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# ROLE-PLAYING

## US HISTORY



Exploration  
to  
Civil War

15 Short, Standards-Based Simulations

# Role-Playing US History

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Exploration *to* Civil War  
*Second Edition*

By Richard Di Giacomo





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# Welcome to Role-Playing US History

This book is an exciting collection of role-playing  
simulations for Social Studies classrooms.

Sixteen open-ended simulations involve students in events  
from colonial times up through the Civil War.

Students are actively engaged in assuming the roles of  
decision makers at crucial junctures in history, using critical  
thinking and group decision-making skills to resolve  
conflicts. Although most of the simulations are written for  
US History, some of them would work equally well in other  
social studies classes. All of these simulations will  
work in classes ranging from junior high to high school and  
at ability levels ranging from sheltered classes to honors.





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# National Curriculum Standards for Social Studies

Simulation Title	National Standards Number	Description
Native American Fictional Story Writing	K–4th grade standards: Topics 1–3	Communities, now and long ago History of students’ own state or region Peoples from many cultures who contributed to America’s heritage
Map Along with an Explorer	5–12th grade standards: Era 1 Standard 2	Early European exploration and colonization
Christopher Columbus Trial	Era 1 Standard 2	Early European exploration and colonization
Colonial Charter	Era 2 Standards 1–3	How the values and institutions of European economic life and government took root in the colonies
Tory, Patriot, or Neutral?	Era 3 Standards 1–2	Causes of the American Revolution, and its impact on politics, economy, and society
“Dear King George...”	Era 3 Standards 1–2	Causes of the American Revolution, and its impact on politics, economy, and society
War of 1812	Era 4 Standard 1	How United States territorial expansion affected relations with external powers and Native Americans
Early American Inventors Patent Application	Era 4 Standard 2	How the Industrial Revolution changed the lives of Americans
Mexican-American War	Era 4 Standard 1	How United States territorial expansion affected relations with external powers and Native Americans
California Gold Rush	Era 4 Standard 1	How the westward movement changed the lives of Americans
Reformer Resume	Era 4 Standard 4	The sources and character of cultural, religious, and social reform movements in the antebellum period
Abolitionist Movement	Era 4 Standard 4 Era 5 Standard 1	Reform movements and the causes of the Civil War
Antebellum Newspaper	Era 4 Standard 2 Era 5 Standard 1	The causes of the Civil War The rapid expansion of slavery changed the lives of Americans and led toward regional tensions.
Secession Convention	Era 4 Standard 2 Era 5 Standard 1	The causes of the Civil War The rapid expansion of slavery changed the lives of Americans and led toward regional tensions.
US History Counterfactuals	Eras 1–5	“What if . . . ?” questions covering all eras of early US history

# Common Core Standards

Simulation Title	Common Core Standards Number	Description
Native American Fictional Story Writing	CCSS.ELA-Literacy.W.8.3.a CCSS.ELA-Literacy.W.8.3.b	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
Map Along with an Explorer	CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Christopher Columbus Trial	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
Colonial Charter	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Tory, Patriot, or Neutral?	CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
"Dear King George..."	CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
War of 1812	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Early American Inventors Patent Application	CCSS.ELA-Literacy.WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Mexican-American War	CCSS.ELA-Literacy.WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
California Gold Rush	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Reformer Resume	CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Abolitionist Movement	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Antebellum Newspaper	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Secession Convention	CCSS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
US History Counterfactuals	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence



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## Introduction

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### ***What is a role-playing simulation?***

Role-playing simulations attempt to put the student in the position of a person in a particular time and place. Many of the simulations involve group problem solving and conflict resolution. The students are given a character sheet, which describes the group's needs and desires, a brief description of the historical problem, and a copy of the rules of the game. The individual assumes the role that they choose and makes decisions as the character would make during that particular time period. No preset limits are placed on a particular person's choices, as long as they are within the realm of what was historically possible. Because of the freedom to choose in these games, the outcome is very unpredictable. No two classes finish the simulation in the exact same way, which leads to interesting classroom discussions about why things turned out the way they did, what could have happened differently, and how the simulation compares to what actually occurred in history.

### ***How are these activities different from other simulations?***

Unlike many simulations that are commercially available, these games can usually be played in one or two class periods. Their open-ended nature allows for playing up to one week if time permits, but after a couple of days, you will find that most of the possibilities have been exhausted and continued play will have only limited instructional value. Another key advantage to this system is the cost. Everything you need to play these simulations can be reproduced out of this book. There are no lengthy rulebooks to deal with and minimal setup and cleanup time is required, allowing for maximum role-playing time. As much as possible, pieces have been kept to a minimum to make cleanup and storage easier and to keep down costs for teachers on a budget. The emphasis is on role-playing so that the student can get as much as possible out of his or her personal learning experience and not get tied up in the mechanics of a complicated rules system.

### ***How are the simulations used?***

The best way to use these simulations is at the beginning of a unit when students have little prior knowledge of the historical outcome of a particular conflict. This allows a clean slate for actions instead of a predictable imitation of history. Since students remember what they do more clearly than what they hear or read about, these simulations will create an unforgettable experience by bringing history alive.

Each simulation has also been assigned a complexity level that places it on a scale from 1 to 5 based on factors such as prep time, duration, and simplicity. The purpose of these ratings is to provide teachers with a benchmark for determining when and how to incorporate certain simulations into their lesson plans. Every simulation, regardless of its complexity level, can be modified according to your classroom's needs.



### ***Complexity Levels***

1. **Easy;** can be done with ELL, Special ed.; Short duration
2. **Simple;** can be done with almost any class; short, only minor modifications if any
3. **Average;** can be done by a typical class; moderate complexity; possibly some prep time; 1-2 class periods; some modifications may be necessary to fit ELL or Special Ed.
4. **Above Average;** can still be done by most classes but may require some student prior knowledge or teacher prep; 1–2 class periods, sometimes longer; major modifications may be necessary to fit ELL or Special Ed.
5. **Complex;** can be done with average classes, but may need more prep time for students and teacher; rules are bit more complicated; 1–2 class periods minimum but may take longer if the teacher feels it necessary; some modifications may be necessary to simplify the game for average classes; probably too difficult for ELL or Special Ed.

After the simulation is completed, the teacher can lead a very interesting discussion of why things happened the way they did, how they might have turned out differently in the game, or how they actually did turn out differently in other countries. This debriefing period is the most valuable portion of the activity. Students will be eager to participate because they were active stakeholders in the decisions made instead of passive listeners hearing about other people's problems from long ago. The activities build historical understanding, empathy for the viewpoints of others and group decision-making skills.

Follow up activities might include an essay comparing the game to what actually occurred in history or a visit to an internet newsgroup on alternative history, where students' questions can be bounced off a group of history professors, students, and aficionados across the world. This can be a very valuable form of feedback. The simulations can also be used at the end of a unit as a form of alternative assessment to see how well students can apply the skills they have learned to an actual historical problem.

### ***What do students have to say about these simulations?***

Invariably, students rate these activities among their favorite activities of the year. Returning students have stated that simulations are the things they remember best about the class years later. Undermotivated students will often flourish in these activities because they have found a place where their abilities can shine. Gifted students enjoy the challenge of adding as much realism and detail to the activity as possible and often enjoy taking a leadership role in the bargaining. Often, discussion over what has occurred will spill over into other classes, lunchtime, or after school. Students will compare what happened to their friends' classes and eagerly return the next day to see if the outcome is as they expected.

***How did this book come to be?***

I have played role-playing games since I was a teenager myself. The fun and unpredictability of the outcome of a given situation got me thinking about how history might have been different. As a lover of history and a player of every kind of game from checkers to fantasy role-playing and historical miniature battles, it was a natural step from tinkering with rules to developing my own games. I have experimented with these games from my first year of teaching, improving upon them every year based upon feedback from students. As I began to share these simulations with colleagues, they urged me to publish them and make them available for other teachers. Over the years, these books have grown in popularity and are used around the world. They have been adopted by school boards for their course of study. Education professors have recommended them for their student teachers, and I have been invited to share my methods with enthusiastic teachers at numerous social studies conferences. Here is another book to come from this effort.

***Acknowledgements***

I would like to dedicate this book to David Dal Porto for being the first person to encourage me to write historical simulations. He has inspired generations of students to have fun with history through active participation in role-playing. David is the author of many fine simulations, which are available at <http://historysimulations.us>.

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## FAQ's

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### ***Why should I do these activities?***

Simulations bring a subject alive in a way that no other activity can. As a teacher, when I had a concept to teach that was difficult to get across to students, simulations succeeded when lectures, films, readings, and other activities sometimes failed. Simulations also develop historical empathy. Students often have a difficult time relating to history. Role-playing allows students to understand what people in the past went through. It helps to avoid anachronistic thinking or imposing today's values upon the past. Suddenly, students understand the difficulty faced by decision makers and even ordinary people at critical turning points in America's history. They have "walked a mile in their shoes," so to speak.

### ***Isn't this just wasting time with playing games? What would the principal say?***

Students need a break from the ordinary classroom routines of worksheets, films, tests, etc. These activities allow for creative and divergent thinking on the part of students. The critical thinking skills developed in these activities are achieved in very few other classroom activities. Multiple intelligences are drawn upon and students will shine in areas that may not be seen at any other time of the year. These simulations produce better long-term memory than most classroom activities because the students are actively involved in what they are learning, instead of just being passive recipients. Administrators actually love these games because they show creativity and a willingness to try new things on the part of the teacher. Innovative teachers get noticed.

