


12-1996

A Comparison of a Literature Based Approach with a Textbook Based Approach in Secondary Social Studies

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A Comparison of a Literature Based Approach
with a Textbook Based Approach in Secondary
Social Studies

THESIS

Submitted to the Director of Graduate Studies
of the
Department of Education and Human Development
State University College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

By
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December, 1996

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Abstract

The purpose of this study was to compare the effectiveness of using a literature based approach to instruction with a traditional textbook based approach in the content area of social studies. The study was performed at the secondary level, with eleventh grade students, in a four week unit on the Civil War and period of Reconstruction in United States history.

A treatment and control group were used in a pretest - posttest design. The sample consisted of 50 students. One class (n = 26) was instructed through the use of a literature based approach. The other class (n = 24) was instructed through the use of school adopted textbook and textbook published materials. Both classes were taught by the same instructor and were equated using a pretest to determine the amount of previous knowledge of the subject studied.

Students were administered a posttest at the end of the four week unit. Questions on the test were drawn from previously given Regents exams. The data were analyzed at the .05 level of significance using a t test of independent means. The overall mean gains for the literature based group were significant.

It was concluded that the literature based instructional approach more effectively conveyed information, knowledge and understandings necessary for students to perform better on the Regents exam type posttest. Suggestions for classroom applications and implications for further study were discussed.

Chapter I

Statement of the Problem

Social Studies, along with English or language arts, math, and science is one of the four central academic subjects taught in schools across the country. It is part of the required New York State curriculum for grades k - 12. High school students are required to take four years of social studies and attain a basic level of competency in the subject.

Recent studies, however, have shown that the historical knowledge of young Americans is less than most educators and citizens would desire (Hoge, 1988). American high school students have fallen behind their counterparts in the rest of the world in terms of their knowledge and understanding of history. According to one report three quarters of all American students surveyed could not identify the purpose of the Declaration of Independence (Hoge, 1988). Why is it that American students are performing so poorly in the field of history and social studies?

What is the purpose of an education in social studies? "Why do we have to learn this stuff? Social studies is boring! How does this have any effect on my life?" These and many others are typical questions and responses I asked when I was in school and have heard from students in regard to the learning of social studies. Social studies should be one of the most interesting and relevant instructional areas taught in school, but unfortunately the opposite seems to be true.

Why is it that every state in the nation requires students to obtain at least a minimal amount of knowledge in the field? The answer is simple. We live in a democratic society that requires an educated and skillful population to make decisions that will ultimately affect ourselves and the rest of the world.

The 1995 revised report by the National Council for Social Studies states that the basic goal of the social studies curriculum is to prepare young people to be humane, rational, participatory citizens in the increasingly interdependent world. In other words the goal is to prepare good citizens. In order to do this they must be armed with the knowledge, skills, and thinking and problem solving abilities to make educated and rational decisions that will improve the quality of life for themselves and for society as a whole. All of this indeed seems necessary and appropriate. But what does current research tell us about the status of social studies education in the United States?

The field of social studies education has been indicted by critics for not conveying information essential for an informed citizenship, side - stepping moral issues, presenting artificial content in contrived, meaningless exercises, reinforcing memorization at the expense of reflective inquiry, and failing to promote participatory citizenship (Downey, 1986; Edelsky, 1989; Marquand, 1988; Parker, 1989; and Ravitch and Finn, 1987; as cited by McGowan and Guzzetti, 1991). Recent research on the nature of social studies education has also been concerned with how students view social studies. In one study, Schug, Todd, and Beery (1984) have documented that students generally dislike social studies and find the subject to be relatively unimportant for their current and future needs. In the same study, students from grades six through twelve most frequently stated their reason for not liking social studies was that it was "boring." Why is this ?

Morrisett (1981, p. 48), after her review of research on the current status of social studies education in classrooms in America, concluded that " at all levels, learning is teacher centered, there is usually some variety at the elementary levels , but the variety converges, from primary level to senior high, toward a pattern of teacher lecturing, teacher led discussions and recitations, and paper and pencil tests, in which the hard

back textbook is the principle source of knowledge.” Durkin (1978/1979) found that all too often teaching in the content areas consists of students reading “round robin” followed by a teacher-led oral assessment of the material read and that such practices have led to lack of interest in the subject and frustration on the part of students. Off task behavior often began soon after the lesson was initiated and the students only keep up in order to determine when their turn to read would come. The weaker readers could not comprehend the text and become frustrated when called upon to read or answer questions (Towery, 1989) .

Hill and Erwin (1984) and Lustrum (1987) reported that a large number of American students do not adequately comprehend material read in their social studies textbooks. Research conducted by Wait (1987) and Sellars (1987/1988) reveals that the failure rate in accurately reading and comprehending social studies textbooks ranges from fifty to ninety-two percent. In other words, between 50% - 92% (depending on the textbook used) of students could not accurately answer 70% of the comprehension questions asked following the reading of selected passages .

Memory and McGowan (1985) found that the textbook has been the dominant tool of social studies instruction since 1955. They also reported that this reliance on textbooks has partially attributed to a decline in reading test scores among average ability students. Research has also indicated that teachers are usually more concerned with having students master facts than improve their comprehension and thinking abilities (Durkin, 1978). This is in large part due to the way that the teachers were taught social studies at both the high school and college level and the need for students to pass state exams that are heavily factually based (Durkin, 1978). Sewall (1987, p. 552) reports that “textbook treatments of subject matter are bland and voiceless and directed more toward trivial coverage of details than to the fullness

needed to bring vitality and credibility to events of the past.”

Much has been reported about the shortcomings of textbook bound social studies instruction. According to Hoge (1988), sensitive teachers are aware of the learning and motivational difficulties entailed by over reliance on a specific textbook, regardless of how good it may be. It seems obvious that the current status of social studies instruction falls short of meeting the needs of many students at all levels. Improved methods of instruction are needed to meet the goals of social studies education.

McGowan and Guzzette (1991,) report that proposals to revise the social studies curriculum rest on the assumption that social studies must be a “story well told” and emphasize literature as a means to enrich the lessons of citizenship. They also contend that the “literature social studies connection is hardly a newcomer, having persisted in professional literature for many decades” (p. 16). McGowan and Sutton (1988) claim that since 1929, over 160 sources have explicated the ways in which trade books can enrich the social studies content. A large number of recommendations and reports, articles detailing instruction approaches and strategies, and model lessons on how to incorporate literature into the social studies curriculum are available (Armbruster, 1991; Fenwick & Parsons 1994; Guzzetti & McGowan, 1991; Guzzetti, Kowalinski, & McGowan, 1992; Holmes & Ammon, 1985; Kornfeld, 1994; Nelson, 1994; Sanacore, 1993; Smith, 1994; Smith & Johnson, 1994, 1995; Thistlethwaite, 1995).

Purpose

The purpose of this study was to compare the effects of using a literature based approach with a traditional textbook approach on students’ performance on Regents exam type questions, in a unit on the American Civil War and Reconstruction with eleventh grade students.

Questions

1. Is there a statistically significant difference between the mean pretest scores of students who will be presented with the traditional textbook approach and students who will be presented with the Literature based approach?
2. Is there a statically significant difference between the mean posttest scores of students who were presented with the literature based approach and students who were presented with the textbook based approach on the teacher made unit exam?

Need for the Study

Social studies is regarded as an important element of the curriculum in schools. New York State requires that students successfully complete a minimum of four years of instruction in the social studies. New standards currently being written for New York State will require every student to be more proficient in his/her knowledge and ability to understand and to use social studies concepts.

It has been demonstrated that there are many limitations to the strict usage of textbooks as a primary source of knowledge and information in the teaching of social studies. Many students do not regard social studies as relevant or connected to their lives, are bored by instruction, and consequently do not perform at expected levels. It has further been demonstrated that there is some support for using literature based approaches or a combination of tradebooks and the textbook to provide instruction. Some research is available that demonstrates the effectiveness of a literature based approach at the elementary and middle school levels, but little or none exists at the secondary school level.

Research is needed to determine the effectiveness of this approach at the secondary levels. The focus of this research needs to

address two basic questions. First, can the literature based approach be successfully used within the limited amount of time that can be given to a particular subject or unit in order to meet curriculum requirements?

Second, can it be an effective method of instruction for conveying information and knowledge necessary for students to be successful on state Regents and Regents Competency exams?

The researcher contends that this approach can be successfully employed at the secondary level through some modification within the the time limits. She also contends that State exams are not the most effective way to assess student knowledge, but students are currently required to pass them, therefore instruction must focus on the information and knowledge they assess.

Definitions

Tradebooks: Any fiction or non fiction book that is not a textbook. They can be novels, biographies, autobiography, or other non fiction books and materials.

Thematic Units : Units of study that are taught around a particular theme using variety of materials and approaches.

Literature Based Instruction : A process in which the primary tools of instruction are tradebooks, magazine, journal, or newspaper articles, poetry, essays, plays, short stories, and informational books .

Regents and Regents Competency Exams: New York State written and mandated exams that assess students' knowledge of content in Global Studies (9th and 10th grade) and United States History and Government (11th grade), and are required for graduation from high school.

American Civil War : A war fought in the United States between 1861 and 1865 over a variety of issues that divided the nation and led to conflict over states' rights and federal power.

Reconstruction : A period of rebuilding the Union, after the Civil War , from 1865 - 1875 .

“Round Robin” : A typical practice where students are asked to read aloud in a consecutive order starting with one student and going around the room.

Summary

Social studies education is an important element in the school curriculum across the grade levels. It is necessary to find more effective ways to convey information and provide students with thinking and problem solving skills necessary to make good decisions and become responsible citizens in a global and democratic society. The use of textbook approaches has many limitations that may be overcome through literature based approaches to instruction. Literature based approaches can bring vitality to subject matter that may seem irrelevant and unimportant to students. At the same time it can allow students to become personally connected, and renew interest in the subject being taught. It can also be a more effective tool to promote critical thinking and problem solving.

Chapter II

Review of the Literature

Purpose

The purpose of this study was to compare the effects of using a literature based approach with a traditional approach on students' performance on Regents exam type questions, in a unit on the American Civil War and Reconstruction with eleventh grade students.

Rational for Using Literature

The rationale for using literature in the content areas has been fairly well researched. Holmes and Ammon (1985), McGowan and Guzzetti (1991), the Nation Commission for the Social Studies(1985), and Towery (1992) offer five benefits that tradebooks can have in enhancing the learning of social studies. These conditions are variety, interest, comprehensibility, relevance, and citizenship. Tradebooks more accurately meet the wide variety of reading levels that exist among students in the classroom. They have a more appealing format, a more interesting writing style, and are more enjoyable than textbooks. Chan (1979) found that students were almost always more likely to pick up a trade book and browse through it than a textbook . She concluded from her research that students were more readily able to equate pleasure to subject matter when it was presented in the form of an interesting story, biography, or topic study.

