 5. York Town and Cowpens
- 6. Brandywine
- The generals
- English Generals
- 1. Cornwallis
- 2. Burgoyne

- 1. Location of cities
- 2. Location of cities and Rivers
- 3. Howl
- 4. Leger
- 5. Gage
- American Generals
- 1. Washington
- 2. Maribon
- 3. Green
- 4. Gates
- 5. Arnold
- What the women did
- The women when the war broke out urged their husbands and sons to go join the fight for liberty. The women also took their husbands places on the farms.

LESSON IX

(See Page 26)

THE DIVISION OF THE ANGLO-SAXON INTEREST

(Section B—Military Movements About Boston, New York and Philadelphia)

READING REFERENCE AND RECORD

COMMENTS

The Battle Between Lexington and Concord
General Gage received word to arrest Adams and Hancock
Citizen Genet was sent to the United States by the French as a minister. He tried to get some American privateers to destroy English commerce.
Washington objected to this. Genet threatened to appeal to the people thinking they would approve and take his side against the President. But the public was on Washington's side.

two great leaders during the war was Hamilton and Jefferson. They became two great leaders in two political parties. Hamilton was a staunch Federalist, but Jefferson was a bitter opponent of the Federalists. The question was asked, shall there be a liberal constitution as to grant large powers to congress and the president? Jefferson said, "no!" but Hamilton said, "yes!"

LESSON IX

(See Page 28)

THE DIVISION OF THE ANGLO-SAXON INTEREST

(Section C—Military Movement in the South)

READING REFERENCE AND RECORD

1. United States History

2. The United States map.

COMMENTS

1. For maps and location of trails and cities.
2. Location of cities, States and Rivers.

The purpose of this section of lesson is to show the military campaigns, offensive and defensive of the English regulars and the colonies in the South and around worktowns.

LESSON IX

(See Page 30)

THE DIVISION OF THE ANGLO-SAXON INTEREST

(Section D—The Treaty of Paris 1783)

READING REFERENCE AND RECORD

1. Maps of United States
2. United States History by Gordy.

COMMENTS

1. Location of States and cities.
2. For maps and location of trails.

The purpose of this section of the lesson is to show the division of the Anglo-Saxon's territorial interests in America, as a result of the Revolutionary War. The adjustments are set forth in the Anglo-Spanish treaty of 1783.

LESSON X

(See Page 32)

WESTERN TERRITORY — PUBLIC DOMAIN

READING REFERENCE AND RECORD

1. United States History: By Gordy

COMMENTS

1. Location of cities and Rivers

The first continental congress met in 1774 for the purpose of expressing the views of the colonies on the efforts of the home government.

Before the time for the meeting of the second continental congress the battles of Lexington and Concord were fought and all New England was in arms in defence of their position.

The solution of this first question was found in ordinances of 1787 which provide for the formation of new territorial units with the possibility of becoming states.

LESSON XI

(See Page 34)

THE CALL OF THE WEST — LOUISIANA PURCHASE

READING REFERENCE AND RECORD

1. United States History: By Gordy

France in 1803 for \$15,000,000. the immense Louisiana territory.

This covered a larger area than the United States of that day included.

COMMENTS

1. Location of cities, States and Rivers

Louisiana Purchase alerts to the importance of the demand. President Jefferson sent a special envoy James over to France with the American minister, Robert R. Livingston, in his effort to secure the strip of land known as West Florida and also New Orleans.

The time was opportune for Napoleon needed money on account of war with England, and he feared that England, with her powerful navy, of Louisiana. He was willing to sell more territory than they expected were instructed to buy. As a result we purchase from

LESSON XI

(See Page 36)

THE CALL OF THE WEST

(Section B—The Annexation of Texas)

READING REFERENCE AND RECORD

1. The Source Book.
2. United States History by Gordy.

COMMENTS

1. For location and reading material.

2. Location of Cities States and Rivers.

Spain did not belong to the Purchase of Louisiana nor to the territory covered by La Salle's proclamation at the mouth of the Mississippi river when he planted the flag of France, April 9, 1682.