### ***I just don't have time for these "extra" activities. How will I squeeze them in when I have so much to cover in a year?***

These games are well worth the time spent on them. You may also feel free to pick and choose as many or as few activities from this book as you want. You probably won't have time to do all of them in a single year. The beauty of these games is that they can be tailored to fit any time frame. You can cut the game down to a single class period, if necessary. If you need to, you can modify the rules to better fit your students. Others can be extended with additional play time or enrichment activities, if so desired. Ideally, it is best to run one of these games when you can play it from start to finish in a single time period, such as a block or other special schedule. But, if need be, the games can be quickly cleaned up, stored, and reused at another class period. As a teacher, I know how hard it is to keep track of pieces and game results for separate class periods. These games are kept simple to facilitate these transitions.

### ***My students need structured activities. How can I control their behavior?***

Sometimes students need a little time to stretch their imaginations and get out of an ordinary classroom situation. The payoff from these activities is

well worth the risk of letting go of your traditional authority role a little bit. Students love these activities and consistently say they learn more from them than anything else they do in class. You are still the boss. You can be the arbitrator of what is an acceptable role-playing activity and what is off-task behavior. This means that you can't be a passive observer while the students "play." You need to be on your feet, actively monitoring each group, intervening or advising where necessary. You need to make sure that each student is involved and on task. You can make decisions on the course or outcome of the game or even role-play a higher authority that makes a ruling, if need be.

***OK, you've got me, but how do I know when to stop the games?***

This is the toughest part of the activity for the teacher. You have to make a judgment call. Ask yourself, "Have my students learned the objective at this point of the game?" and "Can I elicit any more learning out of this, or is the game just dragging on?" That's the point where you want to call the game over. This may vary from class to class, so you may have to be flexible with your planning. Don't be afraid to cut the game short if it has already accomplished everything you wanted it to or if other time constraints are pressing. Just make sure that you leave a few minutes for the debriefing questions, because that is the most important part of the activity. Don't skip these questions, even if you have to come back to them at the next class meeting.

***Who wins the game?***

Victory conditions vary from game to game, but in those simulations that are competitive, it is sometimes possible that no one wins, or everybody wins. This sometimes happens in real conflicts. The point of the activity is to feel what it was like to be involved with these events and decisions. Knowing which team wins is not really important. Kids are kids, however, and they are competitive by nature. Try to be fair in determining a winner, but you can't always please everybody. Also, due to the competitive nature of some of the games, some students may be tempted to cheat. Keep a sharp eye out for this. Advise students to keep an eye on their game pieces and report any suspicious activity. It only takes one argument over cheating to spoil an activity.

***I sometimes get frustrated by rules that I can't understand. What do I do if I am unclear about some aspect of how to run the games?***

We have all had that feeling of hopelessness when we buy a new game, read the rules, and still don't know what to do in certain situations. Simulations in particular are difficult to explain in print. Unexpected conditions may come up or a rule may need clarification. You wish you had someone who has run the game before looking over your shoulder and helping you. In such situations, you may contact the author directly for any questions regarding the activities in my books. I get suggestions and questions from enthusiastic readers, which often make it into the very next printing of the book. Just email [krinibar@aol.com](mailto:krinibar@aol.com), and you will get a rapid response.



# Lesson 1

## *Native American Fictional Story Writing*

### Objective

- To understand the ways in which people and places change over time
- To better understand the historical context in which Native Americans lived

### Duration and Complexity

- 1 hour
- Level 2: Simple

### Materials

- Paper
- Writing materials
- Historical reference books or websites
- A copy of the **Native American Fictional Story Writing** handout for each student

### Procedure

1. Hand out a copy of the **Native American Fictional Story Writing** handout to everyone. Explain what the students are expected to do (5–10 minutes).
2. Have the students write a one-page paper assuming the role of a Native American (30–40 minutes).
3. Collect the papers.
4. Debrief (5–10 minutes).

### Teacher Recommendations

1. This activity is best used as a culminating activity for a unit on Native Americans. It is helpful if students already have a basic idea of what the Native American culture was like in their area and its influence on the nation. Some additional research about the local Native Americans by students could enhance the writing process. There are many good books and websites available on the subject.

2. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like mentioning modern items without explaining how they would appear different to a person from another time. They must interpret what they see through the eyes of the person that they are role-playing. They must try to keep their own feelings out of it. The students cannot project modern values on persons from the past by saying things their person would not believe in or practice.
3. You may vary the length and depth requirements of this writing assignment depending upon the age and ability level of your students.
4. Debrief the students using the questions below.

### Debriefing

1. What would it be like if you traveled through time to visit your Native American person before anyone from the outside world made contact with him or her?
2. What would life be like if the European settlers had somehow managed to share the land with the Native Americans?
3. What do you think it is like to be a Native American living in your area today?

### Evaluation

Grade the essays on the level of creativity and accuracy students demonstrate. If desired, create a rubric to help evaluate them.

## Lesson 2

### *Map Along with an Explorer*

#### Objective

- To learn cartography skills

#### Duration and Complexity

- 1 to 2 hours
- Level 3: Average

#### Materials

- Historical atlases
- A brief primary source account of an explorer
- Graph paper or other drawing paper
- Drawing tools

#### Procedure

1. Choose a brief primary source account by an explorer that discusses a place or time period that you are studying in your class. Be sure to use one that describes newly discovered territories. Find an account that is in a modern translation and is easy to understand. Many of these can now be found online in collections of primary source documents and others, in books such as Samuel Morison's *The European Discovery of America*, various publications of the Hakluyt Society, or *Imago Mundi: The International Journal for the History of Cartography*. Make enough copies for everyone in the class.
2. Read the account together as a class. Then divide the students into small groups.
3. Highlight or take notes on every time the explorer describes a new place.
4. The students in each group should make a sketch map of at least one place that the explorer describes based only upon the description.
5. Each group then shares their map with the class and explains why they drew the map the way that they did.
6. Show the students what the territory described by the explorer looks like now, using a modern map.
7. Ask the Debriefing questions below.



### Teacher Recommendations

1. The explorers that you study need not be limited to the Age of Exploration; there are explorers' accounts available from all periods of history.
2. Make sure that you are not violating any copyright laws whenever you distribute copies of whatever explorer's account you decide to use. If the passage is short enough, it should fall within fair use laws. If there is any doubt, use one from your textbook or obtain written permission from the publisher.
3. Clear up any misunderstandings due to archaic words or unknown vocabulary in the primary source account before breaking up into groups.
4. Emphasize that the maps that students draw should not be judged for their artistic merit. The content of the maps is what matters. Do not allow students to critique each other's maps as if they were in an art contest. The students should compare maps to see how different people perceive things when they observe the land and draw maps based upon their observations.
5. Try not to have students compare their maps to historical atlases or the explorer's own maps until they have tried to draw their own first.

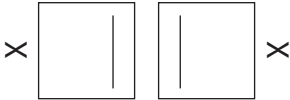
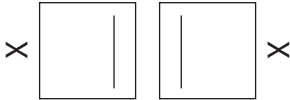
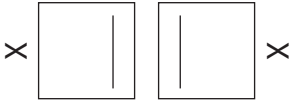
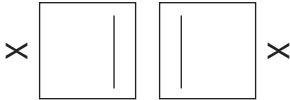


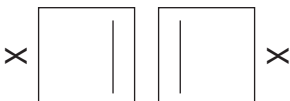
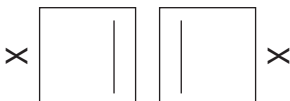
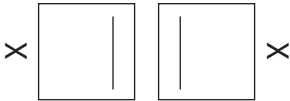
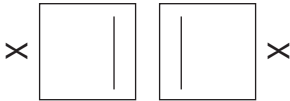
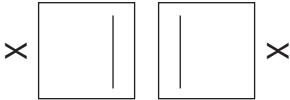
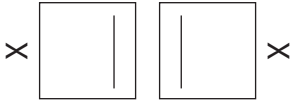
### Debriefing

1. Do you now have an appreciation of how difficult it is to draw a map from someone else's descriptions?
2. How much of what the explorer described was based upon his preconceived notions of what he expected to find in the newly explored territory?
3. What did the explorer say when confronted with unexpected geographical features or unfamiliar forms of terrain or climate?
4. Did the explorer name the newly discovered places based on locations in his homeland or other territories familiar to him? Why?
5. Did the explorer mention any inhabitants of the newfound land? How does he describe them?
6. Why do the maps from the time period of the explorer look so different from those of the area today?
7. How and why has mapmaking changed over the years since then?
8. If we were to explore a new planet today, how might we describe and name the places we would see?

## Evaluation

For enrichment, you could compare this account with another primary source account of exploration of the same area or of a different area. You could also compare the account that you read with another one describing the exploration of the same area in a different time period. It might also be challenging to have the students write an imaginary account of an explorer encountering a new area for the first time.