McGowan and Guzzetti (1991, p.17) state that “one of the most robust findings in reading research is the effect of prior knowledge on text comprehension (Alvermann, Smith & Readance 1985,; Marr & Gromley, 1982). When students can correctly relate their ordinary life experiences and prior knowledge to concepts, their understanding of new information

is facilitated. Trade books can assist students with this process by providing typical real world examples of concepts that students find familiar and can link to their own experience” (McGowan & Guzzetti, 1991, p. 17).

The final reason for using literature in the classroom is to promote citizenship. One primary goal of social studies education is to prepare students to become informed and to provide them with skills to think and make good decisions. Yet according to McGowan and Guzzetti (1991), survey research from the National Assessment of Educational Progress (1984, 1988) consistently demonstrates that the majority of students graduating from high school “lack the higher level reading and thinking skills necessary for social decision making” (p. 18).

Tradebooks can be a powerful tool for promoting reflective inquiry. For example students might better understand the causes of the Civil War, its impact upon peoples lives and how the issue of slavery divided the nation through careful examination of the novel *Across Five Aprils*, by Irene Hunt. Students could then make informed decisions about how they would react to similar events or situations. They could read Elie Wiesel’s biography, called *Night*, that reveals the events that took place in Europe under Nazi occupation and the impact of the Holocaust on Jewish people all over the world. They could then research the events of the Arab and Israeli conflict and make informed decisions about the status of peace in the Middle East. They could also equate this to the events in Bosnia and make informed rational decisions about sending American troops there to help bring about the peace agreement.

A variety of other printed materials, such as plays, poems, short stories, primary source documents, and thousands of other informational nonfiction tradebooks could be employed in the teaching of history and social studies. Perhaps more completely and certainly more intensively than textbooks, teachers can use tradebooks to engage students in

processing information, examining points of view, separating facts from opinion, and solving problems . By using reading to teach students content material we will also be arming students with the most important skills needed to be life long learners: reading skills, thinking skills and problem solving skills.

The Effectiveness of Using Literature in the Social Studies

A review of three research studies that compared the use of a traditional textbook approach with the use of a literature based approach strongly supports the use of literature in the teaching of reading and social studies.

The first study, “The impact of a Literature Based Program on the Literacy Achievement and Attitude of Minority Children” by Morrow (1992), sought to determine what impact the literature based program had on children’s comprehension, vocabulary development, performance on standardized tests, attitudes toward reading, and knowledge of content learned in the areas of science and social studies.

The control group (n = 64) received instruction through the use of the school approved basal reading program and workbook materials used to teach social studies and science. The experimental group received a full year of reading and content area instruction through the use of an integrated approach to reading and content material using children’s literature and writing activities.

To evaluate growth in comprehension, the scores students obtained on the California Test of Basic Skills (1980) the preceding April were used as a pretest. The test was then administered the April following the treatment as a posttest measure. Literal, inferential, and critical comprehension were evaluated by individual story retelling and rewriting tests that were individually administered by a research assistant. Evaluation of content understanding was evaluated through

the use of individual responses to questions regarding the material presented.

A comparison between the pre and posttest scores on the California Test of Basic Skills showed no statistically significant difference between the two groups. Morrow (1992) concluded that “ this is not surprising because standardized tests typically are not sensitive to literature instruction. However, it can be observed that children in the experimental group performed as well on the standardized tests as did the children in the control group. When one might have expected the control group to have scored better since their instruction reflected the nature of the test” (p. 274). The pre and post test means and standard deviations on the Story Retelling tests , the Story Rewriting Test and the Probed Recall Comprehension test showed that the experimental group scored statistically significantly better than the control group.

The second study, entitled “ A Themed Literature Unit Verses a Textbook: A Comparison of the Effects on Content Aquisition and Attitudes in Elementary Social Studies,” by Jones, Coombs and McKinney (1994) involved two classes of sixth grade students in a three week thematic unit on Mexico. One class (n = 23) was taught using nonfictional children’s books. The other class (n= 22) was taught by using the traditional textbook and basal reader approach.

The purpose of the study was to determine if children's books could be used more effectively to convey the information of an elementary social studies class than a social studies content area textbook. It also set out to determine if the use of children's literature to teach the content material would improve students' attitudes in any way.

Immediately prior to the treatment each group was given a 32 item multiple choice pretest on the material to be taught. One group received instruction by means of the school approved textbook according to procedures outlined in the teacher’s manual. This generally involved

teacher directed instruction and individual practice. The second group was taught using five nonfiction children's books selected for their content and readability by the researcher.

Immediately following the treatment each group was given a posttest on the content covered. The test only covered material that was common to both the textbook and the children's literature used in class. Data were analyzed using analysis of covariance, with the pretest scores being the covariate. In addition each student in the experimental group was given a five question attitudinal survey. These data were analyzed descriptively.

The means and standard deviations of the pretest given to the students showed no statistically significant difference in knowledge between the two groups. Analysis of the posttest scores demonstrated that the group that received instruction using the themed literature unit was significantly higher ($F(1,42) = 9.96, p < .01$). According to the attitude survey completed by the students following the study, the students expressed that they enjoyed the literature based approach over the textbook approach they had been subject to in the course of previous social studies content learning for several reasons.

The results of the study indicated that the use of children's books as used in the themed literature unit was significantly more effective than the use of the textbook. The researcher also indicated that the power of choice and student control of learning seemed to result in significantly increased learning.

The third research study, by Smith (1993), involved a comparison between fifth grade students ($n= 143$) who were involved in the acquisition of both literacy skills and content area knowledge over the course of a full school year. In this study, students in the experimental group ($n=74$) received both reading and social studies instruction using historical fiction novels and activities to go along with the novel and

subject being read about. The control group (n=69) received instruction in reading through the school adopted basal program and in social studies using the school adopted textbook.

Students in both groups were asked to answer three open ended oral free recall questions relating to United States history covered in the textbooks as well as the trade books, at the beginning and end of the school year. Each student's responses were individually tape recorded, transcribed, and categorized as being details, main ideas, or extended thinking and then totaled. Students subject to the integrated approach were also asked to respond to an open ended debriefing survey at the end of the year to elicit their feelings about the effectiveness of the usage of historical fiction novels. The data were analyzed using a repeated measures analysis of variance.

The data suggested that students in the experimental classes were able to recall about 60 percent more information about United States history than student in the control classes. Results of statistical analysis indicated that students whose teachers used the historical novels to integrate reading and social studies instruction learned more historical details, main ideas, and total amount of historical information than those students who had had been taught using basal readers and social studies textbooks.

In an effort to check whether the use of novels in place of basal readers had a negative effect on students reading achievement, the students' standardized subtest reading scores were compared for the two groups. Subjects in the control group averaged in the 74th percentile on the post standardized test and students in the experimental group averaged in the 72nd percentile.

These data suggest that the treatment significantly improved the learning of historical content for students subject to the historical fiction treatment, without adversely affecting their reading achievement. In

addition the students in the experimental group responded positively to the use of novels to learn about history in the attitude survey.

Each of the studies utilized research methods to determine the effects of the treatment on the amount of knowledge learned in social studies. They suggest that students who had been involved in the use of literature performed equally well or significantly better in terms of the amount of knowledge learned in social studies. They also indicate that the literature approach had a positive effect on students' attitudes toward learning social studies. Given these findings each study concluded that the use of the literature based approach was more effective for teaching content area knowledge than the standard approach and equally effective in the development of literacy skills.

Towery (1992) reported that this approach is not unique, and is well supported by some social studies teachers. Despite these facts the relevance of the literature-social studies connection remains largely undocumented, particularly at the upper grade levels. Several library searches on the topic yielded little or no research as to the amount or extent to which it is employed by social studies teachers, particularly at the secondary level, or the success of the approach in terms of student acquisition of the content being taught.

Summary

The effectiveness of using a the literature based approach to teaching content area material has been documented at the elementary and middle school levels. Research indicates that students subject to the literature based approach have a more positive attitude about the subject and learn equally as much, if not more, than students who receive instruction from textbook approaches.

The literature and research also stress that the use of tradebooks can have many advantages over that of textbook. They can accurately conveying the essential information and concepts required in social studies, have a more appealing format, and are more enjoyable to read than textbooks.

Chapter III

Design of the study

Purpose

The purpose of this study was to compare the effects of using a literature based approach with a traditional approach on students' performance on Regents exam type questions, in a unit on the American Civil War and Reconstruction, with eleventh grade students.

Null hypothesis

There will be no statistically significant difference between the posttest mean scores for the literature based and the textbook based groups.

Methodology

Subjects

The subjects in the study were 50 eleventh grade students in a suburban high school. One group (n=26) was subject to a literature based approach and the other group (n=24) was subject to a traditional textbook approach. These students were in a level 2 (lower regents level) United States History and Government class. All of the students had been recommended by their previous year teacher for the level 2 class based on their performance on unit exams and their tenth grade final and Regents exam scores.

The two groups were equated in terms of their knowledge of the Civil War and Reconstruction Era using a researcher made pretest that drew its questions from previously given Regents exams (August 1985 - August 1996). Table 1 provides the results of the pretest statistical summary. The value of the t test for independent means obtained was $t = .55$. The required t for 48 degrees of freedom at the 95% confidence level was ± 2.021 . Since the t obtained is $.55$, the null hypothesis must be retained. It has been concluded that there is no statistically significant

difference in the pretest scores obtained by either group.

Table 1
Equation of control and treatment groups

Groups	Literature Based	Textbook Based
\bar{x}	10.22	9.08
Sx	7.45	7.27

Materials

The following materials were used with each group of students. They are divided up according to the treatment effect subjected to each group.

Textbook based instructional group : Textbook:The United States and Its People and supplementary worksheets published to accompany the text.

Literature based instructional group : Novel , *Across Five Aprils* ; Childrens picture book, *Follow the Drinking Gourd* : Short biographies on a variety of abolitionists, primary source documents, poems, songs and newspaper articles. See Appendix A for a sampling of materials.

Testing instrument : Teacher made pre and posttest made by the researcher with questions drawn for previous Regents exams. See Appendix B.

Procedures

Students in both the the literature based and textbook based groups were given a pretest prior to the treatment which determined that there was no statistically significant difference between the two groups. Each group then studied a four week unit on the Civil War and Reconstruction period in United States history. The textbook based group was instructed by means of the teacher's edition outline of lesson plans that incorporated use of the textbook and published worksheets. The literature based group was instructed through the use of researcher designed lesson plans that incorporate a variety of literature (see Appendix A). In addition, a researcher designed and made poster series scavenger hunt, made up of a variety of nonfiction articles, poems, pictures, songs, quotes, cartoons, primary source documents, and other non fiction materials on the era of Reconstruction was used.

