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The Use of the American Heritage New
Illustrated History of the United
States in an Advanced ESL Class

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MAY VI

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Abstract

This report describes the American Heritage New Illustrated History of the United States, which is a sixteen-volume set of chronologically ordered books. It also presents student-teacher objectives devised for its use following a one-semester course in which it was used at the secondary level. In formulating the objectives, I attempted to devise a course very much like a regular secondary or college-level American History course in which ESL students would have an opportunity to experience something more than a superficial or cursory exposure to that history. In evaluating its use, I attempted to identify what part the books and their use might have played in helping advanced ESL students to continue to develop their language skills. An appendix which consists of teacher-prepared study guides for each volume completes the report.

Athearn, Robert G., American Heritage New Illustrated History of the United States, Fawcett Publications, Inc., New York, New York, 1971.

As a member of the American Language Academy staff at Northfield Mt. Hermon School in Northfield, Massachusetts, and a certified social studies teacher, I was asked to write and teach a course called English as a Second Language for the Social Sciences during the winter and spring terms, 1976, for different classes each term. This course was to supplant Advanced Reading for students who would choose it in lieu of English for Science and Technology to fulfill a one-term reading requirement.

The overwhelming majority of students at this level (advanced) fit into two major categories: those who will continue their secondary education in American boarding schools and those who will enter the American university system. Because these students would be enrolled in the future in at least one United States history survey course, I wanted to help them develop a feel for an American social studies classroom and at the same time have them learn some United States history. To that end, I narrowed the content focus implied in the title of the course considerably.

In selecting appropriate materials to be used for this course, I experimented during the winter term by using readings from several sources. Those sources varied from standard United States history textbooks for the secondary level to readings taken from ESL texts and excerpts from best-sellers such as Alistair Cooke's America. Through lecture-discussions and assigned newspaper and magazine readings, I

also tried to interest the students in contemporary issues. What I discovered well before the end of the term was that not only was I trying to cover too much territory, but I was confusing the issue, because neither the students nor I had a firm grip on what our objectives were. As their attitude went from fair to poor, I realized that their waning interest and efforts were most likely due to my failure to establish clear-cut objectives with them, to outline our work beforehand so they would be able to see where we were going, and to convince them of the value of this experience for their future academic careers. As students about to enter such fields as petroleum engineering or agronomy, they often questioned the value of this course.

As a result of a suggestion by Raymond Clark, my advisor at the School for International Training, during the spring term I used the sixteen-volume set of books entitled American Heritage New Illustrated History of the United States. From the beginning I envisioned the use of these books as a solution to the problems resulting from my previously disjointed selection of materials and hoped their use would aid me and the students in our need for clear-cut objectives and goals.

In this paper I will evaluate the appropriateness of the content and language of the books, present the teacher-student objectives devised for the use of the series, and evaluate the use of the books in the ESL setting described.

The American Heritage New Illustrated History of the United States is a chronologically arranged sixteen-volume series which deals with American history. In addition to three well-illustrated chapters (Volume 16 contains only two), each volume contains two sections called Special Picture Portfolios which include such varied things as reproductions of American art, photographs, political cartoons, advertisements, etc., well-captioned and integrated into a meaningful part of the text. Examples of subjects covered therein include "President Lincoln," "Cattlemen and Homesteaders," "The Spanish-American War," "The Artist's America," "D-Day," "The World of Outer Space." These subjects are mentioned in the chapters but dealt with more specifically in the Special Picture Portfolios. Each volume also includes a section labeled Close-Up On History, which is an in-depth study of a particular person, well-known or not, or concept worthy of close study. Selections include "The Ordeal of Cabeza de Vaca," "Francis Marion, The Elusive Swamp Fox," "The Pilgrim and Puritan Fathers," "Mrs. Gardner and Her Palace," to mention a few. The chapters, forty-seven in all, and thirty Special Picture Portfolios constitute 1,416 pages. In addition, each volume contains a substantial concluding Encyclopedic Section preceded by a list of entries by categories. These sections average thirty-five pages per volume and are embellished with reproductions or paintings and photographs, as well as maps.

From the point of view of an experienced social studies teacher who has taught United States history to both junior

and senior high school students in the American public school system, I initially decided that the format and content of the volumes, as well as the reading level, were approximately junior high school level for native speakers. Yet, at the same time, because of the breadth and depth of the material presented, and because of the language (vocabulary and structure) used, I have decided that the books could constitute a challenging series for the secondary school or adult ESL student capable of reading them. In that the books do not present a superficial, but in-depth treatment of American history, the material is far from elementary in content.

The English used in this series presupposes the students' ability to deal with advanced grammatical structures and difficult vocabulary. The books are not adapted for ESL students and for that reason require teacher assistance and guidance if they are to be used by ESL students. Grammatical structures cover the entire range of standard written English. For example, on page 1086, Volume 13, one finds the seemingly easy to understand sentence, "The suggestion, admired as a theory, was largely ignored by the man on the street." On the same page one finds the more complicated sentence, "A little more than a year after Woodrow Wilson's inauguration, an event took place in Europe that was not only to destroy the uneasy peace there, but eventually to involve an isolationist America in a conflict from which it would emerge the leading power in the world," replete with sophisticated ideas as well as vocabulary. The volumes do not constitute a graded series in content or language, and therefore are not in any way recommended for any but advanced ESL students.

The vocabulary employed in the text is immediately recognized as quite difficult. The use of "pyramid" as a verb in "He pyramided his profits by shrewd dealings in war-scarce commodities," (p. 905, Volume 11), is certainly not common and is difficult as vocabulary as well as even a concept. Other words such as "skein," "garrison," "dwindle," "intrigue," "bastion," "interloper," "ramification," and "jut," taken from Chapter 1 alone, make it evident that except in the case of possible cognates, the ESL student will be faced with a great deal of new vocabulary to master. This, incidentally, can be one of the challenging virtues of the series for advanced students who will soon find themselves in regular American social studies classes.

Another point to consider is that the books do not contain extensive primary source material in any of their sections. From the social studies teacher's point of view, the books may be deficient for that reason, but the inclusion of primary source material would perhaps be an additional unnecessary hurdle for ESL students who would have to deal with the contemporary language and style of each period. As has been stated, the structure and vocabulary are difficult to begin with.

In establishing teacher-student objectives for this course using the text described, I immodestly aimed for the following, each of which will be explained briefly.

(1) To introduce advanced ESL students who will enter the American educational system at the secondary or college level to a more sophisticated United States history than one which includes only occasional readings about American personalities or events. The books certainly cover the gamut of American history. It was hoped that their use, unlike that of selected readings from various sources, would allow the students to study a particular period of history in depth, and at the same time allow them to see cause and effect relationships more easily because of the simple chronological format used in the texts. It was hoped that even if the students jumped around chronologically, **they would feel a continuity** through the use of the books.

(2) To allow the students to concentrate on the time periods of United States history of particular interest to them. Because the series could not be read in full during one term, each student would be allowed to choose the volumes of the greatest interest to him without regard to the chronological order of the whole set.

(3) To give the students an opportunity to familiarize themselves with the personalities and events of American history with respect to their particular interests, as mentioned in Objective 2 above. By directing the students' reading through the use of teacher-prepared study guides for each volume, I hoped to be able to get them to clearly focus

on what I considered as the essential content, including the personalities, in each volume.

(4) To encourage a critical evaluation of United States history by the students. The preparation of the study guides to be used by the students took into account the foreign students' need to approach history from a broader view than that of simple objective questions. In other words, the study guides would encourage the students to explain, describe, tell why and how, trace, recount, and discuss various situations or events in American history, rather than simply restate factual material covered.

(5) To provide the students with an opportunity to communicate their newly acquired knowledge and queries orally and in writing. By requiring students to submit written and oral responses to the questions contained in the study guides, as well as providing time for seminar discussions, I felt that this objective would be met.