## Map Along with an Explorer Seating Chart

<b>WHITEBOARD</b>			
			
			
			
			
			
			

## Lesson 3

### *Christopher Columbus Trial*

#### **Objective**

- To appreciate the controversies surrounding the life of Columbus and how they have affected his legacy to this day

#### **Duration and Complexity**

- 2 to 3 class periods
- Level 5: Complex

#### **Materials**

- A copy of the **Witness for the Prosecution 1–5** or **Witness for the Defense 1–5** handouts for each witness and his or her lawyer
- **Sources for Further Study** handout (optional)

#### **Procedure**

1. Choose a very brave volunteer (one with a dramatic flair if possible) to represent Columbus. You may wish to pick a gifted student to research Columbus in advance so that he can answer more elaborate questions.
2. Decide whether the judge will be played by a leading student or the teacher.
3. Divide the rest of the class into five groups:
  - A. Witnesses for the prosecution
  - B. Witnesses for the defense:
  - C. 5 lawyers for the prosecution
  - D. 5 lawyers for the defense
  - E. The jury (9–12 members)
4. Begin by having the person playing Columbus, the witnesses, and their lawyers read their depositions and conduct further research (if necessary) to get more familiar with their character.
5. The lawyers then draft a series of questions they will use for their witnesses.
6. The lawyers rehearse the questions they will use with their witnesses to prepare how the witness will respond.

7. Conduct the trial with modern methods of questioning and cross-examination, but explain that the actual trials were quite different in those days. In the actual hearings, recorded as the *Pleitos Colombinos* (Columbian Lawsuits) by historians, Columbus himself was not actually on trial. His heirs were appealing to the Crown for a restoration of his rights, titles, and privileges, particularly that of Viceroy over all of the lands that he discovered and those adjoining them, with their accompanying revenues. Countersuits were filed by the Pinzón family and other witnesses who claimed that Columbus did not deserve credit for the discoveries. The proceedings dragged on for years to no one's satisfaction. Eventually, years after Columbus' death, his heirs were forced to agree to a settlement whereby they accepted title to a tiny portion of the vast lands discovered by Columbus, a small annuity, and the right to use the title "Admiral of the Ocean Sea" and other minor titles. For more information, see the article about the *Pleitos* in the attached bibliography.
8. After questions have been asked about all of the charges by both the prosecution and the defense, the jury can ask for any points of clarification and then meets privately to vote on whether Columbus should be convicted separately on each charge or not. They may then suggest an appropriate punishment, such as stripping him of his titles, rewards, etc. Note that Columbus may only be sentenced to death if the charge of treason is proved.

### Teacher Recommendations

1. Keep the objections to a minimum as it ruins the authenticity and flow of the trial.
2. To add more realism, you as the teacher can play the role of the king of Spain (even though he might not have been present) and conduct the trial under the assumption that the defendant is guilty until proven innocent, as was the way of monarchs in those days. You can show very obvious bias and a will to convict. This will surprise students, but tell them, "We are the King, and we can do whatever we want."
3. Remind your students that this trial never actually took place. Some of these people could not possibly have been present at the time of the trial. The depositions that follow are merely based on what they have said in their writings or what others have said about them. They are not direct quotations. They are approximate summaries of their views based on the closest reading of the historical sources possible. It was also necessary to paraphrase their words in order to make them more easily understandable to the modern reader and to have a concise document for the purposes of this simulation. The author has tried to be as faithful to their original ideas as possible. For further research, consult the attached bibliography.

4. Remind the jury that they represent the Council of The Indies, a group of nobles appointed by the king to administer the colonies and to supervise their exploration and development. Their primary interest is to see that law, order, and prosperity are restored to the colonies as quickly as possible. (In the actual proceedings, they were decidedly biased against the heirs of Columbus and dragged out the settlement as long as possible, hoping that the parties would give up. In the meantime they were free to give the titles and income from the colonies to whomever they wished).
5. You will notice that the charges of Columbus being a genocidal maniac or the sole founder of the slave trade in the Americas are conspicuously absent from this simulation. That is because they are based on rather poor modern scholarship that deliberately ignores any historical source that had anything positive to say about Columbus. Just as past generations glossed over the faults of Columbus in order to build a cult of hero-worship around him, some scholars today refuse to see any admirable traits in the man to further their political agenda. It is important to teach students that most historical figures had good and bad behaviors and characteristics and that to oversimplify them as all good or all bad is simply not being a good historian. It is not fair to single-handedly blame Columbus for all the sins of the explorers and conquistadors, nor is it accurate to portray him as a flawless hero or saint.

### Debriefing

1. What did you learn about Columbus that you did not know before?
2. In the actual trial of Columbus, only the witnesses against Columbus were allowed to speak and modern methods of cross-examination and rules of evidence were not used. Why do you suppose that this was done? How did it affect the outcome of the trial and Columbus' fortunes?
3. How has the legacy and image of Columbus changed over time and why?
4. Why is it that the negative impression of Columbus dominates most treatments of Columbus these days? Are these accounts truly fair and unbiased?
5. If the judge ran the court in a more traditional fashion, use these questions: What surprised you about the way this trial was conducted? What words would you use to describe it? Unfair? Fixed? Kangaroo Court? Why do you suppose the king acted this way? How was this different from a modern court?

Christopher Columbus Trial Seating Chart

JURY

X

X

X

X

DEFENSE

X

X

X

X

X

PROSECUTION

X

X

X

X

X

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## Lesson 4

### *Colonial Charter*

#### Objective

- To appreciate the enormous difficulty involved in planning a new colonial settlement

#### Duration and Complexity

- 1 to 2 hours
- Level 4: Above average

#### Materials

- Copies of the **Colonial Charter Simulation** handout for each student
- One copy of the **Colonial Charter** handout per group
- Writing materials
- Historical reference books or websites

#### Procedure

1. Explain to the class what a colonial charter was and show them examples of real ones if possible. These are available at: [http://avalon.law.yale.edu/subject\\_menus/statech.asp](http://avalon.law.yale.edu/subject_menus/statech.asp) and other websites, and in reference and historical books. You may need to paraphrase some of the archaic language in them to make them more comprehensible to your students.
2. Divide the students into small groups of five or less.
3. Have the students choose an imaginary colony site as if the Atlantic Seaboard was completely free of settlement and any place was open to them.
4. The students then read and discuss the questions regarding their charter.
5. Once the group has come to an agreement on the terms of the charter, they fill out the **Colonial Charter** sheet. Decisions should be made by majority rule. If someone cannot live by the rule of the majority, he or she may join another group, if possible.
6. Each group should summarize their charter for the class, and explain the reasons for their decisions.

7. The teacher should play the role of the monarch and sign all of the approved charters. You may wish to stage a simple ceremony to add some fun to the activity.
8. Ask the Debriefing questions below.

### Teacher Recommendations

1. The greater familiarity students have with colonial charters before doing this activity, the easier it will be for them.
2. Make sure the students groups are of mixed ability levels. Try to include students who are good writers, researchers, discussion leaders, and compromisers in each group.
3. Actively monitor each group during the decision-making phase of the activity. Provide suggestions and answer questions as needed.
4. The complexity of the answers on the **Colonial Charter** sheet should vary according to the age and ability level of the students in a particular class. Feel free to simplify the questions or add enrichment questions to fit your students as needed.
5. Stress that there is no right or wrong answer for these questions. There is no perfect plan for government, nor can all the difficulties for a colony that might lie ahead be foreseen.
6. Remind your students to stay within the proper time period of this simulation and avoid anachronisms. Tell your students that, most importantly, they should be honest and write as people of that time period would have felt, not as a modern person would feel.
7. Remind your students to stay within the time limits of the activity. Tell them not to dwell too long on one set of problems, but to try to write down as much as possible for every area being considered in the charter application.

### Debriefing

1. Do you think that the real planners of colonies could foresee difficulties that might lie ahead for their colony? Did they plan ahead for them?
2. Was it difficult coming to a compromise within your group? How did you resolve your differences?
3. How does your charter compare to the actual historical charters for colonies? What are the similarities and differences between them?
4. How does your charter compare to those of colonies in other parts of the world?



5. What would it be like if a new colony were established on another world in the near future? Do you think that the settlers might draw from the experiences of the past to help them to write their charter?

Evaluation

The charters should be graded for quality of work, not quantity. The effort put into them is what matters, not the length of the answers. Incomplete charters should be marked down considerably. You may wish to follow up this activity with a quiz or test on colonial charters.

Colonial Charter Seating Chart

WHITEBOARD											
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×

## Lesson 5

### *"Dear King George . . ."*

#### Objective

- To understand the grievances of the American colonists that led up to the American Revolution

#### Duration and Complexity

- 1 hour
- Level 1: Easy

#### Materials

- A copy of the Declaration of Independence or similar documents from the Continental Congress, paraphrased into modern English, for each student

#### Procedure

1. Each student will choose one grievance of the Continental Congress and rephrase it in the form of a single sentence beginning with "Dear King George" and ending with a specific complaint. For example, "Dear King George, your taxes are too high."
2. Each student will write his or her sentence on an index card and pass it to a neighbor for peer editing.
3. After the partner returns the card with edits, the student rewrites the sentence if necessary.
4. The pair comes to the front of the classroom together. One will be seated as King George, the other will kneel as a royal petitioner.
5. The petitioner says aloud his "Dear King George" sentence.
6. The student playing the role of the king replies with an excuse as to why he won't listen to their complaint. For example, if the petitioner says, "Your taxes are too high" he might say, "It is only fair that you pay for your own protection from the French and Indians."
7. The king dismisses the petitioner and thanks them for their time. The students return to their seats.
8. Each new pair of students does the same until all are done.