Analysis of the Data

The data were analyzed using a t test of independent means to determine if there was a statistically significant difference between the mean scores of the two groups. Student behavior was also recorded on a daily basis in order to determine if one group appeared to be more actively engaged in the learning process and for level of interest or apathy.

Summary

The treatment, control, pretest - posttest design was used to ascertain the effects of the literature based approach to the textbook

based approach as an instructional method to teach a unit in the content area of social studies. The sample consisted of 50 students in eleventh grade United States History and Government classes. The treatment and control groups were equated in terms of their previous teacher recommendations and a pretest . During the four week unit, the treatment group was instructed by means of researcher created lesson plans using literature. The control group was subject to a traditional textbook approach. A t test was used to analyzed the data.

Chapter IV

Analysis of Data

Purpose

The purpose of this study was to compare the effects of using a literature based approach with a traditional approach on students' performance on Regents exam type questions, in a unit on the American Civil War and Reconstruction, with eleventh grade students.

Findings and Interpretations

The null hypotheses investigated in this study were as follows:

1. There will be no statistically significant difference between the pretest mean scores for the literature based and the textbook based groups.
2. There will be no statistically significant difference between the posttest mean scores for the literature based and the textbook based groups.

The first hypothesis was to determine if there was a statistically significant difference between the two groups that were studied in order to equate them for purposes of the treatment. A researcher made pretest on the topic of the American Civil War and Reconstruction period, with questions drawn from previously given Regents exams (August 1985 - August 1996) was administered to each group. Table 2 provides the results of the pretest statistical summary. The value of the t test for independent means obtained was $t = .55$. The required t for 48° of freedom at the 95% confidence level was ± 2.021 . Since the t obtained was $.55$, the null hypothesis was retained. It was concluded that there was no statistically significant difference in the pretest scores obtained by either group.

Table 2
Equation of control and treatment groups

Groups	Literature Based	Textbook Based
\bar{x}	10.22	9.08
Sx	7.45	7.27

The second hypothesis was to determine if there was a statistically significant difference between the posttest mean scores of students who had been subject to the literature based approach and students who had been subject to the textbook based approach. A researcher made posttest on the topic of the American Civil War and Reconstruction period, with questions drawn from previously given Regents exams (August 1985 - August 1996) was administered to each group. Table 3 provides the results of the posttest statistical summary. The value of the t test for independent means obtained was $t = 2.305$. The required t for 48^o of freedom at the 95% confidence level was +/- 2.021. Since the t obtained was 2.305, the null hypothesis was rejected. It was concluded that there was a statistically significant difference in the posttest scores obtained. The literature based group performed significantly better on the posttest than the textbook based group.

Table 3
Mean scores of the posttest

Groups	Literature Based	Textbook Based
\bar{x}	38.65	34.04
Sx	5.85	7.22

To determine the size of the treatment effect a test of point biserial coefficient of determination was conducted and $rpb^2 = .1125$. Therefore knowing the treatment received, explained only 11 percent of the variation in posttest scores, while 89 percent remained unexplained. It can be concluded, however, that the treatment received by the literature based group had a moderate impact on their test performance.

Student behavior was recorded on a daily basis in order to determine if one group was more actively engaged in the learning process and for level of interest or apathy. It was consistently found that students in the literature based group were more actively involved. They asked more questions, were active in group discussions of the material read, and seemed to relate better with the events of the time period.

Summary

The aim of this study was to ascertain the effectiveness of using a literature based approach to teach social studies content material for a unit on the Civil War and the period of Reconstruction. A t test of independent means was used to analyze the data. A test of the point biserial coefficient of determination (rpb^2) was used to determine the treatment effect. The findings suggest that the use of literature based approach was more effective than the textbook based approach in conveying the information and understandings necessary to be successful on a Regents Exam type test.

Chapter V

Conclusions and Implications

Purpose

The purpose of this study was to compare the effects of using a literature based approach with a traditional approach on students' performance on Regents exam type questions, in a unit on the American Civil War and Reconstruction, with eleventh grade students.

Conclusions

The results of this study led to the following conclusions:

1. The use of a literature based approach to teaching social studies content can be equally, if not more effective, in conveying information and understandings necessary for students to learn in the field.
2. This study found only a moderate treatment effect, but the test used to assess student performance was designed (Regents Exams type) with more consistency to a textbook based approach. In other words, the test required students to complete a series of multiple choice questions rather than read, analyze and evaluate written material.
- 3 Using this approach, students appeared to be more actively involved in their own learning and are better able related to, and therefore retain, the information being taught.
4. Students in the literature based group appeared less apathetic about learning and even seemed to enjoy what they were studying. Class discussions were more student centered and interesting than were the teacher led discussions of the textbook approach.
5. A literature based approach can be effectively used within time limits established by the amount of information that must be taught in course a unit or years curriculum.

6. Using the literature based approach requires more extensive planning and preparing than does the use of a textbook and textbook published worksheets, but the benefits seem to outweigh the amount of preparation time involved. Plus, once a good set of lesson plans and materials are collected, they can easily be updated , added to, and reused at a limited expense to the school district. Whereas, social studies textbooks become rapidly outdated , and are costly.

Implications for Research

The results of this study indicate that the implications for further research are numerous. Further investigation into the use of a literature based approach to teaching social studies at all levels, particularly the secondary level, are necessary, given the very limited number of studies in which the literature based approach has been tested against that of the traditional textbook approach. More studies are necessary to determine if this approach can indeed be a more effective way to present content material. Studies should assess the strengths and weakness of such an approach. Research should also investigate if the degree of the treatment effect can be increased given more teacher experience and student practice.

Future studies could examine the use of this instructional approach for teaching different units and in different social studies content areas. Longitudinal studies should be conducted over more extended periods of time and with larger samples. Investigation into the use of literature based instruction through cooperative teaching between English and social studies teachers is also a relevant avenue of study.

Given new New York State standards, it appears that students will be required to better analyze, interpret, and evaluate materials from the content areas. The literature based approach may be the most effective way to help students gain these skills while learning facts to support

social studies generalizations. It is evident that this approach is worth investigation and should to be further studied.

Classroom Implications

The use of literature in teaching social studies content can be a valuable tool. According to research, current methods predominantly used today in the teaching of social studies seem to be ineffective in meeting the goals of the social studies program.

Instruction in the social studies needs to be more relevant and more interesting for our students. One way in which we can accomplish this goal is through the use of literature, both fiction and non. We can use it in conjunction with our textbooks, in place of it in many circumstances, as supplemental reading, and as reference material. Many resources exist as models teacher can easily obtain for incorporating literature into their social studies instruction and many resources are available that highlight social studies related titles. Librarians and media specialists can usually assist in the search for materials on any topic.

Results of this study do not indicate that social studies educators throw out the textbook, do away with note taking, or totally reinvent the social studies curriculum. What they do indicate is that we can make the teaching and learning of social studies more interesting, relevant, and meaningful through the use literature or a combination of literature and other activities that will promote students knowledge, understanding, and decision making skills.

Summary

It was concluded that the use of a literature based approach to instruction in the content area of social studies was effective in conveying information and understandings required of students to be successful on a Regents exam type test. In addition, students were more actively engaged in the learning process and more motivated to participate in classroom activities. It also appears that new state standards, particularly in New York State, will require students to use reading comprehension skills to analyze and evaluate literature or at least literary passages on newly written state exams. Literature based approaches to instruction can effectively help students gain these skills, as well as, a knowledge base in the content area.

The implications for further research are numerous. They include short and long term studies throughout the grade levels , as well as studies in other areas of the social studies.

The results of this study indicate that literature based approach can have several implications for the classroom teacher. Learning can become more student centered and less teacher centered. The benefits may be an improvement in the amount of knowledge and skills student obtain through social studies instruction.

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Appendix A

Materials Sample



Courtesy of the New-York Historical Society



The Bettmann Archive

Far left top: An 1853 portrait of Harriet Beecher Stowe. Although she wrote many books after *Uncle Tom's Cabin*, none came near to it in popularity. Above: This lithograph depicts a scene from the book: Eliza and her baby flee to freedom across the frozen Ohio. Left: Uncle Tom dies after being flogged by his overseer, Simon Legree, portrayed at left. Far left bottom: Stage versions of the novel were popular for well over fifty years.

Uncle Tom's Cabin

Serialized first in a small-circulation anti-slavery newspaper, *Uncle Tom's Cabin* was reprinted in book form a year later in 1852. The reception it received was the most remarkable of any novel in American history. It immediately became a best seller; the first printing was sold out in a couple of days, and almost overnight the name of Harriet Beecher Stowe was known throughout the land.

The story related the trials and adventures of Uncle Tom, a middle-aged and religious Kentucky slave who is sold down the river to a new owner, Augustine St Clair. After St Clair's death he becomes the property of Simon Legree, a cruel plantation overseer on the Red River. Tom's death results from a flogging given by Legree because the slave refused to reveal the whereabouts of two fugitives. Other characters include St Clair's child Eva, whom Tom saves from drowning, and the mulatto girl Eliza who, rather than be sold apart from her baby, escapes to freedom across the frozen Ohio.

Uncle Tom's Cabin was a melodrama with striking portrayals of good and evil. It exaggerated the worst aspects of slavery and, in its central character, painted a picture of a fawning and overly polite Negro that later resulted in the term "Uncle Tom" being regarded by blacks as a term of abuse.

Although the novel cannot be classed as a great piece of literature, its influence as a piece of propaganda against slavery was profound not only in America but throughout the world. In the first year 300,000 copies were sold in the United States alone, and in England sales exceeded 1 million in the first twelve months. It was later translated into many languages including German, Danish, Portuguese, Welsh, and Russian. It was praised by leading men of letters, among them Thomas Macaulay, Leo Tolstoy, and Heinrich Heine. Numerous stage versions of the book were produced, and played to packed houses for over half a century.

From the South came angry denunciation of the work. Abolitionist William Lloyd Garrison, a prime target for southern venom, wrote to Mrs Stowe: "I estimate the value of anti-slavery writing by the abuse it brings. Now all the defenders of slavery have let me alone and are abusing you." There soon appeared a number of books portraying slavery as southerners saw it. For her part, Mrs Stowe responded to the criticism by writing in 1853 *A Key to Uncle Tom's Cabin*, which claimed to document

every incident described in the novel.

She traveled in Europe and was widely feted. She met Charles Dickens, had an audience with Queen Victoria, and during the Civil War met President Lincoln at the White House. He greeted her with a gleam in his eye: "So you're the little woman who wrote the book that made this great war!"