During the nine-week term, each student was held responsible for eight of the sixteen volumes. The students were given three class hours a week to work independently, with my assistance when needed, to complete the study guide in writing or prepare for an hour conference. In other words, each student answered in full in writing the questions posed on the study guide of his choice, or prepared to answer the same orally. Two class hours a week were spent in seminar discussions, sometimes open-ended, sometimes with assigned topics for discussion. These two hours each week provided time for the students to share content being learned and to practice oral communication skills in a group. In addition,

a one-hour conference with each student every other week was scheduled in order to develop a rotating system whereby half of the students prepared written responses to the study guides one week while the other half responded orally that week. The half responding orally one week responded in writing the following week.

It should be stated here that the preceding section on Teacher-Student Objectives does not include any specific ESL objectives. As an ESL teacher, I was interested in helping my students to develop their language skills. However, it was only after the course got underway that I paid attention to ESL objectives. For reasons which are elaborated on below, I purposefully ignored ESL objectives in preparing this course because I wanted it to simulate as nearly as possible a non-ESL social studies course.

In reflecting upon the use of these books, I am compelled to say initially that the students in the class felt they should have spent at least some time reading the same volume together and then discussing it. They felt they missed the opportunity to learn from each other, to share and learn from each other's interpretations. On the other hand, they agreed that the opportunity to choose particular volumes of interest to them increased their motivation.

It was the consensus of the students that the teacher-prepared study guides were of instructional value, helping them to pick out and assimilate specific information, forcing them to learn the vocabulary of the social studies classroom. In preparing the study guides, I tried to put the fact that I was preparing them for ESL students out of my mind so as not to water down the level of expectation unnecessarily. Then, when

I evaluated the students' performance in writing and orally, I critiqued their use of English as well as the content. By requiring them alternately to write and discuss answers for each study guide, I tried to help them develop writing and oral skills in English.

As it worked out, the course became a very individualized one. The greatest benefit thereof became my ability to work with individuals on their specific language problems. Conference hours turned into more than one-hour sessions because once the students knew what to expect they often came prepared for more than a one-hour discussion. (The implications of that were discussed with them.) Some said they felt that preparing for a conference made them really have to assimilate the information. Giving them the content and questions about it to guide them really helped them to open up and speak. At this level I didn't ignore grammatical problems in their oral work, but I did pay more attention to their ability to get an idea across, to express themselves completely and clearly, rather than briefly or superficially.

With respect to the written work in the class, the students felt they benefitted from the chance to reflect on what they wrote, to have a week to complete each volume and study guide. Again, grammatical errors were not ignored in evaluating their written work, but more attention was directed toward evaluating their ability to understand the questions and limit their answers to the questions and to come up with well-organized answers.

It was my goal to help advanced ESL students discover and enhance their abilities to deal with sophisticated

material in their second language. I would say now that these books, used to work on oral, writing, and of course, reading skills, provided my students and me with a beneficial learning experience. The students did receive grades for each week's work, be it oral or written, but the atmosphere surrounding the grading was non-threatening, I think, because I spent a great deal of time with each student, pointing out errors of interpretation, organization, and specific facts. In my opinion, each student indeed progressed in his ability to do the required work and in the amount of self-confidence about his work.

It is my feeling that in the learning of English as a second language, students need to be shown that they can attack non-ESL materials successfully. They need, however, to have an opportunity to do that prior to entering a regular classroom. By using these books in the way I have described, I did just that - I gave these students an opportunity to deal with non-ESL material successfully. Near the end of the course, the students and I discussed their need to set up something like study guides for themselves when using material of a similar nature, reading materials for a social science courses. We discussed how they could go about formulating questions prior to reading and thus help themselves to get more out of the material. The students who worked with me in this course, as well as the majority of the foreign students I have worked with, are less prepared to be self-directed and work independently than most of the American students I have worked with. That does not imply a failure

of their educational systems, but it does point out a basic difference between many systems and our own. American students in the two school systems in which I have worked were expected to work independently often and had many opportunities to make choices about the things they would study, as well as the ways in which they would study them. Most foreign students I have worked with have not had those opportunities. I would say, therefore, that in this course, the most valuable benefit of the work for the students was more in the areas of cultural awareness and adjustment, rather than of specific skill building or language acquisition.

In conclusion, I would use this course description cautiously in the future as I feel the particular group of students I worked with were unique. A great deal of time and effort were put into the success of the course by all of us. And, as I have often found, what works well with one group seldom works as well with any other group. I am currently teaching a course with the same title (English as a Second Language for the Social Sciences) in which I use much more lecture-discussion, or the giving of information. Also, since using these books, I recognize the need for what might be called "pop history." Two books on the market which might fit in that category are Harvey Wasserman's History of the United States and The Establishment of the Establishment, Living History. One drawback is that they are not illustrated and that is a positive feature of the American Heritage New Illustrated History of the United States.

Appendix - Teacher-Prepared Study Guides for the Text

American Heritage New Illustrated History of the United States

Volume 1 The New World

Chapter 1 - "Europe Moves West" (pp. 10-22)

Identify the following people: Prince Henry, Vasco da Gama, Bartholomeu Diaz, King Ferdinand, Queen Isabella, Christopher Columbus, Giovanni de Verrazano, Pedro de Cabral, Amerigo Vespucci, John Cabot, Vasco de Balboa.

Answer the following questions:

1. How did the Portuguese influence Spanish exploration?
2. What is the difference between a feudal system and a system of national states? Europe was changing from one to the other during the 15th Century. Which was it changing to? How did this change affect exploration?
3. How did religion influence European exploration?
4. How did the Turks prove to be "unwelcome interlopers"? What reaction did the European Christians have toward these interlopers?
5. What significant event in 1493 greatly affected European exploration in the New World?
6. What specific treasures did the Spanish acquire in the New World?
7. How did the aboriginal Americans impress the Europeans?
8. What is meant by the sentence, "The discovery by Columbus meant, in many ways, the rejuvenation of the Old World"?

Special Picture Portfolio - The Spanish Conquest" (pp. 23-35)

Answer the following questions:

1. Why was green used to show the Americas on a map of the New World drawn by the pilot-navigator of one of Columbus' ships?
2. Who invented the hammock?
3. What is Tenochtitlan today?
4. Why was Hernando Cortez welcomed by the Aztecs when he first arrived in their midst?

Chapter 2 - "Colonies for All" (pp. 36-48)

Identify the following people: Hernando Cortez, Ferdinand Magellan, Ponce de Leon, Cabeza de Vaca, Hernando DeSoto, Francisco Coronado, Francisco Pizarro, Antonio de Mendoza, Jacques Cartier, Henry IV, Samuel de Champlain, Cardinal Richelieu, Louis XIV, Jean Baptiste Colbert, Henry Hudson.

Answer the following questions:

1. What internal problems did Spain have to overcome before engaging in overseas exploration? How did the solution of those problems help prepare Spain for exploration?
2. What governmental system did Spain set up in her new territories? How did Spain insure profit from information and resources for herself from her new lands?
3. Why was France less successful than Spain in colonizing? What was the main interest of France in the New World?

4. Where did Holland explore and settle in the New World?
In what way were Dutch and French exploration similar?
How did the Dutch imitate the Spanish in the New World?
5. What does "America - a pawn of Europe" mean?

Special Picture Portfolio - "The Pilgrim's Europe" (pp. 49-61)

Answer the following questions:

1. Where did the Separatists (Pilgrims) go before going to the New World?
2. What groups besides the Separatists opposed the Church of England in the 17th Century?
3. What is the importance of the Mayflower in the history of the United States?

Chapter 3 - "The English Colonies" (pp. 62-81)

Identify the following people: Sir Francis Drake, Henry VIII, Elizabeth, James I, John Hawkins, Sir Humphrey Gilbert, Sir Walter Raleigh, George Weymouth, Sir Ralph Lane, John Smith, Powhatan, Samoset, Squanto, Chief Massasoit.

Answer the following questions:

1. Enumerate and explain the reasons for England's success in the colonial race, even though she entered the race late in comparison with several other countries.
2. Explain the several reasons why English settlers in the New World had left England.
3. Trace the social and economic development of the colonies of Virginia and Plymouth.

Extra Credit: After reading "The Ordeal of Cabeza de Vaca," write a summary of the article in your own words. Be complete but concise.