## Teacher Recommendations

1. Provide help as necessary if the students are having difficulty understanding the complaints of the colonists.
2. Keep the grievances simple. Limit them to one sentence, if possible.
3. You may want to provide some props to make the simulation more fun such as a royal robe and/or crown, a scroll, etc.
4. **Optional exercise:** Using any of the sentences which students composed during the Dear King George simulation, each student can draft a letter to King George using proper spelling, grammar, and format for a modern business letter. They may also learn how to address an envelope and send it to another class that is studying the same unit, if possible. As a follow up, have the students write and send a real letter to the president or to their representative concerning some of their current day concerns or grievances.

## Evaluation

Follow up with a class discussion that summarizes the grievances of the colonists. Discuss why the king was so unwilling to listen. Discuss why this led to war. You may want to conclude with a written quiz on this material.

## "Dear King George . . ." Seating Chart

<div style="display: flex; justify-content: center; align-items: center;"> <div style="margin-bottom: 10px;">KING</div> <div style="border: 1px solid black; width: 150px; height: 40px;"></div> </div>					
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> X X </div>		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> X X </div>		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> X X </div>	
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<div style="display: flex; justify-content: center; align-items: center;"> <div style="margin-right: 20px;">Two</div> <div style="margin-right: 20px;">by</div> <div>Two</div> </div>					

## Lesson 6

### *Tory, Patriot, or Neutral?*

#### Objective

- To understand the divided loyalties of the colonists at the time of the American Revolution

#### Duration and Complexity

- 1 hour
- Level 2: Simple

#### Materials

- Hand out a copy of the **Tory, Patriot, or Neutral** handout to everyone

#### Procedure

1. Discuss the possible backgrounds of some of the people listed below. Let students choose which person they will write about.
2. Have students read the Declaration of Independence and the pamphlet, "Common Sense" by Thomas Paine to become familiar with the arguments that these documents contain regarding Independence.

#### Teacher Recommendations

1. Remind them to stay within the proper time period and avoid anachronisms.
2. Point out that a person might have had mixed feelings about independence. They might have been in favor of it for some reasons and against it for others. They also might not have felt like independence mattered to them one way or another.
3. Tell your students that most importantly, they should be honest and write as that person would have felt, not as a modern person would feel.

## Lesson 7

### *War of 1812*

#### Objective

- To understand why the War of 1812 came to a stalemate

#### Duration and Complexity

- 1 hour
- Level 5: Complex

#### Materials

- Copies of the **War of 1812 Simulation** handout for each student
- Copies of **Combat Results Matrix** and **War of 1812 Playing Cards** per each team

#### Procedure

1. Distribute the **War of 1812 Simulation** to your students.
2. Explain the rules of the game to the entire class.
3. Divide the students into two teams, the Americans and the British.
4. Distribute the **War of 1812 Playing Cards** to each team.
  - I. Give the British the following cards:
    - a. 2 Impressment
    - b. 1 Sponsor Indian Raids
    - c. 1 Build Forts in the Northwest Territory
    - d. 3 Raise Canadian Militia
    - e. 2 Deploy the British Navy to the Atlantic Seaboard
    - f. 2 Deploy the British Navy to the Great Lakes
    - g. 1 Deploy the British Navy to the South
    - h. 2 Major Invasion of America
  - II. Give the Americans the following cards:
    - a. 2 Suppress Indian Revolts
    - b. 2 Invasion of Canada
    - c. 4 Raise Militia

- d. 2 Raise National Army
  - e. 1 Attack British Forts in the Northwest Territory
  - f. 3 Commission Privateers
5. The students then select which team member will be responsible for reporting to the teacher the final decision on which card the team will play during each turn.
  6. Both groups consider their options for which card the team will play each turn. After some time for discussion (5–10 minutes), decisions should be made by majority rule. If someone cannot live by the rule of the majority, he or she may join the other team. If there is a tie, the group spokesperson may cast an additional tie-breaking vote to come to a decision as to which card to play.
  7. Each card action may only be done the number of times that there are corresponding cards for it. In other words once a team has played the cards in their hand, an action may not be repeated unless there is another card available of the same type.
  8. The teacher announces that time is up and receives the cards from the two groups simultaneously. The teacher then consults the **Combat Results Matrix** and announces the results for that turn to the class.
  9. If the turn resulted in a victory for either side, record this on a tally on the board for all to see.
  10. If one side or the other gets three victories, they are declared the winner of the war. If neither side obtains a victory after six turns, stop the game, declare the war a hopeless stalemate, and initiate a cease-fire.
  11. After each turn, hold a negotiating phase to attempt to make a peace treaty. If one team is willing to make peace, they may agree to withdraw one of the action cards from their hand. This is a concession to the other side that they will not use this option again in the game. If a team can gain three concessions from the other side, they are declared the winner of the game. If both sides gain three concessions at the same time, they both win and the war is over. If neither side gains three victories or three concessions, the war goes on as a stalemate. If neither side wins the game after six turns, stop the game and declare the war a hopeless stalemate.
  12. After the game is over debrief the students using the questions below.

## Teacher Recommendations

1. This game is best used as a culminating activity after students already have a basic idea of what the War of 1812 was and its influence on the nation. Some further research about the War of 1812 by students could enhance the game. There are many good books and websites available. A good overview is provided in *The War of 1812*, by Harry L. Coles (University of Chicago Press, 1966). For websites see:
  - a. History Central (<http://www.historycentral.com/1812/>)
  - b. Key Events & Causes: War of 1812 (<http://home.earthlink.net/~gfeldmeth/chart.1812.html>)
  - c. Gateway New Orleans (<http://www.gatewayno.com/history/war1812.html>)
2. Keep a strict time limit on periods of discussion and negotiating. When you declare time, all discussion must stop and they must move on to the next phase of the game
3. Actively monitor each group during the decision-making phases of the game to make sure everyone is participating.
4. Once the group spokesperson has declared which action card the team will play that turn, there is no going back. The decision cannot be changed. That is why it is imperative that the teacher reveals both teams' decisions simultaneously.
5. It might be helpful to have a map of the War of 1812 on the wall for all to see during the game. Place a small sticky note on the map to indicate where the fleets and armies currently are.
6. If percentile dice are not available, use playing cards or any kind of random number generator that will make numbers from 1–100.

## Debriefing

1. Why is this war sometimes called the "Forgotten War"?
2. Some have referred to the War of 1812 as "The Second War for Independence." Is that an accurate title? Why or why not?
3. Why was it so hard to come to a compromise over this war? Did your team give many concessions? Why or why not?
4. How would the war been different if it had not occurred while Britain was busy fighting the Napoleonic Wars?
5. How did America manage to win the war despite having its capital burned down and failing to achieve most of its objectives?



Grade the students on the participation in the simulation or have them write a follow up essay based upon the debriefing questions.

## WAR OF 1812 MAP

<b>BRITISH</b>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	<b>AMERICAN</b>
	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	
	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	X	<div style="position: absolute; top: 5px; right: 5px;">—</div>	
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## Lesson 8

### *Early American Inventors Patent Application*

#### Objective

- To appreciate the impact that inventions had on Early America
- To understand the challenges that an inventor faces in getting his or her invention accepted

#### Duration and Complexity

- 1 to 3 hours
- Level 3: Average

#### Materials

- Computers with internet access
- Books and encyclopedias about inventions and inventors
- Drawing materials
- A copy of the **Early American Inventors Patent Application** handout for each student

#### Procedure

1. Assign or have students choose an inventor or team of inventors from a predetermined list that the teacher provides. Decide if you want to include American-born inventors as well as those born overseas. Make sure that the inventions have been patented in the U.S., however.
2. Research the inventors at the library or at a computer lab. Research in scientific encyclopedias, encyclopedias of inventions and inventors, or at the following websites:
  - a. Famous Inventor Biographies and Famous Inventions Facts ([http://www.kidinfo.com/american\\_history/inventors\\_inventions.html](http://www.kidinfo.com/american_history/inventors_inventions.html))
  - b. Enchanted Learning (<http://www.enchantedlearning.com/inventors/>)
  - c. Spotlight Biography (<http://www.smithsonianeducation.org/spotlight/inventors1.html>)
3. Allow some time for working on the **Early American Inventors Patent Application** in class and at home. Have students turn their applications in when they are finished.

4. Students present their findings in class with an oral report, poster presentation, webpage, or computer slideshow or other format.
5. Ask the Debriefing questions below.

### Teacher Recommendations

1. The inventors or inventions need not be famous. In fact, you may want to challenge your more advanced students by having them research a more obscure invention.
2. The inventions did not necessarily have to work or become widely used. It is sometimes fun to examine the wacky inventions that didn't really work or were too impractical to become popular.
3. Often, inventions were later replaced by a more modern technology or were a part of an ongoing sequence of improvements that led to today's way of doing things. Help your students to understand why the item was still a big breakthrough for its day.
4. Sometimes inventions were made simultaneously by two or more persons in different places. Explain to your students why this happens.
5. There is also sometimes a difference in the dates that are listed in reference books for the invention and its patent. Explain to your students why this happens.
6. This same assignment may be used for other periods of rapid technological change in American history, such as the Reconstruction period or the twentieth century.