The French claim to Texas was based on the landing of La Salle on the Gulf of coast of Texas in 1685.

The annexation of Texas was deeply resented by the Mexican government.

LESSON XI

(See Page 38)

THE CALL OF THE WEST

(Section C—The Oregon Territory)

READING REFERENCE AND RECORD

1. United States History: By Gordy.

COMMENTS

1. Location of cities States and Rivers.

By a treaty agreed upon in 1846 both England and the United States gave up a part of their claims. The whole Oregon country included what is now the states of Oregon, Idaho, and Washington or an area equal to more than fifty states the size of Connecticut.

LESSON XI

(See Page 40)

THE CALL OF THE WEST

(Section D—The Mexican Cessions)

READING REFERENCE AND RECORD

COMMENTS

1- United States History.

1- Location of cities and Rivers

2- advanced Geography

2- Location of cities and Rivers

Following closely upon the Mexican War came the discovery of Gold in California. The event was of great significance both in itself and also in its bearing on the Mexican cession and the slavery question. The whole question of slavery was renewed by the Mexican cession.

LESSON XII

(See Page 42)

OUR NATIONAL CRISIS

READING REFERENCE AND RECORD

COMMENTS

History of U. S.

The colonies Revolt in the Revolutionary War. The causes of it were as follows; Navigation law, Stamp act, Sugar act, Boston Tea party, and Boston Massacre. The Generals for the English were; Cornwallis, Burgoyne, Howe, Legar, Sage & Sacketon. The American Generals were; Washington, Marion, Green, Bates, Arnold, Morgan, and Clark. The Battles that were fought were (1) Lexington and Concord, (2) the Battle of Bunker Hill, (3) Trenton and Princeton Battles, (4) Fort Mifflin, (5) Brandywine Battle, (6) Yorktown Battle, (7) Cowpens Battle.

LESSON XII

(See Page 44)

OUR NATIONAL CRISIS

(Section B—Military Movements of 1861-62)

READING REFERENCE AND RECORD

History of the United States By Gordy.

COMMENTS

The Results of the Revolutionary War.

1. Commissioners from the two countries were appointed to agree upon a treaty of peace.
2. By its terms England recognized the independence of the United States, and the work of George Rogers Clark and other Westerners who had conquered and settled the vast regions northward south of the Ohio River, enabled our commissioners to secure for America all the territory lying between the Alleghenies and the Mississippi and between the great lakes and Florida.

LESSON XII

(See Page 46)

OUR NATIONAL CRISIS

(Section C—Military Movements of 1863-64-65)

READING REFERENCE AND RECORD

History of United States By Gordy

COMMENTS

3. Florida was ceded by England back to Spain.
4. This ended King George's plan of personal government in America. It had completely failed.
5. It also overthrew the rule of George III in England.
6. In 1784 William Pitt's son became the real head of the English government. This was the main and great result of the Revolutionary War.

LESSON XIII

(See Page 48)

THE PURCHASE OF ALASKA

READING REFERENCE AND RECORD

The History of United States by Gordy.

COMMENTS

alaska was first visited by captain Vitus Bering and Chirikov 1741

alaska is very valuable with her fisheries and all the minerals which are found there.

she has long paid up the cost it was worth her.

We will never regret buying it. Some people thought it was nothing but an iceland with snow all over but it is very valuable.

LESSON XIV

(See Page 50)

THE PANAMA CANAL ZONE

READING REFERENCE AND RECORD

The source Book.

COMMENTS

The Isthmus is a little strip of land that connects North and South America and separates the Atlantic and Pacific ocean. In a more limited sense the term has been applied to the narrow strip section between the cities of Colon + Panama through which the great canal has been dug. It seems strange to think of U. S. owning the panama canal. But it may prove more valuable than a highway for foreign trade with California can buy their machinery cheaper than before, because of the lower freight charges they can sell their fruits at a lower price. Since they can also ship their best with less expense, they can sell more products, employ more men or pay better wages + grow more fruit.