American Heritage New Illustrated History of the United States

Volume 2 Colonial America

Chapter 4 - "The Colonies Grow" (pp. 94-108)

Identify the following people: John Winthrop, Roger Williams, Anne Hutchinson, George Calvert, Cecilus Calvert, Leonard Calvert, Duke of York, Lord John Berkeley, Sir George Carteret, William Penn, James Oglethorpe.

Answer the following questions:

1. Which new colonies were offspring of the Massachusetts Bay Colony?
2. What was the nature of the European-Indian contact in New England?
3. In what significant ways was the colony of Maryland different from the New England colonies?
4. Briefly describe the founding of North and South Carolina, New York, New Jersey, Pennsylvania, and Georgia. What problems did the settlers in each encounter?
5. How did England maintain control over her colonies in the New World?

Special Picture Portfolio - "The French and Indian Wars" (pp.109-121)

Answer the following questions:

1. Why were these wars between the French and English called the French and Indian Wars?
2. What factors enabled the British to eventually overcome the French in these wars?
3. The loss of what lake by the French enabled the English to move into southern Canada?

Chapter 5 - "Struggle for Power" (pp. 122-136)

Identify the following people: Captain Robert Jenkins, George Washington, Benjamin Franklin, General Edward Braddock, General Louis Joseph de Montcalm, William Pitt, Major General Jeffrey Amherst, Brigadier General James Wolfe.

Answer the following questions:

1. Describe the birth and development of an "American population."
2. How did France react to the westward movement of the English colonists?
3. Describe the causes and results of the following wars in the New World: Queen Anne's War, King George's War, the French and Indian War.

Special Picture Portfolio - "Life in Colonial America" (pp. 137-149)

Answer the following questions:

1. Name the early colonial cities in the New World.
2. What was the chief crop of colonial Virginia?
3. Describe the early plantations of the southern colonies.

Chapter 6 - "Seeds of Revolution" (pp. 150-169)

Identify the following people: Patrick Henry, John Adams, George Grenville, Lord Charles Rockingham, William Pitt, Charles Townsend, John Hancock, Samuel Adams, Governor Thomas Hutchinson, Lord North, John Dickinson, Thomas Jefferson, General Thomas Gage.

Answer the following questions:

1. Explain the reaction of the English colonists to each of the following: the Navigation Acts, the Proclamation of 1763, the Sugar Act, the Molasses Act, the Currency Act of 1764, the Quartering Act, the Massachusetts Government Act, the Quebec Act.
2. Describe the nature of the following reactions to England's attempts to control her colonies: the Sons of Liberty, the Virginia Resolves, the Stamp Act Congress, the Committees of Correspondence, the Boston Massacre, the Boston Tea Party, the Continental Congress.

Extra Credit: After reading "The Pilgrim and Puritan Fathers," describe in your own words the differing interpretations of the influence of these groups on the English settlements in the New World.

American Heritage New Illustrated History of the United States

Volume 3 - The Revolution

Chapter 7 - "Rabble in Arms" (pp. 184-196)

Identify the following people: Paul Revere, William Dawes, Dr. Samuel Prescott, George Washington, Thomas Paine, Richard Henry Lee, Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, John Dickinson, George Mason.

Answer the following questions:

1. Why was the encounter at Lexington and Concord significant?
2. Describe the difficulties Washington faced as Commander of the Continental Army.
3. What purpose and effect did the two parts (Preamble and list of grievances) of the Declaration of Independence have?
4. While many clamoured for independence, almost one third of the colonial population was loyalist. Explain the reasons for their loyalty to England.
5. Describe the group known as the patriots.
6. What potential influence did other European nations have at the early stages on the colonists' struggle for independence?

Special Picture Portfolio - "The Declaration of Independence"
(pp. 197-207)

Answer the following questions:

1. What was the building where the Declaration of Independence was adopted and signed called? What is it called today?
2. Who was on the committee to draft the Declaration of Independence?
3. Who painted the canvas that has come to symbolize the spirit of the Revolution? What does the painting consist of?
4. Whose signature on the Declaration of Independence is the largest? (We have a saying in the United States: "Put your _____ (the man's name) _____ on this.")

Chapter 8 - "Cockpit of Battle" (pp. 208-226)

Identify the following people: General Benedict Arnold, General Richard Montgomery, Sir William Howe, Sir Henry Clinton, Governor Josiah Martin, Colonel James Moore, General Charles Moultrie, Admiral Parker, General Washington, Lord Cornwallis, Hessians, General John Burgoyne Germain, General Horatio Gates, Lord Shelburne, John Adams, George III.

Answer the following questions:

1. During 1776 the British seemed to have an edge in terms of military strength and victories. Explain this statement.
2. What particular victories or successes of the American army gave the colonists hope?
3. What was the early strategy of the British during the Revolutionary War? How successful was this strategy? Explain.
4. What foreign power did the colonists seek help from and why did their victory at Saratoga help them to secure this help?

Special Picture Portfolio - "The Arms and the Men" (pp. 227-243)

Answer the following questions:

1. What advantages did the American soldiers have over the British soldiers?
2. Why did soldiers in the early American army wear hunting clothes?
3. What country sent men to fight on the side of the British during the Revolutionary War?

Chapter 9 - "Revolution Within" (pp. 244-259)

Identify the following people: Samuel Adams, Thomas Jefferson, Benjamin Franklin, Alexis de Tocqueville, Daniel Boone, Patrick Henry.

Answer the following questions:

1. How were the constitutions of the new states similar? How were they different?
2. What attempts at union were made by the new states? What factors stood in the way of strong union? What factors promoted strong union?
3. Explain the shortcomings of the Articles of Confederation.

Extra Credit: Read "Francis Marion: the Elusive Swamp Fox." Describe Francis Marion's contributions to the American Revolution.

American Heritage New Illustrated History of the United States

Volume 4, A New Nation

Chapter 10 - "Men and Opportunity" (pp. 274-290)

Identify the following people: Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, John Adams, John Dickinson, George Mason, Richard Henry Lee, Dr. Benjamin Rush, Daniel Shays, Edmund Randolph, William Paterson.

Answer the following questions:

1. Explain the major problems facing the new nation (the United States).
2. In what ways were the Articles of Confederation beneficial to the United States? In what ways were they not?
3. Describe the major conflicts of the Constitutional Convention. How were these conflicts resolved?

Special Picture Portfolio - "Thomas Jefferson" (pp. 291-299)

Answer the following questions:

1. Why is Thomas Jefferson often referred to as a radical for his time?
2. Thomas Jefferson is most often thought of as a politician or statesman. Give examples of his other interests or talents.

Chapter 11 - "Washington at the Helm" (pp. 300-316)

Identify the following people: Robert R. Livingston, John Adams, John Jay, Alexander Hamilton, James Madison, Thomas Jefferson, Edmund Randolph, General Henry Knox, Samuel Osgood, Edmond Charles Genet, Charles Cotesworth Pinckney, Elbridge Gerry, Talleyrand, Napoleon Bonaparte, Aaron Burr.

Answer the following questions:

1. What does the title of this chapter mean?
2. What steps were taken by the new government to arrest economic problems? (Explain the controversies and personalities involved.)
3. What was the reaction of the United States to the French Revolution which began at about the same time the new nation got on its feet?
4. Explain the relationship between the United States and England at this time.
5. Briefly recount the Adams' Presidency.

Special Picture Portfolio - "The War at Sea" (pp. 317-331)

Answer the following questions:

1. Why is the frigate United States shown flying the flags of the world in a painting in this section?
2. Who said, "We have met the enemy and they are ours"? What did it mean?
3. When was the national anthem of the United States written? What does "star-spangled banner" refer to?

Chapter 12 - "The Republican Era" (pp. 332-349)

Identify the following people: Thomas Jefferson, Albert Gallatin, Napoleon Bonaparte, Robert Livingston, Aaron Burr, Meriwether Lewis, William Clark, George Clinton, William Henry Harrison, Tenskwatawa, James Madison, James Monroe, Andrew Jackson.