### Debriefing

1. How were the inventions of early America different than those of later eras in America's history?
2. Why was there a sudden boom in the number of inventions made in America after the nation got its independence from Britain?
3. Why are inventions sometimes made simultaneously by two or more persons in different places?
4. How often are inventions truly new, and how often are they improvements on someone else's idea?
5. Why have these kinds of improvements or collaborative inventions become more common as time has gone by in the history of America?
6. Why is there sometimes a difference in the dates that are listed in references for an invention and its patent?

## **Evaluation**

Students present their findings in class with an oral report, poster presentation, webpage, or computer slideshow or other format. You may wish to follow up with a quiz on inventors or an essay about the inventive process.

## Lesson 9

### *Mexican-American War*

#### **Objective**

- To understand the different reasons that people had for joining or not joining the Mexican-American War

#### **Duration and Complexity**

- 1 hour
- Level 2: Simple

#### **Materials**

- Hand out a copy of the **Mexican-American War Simulation** handout to everyone

#### **Procedure**

1. Assign roles or let the students choose one (5–10 minutes).
2. Have the students write a one-page paper assuming this role. This could be in the form of a diary entry, essay or letter to a relative, a politician or the editor of a newspaper. You may assign one of these formats or let students choose the one that they prefer. Explain the proper format of each type of writing to the class. Provide a sample document, if necessary. Make sure that the students clearly label the type of writing they will be doing (30–40 minutes).
3. Debrief (5–10 minutes).

#### **Teacher Recommendations**

1. This game is best used as an introductory activity to the Mexican-American War. It is helpful, however, if students already have a basic idea of what the Mexican-American War was and its influence on the nation. Some prior research about the Mexican-American War by students could enhance the game. There are many good books and websites available on the subject.
2. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like, “What do people in the present-day state of Texas or California think?” in their discussions of whether or not to join the Mexican-American War. They must do what they think is best for the future of the person that they are role-playing. They must try to

keep their own feelings out of it. The students cannot use the advantage of foreknowledge to help the families by saying something like, "This war will be a disaster for Mexico. They will lose half of their country to the United States."

3. Debrief the students using the questions below.

## **Debriefing**

1. Why did people disagree so much about the reasons for this war?
2. What do you think the fate of the person that you represented would ultimately be once the war was fought?
3. What are some other incidents where the United States invaded or intervened in the military affairs of Mexico (the shelling of Veracruz, the Mexican Revolution, the hunt for Pancho Villa, etc.)? How did these incidents harm or help relations between the two countries?
4. Why are relations between the United States and Mexico so much better today?
5. What would happen if another Mexican-American War occurred today?

## **Evaluation**

Grade the writing assignments on the quality of the role-playing and depth of understanding exhibited by the student. Stress that the length of the paper is not as important as the quality of the writing.

## Lesson 10

### *California Gold Rush*

#### Objective

- To understand the long-term impact that the California Gold Rush had on ordinary families

#### Duration and Complexity

- 1 hour
- Level 2: Simple

#### Materials

- One copy of the **Gold Prospecting Success Chart** for each student
- A copy of the **Gold Rush Simulation Response Sheet** and corresponding **Family Description** per team
- 20-sided die or playing cards

#### Procedure

1. Divide the students into teams of at least two students. Group sizes may vary depending upon the size of the family being played. There should be one player for each adult in the family. Having players represent the children in the family is optional, depending upon the size of the class (Approximately 5 minutes).
2. Each group reads a fictional account of a family who is considering sending some or all of its members to California to seek their fortune in the gold fields (Approximately 5 minutes).
3. Team members discuss with each other how many of their family will go to California. They may decide to send none, some, or all of the members of their family to seek gold in California (Approximately 10 minutes).
4. Each group fills out the **Gold Rush Simulation Response Sheet** to record their decisions and the outcomes that they predict from them (Approximately 15 minutes).
5. Debrief (Approximately 5–10 minutes).

#### Teacher Recommendations

1. This game can be used as an introductory activity, but it is best used as a culminating activity after students already have a basic idea of what

the California gold rush was and its influence on the nation. Some prior research about the gold rush by students could enhance the game. There are many good books and websites available that contain oral histories from gold rush participants.

2. The groups can be created by the teacher's choice or randomly depending upon your students' ability levels and needs.
3. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like, "Why don't we just jump on a plane and go there?" in their discussions of whether or not to go to the gold rush. They must do what they think is best for the future of family that they are role-playing. They must try to keep their own feelings out of it. The students cannot use the advantage of foreknowledge to help the families by saying something like, "Most people did not actually strike it rich in the gold rush, so let's just forget about going."
4. If a group cannot make a decision then the senior male in the family must decide for the group. This is how decisions were made in those days because it was a male-dominated society.
5. Debrief the students using the questions below.

## Debriefing

1. How real did this feel? Are you glad the game turned out the way it did or are you disappointed with its outcome?
2. What would life be like today for the family that you represented in the game?
3. Which of the families in this simulation had the best chance of actually finding gold in California? Why?
4. How did the events of the California gold rush compare to gold rushes at other times and places in our country's history? Was the impact on families the same or different?
5. What would happen if another event like the gold rush occurred today?

## Optional Activity

If you so desire, you may want to have your students roll on the following chart to determine the ultimate fate of the family seeking gold in California.

**Note:** while the odds of finding gold on this chart seem slim, in the actual California gold rush even fewer people struck it rich. In fact, most of the immigrant families would be driven away or even lose their lives because of crimes against foreigners committed by other miners or the severe anti-immigrant laws enacted in California after achieving statehood.



# Lesson 11

## *Reformer Resume*

### Objective

- To learn about the goals of reform movements, while also learning a job search skill

### Duration and Complexity

- About 2 hours
- Level 3: Average

### Materials

- Samples of real resumes
- Historical reference books or websites
- A copy of the **Reformer Resume** handout for each student

### Procedure

1. Briefly summarize the goals of the various reform movements that took place in America in the 1800's.
2. Have the students sign up for a particular cause that interests them.
3. Research actual reformers from this time period in your library or computer lab.
4. Explain what a resume is and how it is written.
5. Have the students fill out the **Reformer Resume** as if they themselves were the reformers hoping to get a job within the movement.
6. The students turn in the assignment to the teacher.
7. Share the students' results with the class, if desired.
8. Ask the debriefing questions below.

### Teacher Recommendations

1. This assignment requires a little creativity. Literal-minded students may require a little extra guidance filling out the resume form because the responses are not merely factual.
2. The reformer the student will represent need not have been an actual person. They can be a composite of several different people, if necessary.

3. Explain to your students that this activity is a deliberate anachronism. People did not really use resumes in those days, and the kind of information that a person might include in a modern resume is quite different.
4. Not all questions will fit every potential reformer. Just instruct your students to answer the questions as completely as possible.

## Debriefing

1. Why did the reform movements in America become necessary?
2. How successful were they?
3. What could they have done to better advance their cause?
4. Why was it so hard to attract people to work for the reform movements?
5. How are the reform movements of the 1800's different from those underway today?

## Evaluation

If desired, you may stage a mock job fair, where some of your students role-play the leaders of reform groups and others interview with them using the persona of their reformer. Grade the resume on completion and quality of work.

## Lesson 12

### *Abolitionist Movement*

#### **Objective**

- To appreciate the difficulty in persuading people to reform

#### **Duration and Complexity**

- 1 to 2 hours
- Level 4: Above average

#### **Materials**

- Drawing materials
- Poster paper
- Computers

#### **Procedure**

1. Divide the students into one team for each type of antislavery publicity. There will be separate groups for posters, cartoons, slogans, photographs, speeches, and first-person testimonials. Group sizes may vary depending upon the number of students in the class. It would be helpful for the teacher to create groups of mixed artistic, research, writing, and verbal levels (Approximately 5 minutes).
2. Each group researches the abolitionist movement in the library and/or on the internet. Focus on finding examples of actual persuasive publicity used by the movement in history (Approximately 30 minutes).
3. Team members discuss with each other the best ways to convince people who are not very familiar with slavery that it is unjust and immoral (Approximately 10 minutes).
4. Each group produces an original piece of publicity to show the class.
5. A spokesperson from each group explains to the rest of the class why they think their publicity piece is persuasive (10–15 minutes).
6. Debrief (5–10 minutes).