Uncle Tom's Cabin was Mrs Stowe's first novel. She had had some short stories published in magazines since the 1830s but none had touched the subject of slavery. Indeed, her first-hand knowledge of the institution was minimal. What direct insight she did gain into slavery derived from two decades spent living in Ohio, during which time she occasionally visited Kentucky. The passage of a new and stringent fugitive slave law in 1850—"a nightmare abomination" she called it—finally provoked in her a sense of quiet outrage which resulted in her story highlighting the sufferings of the Negro under slavery. "God wrote it," she said much later. "I merely did His dictation."

Religious and humanitarian concerns were a powerful force in Mrs Stowe's life. Born in Litchfield, Connecticut, in 1811, she was the daughter, sister, and wife of clergymen. Her father was the influential Lyman Beecher and in 1836 she married a theological teacher, the Reverend Calvin E. Stowe. She began writing to supplement her husband's meager salary. For the magazine serialization of *Uncle Tom's Cabin* she was paid \$300; after its publication as a book she received \$10,000 in royalties in the first four months alone. Although Mrs Stowe wrote many other books—novels, short stories, poems, and nonfiction works—before her death in 1896, none approached the popularity her first book achieved.

A preface to the work spelt out the author's credo. "The scenes of this story . . . lie among a race hitherto ignored by the associations of polite and refined society; an exotic race, whose ancestors, born beneath a tropic sun, brought with them, and perpetuated to their descendants, a character so essentially unlike the hard and dominant Anglo-Saxon race, as for many years to have won from it only misunderstanding and contempt. But, another and better day is dawning; every influence of literature, of poetry and of art, in our times, is becoming more and more in unison with the great master chord of Christianity, 'good will to man.'"

Uncle Tom's Cabin hastened that dawn of a better day for the Negro. It did not cause the Civil War but it did, more than any other single factor, rally northern opinion against slavery and the South.



COMING SOON! COMING SURE!
JIM SILVER & GUS DIONNE'S
UNCLE TOM'S CABIN CO.
 THE ONE AND ONLY AMUSEMENT ORGANIZATION, WITH A LASTING INSTITUTION
 GIVEN UNDER A MONSTER WATERPROOF TENT

PRODUCING THE CORRECT AND ONLY AUTHORIZED VERSION OF HARRIET BEECHER STOWE'S GREAT MASTERPIECE, WITH

ELABORATE SCENERY AND A STRONG ACTING CAST

DANGER IN PROPORTION AND GRANDER IN MAGNITUDE THAN ALL OTHERS COMBINED

PARENTS! THE ENGAGEMENT ALONE

ITS SUCCESS UNEQUALLED AMONG THEATRICAL HISTORY

Prices of Admission within Reach of All
CHILDREN 15¢ ADULTS 25¢

Both pictures Stowe-Day Foundation

Harriet Tubman (1826-1913)

"BLACK MOSES OF HER RACE"



Strong as a man, brave as a lion, cunning as a fox was Harriet Tubman who, unable to read or write, made nineteen journeys into the Deep South and spirited over 300 slaves to freedom. Harriet Tubman, a medium-sized, smiling woman, was the leading "conductor" of the Underground Railroad over which countless thousands of nameless slaves fled from bondage. The Underground Railroad was neither a railroad nor underground, but a system for helping slaves to escape. By moving from one friendly hand to the next, from house to house, from church to church, on foot, by horseback, wagons, trains, passing through slave state after slave state they reached the freedom of Ohio, New England, or Canada. By day and by night, summer and winter, escaping slaves took the Underground Railroad to the North.

It was dangerous for anyone to help the slaves as most states had severe penalties for aiding "property" to escape. It was doubly dangerous for a Negro female to go South and lead slaves North, for she could lose her own freedom and herself become enslaved. To the dauntless Harriet Tubman, these considerations were as nothing. Every possible trick and disguise were used by her to help the slaves. On several occasions, at gun-point, Harriet forced wavering slaves onward. "You'll be free or die," she quietly commanded.

Slaveowners and their agents looked high and low for her but she always managed to elude them. Once on a train she was almost caught but, pretending to read a newspaper and hoping that she held it right side up, Harriet Tubman was overlooked, for her pursuers knew she could not read. Her luck held and she remained free.

Born in Maryland in 1826, Harriet Tubman herself escaped from her master and went to New York. In her own words, she described her first taste of liberty: "I was free and I couldn't believe it. There was such a glory all around and the sun was shining through the trees and on the hills. I was free!"

During the Civil War, Harriet Tubman served both as a nurse and a spy for the Union. When she died in 1913 she was buried in Ohio with military honors.

Sarah Bradford, *Harriet Tubman: The Moses of Her People* (New York, 1961).

Nat Turner (1800-1831)

ANTI-SLAVERY REVOLUTIONIST

From the early 1600's slaves had made many attempts to gain the same liberty that other groups had found in America. The first major revolt against slavery in North America occurred during August of 1831 in Southampton County, Virginia. It was led by Nathaniel Turner, the Black Prophet, a short, slightly plump "black Negro of the pure African type," who, then 31 years old, had felt destined for great deeds from his childhood.

Born a slave in Virginia on October 2, 1800, Nat Turner showed evidence of outstanding intellect at an early age. Learning to read, he could quote long passages from the Bible, knew enough about science and mechanics to be an expert repairman and to experiment in the making of gun powder, paper and pottery. His various masters—four in all—were proud to own such a brilliant and model slave. His reputation as being a slave minister was well known throughout the country.

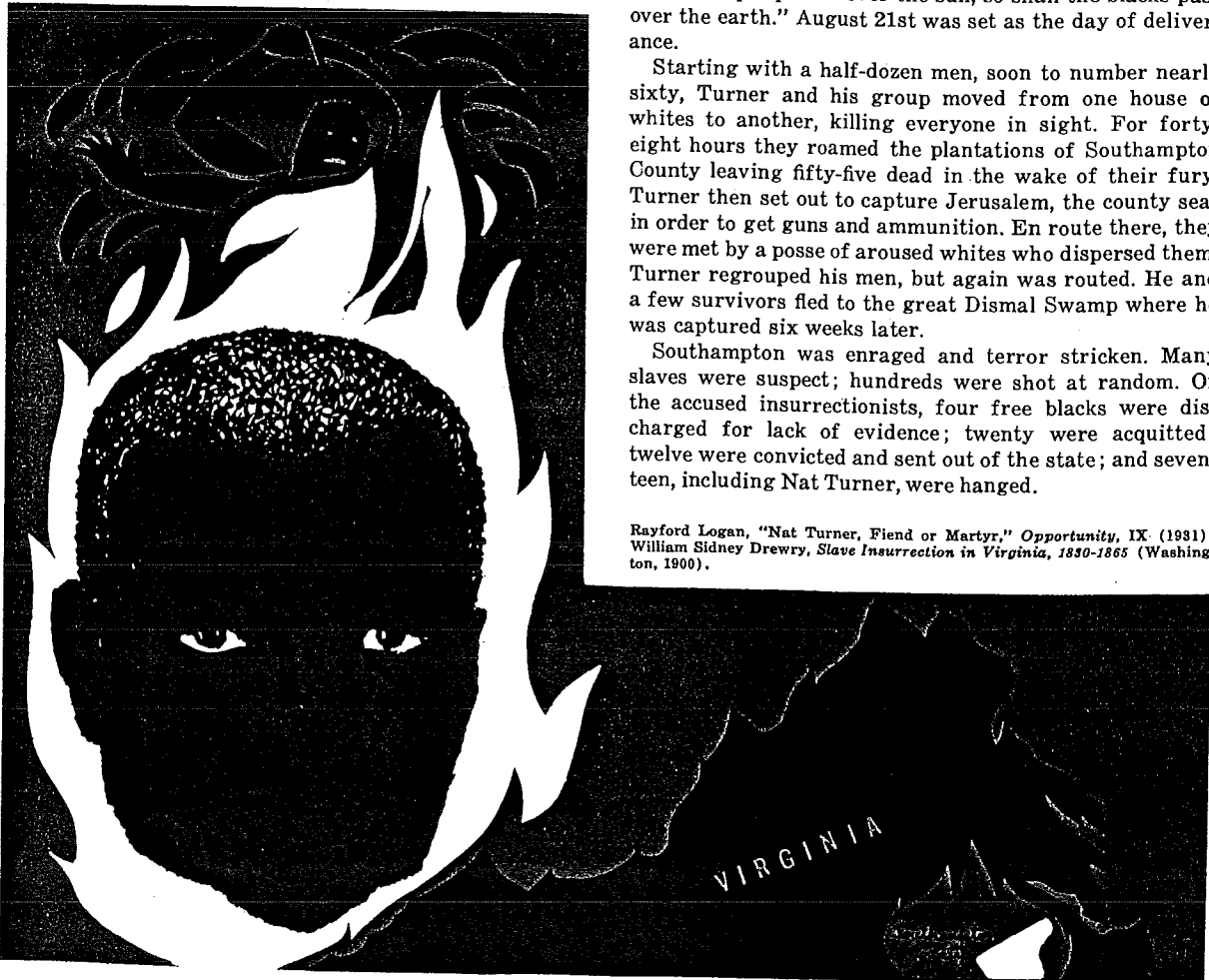
His fellow slaves sensed that he was no ordinary man and regarded him with a mixture of respect and awe. His account of visions and prophecies increased this sense of difference. He reported visions of blacks and whites struggling in the heavens; the outstretched hands of Christ; and voices telling him he was too wise to be a slave. In 1823, Turner decided that these signs meant that he was to lead a black army of liberation against the slaveholders.

For two years Turner brewed over the mission he felt had been given him. In February, 1831, he confided his decision to four trusted companions and an insurrection was set for the fourth of July. Because Turner became ill, the revolt was postponed. On August 13, 1831, a contemporary historian records that the sun rose "pale green, later turning to cerulean blue, and then to silver white." People all over Virginia were frightened and bewildered. But Nat Turner took this strange event as his signal, saying, "As the black spot passed over the sun, so shall the blacks pass over the earth." August 21st was set as the day of deliverance.

Starting with a half-dozen men, soon to number nearly sixty, Turner and his group moved from one house of whites to another, killing everyone in sight. For forty-eight hours they roamed the plantations of Southampton County leaving fifty-five dead in the wake of their fury. Turner then set out to capture Jerusalem, the county seat in order to get guns and ammunition. En route there, they were met by a posse of aroused whites who dispersed them. Turner regrouped his men, but again was routed. He and a few survivors fled to the great Dismal Swamp where he was captured six weeks later.

Southampton was enraged and terror stricken. Many slaves were suspect; hundreds were shot at random. Of the accused insurrectionists, four free blacks were discharged for lack of evidence; twenty were acquitted; twelve were convicted and sent out of the state; and seventeen, including Nat Turner, were hanged.