Answer the following questions:

1. How did the United States acquire the Louisiana Territory? What other territory was added to the United States during Jefferson's Presidency?
2. How had the President and Vice-President been nominated and elected prior to 1804? What method was used after 1804?
3. Describe the foreign problems faced during Jefferson's two terms in office.
4. Explain the causes and results of the War of 1812. Why is this war called "Mr. Madison's War?"

Extra Credit: Read "The Many-Faceted Mr. Peale."
What is Charles Wilson Peale noted for?

American Heritage New Illustrated History of the United States

Volume 5 Young America

Chapter 13 - "Nationalism Rampant" (pp. 364-376)

Identify the following people: Czar Alexander, Robert Livingston, Andrew Jackson, John Quincy Adams, Henry Clay, James Monroe, John Marshall, John C. Calhoun, James Tallmadge, Jesse Thomas.

Answer the following questions:

1. What new agreements were reached with England at the Convention of 1818?
2. What land problems were settled with Spain after the War of 1812?
3. Explain the reasons for and significance of the Monroe Doctrine.
4. Describe the Supreme Court cases that under John Marshall strengthened the federal judiciary during the period of Nationalism.
5. Explain the developing sectional differences that arose at this time and how they were dealt with.

Special Picture Portfolio - "Stirrings of Industry" (pp. 377-389)

Answer the following questions:

1. Eli Whitney's most noted invention was the cotton gin. Why was this important to the United States? What other contributions did he make to United States industry?
2. What did Samuel Slater bring to the United States?
3. What contribution did Oliver Evans and Robert Fulton make to the young industrial nation?
4. Why is Peter Cooper important in United States history?

Chapter 14 - "The Jacksonians" (pp. 390-406)

Identify the following people: Frederick Jackson Turner, Henry Clay, John C. Calhoun, Andrew Jackson, John W. Eaton, Mrs. John C. Calhoun, Martin Van Buren, William Barry, Robert Hayne, Daniel Webster.

Answer the following questions:

1. What is meant by the "spoils system"? Why is the concept associated with President Jackson?
2. Describe the Petticoat War, which started on January 1, 1829.
3. How did Jackson, who had been popular with Westerners, begin to lose their affection? In what ways did he continue to please rural inhabitants?
4. Describe the beginning of the internal conflict stemming from Southern interests, which would only be settled much later with the Civil War.
5. What problems in foreign affairs were faced during the Jacksonian Presidency?

Special Picture Portfolio - "New Roads-The Waterways" (pp. 407-421)

Answer the following questions:

1. What specific kinds of vessels were used on rivers before steamboats?
2. What city became known as the Gateway to the West?
3. Canals are generally thought of as waterways. What other means of transportation was a part of the Pennsylvania Canal?

Chapter 15 - "Sinews of a Nation" (pp. 422-441)

Identify the following people: Alexander Hamilton, DeWitt Clinton.

Answer the following questions:

1. Why was the cotton textile industry the fastest growing industry in the United States?
2. Describe the impediments to the development of a sufficient labor force during the early industrial years. Also, what problems did the workers face?
3. What, besides river transportation, provided the earliest connections between East and West? Describe these transportation methods from the positive and negative points of view.
4. What drawbacks did canals have as parts of a system of transportation?
5. How did the national government aid in the building of the railroad network?
6. Describe the importance of the railroads in the development of the West.

Extra Credit: Read "Eli Whitney; Nemesis of the South."
Explain why Whitney is here called the "nemesis" of the South.

American Heritage New Illustrated History of the United States

Volume 6 The Frontier

Chapter 16 - "Moving West" (pp. 454-468)

Answer the following questions:

1. Describe the impediments to westward expansion. At the same time, what factors encouraged westward expansion?
2. What problems did western settlers face? How did they meet these problems?
3. Why did the frontiersmen feel they were Uncle Sam's step-children?
4. Explain the significance of the frontier in United States history.

Special Picture Portfolio - "The Great Gold Rush" (pp. 469-485)

Answer the following questions:

1. Of what importance was Sutter's Mill?
2. Describe the process of gold panning.
3. From what countries were men seeking their fortunes in California?

Chapter 17 - "Crusades and Culture" (pp. 486-496)

Identify the following people: Timothy Shay, Elizabeth Cady Stanton, John Randolph, William H. Crawford, William Lloyd Garrison, Theodore Weld, Amelia Bloomer, Henry Barnard, James Fenimore Cooper, Ralph Waldo Emerson, Henry David Thoreau, Orestes Brownson, Margaret Fuller, Theodore Parker, Bronson Alcott, George Bancroft.

Answer the following question:

1. Describe the humanitarian crusades and social changes of the first half of the 19th Century. You should include the temperance movement, women's rights, slavery, and education.

Special Picture Portfolio - "Indians of the Plains" (pp. 497-509)

Answer the following questions:

1. Explain how the buffalo was so important to the Plains Indians.
2. In what ways were the Plains Indians like nomadic desert people?
3. How did the white man disturb and eventually remove the Plains Indians' cultures?
4. Who was George Catlin?
5. What modern American sport was originally played by the Indians?
6. From whom did the Indian chiefs usually seek advice on matters of concern to the whole tribe?

Chapter 18 - "Opening of the West" (pp. 510-529)

Identify the following people: William Clark, Meriwether Lewis, Zebulon Montgomery Pike, Stephen H. Long, John C. Fremont, Kit Carson, Jedediah Smith, Jim Bridger, Tom Fitzpatrick, the Subletti brothers, John Jacob Astor, Thomas Hart Benton, Alfred Jacob Miller, Moses Austin, Stephen Austin, Santa Anna, Sam Houston, James K. Polk, John Tyler, Thomas O. Larkin, Robert F. Stockton, Stephen Watts Kearny, John Sutter, James Marshall, Samuel Woodson, J. L. Grattan, William S. Harney, Horace Greeley, Brigham Young.

Answer the following questions:

1. How did the concept of the Great American Desert affect western settlement?
2. What forces encouraged westward movement?
3. Recount the history of Texas' admittance into the Union.
4. Describe the history of California before it became a part of the United States.
5. Explain several examples of Indian-white conflict during this period of westward movement.

Extra Credit: Read "Jedediah S. Smith: Unsung Pathfinder of the West." Tell about his activities as a pathfinder.

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Volume 7 War With Mexico

Chapter 19 - "The Curtain Raiser" (pp. 544-560)

Identify the following people: James K. Polk, John Slidell, Zachary Taylor, Edmund Gaines, Thomas ap Catesby Jones, Stephen W. Kearny, Clement Eaton, David Wilmot, Martin Van Buren, Henry Clay, John C. Calhoun, Daniel Webster, Franklin Pierce, Harriet Beecher Stowe, Stephen A. Douglas, Charles Sumner, Dred Scott, Abraham Lincoln.

Answer the following questions:

1. Explain the causes of the War with Mexico from the United States and Mexican points of view.
2. Describe the effects the War with Mexico had on sectionalism in the United States.
3. The Wilmot Proviso, the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case were all related to the issue of slavery. Briefly explain the background and effects of each.

Special Picture Portfolio - "War in the West" (pp. 561-579)

Answer the following questions:

1. How long (months) did the Mexican War last? How much territory did Mexico lose as a result of this war?
2. Why do you think the slogan "Remember the Alamo" could arouse the emotions of the Americans during the Mexican War?
3. Several paintings in this section are by Samuel Chamberlain. Do you think his renderings are accurate? Why or why not?
4. Where is Chapultepec and what is its significance in the Mexican War?

Chapter 20 - "The Southern Problem" (pp. 580-588)

Identify the following people: Eli Whitney, Charles Pinckney, Patrick Henry, James Madison, William Lloyd Garrison, Thomas Roderick Dew, James Hammond, Thomas Jefferson, George Washington, Nat Turner, James Buchanan, Stephen A. Douglas.

Answer the following questions:

1. Describe the social structure of the South at this time and the problems it caused.
2. What factors made it possible for the cotton kingdom to prosper in the South? What negative effects did this kingdom have on the South?
3. What arguments were being given in defense of and against slavery at this time?