#### **Teacher Recommendations**

1. This game is best used as a culminating activity after students already have a basic idea of what the abolitionist movement was and its

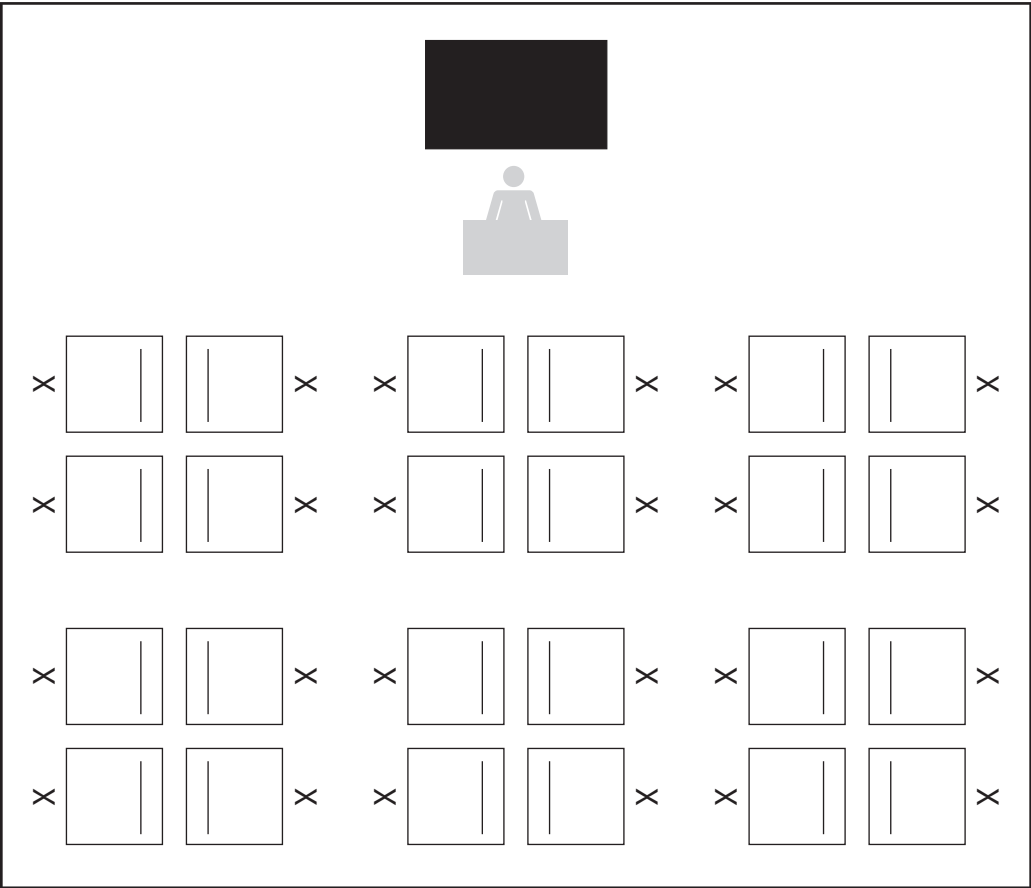
influence on the nation. There are many good books and websites available that contain actual examples of persuasive publicity pieces used by the abolitionist movement. A good place to start is the Library of Congress website at "The African American Mosaic" (<http://www.loc.gov/exhibits/african/afam005.html>) or the Cornell University Library's "Abolition in America" (<http://rmc.library.cornell.edu/abolitionism/introduction.htm>).

2. The groups can be created by teacher's choice or by letting students sign up as long as they have mixed student ability levels.
3. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like, "Everyone knows slavery is wrong." In order to persuade people, they must try to understand those who thought slavery was justified or was of no personal concern to them. The students cannot use the advantage of foreknowledge to help the cause by saying something like, "Slavery will eventually be outlawed anyway."
4. Debrief the students using the questions below.

## Debriefing

1. Why is it that many Northerners did not know much about slavery?
2. What would your group do to fight slavery if you had more resources available to you?
3. Is it possible to persuade Southerners to give up slavery as well? Can you persuade some, if not all of them?
4. What kinds of resources do today's reformers have available to them to make their jobs easier?
5. In what ways have today's reformers been influenced by the methods used by the abolitionists to persuade people?
6. What kinds of modern day reform movements have a moral motivation behind them similar to the antislavery movement?
7. In what ways was the abolitionist movement similar to or different from the movements today against abortion, the use of torture, child labor, apartheid policies, or the abuse of the environment?
8. The abolitionist movement had its roots in a religious revival based upon biblical principles of freedom and human dignity. Are the modern movements similarly rooted in the Bible or do they have other inspirations as well?

Abolitionist Movement Seating Chart



## Lesson 13

### *Antebellum Newspaper*

#### Objective

- To understand the issues that led to the war and the role of bias in historical perspective

#### Duration and Complexity

- At least 4 to 5 hours
- Level 5: Complex

#### Materials

- A collection of books about the Civil War (from a library, for example)
- Scissors; glue; writing materials
- One copy each of the **Antebellum Newspaper Simulation** and **Sample Antebellum Articles** handouts per student

#### Procedure

1. Distribute one **Antebellum Newspaper Simulation** assignment sheet per student.
2. Divide the class into two groups. One will produce a pro-Northern paper and the other will produce a pro-Southern paper.
3. Students will write and lay out the newspaper according to the instructions on the **Antebellum Newspaper Simulation** assignment sheet.
4. Have the students carefully proofread and edit their newspapers with your help.
5. Have each pair pass their rough drafts on to the other group of students for further proofreading and editing.
6. If possible, share the final projects with other limited English classes or lower grades.

#### Teacher Recommendations

1. Explain what an anachronism is. Make sure the students' stories do not contain anything that the people of the 1850s would not have known about.

2. Explain to the students that they are writing the stories from a particular bias or historical perspective. They are to keep to the role they are playing whether they personally agree with their positions or not. For example, the students writing the pro-Southern paper will endorse slavery. That doesn't mean we approve of it today, we are just trying to understand the way that most Southerners thought at the time.
3. Keep the stories relatively short to avoid making the assignment too difficult or time-consuming.
4. Make sure the stories contain enough factual information to make sense. Incomplete stories should be graded down considerably.
5. Do not grade too harshly on the appearance of the paper, but on content only.

### Evaluation

Follow up with a quiz on the antebellum period.

### Antebellum Newspaper Seating Chart

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# Lesson 14

## *Secession Convention*

### Objective

- To understand the issues that led to the secession of many Southern states from the Union and the outbreak of the Civil War

### Duration and Complexity

- 1 hour
- Level 2: Simple

### Materials

- One copy of the **Secession Convention Simulation** and **State and Territories Summary** handouts for each group

### Procedure

1. Divide the students into one team for each state or territory considering secession. Try to get at least two students in each group (Approximately 5 minutes).
2. Give each team the **State and Territories Summary** for their state only. You can do this by cutting each state or territory's summary into a strip of paper and handing it to each group (Approximately 5 minutes).
3. Team members discuss with each other whether or not to secede from the Union (Approximately 10 minutes).
4. After discussion, each team must cast a final vote on secession. The majority rules in each vote. If there is no majority, the state or territory remains in the Union by default. One member from each team will be chosen to report the official final vote to the teacher, who records it on the board for all to see (Approximately 5 minutes).
5. After the votes are in, see if enough states or territories have voted for secession to constitute a new nation. At least five states and/or territories are needed. Then hold a second round of voting to see if any states wish to change their minds and vote for or against secession (10–15 minutes).
6. As a whole, the seceding states or territories must draft a brief document that they will send to the United States Government declaring why they are leaving the Union. The remaining states or territories may also draft a brief document that they will send to the United States Government declaring their loyalty to the Union (10–15 minutes).
7. Debrief (5–10 minutes).



## Teacher Recommendations

1. This game is best used as a culminating activity after students have already studied the antebellum period and the secessionist movement's part in accelerating the outbreak of the Civil War. Some prior research about the secessionist movement by students could enhance the game. There are many good books and websites available that contain histories of this period.
2. The groups are created by the teacher's choice or randomly depending upon your students' ability levels and needs.
3. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like, "How will this affect the future civil rights movement?" in their discussions of whether or not to secede. They should only think about the immediate future of the state or territory that they are role-playing. They must try to keep their own feelings about slavery or regional rivalries out of the decision. The students cannot use the advantage of foreknowledge to help the groups by saying something like, "The North is going to win the war no matter what we do."
4. Debrief the students using the questions below.

## Debriefing Questions

1. How did this game turn out compared to the real secessionist movement?
2. What do you think the North's reaction to this vote would be?
3. How would the war have turned out after your vote?
4. If the seceding states or territories had known that this vote would ultimately lead to their conquest and the end of slavery, do you think this would have changed their votes?
5. What other countries have had secessionist movements? Were they successful?

## Evaluation

You may wish to have the class draft a confederate constitution after this simulation. Copies of the real one can be found on the Internet for comparison's sake. You may also wish to have the students write an essay on the causes and effects of the secessionist movement.

## Secession Convention Seating Chart

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## ● US History Counterfactuals: “What if . . . ?” ●

These are a series of interesting critical thinking questions that encourage students to think about the possibilities of alternative outcomes in history and their consequences. These questions may be used to supplement the simulations in this book, evoke student participation during a lecture, begin a class discussion or debate, or as writing prompts for journals or essays.

### **The Pre-Columbian Era**

- What if the horse had not become extinct in North America?
- What if ancient Americans had discovered metallurgy?
- What if ancient Americans had discovered the wheel?
- What if ancient Americans had sent explorers to Europe or Asia?
- What if ancient Americans had developed nation-states?
- What if the Vikings had stayed in America?
- What if the Vikings had told other Europeans about America?
- What if the Chinese had sent explorers to America?
- What if ancient Americans had stayed in Asia?
- What if more Native Americans had been city builders?