Rayford Logan, "Nat Turner, Fiend or Martyr," *Opportunity*, IX (1931); William Sidney Drewry, *Slave Insurrection in Virginia, 1830-1865* (Washington, 1900).



Sojourner Truth (1797-1883)

"A PILGRIM OF FREEDOM"

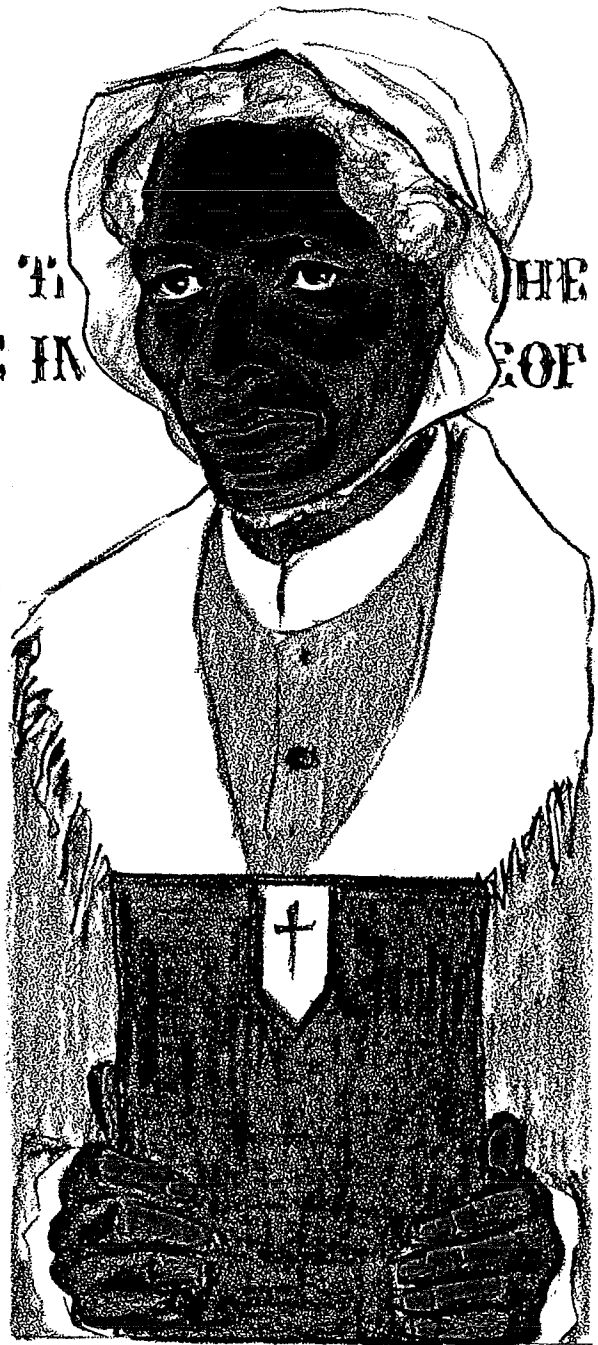
PROCLAIM LIBERTY THROUGHOUT THE LAND UNTO ALL THE INHABITANTS THEREOF

She began life as Isabella but lived it as Sojourner Truth. She was the first Negro woman orator to speak out against slavery. Although unable to read or write, she traveled through Connecticut, Massachusetts, through Ohio, Indiana, Illinois, and Kansas, speaking to tens, hundreds, and thousands of people, both Negro and white. Sojourner felt herself a "Pilgrim of God" whose one mission was to free her people from slavery.

At a time when oratory was a fine art, Sojourner Truth, through her strong character and acid intelligence, was among the best and most famous anti-slavery speakers of her day. She met most of the outstanding white abolitionists such as Gerit Smith, Parker Pillsbury, Lyman and Harriet Beecher Stowe, and she was received by Abraham Lincoln at the White House. Only Frederick Douglass outshone her in eloquence.

She began life as a slave and, after running away to freedom, worked as a domestic. Not until 1843 did she feel an overpowering urge to speak out against slavery. Already deeply religious, Sojourner, in the spring of that year, suddenly felt reborn. In her own words she declared, "I felt so tall within—I felt as if the power of the nation was with me." Isabella then renamed herself Sojourner Truth, and, on foot, set out to "gather in the flock," speaking out against slavery and for women's suffrage. Her deep, bass voice, her fierce intelligence, sense of drama, and the utter sincerity of her speeches quickly spread her fame throughout the North and astounded an unbelieving South.

Frequently efforts were made to silence her. She was beaten and stoned but nothing could stop her. Sleeping where she could, working only enough to keep soul and body together, Sojourner thundered against slavery from countless rostrums. She wore across her chest, a satin banner bearing the words, "Proclaim liberty throughout the land unto all the inhabitants thereof." Because of her daring, strength, and almost hypnotic control over an audience, some doubted her, the mother of five children, to be a woman. Once when a heckler, in the middle of one of Sojourner's speeches, dared her to prove that she was a woman, Sojourner ripped her blouse to the waist and declared that it was to his shame, not hers, that such



a question should be raised. Deeply compelled to wander from state to state, Sojourner lived up to her new name, staying in one place only long enough to proclaim the truth and move on.

Hertha Pauli, *God's Faithful Pilgrim* (New York, 1958); Saunders Redding, *The Lonesome Road* (New York, 1958), pp. 65-74.

SLAVES!

COMPRISING MECHANICS, LABORERS, ETC,
FOR THE SETTLEMENT OF A CO-PARTNERSHIP OF RAILROAD CONTRACTORS

BY J. A. BEARD & MAY, J. A. BEARD, AUCTIONEER.

WILL BE SOLD AT AUCTION, AT BANKS' ARCADE, MAGAZINE STREET,
ON TUESDAY, FEBRUARY 5th, 1856,
AT 12 O'CLOCK,

A VERY VALUABLE GANG OF SLAVES,

Belonging to a co-partnership, and sold to close the same. The said slaves comprise a gang of 41 choice Negroes. On the list will be found a good Blacksmith, one superior Bricklayer, Field Hands, Laborers, one Tanner, one Cooper, and a first rate woman Cook.

1100	LEWIS, a black man, aged	32	good field hand and laborer.
1100	SHELLY, do	28	do do do
1100	PHILIP, do	30	fair bricklayer.
1100	HENRY, do	24	fair cooper.
1100	JACOB BATES, do	22	good field hand and laborer.
1100	BOB STAKELEY, do	35	do do do
1100	COLUMBUS, do	21	do do do
1100	MARTIN, do	25	do do do
1100	GEORGE, do	30	No. 1 blacksmith.
1100	WESTLY, a griff,	24	a fine tanner and bricklayer.
1100	NELSON, a black man,	30	a good field hand and laborer.
1100	DOCK, do	28	do do do
1100	BIG FRED, do	24	do do do
1100	LITTLE SOL, do	22	do do do
1100	ALFRED, a griff,	28	do do do
1100	SIMON, a black man,	21	do do do
1100	WATT, do	30	do do do
1100	JIM LEAVY, do	24	do do do
1100	JIM ALLEN, do	26	do do do
1100	FRANK GETTYS, a griff,	26	do do do
1100	JERRY GETTYS, a black,	23	do do do
1100	BILL GETTYS, do	23	do do do
1100	GRANDERSON, do	24	do do do
1100	LITTLE FED, do	23	do do do
1100	FRANK HENRY, a griff,	23	do do do
1100	EDMOND, do	21	do do do
2700	ANDERSON, a black man,	24	a No. 1 bricklayer and mason.
1100	BOB SPRIGS, a griff,	25	a good field hand and laborer.
1100	ELIJAH, a black man,	35	do do do
1100	JACK, do	30	do do do
1100	REUBEN, do	28	unsound.
1100	STEPHEN, do	23	a good field hand and laborer.
1100	YELLOW JERRY, a griff,	28	a good teamster.
1100	BIG SOL, a black man,	26	a good field hand and laborer.
1100	BILL COLLINS, do	28	do do do
1100	JESS, do	28	do do do
1100	JUDGE, do	30	do do do
1100	JERRY CARTER, do	28	do do do

LOUISA, a griff, 38 years, a good Cook and seamstress, and an excellent servant.

ROBERT, 13 years old, defect in one toe.

JASPAR, 24 years old, an extra No. 1 laborer, driver and coachman.

The slaves can be seen four days previous to the day of sale. They are fully guaranteed against the vices and maladies proscribed by law, and are all selected slaves.

TERMS OF SALE—One year's credit for approved city acceptances or endorsed paper, with interest at 7 per cent. from date, and mortgage on the slaves if required. ACTS OF SALE DROVE WM. SHANNON, NOTARY PUBLIC, AT THE EXPENSE OF THE PURCHASER.

After the sale of the above list of Slaves, will be sold Another lot of Negroes, comprising Field Hands, House servants and Mechanics. A full description of the same will be given at the sale. The slaves can be seen two days previous to the sale.

Slavery in grimmest realism. Prices ranged from \$750 for Reuben, "unsound," to \$2700 for Anderson, "a No. 1 bricklayer and mason."

BOSTON, MASS.

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Stephen Foster

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THE LIBE

THE BAL STA

To date my being from the

I come, a stranger in this

Where some I meet perchance

Who is my nation, my name

My name is 'LIBERATOR'

To bury my shafts at freedom

My task is hard—for I am

Man from his brother—to

To who may hear, and yet

They shall the best of Nature

Be trodden down! and shall

Flow but for cement to her

Art thou a parent! shall thy

Man from thy breast, like me

And down'd in servitude, in

On other shores, and then a

Thou, in whose bosom glow

Of all love, say, if the

To face thy parent shrink

Would thy he shudder—how

Art thou a brother? shall th

Her feeble arm in agony on

And thou not lift the heel,

At him who bears her off to

Art thou a sister! will no d

Awake thy sleeping brother

Behold the fetters locking

Stretch'd out in rest, whic

for him?

Art thou a lover! not can

In lover's breast, were cou

Man to his kind! then, thy

Forever affection, or relea

Thou who art kneeling at t

Ask if Heaven takes such o

If in thy hands the son of A

Far higher than thy praye

God is a God of mercy, and

The prison-door unbar'd.

He is a God of truth, with

Thee to behold the oppress

Avails, thy cry and thine

Make man conscious to see h

Tears, sweet and blood th

their turn,

They shall cry 'more!' w

then burn.

The Lord hath said it—He

He says, 'the wicked, they

Who are the wicked?—

They are the oppressors of

Ald me, New England!