Special Picture Portfolio - "Whalers and Clippers" (pp. 589-607)

Answer the following questions:

1. Why did the whaling industry decline after the Civil War?
2. What types of whales are mentioned in this section?
3. What were the Hawaiian Islands once called?
4. Why did clippers going to the Orient have to go to the port of Canton?
5. What part did clipper ships play in the Gold Rush to California?

Chapter 21 - "The Road to Disunion" (pp. 608-619)

Identify the following people: Jefferson Davis, Abraham Lincoln, Stephen A. Douglas, John C. Breckenridge, John Bell, William Fessenden, James Buchanan, William H. Seward, Lyman Trumbull, Alexander H. Stephens, John Gilmer, Andrew Johnson, John J. Crittenden, Sam Houston, Robert A. Toombs, Robert Anderson, P. G. T. Beauregard.

Answer the following questions:

1. Explain the fact that Lincoln was a minority president. How had interparty struggles resulted in that fact?
2. Explain the various attempts to save the union as mounting sentiments in the South moved toward secession.
3. What states eventually seceded from the Union before Lincoln's inauguration? What step did they take on February 4, 1861, in Montgomery, Alabama?
4. Recount the story of Fort Sumter and President Lincoln's reaction to what occurred there.

Extra Credit: Read "Daniel Webster: Great Man Eloquent." For his participation in what four matters that still affect Americans can we applaud Daniel Webster? Briefly explain the four.

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Volume 8 The Civil War

Chapter 22 - "The War Comes" (pp. 634-654)

Identify the following people: Jefferson Davis, Abraham Lincoln, General Irvin McDowell, General Winfield Scott, Major General George B. McClellan, Brigadier General Ulysses S. Grant, General Albert Sidney Johnston, Admiral David G. Farragut, General Joseph E. Johnston, General Robert E. Lee, Henry Halleck, General Thomas Jackson, James Longstreet, T. S. C. Lowe, John Pope, General Fitz-John Porter, Zachariah Chandler, Benjamin Wade, Braxton Bragg, James E. B. "Jeb" Stuart, General Don Carlos Buell, Major General Ambrose Burnside, William S. Rosencrans, George Pickett, Major General Joseph Hooker, Lt. William Tecumseh Sherman, General George Gordon Meade, Richard Ewell, A. P. Hill.

Answer the following questions:

1. Describe the Union's successes in the West and the Confederacy's successes in the East during the first part of the Civil War.
2. Why did two European countries consider aiding the South? What was the reason for their finally deciding not to?
3. Describe the two important battles of Vicksburg and Gettysburg, and explain why they together sealed the doom of the Confederacy.

Special Picture Portfolio - "President Lincoln" (pp. 655-665)

Answer the following questions:

1. Why has Lincoln been the subject of so many cartoons? Describe one of the cartoons shown in this section.
2. Describe Lincoln's death.

Chapter 23 - "Road to Victory" (pp. 666-684)

Identify the following people: Jay Cooke, Robert E. Lee, Ulysses S. Grant, William S. Rosencrans, Braxton Bragg, James Longstreet, George H. Thomas, George G. Meade, William T. Sherman, Joseph E. Johnston, John Bell Hood, Jubal A. Early, Philip Sheridan, George McClellan, Edwin Stanton.

Answer the following questions:

1. Describe the methods used to raise the armies of the North and the South.
2. What economic factors positively and negatively affected the abilities of the North and South to wage war?
3. Describe the Union offensive. What effect did Grant's strategy have on the North's morale?
4. Why did President Jefferson Davis replace General Johnston with General John Bell Hood?
5. Why did Lincoln fear he would not be reelected in 1864?
6. Where and when did the Civil War end?

Special Picture Portfolio - "The Naval War" (pp. 685-695)

Answer the following questions:

1. How did the North's blockade of the South's ports figure into the Civil War?
2. What were the Monitor and the Merrimac?
3. Describe the early submarine and mine, inventions of the Civil War.

Chapter 24 - "Reconstruction" (pp. 696-711)

Identify the following people: General George Meade, Andrew Johnson, Abraham Lincoln, Benjamin Wade, Thaddeus Stevens, Edwin M. Stanton, Ulysses S. Grant, Horace Greeley, Samuel J. Tilden, James G. Blaine, Rutherford B. Hayes, Joseph P. Bradley.

Answer the following questions:

1. Why were the years following the Civil War called "Reconstruction"?
2. What was involved in Presidential reconstruction and Congressional reconstruction? How did Congressional reconstruction affect Presidential reconstruction?
3. How was the South organized for Reconstruction? Give specific examples of how Reconstruction progressed.
4. Describe the background and outcome of the only impeachment trial of a President in United States history.
5. What reactions did the South have to Reconstruction? Who were the carpetbaggers and what role did they play in Reconstruction? What was the origin and effect of the Ku Klux Klan?
6. What effect did the very close election of Rutherford B. Hayes have on the period of Reconstruction?

Extra Credit: After reading "Hayfoot, Strawfoot," in your words describe the Civil War soldier.

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Volume 9 Winning the West

Chapter 25 - "Search for El Dorado" (pp. 724-740)

Identify the following people: Horace Greeley, Henry Comstock, Lt. Col. George Custer, Wild Bill Hickock, Frederic Remington, Currier and Ives, John H. Gregory, Calamity Jane.

Answer the following questions:

1. What did the people who settled in the West do?
2. What obstacles faced the people moving and settling in the West?
3. How did the settlers travel west?
4. Where were gold and silver discovered in the West, causing a stampede to those places?
5. Why are there so many ghost towns in the West? What have some former mining towns of the West become?

Special Picture Portfolio - "Life on the Range" (pp. 741-757)

Answer the following questions:

1. What was a vaquero?
2. What was the purpose of the roundup and how often were they held?
3. Why did cowboys often buy Mexican gear?
4. What was the destination of the cattle drives?
5. What did the cowboys do when they reached the end of the trail?
6. What do you know about Charles Russell and Frederic Remington from reading this section?

Chapter 26 - "Cattlemen and Homesteaders" (pp. 758-776)

Identify the following people: Joseph G. McCoy, John W. Iliff, Armour, Cudahy, Swift, Hormel, Joseph Glidden, Jacob Haish, Isaac Ellwood, Frederick Jackson Turner.

Answer the following questions:

1. Describe the cattle "industry" of the West.
2. Who were the sodbusters, grangers, and homesteaders and what was life like for them?
3. Explain the conflicts between the cattlemen and the other inhabitants of the West.
4. How did barbed wire affect the West?

Special Picture Portfolio - "The Last Wars with the Indians" (pp. 777-789)

Answer the following questions:

1. After a six-week massacre, 306 Indians in Minnesota were condemned to death by a military commission. However, only thirty-eight were hanged. Why?
2. Why were there so many wars with the Indians in the West after the 1860's?

3. What have you learned about J. A. Chivington after reading this section?
4. Who was the last great Indian chief to surrender?

Chapter 27 - "Taming the Wild West" (pp. 790-801)

Identify the following people: Black Kettle, Red Cloud, Sitting Bull, Old-Man-Afraid-of-His-Horses, Crazy Horse, General Patrick Edward Connor, Colonel Henry B. Carrington, Captain William J. Fetterman, Lt. Colonel George A. Custer, Colonel J. J. Reynolds, General George Crook, Colonel Nelson A. Miles, Quanah Parker, Kit Carson, Cochise, Mangas Coloradas, Kintpush, Chief Joseph, Wovoka, General Sheridan, General W. T. Sherman.

Answer the following questions:

1. Why is this chapter entitled "Taming the Wild West?"
2. Give examples of the deceit and treachery experienced by the Indians in their contact with the whites.
3. What effects did the railroad have on the West inhabited by the Indians?

Extra Credit: Read "The Legend of Jim Hill." Tell the story of Jim Hill in your own words.