### **The Age of Exploration**

- What if the Italian explorers had made their land claims for their own countries?
- What if Amerigo Vespucci had succeeded in reaching the Pacific Ocean first?
- What if Amerigo Vespucci had not claimed that America was part of a new world? What if he believed it was part of Asia as Columbus insisted?
- What if Cortes had not conquered the Aztecs?
- What if the Spanish had discovered gold in California?
- What if Columbus had given up?
- What if Columbus had been turned down by the Spanish?
- What if Columbus had convinced the Portuguese to back his voyages of exploration?
- What if Columbus had reached Asia?
- What if Columbus had known he wasn't in Asia?
- What if Magellan had lived to return to Spain?
- What if Giovanni Caboto (John Cabot) had survived his second voyage?
- What if the English or French had never claimed colonies in the New World?

- What if the Native Americans had had resistance to European diseases?
- What if the potato had not been discovered in the New World?
- What if maize had not been discovered in the New World?
- What if the French or Spanish had conquered all of North America?
- What if Sir Francis Drake had been captured by the Spanish and hanged for piracy?
- What if there had been no slavery in America?
- What if tobacco never existed?
- What if the New World never existed?
- What if gunpowder had never been introduced to Europe?
- What if the caravel had not been invented?
- What if the compass had not been invented?

## The Colonial Era

- What if the *Mayflower* had sunk?
- What if the *Mayflower* had reached its original destination?
- What if the *Mayflower* had landed in South America?
- What if the Pilgrims had stayed in England?
- What if Pocahontas had not died of smallpox after traveling to England?
- What if Squanto had kept his gardening tips to himself?
- What if Bacon's Rebellion had succeeded?
- What if all the colonists got along with the Indians as well as Miles Standish did?
- What if the Salem Witch Trials had spread to other colonies?
- What if the Salem Witch Trials were conducted today?
- What if the Great Awakening had not occurred?
- What if the colonies had not completely come under British control?
- What if slavery had spread to the Northern colonies?
- What if all of the colonies had developed their own forms of representative government?
- What if the British had allowed settlement beyond the Appalachian Mountains?
- What if the Dutch had stayed in North America?
- What if all of the Indians were on the French side in the French and Indian War?
- What if the French had won the French and Indian War?
- What if all of the colonies had fully industrialized?
- What if George Washington had not fought on the British side in the French and Indian War?

## **The American Revolution**

- What if the works of the philosophes had been successfully repressed in the Colonies?
- What if the Revolutionary War had been fought entirely by militia?
- What if the Continental Army had used the tactics of the British?
- What if the perpetrators of the Boston Tea Party had been caught?
- What if the Bostonians had fired back at the British during the Boston Massacre?
- What if Paul Revere had chickened out and stayed in bed that night?
- What if the Continental Army had conquered Canada?
- What if the colonies had peacefully settled their differences with England and remained British?
- What if the British had permanently lowered taxes in the colonies?
- What if the British had permitted colonists to stand for election in the British Parliament?
- What if a different king had been on the throne of England during the Revolutionary War?
- What if the British had won the Revolutionary War? What impact would this have had on America and on future revolutions?
- What if the French Revolution had occurred before the American Revolution?
- What if the French had not aided the Americans in their Revolution?
- What if the Patriots had been communist?
- What if George Washington had declined to lead the Continental Army?
- What if Benedict Arnold had remained loyal to the American cause in the Revolutionary War?
- What if there had been no Tories in the Revolutionary War?
- What if George Washington had become a dictator?
- What if George Washington had become the king of America?
- What if the Declaration of Independence had been written by someone else?
- What if the Declaration of Independence had been written earlier?
- What if the Declaration of Independence had been written later?
- What if the Declaration of Independence had been signed by only some of the colonies?
- What if Cornwallis had refused to surrender?
- What if Thomas Jefferson or Benjamin Franklin had helped to write the Constitution?
- What if the Articles of Confederation were still in effect?
- What if the Bill of Rights had not been passed?

## The Early Republic

- What if the Whiskey Rebellion had succeeded?
- What if John Marshall's assertion of the principle of judicial review had been rejected by Congress or the president?
- What if Thomas Jefferson had said no to the Louisiana Purchase?
- What if Sacajawea had been a stay-at-home mom?
- What if Lewis & Clark had found a navigable river passage to the Pacific Ocean?
- What if the Alien & Sedition Acts were still in effect?
- What if the Burr conspiracy had succeeded?
- What if Aaron Burr had not killed Alexander Hamilton?
- What if the British had successfully reconquered the United States during the War of 1812?
- What if the British had not been fighting the French while fighting the United States during the War of 1812?
- What if the news of the Treaty of Ghent had arrived before the Battle of New Orleans in the War of 1812?
- What if we had fought the French during the War of 1812?
- What if the Monroe Doctrine had actually been put to the test?
- What if the Bank of the United States was still in operation?
- What if the Federalist Party had not died out?
- What if the U.S. had gone to war with Britain over Oregon?
- What if Florida had remained Spanish?
- What if Andrew Jackson had been killed in one of his duels?
- What if Andrew Jackson had been impeached?
- What if Andrew Jackson had honored the Supreme Court's decision to block the removal of Indians from the Southeast?
- What if Santa Anna had been a better general or leader?
- What if Texas had remained a separate nation?
- What if Texas had been divided into separate states upon entering the Union?

## The Mexican War

- What if Mexico had agreed to our proposal to buy some of its territory?
- What if Mexicans had discovered gold in California before the Mexican-American War?
- What if Mexico had not allowed foreigners to settle on its land?

- What if the northern provinces of Mexico had been more heavily settled before the Mexican-American War?
- What if the Californian Mexicans had united in the defense of Mexican rule in California?
- What if the California missions had not been sold off by the Mexican government?
- What if the United States had decided to keep all of Mexico after its defeat in the Mexican-American War?

### **The California Gold Rush**

- What if the California Indians had survived the gold rush in large enough numbers to be placed in reservations, as happened in other parts of the United States?
- What if everyone who set out for California in the gold rush had actually survived the trip?
- What if there was no gold in California?
- What if the Oregon Trail and other famous trails had proved impassible?
- What if there had been a Panama Canal at the time of the gold rush?

### **The Antebellum Era**

- What if Eli Whitney had not invented the cotton gin?
- What if the Missouri Compromise had remained in effect?
- What if Nat Turner’s Rebellion had succeeded?
- What if Denmark Vesey’s Rebellion had succeeded?
- What if John Brown’s Rebellion had succeeded?
- What if the Compromise of 1850 had worked?
- What if the Kansas-Nebraska Act had not been passed?
- What if Kansas had been settled by all proslavery or antislavery forces and the events that earned it the nickname “Bloody Kansas” had not occurred?
- What if the Whig Party had not dissolved?
- What if the Republican Party had never arisen?
- What if Abraham Lincoln had not been elected?
- What if the Border States had also seceded?
- What if Abraham Lincoln had decided to let the seceding states leave in peace?
- What if the Dred Scott case had been decided in his favor?

## The Civil War

- What if Fort Sumter had not surrendered?
- What if Abraham Lincoln had had a competent general from the beginning of the war?
- What if Robert E. Lee had fought for the North?
- What if the North had surrendered after the Battle of Bull Run?
- What if the battle of Antietam had ended the war in a draw?
- What if Abraham Lincoln had not issued the Emancipation Proclamation?
- What if the South had won the battle of Gettysburg?
- What if Pickett's charge had never happened?
- What if George Meade had pursued Lee's army after the battle of Gettysburg?
- What if Grant had become a hopeless alcoholic?
- What if there had been larger battles in California and other parts of the West?
- What if England had intervened in the war on the part of the South?
- What if the Confederacy had had a stronger economy?
- What if the Confederacy had had more industry?
- What if the North had also had slavery?
- What if the North had had a stronger army from the beginning?
- What if the Confederate capital had not been moved to Richmond?
- What if Robert E. Lee had surrendered sooner?
- What if Abraham Lincoln had not been assassinated?
- What if all of the other assassinations plotted for the same evening as Abraham Lincoln's had succeeded?
- What if John Wilkes Booth had not been caught?
- What if John Wilkes Booth had stood trial?





# Reproducibles

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# Native American Fictional Story Writing

**Directions:** Write a story about a local Native American man or woman who lived before the time of European contact who travels through time to see your area today.

## Story guidelines:

1. How did he or she get here?
2. What kinds of things would he or she see that would seem strange?
3. What was the area like when he or she was alive?
4. What kinds of things would he or she miss?
5. What kinds of things would he or she like or dislike about the area today?



# Christopher Columbus Trial Simulation

## The charges against him:

1. Breach of contract. He didn't discover the Indies, therefore, the king and queen don't owe him a peso.
2. Mismanagement of Hispaniola. He was a terrible governor.
3. Misappropriation of the reward for the first sighting of land. He stole the money from others who sighted land first.
4. Impersonating a lord of noble blood. He was not a noble so he should not be allowed to be a viceroy of the Indies for the king and queen.
5. Conspiracy to commit treason against Their Most Catholic Majesties, the king and queen of Spain. He has defrauded them and conspired with our enemies.