LESSON XV

(See Page 52)

AMERICA'S FOREIGN INFLUENCE

READING REFERENCE AND RECORD

COMMENTS

B
History Journal

Magellan holds the distinction of being the first to circumnavigate the globe. He was a Portuguese navigator who felt that he had been wronged by his King, at least unfairly rewarded for valuable military service in Morocco. Because of this he renounced allegiance to his home country and went to the court of Spain.

After he had done this he succeeded in getting Charles V. in a western route to the Spice Islands of the East Indies.

STANDARD HISTORICAL STUDIES

By SEVERE E. FROST

IMPROVED OUTLINE STUDIES

With Correlations, References and
Full Page Maps—In Color

SIX BOOKS COVERING RESPECTIVELY

UNITED STATES HISTORY—Elementary. Contains 80 pages— $8\frac{1}{4} \times 10\frac{1}{2}$. Maps are all full page size and in color. It is in two divisions—(1) *The European Background*, beginning with a picture of the social life of Europe in about 1500 A. D., and (2) *The American Foreground*. Each period is treated quite thoroughly. Great care has been taken to properly correlate the kindred subjects: geography, economics, etc. This book is prepared especially for grade work.

UNITED STATES HISTORY—Advanced. Contains 100 pages— $8\frac{1}{4} \times 10\frac{1}{2}$ in size. Maps are full page size and are all in two colors. Is divided into two divisions—(1) *The European Background* and (2) *The American Foreground*. Every period of United States History is treated thoroughly and infinite care has been paid to the geographical sequence of our national development. *Development of Latin America* is carefully covered in addition. For use in high school.

ANCIENT HISTORY. Covers up to 1555 A. D. Has 96 pages, $8\frac{1}{4} \times 10\frac{1}{2}$. 24 outline maps in color. 44 pages for notes on lessons. 26 pages of lessons text. Maps are large. Text is in large readable type. Planned especially for the 8th grade type of student. Covers thoroughly—in 22 assignments—every period from the *First Homes of Civilization through Egypt and the Egyptians—Greece and the Greeks—The Roman Empire down to The Crusades and The Commercial Leagues of Mediaeval Europe*.

MODERN HISTORY. Extends from 1555 A. D. down to the present time. Includes the *WORLD WAR*. 88 pages. $8\frac{1}{4} \times 10\frac{1}{2}$ page size with large maps and big type. All maps are in color. Begins with *The Peace of Augsburg*—covers all subjects thoroughly through all important periods—*Civil War in England, French Revolution, Congress of Vienna, Unification of Germany, Europe in 1914, The World War, The New Europe*, and down to the present *Balkan States*.

ENGLISH HISTORY. 96 pages, $8\frac{1}{4} \times 10\frac{1}{2}$. Covers the entire story of the English people from the barbarian days down to the present moment. Traces in detail the formation of the *United Kingdom*. Economic life, governmental evolution and cultural life completely outlined. There are 26 full page maps in color. Note pages provided for each lesson.

TEXAS HISTORY. Contains 96 pages, all $8\frac{1}{4} \times 10\frac{1}{2}$, with full-sized large maps and big, easily read type. Begins with domination of Spain, extends through Mexican sovereignty, covers thoroughly the Days of the Republic. Texas History is brought down to the present day in a series of romantic presentations under the guidance of 22 maps in color for historical data. Particularly, is this division of the *STUDIES* to be complimented. It is an unusually clear and authentic outline for study.

NOTE THESE SUPERIOR FEATURES:

1. Can be used with any textbook.
2. Lesson outlines are standard and completely cover all phases—economic, political and cultural.
3. Ample page references to standard texts and many general reference works are given.
4. Correlative references are given to picture prints, Victrola records and stereopticon slides with which the teacher can illustrate the cultural development of each period.
5. All maps are large and in color—land masses in white, water masses, including rivers, in blue.

SPECIMEN COPIES GLADLY SENT ON APPROVAL

PIONEER PUBLISHING CO.

FORT WORTH AND DALLAS
TEXAS