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Volume 10 Age of Steel

Chapter 28 - "Industrial America" (pp. 814-830)

Identify the following people: Andrew Carnegie, John D. Rockefeller, James J. Hill, William K. Vanderbilt, James Fisk, John W. Gates, Henry Clay Frisk, Cudahy, John Pierpont Morgan, Josiah Willard Gibbs, Benjamin Franklin, Samuel Slater, Eli Whitney, Samuel Colt, Alexander Graham Bell, Thomas Alva Edison, George M. Pullman, George Westinghouse, Charles Francis Adams, Edward Bellamy, Henry George, Henry Demerest Lloyd, Orville Platt, Samuel Gompers, Eugene V. Debs, Grover Cleveland, John P. Altgeld, Horatio Alger.

Answer the following questions:

1. Explain the benefits and disadvantages of the rise of big industries during the second half of the 19th Century in the United States.
2. Why were the industrialists referred to as "Robber Barons"?
3. Describe the efforts of organized labor for better working conditions and a larger share of profits. What were the reactions to their efforts and from whom did the reactions come?
4. What effect on the present-day U. S. did this period in history have?

Special Picture Portfolio - "Make Way for the Iron Horse" (pp. 831-843)

Answer the following questions:

1. How did the two railroad companies that finally built the first transcontinental railroad get their labor supplies when the Civil War had created a labor shortage?
2. What problems did railroading face in the West?
3. What were the differences between railroading prior to and after the Civil War?

Chapter 29 - "Agriculture, Adversity, and Agitation" (pp. 844-860)

Identify the following people: Charles Russell, Cyrus McCormick, John Deere, Rutherford B. Hayes, John D. Hicks, Oliver B. Kelley, Montgomery Ward, Milton George, General James B. Weaver, Grover Cleveland, "Sockless Jerry" Simpson, Mary Elizabeth Lease, Ignatius Donnelly, Benjamin Harrison, J. P. Morgan, Jacob S. Coxey, William McKinley, William Jennings Bryan, William Allen White.

Answer the following questions:

1. What factors encouraged people to move West? Besides the East, where did settlers come from and why?
2. Why did farming begin to lose out as a means of livelihood?
3. Explain how farmers got up and fought because they felt they were being pushed around.

4. Who were the Populists? Describe their activities and the results of their efforts.
5. Explain the reasons for and results of the fight involving gold and silver.

Special Picture Portfolio - "The Robber Barons" (pp. 861-873)

Answer the following questions:

1. Briefly describe the Vanderbilt empire.
2. How did John Pierpont Morgan aid the "Robber Barons"?
3. Describe the conflict between Edward H. Harriman and James J. Hill.

Chapter 30 - "The Politics of Economic Growth" (pp. 874-889)

Identify the following people: Charles J. Guiteau, James A. Garfield, George William Curtis, Carl Schurz, Rutherford B. Hayes, Roscoe Conkling, George H. Pendleton, Chester A. Arthur, Grover Cleveland, Ulysses S. Grant, Matthew Josephson, Richard P. Bland, William B. Allison, William Jennings Bryan, Emma Lazarus.

Answer the following questions:

1. Describe the civil service reform movement.
2. Why did various groups support tariffs?
3. Describe the reasons behind the struggle for monetary reform in the United States at this time.

Extra Credit: Read "William Jennings Bryan." What successes and failures did Bryan see in his personal and political life? Why was he not very respected by some people and very respected by others?

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Volume 11 The Gilded Age

Chapter 31 - "Wealth and Its World" (pp. 904-918)

Identify the following people: Jim Fiske, Daniel Drew, Jay Gould, J. P. Morgan, Ulysses S. Grant, Mark Twain, Charles Dudley Warner, William K. Vanderbilt, Edward Harriman, Leland Stanford, Charles Crocker, Jay Cook, Andrew Carnegie, Bayard Taylor, John D. Rockefeller, James Gordon Bennett, Jr., Thomas B. Reed, Zachariah Chandler, Mark Hanna, George Hearst, James Gillespie Blaine, William McKinley, Roscoe Conkling, Grover Cleveland, Marcy Tweed, Richard Croker, Peter Cooper, Winfield Scott Hancock, George Hoar, Carl Schurz, Phillips Brooks, Theodore Cuyler, T. DeWitt Talmadge, Henry Ward Beecher, Theodore Tilton, Robert G. Ingersoll, Dwight Lyman Moody, Ira Sankey.

Answer the following questions:

1. What is meant by the term "Gilded Age" and when was the Gilded Age?
2. How was the individual wealth of the Gilded Age evidenced?
3. How did big business affect politics during this period?
4. What are city bosses and how did they become city bosses?
5. Describe the mark of the age on religion during this period.

Special Picture Portfolio - "The Romantic World of Currier and Ives" (pp. 919-929)

Answer the following questions:

1. What are lithographs?
2. Describe the Currier and Ives lithograph depicting the Gilded Age.
3. Which of the Currier and Ives prints do you like the best and why?

Chapter 32 - "The City's Giddy Whirl" (pp. 930-946)

Identify the following people: Carl Sandburg, Cyrus Field, James Gordon Bennett, Horace Greeley, Joseph Pulitzer, Victor Lawson, William R. Nelson, Charles A. Dana, Elizabeth Cochrane, Phineas T. Barnum, William F. Cody, Jacob Riis, George Bellows, Jane Addams, Frances Willard, Carrie Nation, Lucy Hayes, Elizabeth Cady Stanton.

Answer the following questions:

1. Do you think the title of this chapter is appropriate? Why or why not?
2. What made cities desirable at this time?
3. What did those who moved to the city find - both positive and negative?
4. What new forms of entertainment came on the scene at this time?

Special Picture Portfolio - "The Victorian Look" (pp. 947-957)

Answer the following questions:

1. What things began to appear in homes as a result of the Industrial revolution?
2. Where does the term "Victorian" come from and what does it mean?
3. Describe the attire of the mid-Victorian female.

Chapter 33 - "Machine-Age Culture" (pp. 958-977)

Identify the following people: John Fiske, Herbert Spencer, Charles Darwin, Andrew Carnegie, Booker T. Washington, Josiah Strong, William Graham Sumner, William James, Edward A. Ross, Richard T. Ely, John Dewey, Russell H. Howells, Samuel L. Clemens, George Washington Cable, Sarah Orne Jewett, Bret Harte, Thomas Nelson Page, Thomas Eakins, Winslow Homer, Albert Pinkham Ryder, Daniel Chester French, William L. Jenney, Daniel Burnham, John Root, Louis Sullivan.

Answer the following questions:

1. Describe John Fiske's theory of Social Darwinism. Why is it so named? What uses were made of his theory?
2. How were the writers of this period different from their predecessors? Select one author of the time and describe his works and impact in detail.
3. Describe the change in American art after the Civil War.

Extra Credit: Read "Mrs. Gardner and Her Palace." How was Isabella Stewart Gardner (Mrs. Jack) unique?

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Volume 12 A World Power

Chapter 34 - "Splendid Little War" (pp. 994-1012)

Identify the following people: Henry Cabot Lodge, William Randolph Hearst, James G. Blaine, Grover Cleveland, Richard Olney, Frederic Remington, William McKinley, Richard Harding Davis, Joseph Pulitzer, Evangelina Cisneros, Colonel Berriz, Enrique Dupuy de Lome, Commodore George Dewey, General Valeriano "Butcher" Wyler, Stewart L. Woodford, Henry M. Teller, Theodore Roosevelt, John D. Long, William Shafter, Leonard Wood, William T. Sampson, Pascual Cervera, Emilio Aquinaldo, John Hay, William Jennings Bryan.

Answer the following questions:

1. Where did the United States have interest in foreign territories and why?
2. Describe the events taking place in Cuba which attracted the attention of the United States at this time.
3. Explain the role of journalism which resulted in the Spanish American War.
4. Briefly describe the sinking of the Maine and the United States' reaction to this incident.
5. Why was the Spanish-American War not so "splendid (a) little war?"
6. What did the United States acquire as a result of the Spanish-American War?

Special Picture Portfolio - "The Spanish-American War"
(pp. 1013-1023)

Answer the following questions:

1. In what two parts of the world was the Spanish-American War fought?
2. Who was Charles Johnson Post?
3. What disease plagued the participants in the war?
4. How long did the Spanish American-War last?