Which gives me strength to

Do you not hear your sister

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In the month of August

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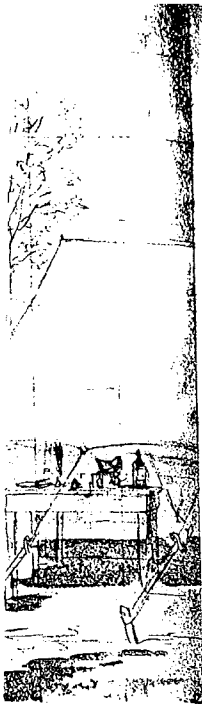
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than 2000 barns filled with wheat, hay, and farm implements, over 70 mills, and that he had driven off more than 4000 head of stock and had killed and issued to his men at least 3000 sheep. But he was not to complete his mission unopposed. On September 19 Early, overconfident, attacked Sheridan at Winchester and suffered a sharp defeat. Three days later the two armies met again in the battle of Fisher's Hill and again Sheridan won the day.

A Union party (Republican) election poster appealing to Northern Democrats to vote for Lincoln and Johnson



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A SOUTHERN PEACE!

DEMOCRATS!

BE NOT DECEIVED WITH THE IDEA THAT THE REBEL LEADERS WILL WILLINGLY CONSENT TO A RESTORATION OF THE UNION.

In the Rebel Official Report of the interview between JEFFERSON DAVIS and MESSRS JAQUESS and GILMORE, DAVIS dismissed them with the declaration—

"THAT THE SEPARATION OF THE STATES was an accomplished fact; that he had no authority to receive proposals for negotiation except by virtue of his office as President of an Independent Confederacy; and ON THIS BASIS ALONE must proposals be made to him."

In his last message to the Rebel Congress, JEFFERSON DAVIS, in speaking of peace, describes

"THE ONLY PEACE POSSIBLE BETWEEN US—a peace which, recognizing the impassable gulf which now divides us, may leave the two people separately to recover from the injuries inflicted on both by the causeless war now waged against us."

In a Speech to the Legislature of Mississippi, Dec. 26, 1862, JEFFERSON DAVIS said—

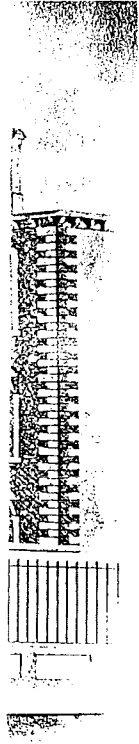
"AFTER WHAT HAS HAPPENED the last two years, my only wonder is, that we consented to live so long a time in association with such miscreants. Were it ever proposed to enter again into a Union with such a people, I could no more consent to do it than to trust myself in a den of thieves."

DEMOCRATS! Are you prepared to legalize Secession, to recognize the Independent Sovereignty of the States, and thus to perpetuate Revolution and Civil Strife? If not, Vote for LINCOLN and JOHNSON, and thus secure the only sure Peace.

THE CIVIL WAR YEARS

was inevitable although its imminence was only imperfectly seen by men of the time.

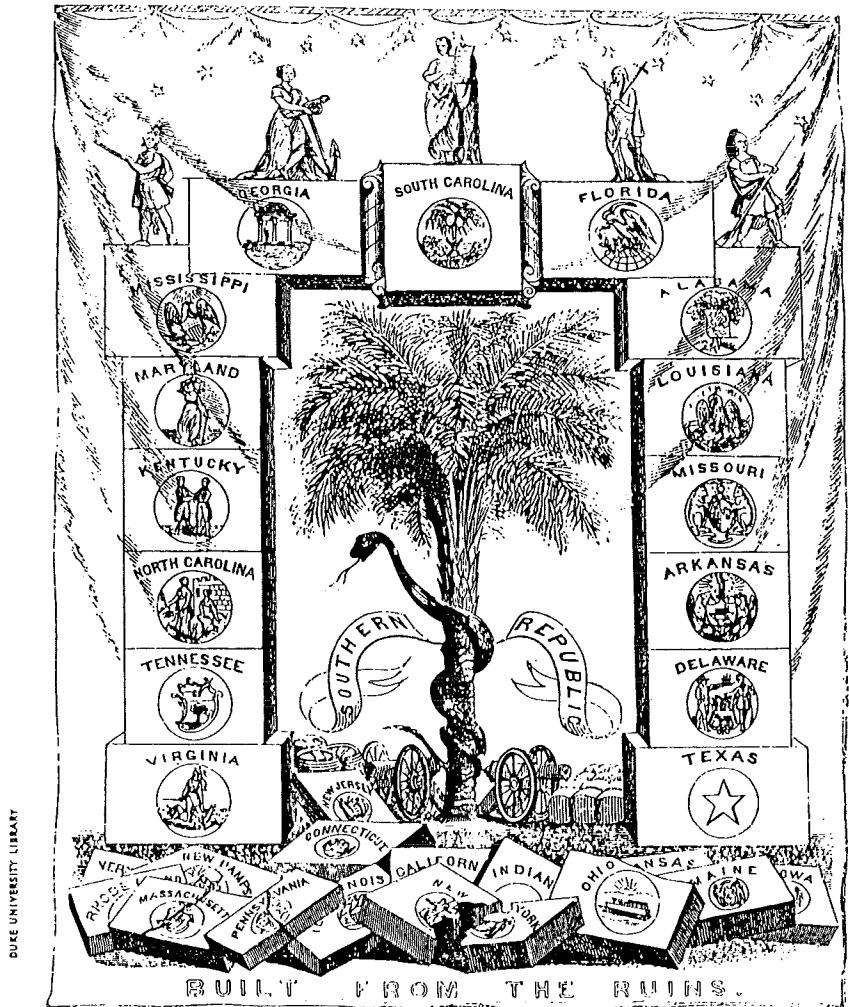
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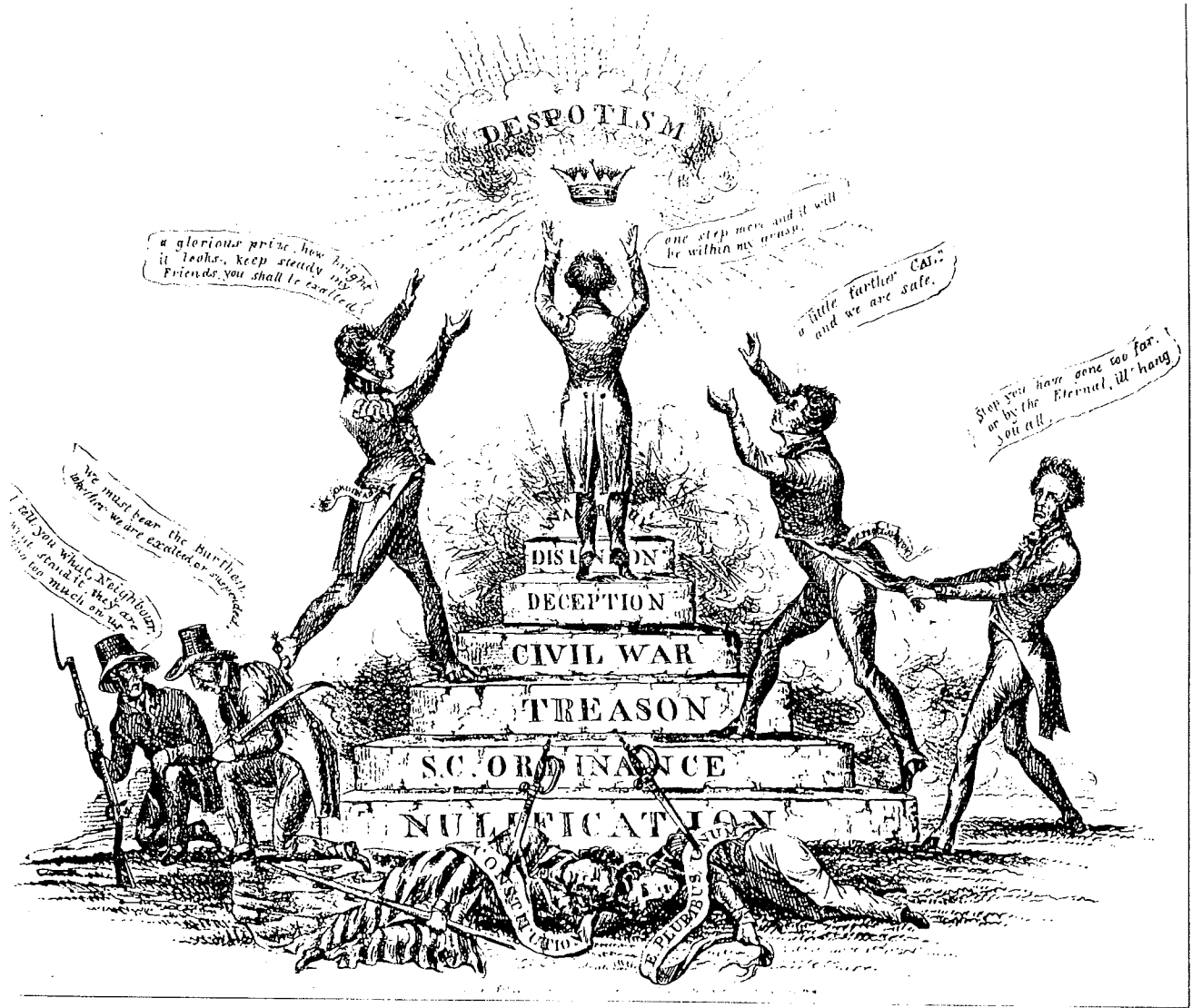
THE SOUTH CAROLINIANA LIBRARY—UNIVERSITY OF SOUTH CAROLINA

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Banner of the South Carolina Secession Convention. Of the states shown, Maryland, Kentucky, and Delaware remained loyal; Missouri, though divided, did not pass an ordinance of secession; Tennessee left the Union, declaring her independence.



John Calhoun, ascending a pedestal of Southern affronts to the Union, reaches for a despot's crown in this northern cartoon from 1833. At right, President Andrew Jackson warns Calhoun and his fellow separatists to reverse their perilous course.

Garrison, founder of the abolitionist newspaper *The Liberator*. Garrison insisted that opposition to slavery was more vital than the preservation of the Union, and because the Constitution protected slavery, he burned a copy in public, calling the document “a covenant with death and an agreement with hell.” Garrison made no apology for his extreme views. “I do not wish to think or speak or write, with moderation,” he raged. “I will be as harsh as truth, and as uncompromising as justice. And I will be heard.”

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take their crusade into the camp of the enemy. James G. Birney, a wealthy man who had owned slaves himself, boldly attacked the institution in the slave state of Kentucky. So did emancipationist publisher Cassius M. Clay. Protected somewhat by his fearsome reputation as a duelist and by the two cannon that guarded his office, Clay railed against slavery in his Lexington newspaper. Finally, irate Kentuckians put him out of business by dismantling his press in his absence and shipping it to Cincinnati.