Chapter 35 - "America as a World Power" (pp. 1024-1036)

Identify the following people: William McKinley, Theodore Roosevelt, Philippe Bunau-Varilla, John Hay, Cipriano Castro, Luis M. Drago, Henry Cabot Lodge, William Howard Taft, Philander Knox, Pancho Villa.

Answer the following questions:

1. Under what circumstances did Theodore Roosevelt become President in 1901?
2. Why was the United States interested in a canal through Central America? What had been done up to 1900 about constructing a canal? How did the United States eventually gain the right to build and control the Panama Canal?
3. What events led up to Roosevelt's proclaiming the Roosevelt Corollary to the Monroe Doctrine? Give an example of its effect and Latin America's reaction to it.

4. What was the reaction of the United States to European "spheres of influence" in China? What was China's reaction to the same?
5. What part did Theodore Roosevelt, the President of the United States at the time, play in the war between Japan and Russia?
6. Describe "dollar diplomacy" of the United States under William Howard Taft.
7. How did Woodrow Wilson's election to the Presidency affect American diplomacy?

Special Picture Portfolio - "The City Goes Modern" (pp. 1036-1047)

Answer the following questions:

1. What necessities began to be provided for as the United States population began to move to the cities?
2. How long did it take to build the Brooklyn Bridge?
3. Where was the first subway in the United States?
4. The development of what two things made it possible to construct skyscrapers?

Chapter 36 - "Twentieth Century America" (pp. 1048-1069)

Identify the following people: the Morgans, the Astors, the Vanderbilts, Samuel Gompers, Theodore Roosevelt, William Howard Taft, Jacob Riis, Lillian Wald, Jane Addams, Emma Goldman, Henry Ford, Samuel P. Langley, Wilbur and Orville Wright, Lee De Forest, Guglielmo Marconi, Franklin Delano Roosevelt, Frances Perkins, John Dewey.

Answer the following questions:

1. Briefly describe the different social classes in the United States at this time.
2. What social ills did the growth of the cities bring about?
3. Explain how several scientific accomplishments of this era changed the every-day life of many Americans.
4. Why is the 20th Century called the "woman's century," even at the beginning of the 1900's?
5. What changes were beginning to take place in education?

Extra Credit: Read "Andrew Carnegie: Epitaph for the Steel-master". Briefly describe Carnegie's successful career and explain why he has been afforded "grudging" respect.

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Volume 13 World War I

Chapter 37 - "The Great Crusade" (pp. 1084-1104)

Identify the following people: Woodrow Wilson, Archduke Francis Ferdinand, Emperor Francis Joseph, Sir Cecil Spring-Rice, Walter Hines Pages, Colonel Edward M. House, James Madison, Charles Evans Hughes, Arthur Zimmerman, Champ Clark, Harvey Dunn, General John J. Pershing, David Lloyd George, Georges Clemenceau, Field Marshal Douglas Haig, Erich von Ludendorff, Newton D. Baker, Bernard M. Baruch, George Creel, William H. Taft, Frank Walsh, William G. McAdoo, Marshal Ferdinand Foch, Harry A. Garfield, Herbert Hoover, George M. Cohan, Vitorio Orlando, Adolf Hitler, William Borah, Henry Cabot Lodge, Henry Clay Frick, Andrew Mellon, Warren G. Harding.

Answer the following questions:

1. Describe the political situation in Europe when Woodrow Wilson took office. What specific event started World War I?
2. Describe the specific events that made Wilson's desire for neutrality unrealistic.
3. Explain the mobilization of the United States once war was declared on Germany.
4. Describe the progress of the war from 1917 on.
5. Explain Wilson's Fourteen Points. Why did they not become a basis for the peace treaty at the end of the war?
6. Why was Germany not represented at the treaty talks? What were the results of the treaty for Germany and what future problems did they create for Europe?
7. Describe the United States Senate's reaction to the treaty and the strange end to World War I for the United States.

Special Picture Portfolio - "The War in the Air" (pp. 1105-1117)

Answer the following questions:

1. Who was Baron Lanfred von Richthofen?
2. When did the German bombing of London begin? What kind of aircraft were used by Germany and Britain in this bombing?
3. When did the British begin air raids on German cities and factories?

Chapter 38. - "The Businessman's Government" (pp. 1118-1134)

Identify the following people: Warren G. Harding, Harry M. Daugherty, Calvin Coolidge, James Cox, Franklin D. Roosevelt, Charles Evans Hughes, Andrew Mellon, Albert B. Fall, Henry C. Wallace, Herbert Hoover, Edwin Denby, Edward Doheny, Harry Sinclair, Charles R. Forber, Thomas W. Miller, Jesse Smith, Thomas J. Walsh, Burton K. Wheeler, William Allen White, John W. Davis, Robert LaFollette, Albert C. Ritchie, Alfred E. Smith, Charles Curtis, Samuel Insull, Jonas Lie, William Green, James A. Reed.

Answer the following questions:

1. What did Harding's "return to normalcy" actually mean for the United States?
2. Describe the scandals associated with the Harding Administration.
3. In what ways was Calvin Coolidge a "stranger to the Roaring Twenties" and how was he conversely "in tune with the times"?
4. What specific factors led to Hoover's election over Alfred E. Smith in 1928?
5. Describe the almost unnoticed economic problems in the United States during the 1920's.
6. What problems characterized the agricultural sector in the 1920's?
7. What is meant by the "isolationist impulse" in the United States during the 1920's?

Special Picture Portfolio - "America As Advertised" (pp. 1135-1145)

Answer the following question:

1. The advertisements in this section are said to "speak for themselves, without captions." Choose any five of the twenty-five shown and write a caption for each, making the products even more appealing.

Chapter 39 - "The Roaring Twenties" (pp. 1146-1161)

Identify the following people: John Held, Jr., Rudolph Valentino, Florenz Ziegfeld, Earl Carroll, Babe Ruth, Harold "Red Grange, Franklin P. Adams, Helen Morgan, A. Mitchell Palmer, Nicola Sacco, Bartholomeo Vanzetti, Alvan T. Fuller, Abbott Lawrence Lowell, Clara Bow, Elinor Glyn, Al Jolson, Sherwood Anderson, John Dos Passos, Theodore Dreiser, Mark Sullivan, Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway.

Answer the following questions:

1. What made the 1920's the "Roaring Twenties"?
2. Explain the reasons for and results of prohibition.
3. Relate "100% Americanism" and the "Red scare." How did the Ku Klux Klan and the Sacco and Vanzetti case fit into this period of extreme nationalism?
4. What topics and forms entered the literature of the 1920's?

Extra Credit: Read "Henry Ford: A Complex Man." Why, according to this article by Allan Nevins, was Henry Ford a complex man?

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Volume 14 The Roosevelt Era

Chapter 40 - "Depression and a New Deal" (pp. 1174-1186)

Identify the following people: Herbert Hoover, Andrew Mellon, Fred Bell, Mayor Anton Cermak, Franklin Delano Roosevelt, John Nance Garner, Alfred E. Smith, Samuel P. Rosenman, General Hugh S. Johnson.

Answer the following questions:

1. Explain the causes of the Depression and what President Hoover did to try to cope with the problems it caused.
2. Where did the term "New Deal" come from?
3. What is meant by "The Hundred Days"? What resulted from the Hundred Days?
4. Explain the specific laws passed by Congress to deal with the Depression.

Special Picture Portfolio - "F. D. R." (pp. 1187-1207)

Answer the following questions:

1. Describe F. D. R.'s background.
2. What other political positions besides President did F. D. R. hold?
3. What is meant by "tragedy and triumph" in reference to F. D. R.?
4. What became a trademark of F. D. R. in many of the political cartoons of him?

Chapter 41 - "Year By Year, 1929-1939" (pp. 1209-1226)

Identify the following people: Walt Disney, Charles A. Lindbergh, Richard E. Byrd, Henry L. Stimson, Frank B. Kellogg, Robert Tyre "Bobby" Jones, Mickey Mouse, Al Capone, Dr. Harold C. Urey, John Dillinger, "Pretty Boy" Floyd, "Baby Face" Nelson, Amelia Earhart, Bruno Richard Hauptmann, Ernest O. Lawrence, Herbert Hoover, Adolf Hitler, Mayor Anton Cermak, Maxim Litvinov, Huey Long, Albert Einstein, Fiorello La Guardia, John Steinbeck, Dr. Francis E. Townsend, Upton Sinclair, Gerald P. Nye, William Faulkner, James Farrell, Reinhold Niebuhr, John L. Lewis, George Gershwin, Wallis Warfield Simpson, Francisco Franco, H. G. Wells.

For each of the years listed in this chronologically organized chapter, select what you feel was the most important event and explain it in your own words. If you feel it is too difficult to select only one event for some years, feel free to explain more than one.

Special Picture Portfolio - "The Artist's America" (pp. 1227-1237)

Answer the following questions:

1. What two directions did 20th Century American art take?
2. Which of the paintings in the section is your favorite and why? Which appeals the least to you and why?
3. What is the painter attempting to show in "The Senate"?

Chapter 42 - "Relief and Reform" (pp. 1238-1251)

Identify the following people: Raymond Moley, Rexford G. Tugwell, Adolf A. Berle, Jr., Henry A. Wallace, Denis A. Brogan, General Hugh S. Johnson, Alfred M. Landon, Fiorello La Guardia, Walter F. George, Willard E. Tydings.

Answer the following questions:

1. Describe the attempts to revive the economy in the agricultural and business sectors.
2. How was the Second New Deal different from the First New Deal?
3. Explain what Roosevelt did, and why, which brought about the accusations of "court packing."
4. Describe the setbacks that occurred during Roosevelt's second term.

Extra Credit: "F. D. R. vs. the Supreme Court." President Roosevelt said of his fight with the Supreme Court that he had "lost the battle but won the war." In this section it is stated that Chief Justice Hughes and Justices Brandeis, Stone, Cardozo, and Roberts won the "battle and the 'war'." Explain what the fight was about and the results.

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Volume 15 World War II

Chapter 41 - "Background for War" (pp. 1264-1274)

Identify the following people: Adolf Hitler, Benito Mussolini, Henry L. Stimson, Paul von Hindenberg, Francisco Franco, Neville Chamberlain, Maxim Litvinov, Joseph Stalin, Franklin Delano Roosevelt, Edward R. Burke, James J. Wadsworth, Wendell L. Wilkie, Burton K. Wheeler, Herbert Hoover, Charles A. Lindbergh, Robert A. Taft, Harry Hopkins, Winston Churchill, Cordell Hull, Saburo Kuruso, General Hideki Tojo, Frank Know, Emperor Hirohito, Kichisaburo Nomura.

Answer the following questions:

1. What activities of Benito Mussolini and Adolf Hitler alarmed the United States as well as the rest of the world? What did the United States and other nations do in reaction to these activities?
2. Where and when did World War II begin? Why and for how long did the United States remain neutral?
3. Describe America's steps toward war up to its eventual entrance into the war.
4. What specific actions of Germany led the United States closer to war?

Special Picture Portfolio - "D-Day" (pp. 1275-1289)

Answer the following questions:

1. What positions did Dwight D. Eisenhower hold during World War II?
2. Why were the Germans unprepared for the D-Day landing?
3. What were Omaha and Utah in relation to D-Day? How were they alike; how were they different?
4. How did the Army Air Force aid in the success of D-Day?

Chapter 44 - "From Pearl Harbor to Berlin and Tokyo"
(pp. 1290-1310)

Identify the following people: Kichisaburo Nomura, Saburo Kuruso, Cordell Hull, Franklin Delano Roosevelt, General Douglas MacArthur, Adolf Hitler, Benito Mussolini, Colonel James H. Doolittle, Admiral Isoroku Yamamoto, Admiral Chester W. Nimitz, Admiral Raymond A. Spruance, General Erwin Rommel, Winston Churchill, General George S. Patton, Marshal Pietro Badoglio, General Mark Clark, Field Marshal Albert Kesselring, Admiral William F. "Bull" Halsey, General Charles de Gaulle, General Alfred Jodl, Admiral Thomas Kincaid, Admiral C. A. F. Sprague, Dr. Albert Einstein, Harry Truman, Joseph Stalin, Colonel Paul Tibbets.

Answer the following questions:

1. Describe the Japanese attack that resulted in the United States declaring war against Japan and the Axis powers.
2. Why did the United States put its greatest efforts into the European theater of the war when the Japanese achievements were so great in the Pacific? What territories in the Pacific eventually had to be wrested from the Japanese?
3. How did the Allied successes in North Africa affect the progress of the war?
4. Describe the Allied invasion of France and the final defeat of the Third Reich.

Special Picture Portfolio - "The United Nations" (pp. 1311-1331)

Answer the following questions:

1. What is the origin of the expression "United Nations"?
2. Describe the organization of the General Assembly and the Security Council.
3. What countries in the United Nations have the veto power?
4. What military effort of the United Nations was the largest?
5. List the social and economic activities of the United Nations that can be gleaned from this section.

- Chapter 45 - "The Home and Diplomatic Fronts" (pp. 1332-1339)

Identify the following people: Franklin Delano Roosevelt, Winston Churchill, Joseph Stalin, Charles de Gaulle, Chiang Kai-shek, Harry S. Truman, Clement R. Attlee.

Answer the following questions:

1. What purpose and results did the Yalta Conference have?
2. What wartime activities characterized the United States' homefront during World War II?

Extra Credit: Read "One Who Survived: The Narrative of Allen Heyn." Retell, in your own words, the war story of this sole survivor of a downed plane during World War II.

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Volume 16 America Today

Chapter 46 - "The Cold War" (pp. 1354-1372)

Identify the following people: Joseph Stalin, Winston Churchill, Harry S. Truman, Mao-Tse-tung, Nikita Khrushchev, Vyacheslav Molotov, George C. Marshall, Strom Thurmond, Thomas E. Dewey, Chiang Kai-shek, Sun Yat-sen, Douglas MacArthur, Dwight D. Eisenhower, Adlai E. Stevenson, Alger Hiss, Joseph R. McCarthy, Whittaker Chambers, John Foster Dulles.

Answer the following questions:

1. What is meant by "The Cold War"? Enumerate and explain the causes of the Cold War.
2. Discuss the importance of the Truman Doctrine and the Marshall Plan as instruments of American foreign policy.
3. What domestic problems plagued the United States following World War II and what measures were taken to deal with them?
4. Explain the causes of the Korean War and its significance for the United States.
5. Describe the American controversy over internal security and civil liberties during the early 1950's.
6. What international events of the 1950's were of concern to the United States and why?

Special Picture Portfolio - "The World of Outer Space"
(pp. 1373-1391)

Answer the following questions:

1. When did man first step on the moon? Who was the first man to walk on the moon?
2. When was the National Aeronautics and Space Administration created?
3. Who were Yuri Gagarin and Valentina V. Tereshkova?
4. Who was the first American to orbit the earth?
5. What have been the "benefits to mankind" of space exploration?

Chapter 47 - "Conflicts and Achievements" (pp. 1392-1416)

Identify the following people: John F. Kennedy, Richard M. Nixon, Nikita Khrushchev, Francis Gary Powers, Fidel Castro, Yuri Gagarin, Adlai E. Stevenson, Marshal Tito, Orval E. Faubus, Earl Warren, Martin Luther King, Eugene "Bull" Connor, Medgar Evers, Lee Harvey Oswald, Jack Ruby, Lyndon B. Johnson, Barry M. Goldwater, Hubert H. Humphrey, Aleksei Kosygin, Robert F. Kennedy, J. William Fulbright, Gamal Abdal Nasser, George C. Wallace, Spiro T. Agnew, Eugene J. McCarthy, Edmund S. Muskie.

Answer the following questions:

1. What events in Russia and Cuba played a part in the history of the United States of this period? Explain.
2. Describe the civil rights movement of the 1960's. Be sure to mention specific people, events and results.
3. What domestic and foreign crises did Lyndon Johnson face as President? What did his administration do about these crises?
4. What is the significance of "Kent State" in the history of the United States?

This report by Karen L. Yablonski-Toll is
accepted in its present form.

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