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Civil War Times

EXTRA

*A Supplement of
Civil War Times
Magazine*

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PUBLISHER: Americana Souvenirs and Gifts

JULY 2, 1863

EDITOR: Robert H. Fowler

\$1.00 a C

LEE-MEADE CLASH AT GETTYSBURG REBS SEIZE TOWN IN HARD FIGHT'



A Scene From Yesterday's Hard Fighting West of Gettysburg.

Invasion Costly to Pennsylvania

HARRISBURG, Pa.—From Mechanicsburg to Mercersburg, from York to McConnellsburg, the people of South Central Pennsylvania sighed with relief yesterday. The Rebels—or the bulk of them—were gone.

Yankee Forces Massing For Showdown Battle

GETTYSBURG, Pa. — The Confederate Army Northern Virginia seized this little southern Pennsylvania town yesterday afternoon after routing two fantry corps and a cavalry division of the Union Army of the Potomac in bitter fighting west and north of here.

But broken units of the 1st and 11th U. S. Corps re-established themselves in a strong defensive position just south of here by nightfall.

As fresh Union troops streamed northward from Maryland, a show-down battle shaped up between the invading army of Gen. Robert E. Lee and the Army of the Potomac, under its newly appointed commander, Maj. Gen. George G. Meade.

Both sides suffered heavy casualties in the day-long action under a hot sun. Among the Union dead was Maj. Gen. John F. Reynolds, popular commander of the 1st Corps.

Union Defense Collapses

The Federal forces first stopped the Rebel assault cold but their defense collapsed later in the day.



GEN. ROBERT E. LEE

THE CIVIL WAR YEARS

was inevitable although its imminence was only imperfectly seen by men of the time.

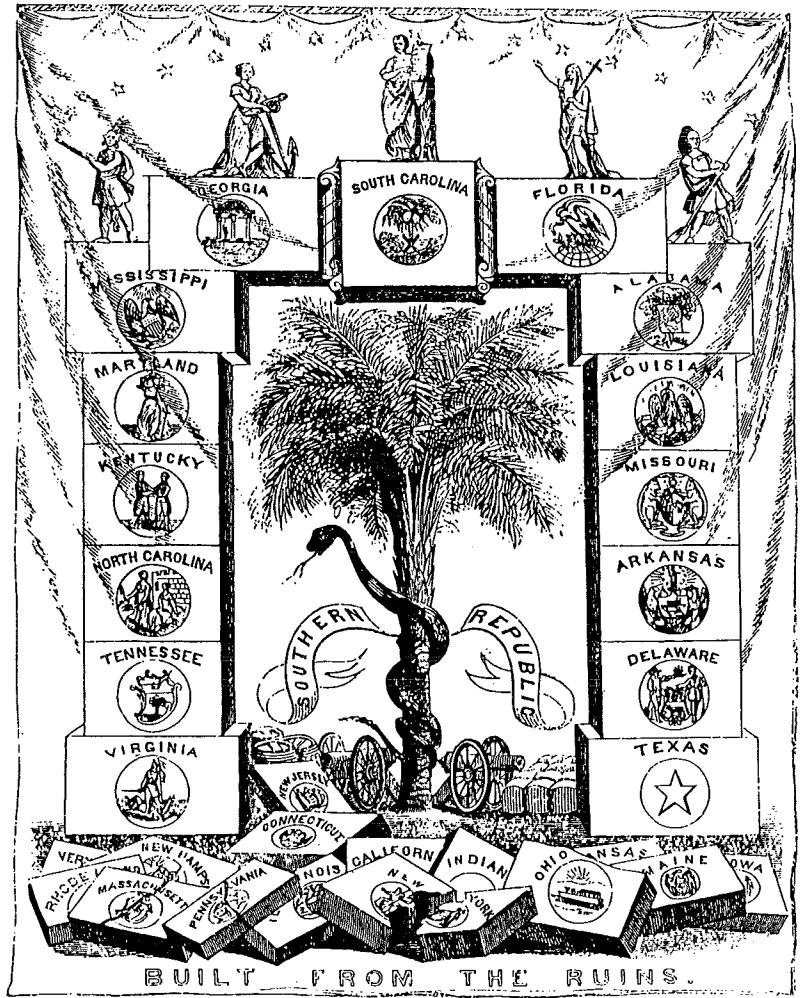
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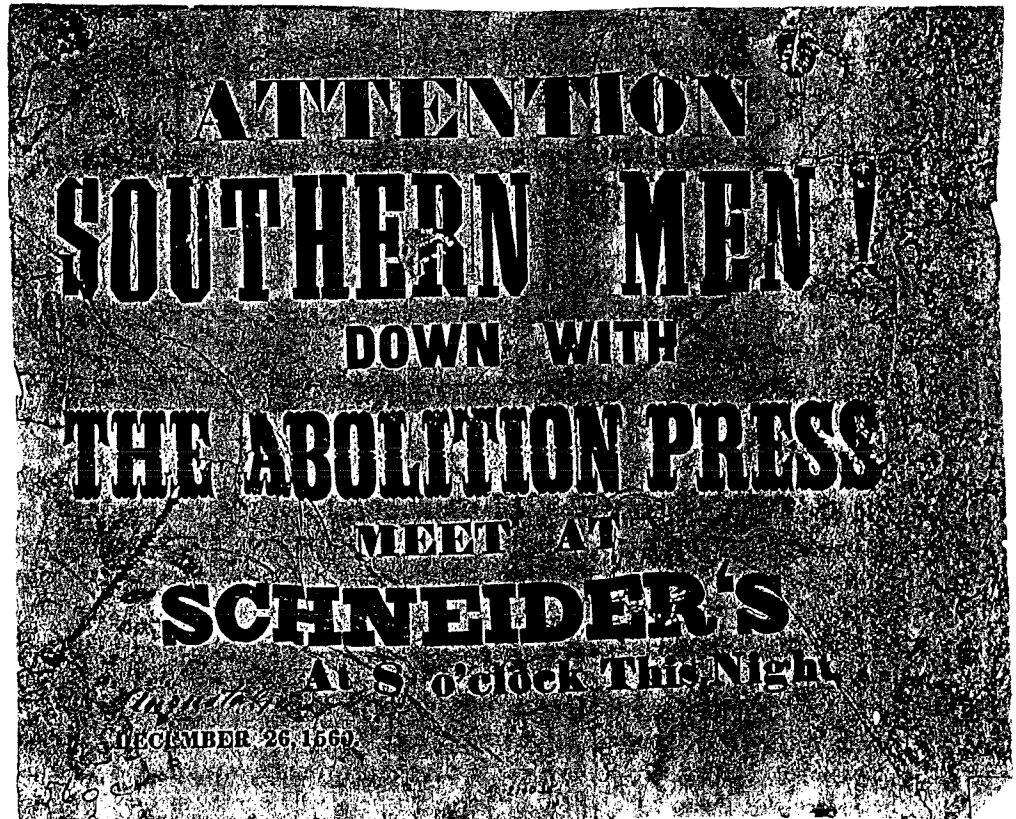
Banner of the South Carolina Secession Convention. Of the states shown, Maryland, Kentucky, and Delaware remained loyal; Missouri, though divided, did not pass an ordinance of secession; Tennessee left the Union, declaring her independence.

A new political crisis threatened with the beginning of the Mexican War in 1846. Americans from every state rushed to join the Army and to fight in behalf of a jingoistic credo with a newly coined name, Manifest Destiny. The credo excused any and all conquest by declaring that it was the God-given right of Americans to inherit the continent from sea to sea. Although Manifest Destiny was popular nationwide, it was made to order for Southern interests. Some Southern firebrands openly discussed annexing Mexico once the government of Santa Anna surrendered. The country could be broken up into dozens of new slave states. The horizons

of the more ardent cotton imperialists extended even to the Spanish colony of Cuba, where slavery conveniently existed. The acquisition of just a few new states for slavery would give the South control of the Senate, where the count presently stood at 15 slave states and 15 free states.

John Calhoun did not share the Southerners' enthusiasm for war with Mexico. He foresaw a bitter dispute over the enticing Mexican spoils, which he called "forbidden fruit." And he was right: Even before the brief conflict with Mexico came to an end, a move was made in Congress that sent Northerners and Southerners to their political ram-

An angry Southern handbill, hastily produced with a misprinted date, announces a rally in Augusta, Georgia, to protest the torrent of antislavery tracts from the North. Southern reaction to the abolitionist movement grew so violent that local people who opposed slavery went underground or moved north.





John Calhoun, ascending a pedestal of Southern affronts to the Union, reaches for a despot's crown in this Northern cartoon from 1833. At right, President Andrew Jackson warns Calhoun and his fellow separatists to reverse their perilous course.

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A few abolitionists risked their lives to

Name
Date

U.S. History and Government
Unit II Reconstruction

Posters 1-3 Beginnings and Endings

1. Why did the government refuse to allow black soldiers to enlist in the Union army before 1862?
2. According to the recruitment poster, why should freedman join the Union army?
3. List several things the black man hope to gain from the Civil War.
4. How long did the Civil War last?
5. Explain the causes and result of riots in northern cities during the Civil War.
6. What affects do you think singing songs like "*Glory Glory Hallelujah*" had on black soldiers?
7. What was Andersonville?
8. Before 1862, what was the policy between the Union and Confederacy regarding prisoners of war?
9. Explain the conditions in Andersonville, support your answer with 3 facts?
10. Why were the conditions so bad?
11. What event ended the Civil War?
12. What advantage did the Union soldiers have over the Confederate soldiers at the end of the war?

23. What were the questions that had to be answered after the Civil War ended?

24. Why did black people demand the right to vote?

25. Do you think that Ex - confederate leaders should have been allowed to keep their land and return to positions of political power in the south? Explain why or why not?

26. Explain the two positions that existed on how the south should be rebuilt.
Lincoln & Johnson

Radical Republicans (Former Abolitionists)

27. Under Johnson's reconstruction plan, who took political, social and economic control of the South?

28. Explain the economic, political, and social conditions of the freedmen under Johnson's plan.

Economic:

Political:

Social:

29. Why did the Freedmen and former abolitionists protest?

38. Explain why Johnson was called two - faced.
39. How did Johnson respond to petitions to throw out the black codes?
40. What did the Congressional Committee of Fifteen find out about the conditions in the south under Johnson's reconstruction?
41. Explain several things the Radical Republicans did in an attempt to reverse the conditions of the freedmen under "white rule" .
42. What was the idea of "forty acres and a mule" ?
43. Why did many abolitionists and Radical Republicans, especially Thaddeus Stevens, support this idea?
44. Do you think it should have been done? Explain why or why not.

What does the Constitution say about the government right to take peoples property?

45. Explain how the system of sharecropping worked.

How did it keep the freedmen in a position of servitude?

56. Explain what rights were given by the 14th and 15th amendments.
14th

15th

57. What impact did the 14th Amendment have on Black Codes?

58. Why did public opinion for giving blacks the right to vote change?

59. How did congress attempt to protect freedmens right to vote?

60. How did many southerners attempt to keep blacks form voting (give several examples)

61. During radical Reconstruction, what types of political positions were blacks elected to.
(Give specific examples)

62. What were carpetbaggers?

63. What were scalawags?

64. What types of social programs were started in the south under Radical Reconstruction?

76. Do you think the Jim Crow laws violated the Constitution? Explain.

77. Explain the background of the Plessy V Ferguson trial.

What did the Supreme court rule?

What impact did it have on the South?

78. What court case would eventually overturn the Plessy ruling???????

Appendix B
Sample Regents Exam Questions
Unit Exam

UNIT TEST - Civil War & Reconstruction

DIRECTIONS: Complete the following questions, choosing the best choice from the ones given.
Put your answers on the Scantron sheet.

1. A "*strict constructionist*" of the United States Constitution would favor which action?
 1. the institution of programs for social reform
 2. annexation of territory by the United States
 3. bypassing constitutional restraints
 4. limiting the power of the Federal Government

2. The main purpose for proclaiming the Monroe Doctrine was to
 1. exclude Portugal from Latin America
 2. demand the protection of the Western Hemisphere by the British Navy
 3. create a multilateral alliance of Latin American nations
 4. safeguard the interests of the United States

3. Which event best describes the theory of Manifest Destiny?
 1. the United States opens the Panama Canal
 2. the United States joins World War II
 3. the United States buys the Louisiana Territory
 4. the United States blockades the Mississippi River

4. Which issues were controversial in national politics during the period 1800-1850?
 1. racial policy, territorial expansion, immigration policy
 2. tariff policy, nullification, states' rights
 3. regulation of railroads, overseas territories, federal income tax
 4. states' rights, invasion by England, immigration

5. In the period between 1820 and 1860, Southerners wanted slavery extended to the Western Territories so that the South could
 1. continue to elect Southern Presidents
 2. continue to dominate the Supreme Court
 3. keep enough strength in the Senate to protect Southern interests
 4. use slave labor to expand Southern industries

6. The writ of habeas corpus is intended to prevent
 1. a person from being held in jail without just cause
 2. an illegal search or seizure
 3. a conviction by secret trial
 4. the use of force by the police

7. Which of the following is in the correct chronological order?
 1. Compromise of 1850, Tariff of 1828, Kansas-Nebraska Act, Missouri Compromise
 2. Tariff of 1828, Compromise of 1850, Kansas-Nebraska Act, Missouri Compromise
 3. Compromise of 1850, Kansas-Nebraska Act, Tariff of 1828, Missouri Compromise
 4. Tariff of 1828, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act

8. During the period from 1850-1860, a major concern in the U.S. were issues related to
 1. the future of slavery
 2. halting immigration
 3. developing big business
 4. conquering other nations

9. Sectional differences developed in the U.S. largely because
 1. the Federal Government adopted a policy of neutrality
 2. economic conditions and interests in each region varied
 3. only northerners were represented at the Constitutional Convention
 4. early Presidents favored urban areas over rural areas

10. Which event was the immediate cause of the secession of several Southern states from the Union in 1860?
 1. the Dred Scott decision, which declared that all prior compromises on the extension of slavery into the territories were unconstitutional
 2. the Missouri Compromise, which kept an even balance between the number of free and slave states
 3. the raid on the Federal arsenal at Harper's Ferry, which was led by the militant abolitionist John Brown
 4. the election of President Abraham Lincoln, who opposed the spread of slavery into the territories.

11. Why would being industrialized be an advantage to the North?
 1. It provided jobs for the immigrants
 2. It made it easy to produce war materials
 3. It earned the government extra money
 4. It provided economic opportunities for African-Americans

12. Why did the plantation system grow so popular in the South?
 1. It had been a system in the south for so long
 2. The slaves enjoyed being in the south doing their job
 3. The inexpensive labor was optimum for the agricultural productivity
 4. It put profits for the south far above the north's industrial profits

13. What was a result of the Dred Scott decision (1857)
 1. all slaves who were property could be free if they lived in a free state
 2. anyone who owned slaves had to free them in a free territory
 3. just because a slave was in free territory it did not free him from his master
 4. blacks are citizens and deserve equal protection under the law

14. In Uncle Tom's Cabin, what did Harriet Beecher-Stowe accomplish?
 1. an awareness in the north of the conditions the slaves lived under
 2. a national bestseller that funded her plantation
 3. the foundation of the abolitionist movement
 4. the freedom of all slaves

15. People who wanted to end slavery were called
 1. nationalists
 2. militarists
 3. abolitionists
 4. states-rights

16. Which person does *not* belong in this group?
1. Frederick Douglass
 2. Harriet Tubman
 3. William Lloyd Garrison
 4. Jefferson Davis
17. What do the book Uncle Tom's Cabin and the Fugitive Slave Law have in common?
1. They were both proposed by northerners
 2. They were both proposed by southerners
 3. They both turned public opinion against slavery
 4. They were both found to be unconstitutional
18. What was Lincoln's main concern when some of the Southern states seceded from the Union?
1. restoring the Union
 2. freeing the slaves
 3. punishing the Southerners
 4. limiting the spread of slavery
19. Actions taken by Lincoln like jailing Southern sympathizers and starting a draft reflected his feeling that:
1. slavery should be ended at once
 2. the Union should be restored at all costs
 3. military force was not the answer to secession
 4. the Constitution comes before any crisis
20. Why does Presidential power often increase during wartime?
1. many members of Congress leave Washington to serve in the military
 2. the Constitution makes the President a dictator during wartime
 3. quick action is often needed in a time of crisis
 4. the Bill of Rights is automatically suspended
21. The Emancipation Proclamation
1. abolished slavery throughout the United States
 2. allowed African-Americans to escape military service
 3. changed the purpose of the Union cause in the war
 4. offered to pay Southerners for their freed slaves
22. The assault on Ft. Wagner by the 54th Massachusetts proved that:
1. African-American soldiers could fight
 2. White officers were necessary for black troops
 3. Bravery was all that was necessary for good soldiers
 4. Black soldiers would fight for less money
23. What was the difference between Moderate (Mild) and Radical Reconstruction?
1. the radicals wanted to be compassionate to the south
 2. the moderates were nicer to the south, the radicals were harsh
 3. the moderates were harsh, the radicals were unfeeling
 4. there was no difference

24. A major feature of the Reconstruction period was that
1. new legislation and constitutional amendments attempted to provide equal rights and opportunities for blacks
 2. the South rapidly developed into the nation's major industrial center
 3. a spirit of cooperation existed between the executive and legislative branches
 4. new state governments in the South concentrated on ending corruption and enforcing Reconstruction plans
25. In the United States, which situation that developed during the Civil War helped lead to the rapid development of big business?
1. The large Southern factories that had competed with Northern factories were destroyed during the war
 2. The Union government granted very large contracts for war supplies to Northern manufacturers.
 3. The government operated and consolidated most of the Northern manufacturing companies during the war
 4. Northern business took over much of the European trade lost by the South due to the war
26. At the end of the Civil War:
1. The South was still in good economic condition
 2. Everyone wanted to punish the South
 3. There was a difference of opinion on reconstruction
 4. Everyone wanted to readmit the South as quickly as possible
27. Abraham Lincoln's view of reconstruction was that:
1. Southerners would be paid for the loss of their slaves
 2. The whole South should be punished for starting the war
 3. The Southern leaders should be executed for starting a rebellion
 4. The South should be readmitted as quickly and easily as possible
28. The "Radical Republicans" felt that:
1. The army should not be involved with reconstruction
 2. They could still control Congress with the Southern representatives
 3. The Black Codes proved Southerners had not learned their lesson
 4. Lincoln's plan was the best one to follow
29. The dispute between President Andrew Johnson and congress during the Reconstruction Era illustrates the constitutional principle of
1. equality of justice under the law
 2. federalism
 3. one man, one vote
 4. separation of powers
30. Andrew Johnson's impeachment shows that:
1. Congress has little power in controlling the President
 2. The system of checks and balances is effective
 3. Impeachment is an ineffective process
 4. Presidential personalities are a reason for eliminating them

31. What was the Freedmen's Bureau?
1. a group like the KKK
 2. a group that strove for opportunities for blacks
 3. radical southerners looking for change
 4. there was no group called the Freedmen's Bureau

BASE YOUR ANSWERS TO QUESTIONS 32-34 ON THE FOLLOWING TEXT

Speaker A: Some slaves were freed after the Emancipation Proclamation. Others were freed by an amendment to the Constitution. We all know that free men can vote and we do not need any further amendments to tell us that.

Speaker B: If we pass these amendments we still do not insure the rights of a freed people. In states where white people have traditionally run the government, they will find it difficult to exercise their rights.

Speaker C: As a member of the Republican Party, I want to see these amendments adopted to insure the voting strength of our party in the South.

Speaker D: These amendments must be passed. The passage of these amendments will guarantee equal rights with no further governmental action required.

32. The constitutional amendments under discussion are the:
1. first and second
 2. fifth and tenth
 3. fourteenth and fifteenth
 4. twenty-first and twenty-second
33. Speaker C assumed that the Republican Party could count on the votes of the
1. former slaves
 2. western farmers
 3. urban factory workers
 4. former Confederate soldiers
34. Which speaker best described the political situation that actually occurred after reconstruction?
1. A
 2. B
 3. C
 4. D
35. Which provided the legal basis for segregation in the late 1800's and early 1900's?
1. Supreme Court decisions that excluded blacks from voting
 2. creation of laws by Congress restricting blacks from voting
 3. passage of "Jim Crow" laws by southern states
 4. laws that prevented blacks from working in factories
36. The decision of the Supreme Court in Plessy v. Ferguson is important because it:
1. upheld the legality of slavery
 2. punished the violence of the KKK
 3. approved of voting rights for blacks
 4. approved of segregation of whites and blacks

TRUE/FALSE: Read the following statements. If the statement is true, mark the #1 on your scantron sheet. If the statement is false, mark the #2.

37. The main war aim of the South was to continue its domination of the nation
38. Strong minorities in the Southern states opposed secession
39. The President of the Confederacy was Jefferson Davis
40. The north's economy was centered around the Plantation system
41. The belief that states should have the final say in what they do, not the federal government is called States' Rights.
42. The first state to secede from the Union was Missouri.
43. President Lincoln was the President throughout most of the reconstruction.
44. Groups like the KKK began to welcome African-Americans into Southern politics
45. Having states or territories decide whether or not they should have slavery is called Popular Sovereignty.
46. The unit in the movie "Glory" was from the state of NY.