Christopher Columbus

## Characters:

- Christopher Columbus, (known to the Spanish as Cristóbal Colón and in his native Genoa as Cristoforo Colombo)
- The judge (the teacher or a leading student)
- 5 lawyers for the prosecution
- 5 lawyers for the defense
- The jury (9–12 members) representing the Council of the Indies
- Witnesses for the prosecution:
  - Francisco de Bobadilla (royal representative to the Indies)
  - Martín Alonso Pinzón (captain of the Pinta)
  - Gonzalo Fernández de Oviedo (chronicler of the *General and Natural History of the Indies*)
  - Master Rodrigo (former archdeacon of Reina; Spanish theologian)
  - Guatauba (a Taino Indian)

- Witnesses for the defense:
  - Ferdinand Columbus (son of the Admiral of the Ocean Sea)
  - Giovanni Caboto (John Cabot; fellow explorer)
  - Bartolomé de Las Casas (defender of the Indians; author of *History of the Indies*)
  - Paolo Toscanelli (professor of mathematics, geography, and philosophy)
  - Amerigo Vespucci (fellow explorer; head of the Royal Academy for Exploration of the Indies)

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The Santa María

Image source: Courtesy of the Library of Congress

## Witness for the Prosecution #1

### Deposition of Francisco de Bobadilla, royal representative to the Indies

Cristóbal Colón (Columbus) was a cruel and corrupt governor of Hispaniola who, through false claims and mismanagement, ruined the colony, oppressed its Christian and Indian inhabitants, and plotted to wrest control of the colony for his own possession or to hand it over to the control of our enemies. He overtaxed the Indians and forced the Spaniards to do hard labor for him and to go for long periods without pay. He falsely accused innocent people and punished them harshly. He was unable to fairly collect the taxes due from the Indians to the sovereigns. He was also unable to control their uprisings. When unable to deliver the gold and riches that he said this colony would produce for Spain, he enslaved some of the very same Indians he had told everyone earlier not to harm. Not that I am against slavery itself, for, as everyone knows, the Indians enslaved each other before we arrived. But why enslave those who are loyal to us? Colón was a very poor judge of which Indians were loyal and which were not. Innocent ones were killed and treacherous ones were pardoned. Many lives were needlessly lost.

Colón is cruel and greedy and deserved to be replaced. Had he remained the governor, the colony surely would have fallen into ruin. I was sent as a most humble servant of Their Most Catholic Majesties to report on the status of the colony and the uprising. I regret to have to say that Cristóbal Colón and his brother are totally incompetent and that I had no choice but to assume the leadership of the colony for myself to restore some sense of order to the chaos they had created. After listening to the grievances of many upstanding citizens who were harmed by them, I strongly feel that no one who bears the name "Columbus" should ever rule these lands again. I agree with Their Most Catholic Majesties that Spanish lands should remain in Spanish hands from now on.



## Witness for the Prosecution #2

### Deposition of Martín Alonso Pinzón, captain of the Pinta, 1492

Colón (Columbus) was a fraud. It is I who found the lands of the Indies first for the glory of Their Majesties. I returned to Spain first to stake my rightful claim. His poor leadership often led the men to the brink of mutiny. He made judgment errors in the course of navigation that could have cost us our lives. He recklessly endangered us to further his own ambitions. He defrauded humble sailors of their rightful prize from the king and the queen for being the first one to sight land. On this account, I seek nothing for myself, but only that the simple sailor who first sighted land be given the prize money for himself. As if Colón needs the money after all of the vast funds and rewards lavished upon him already! Why cheat a poor sailor of the 10, 000 maravedis annuity when that money could mean a lifetime of security to a poor man like Pedro Yzquierdo and nothing more to Colón? He is a traitorous foreigner who lorded it over loyal Spanish patriots who were humbly serving their righteous sovereigns. He is not to be trusted and should not be paid anything since all of the important work was done by others.

I am the one that arranged for all of the important introductions that made this journey possible when everyone else said it was foolishness and could not be done. I lent him money and provided him with ships. Columbus could have never found the Indies without my help. I was the first one to sight land in the Indies, the first to land in Hispaniola, and the first one to return to Spain. I was the one to encourage the men to go on when they all wanted to turn back. I was even the one to give Columbus the idea to sail westward. I told him of a letter I saw in Rome wherein the wise King Solomon told of a rich land named Cipangu that could be reached by sailing west from Spain. It is only fair that I, a native-born Spaniard, be given half of the treasure that I have brought to the king and queen of Spain. I once called Columbus my friend, but that filthy, lying foreigner has defrauded me of what he promised and all that I worked so hard to gain. My only hope is that as I lay dying, God will see fit to bring justice to my heirs and restore the riches and honor that are due to my family.

## Witness for the Prosecution #3

### Deposition of Gonzalo Fernández de Oviedo

I am the author of the great work *Historia General y Natural de las Indias* (*General and Natural History of the Indies*), the first comprehensive work to chronicle the history of the region from its earliest times under the rule of our great sovereigns, the king and queen of Spain. I know this land, Columbus, and his deeds better than almost any other man alive. While Columbus had some admirable traits, he has made some inexcusable errors that cast shadows of doubt upon his ability to rule these colonies, and even upon whether he truly deserves to be called their discoverer. Most of all, he is far from the first person to consider finding new lands to the West. Did not the great philosopher Aristotle mention the land of Atlantis as being to the west of the straits of Gibraltar? If such an authority as Aristotle says that the Carthaginians had already been there and people are now being sent to the Inquisition for questioning the word of the wise Aristotle, then what are we to say of Columbus' claims that he got there first?

A commonly repeated story these days is that Columbus first thought of sailing westward when he saw the Indies clearly marked on a map made by a Portuguese man, Vicente Dias, who had already been there. This man had been blown off course by a storm and had seen these islands, but had been unable to find them on several return ships. Is it not at least possible that Dias, or some other Portuguese Andalusian or Basque navigator, put this idea into Columbus' head? No one can prove this is true, and I am not really sure I believe it myself, but, if it is true, then all claims he has made as to revealing the Indies to the rest of the world, and all of the titles and revenues that come with it, are falsely gained. This would make Columbus no more than an imposter and a usurper. As to the claims of the Pinzóns, they are great navigators, but I think that it would have been shameful for them to mutiny against their commander, and they clearly did not. I will leave it up to this court to decide who deserves the proper credit for discovering these new lands and returning to Spain first. I want no further part of these proceedings.

## Witness for the Prosecution #4

### Deposition of Master Rodrigo, former archdeacon of Reina; Spanish theologian

When Columbus came to us, he was a poor tradesman who only pretended to be a scholar. Columbus' ideas were based on faulty knowledge of geography and history. He dared to add his own changes to the long-accepted maps of the great Greek geographer, Ptolemy. He deliberately underestimated the circumference of the globe to make his proposal sound more feasible. He misinterpreted the Scriptures when he said that the world is 2/3 water. Many great philosophers disagreed with him. Even though Their Most Catholic Majesties were busy with the righteous crusade of driving the Moorish infidels from our land, Columbus kept harassing them until they gave in and let him try his Enterprise of the Indies. He proved nothing by going there, however, because others went to the Indies before him. There have been Spanish colonies in the Indies for as far back as the Carthaginians. Even the Portuguese went there before Columbus did. He probably got the idea from them.

Columbus did nothing new, so the king and queen owe him nothing. He is foreign-born and had a Portuguese wife. For all we know, he could be a spy for our enemies! Columbus said that he would pledge all of the money he gained from his conquests to start a new crusade. Well, I haven't seen any new crusades started lately. Besides, he has been to the Indies four times and still hasn't found the wealth mentioned by Marco Polo. Despite all of this, he has the nerve to demand to be made the king of the new lands he found and to be given a large share of its wealth for him and his heirs forever. Even a fool with only a basic understanding of the law knows that if you don't deliver upon your part of the bargain in a contract, you can't expect any reward in return! Who does he think he is? We have put up with this fool for long enough. Give him some pittance of a settlement and give the proper credit and reward to loyal Spaniards like the Pinzóns who have served God and their country faithfully in these troubling times.

## Witness for the Prosecution #5

### Deposition of Guatauba, a Taino Indian

When I first met Columbus, I thought the gods had come to our island. He and his men looked so strange to us, but he seemed warm and friendly. He seemed genuinely interested in learning our ways and offered us interesting items like bells and mirrors, which we had never seen before. I still remember the first time I saw my own face in a mirror. I must have jumped back three or four steps in amazement! Because I learned their language faster than the others, he asked me to accompany him as a translator.

At first it was interesting, but I soon longed for home. Columbus could be very kind at times, like the time he rescued my tribe from a warlike neighboring tribe that was planning to conquer us, but at other times, he grew very obsessive and greedy. At every new island we went to, he would ask the same questions, "Have you seen Cathay, Cipangu, the Great Khan, the cities of gold?" It got to be pretty comical after a while as I kept translating the same message back to him that the other Indians had said, "Oh, the gold. That's way over there on that other island." Amazingly, Columbus never caught on that the Indians didn't know what he was talking about and were just trying to get rid of him.

One day, Columbus said that he was going to take us back to his country to prove to his chief that we had been to "the Indies," wherever that is. After crossing more water than I had ever seen, we still hadn't arrived at his island. I panicked and jumped overboard. Though I hated to leave Columbus because he had always been kind to me, I had to get back home. Luckily, some friends picked me up in their canoe. I eventually returned home several years later. I heard later that some of my friends were not so lucky. They drowned or died of diseases shortly after arriving in Spain.

To my horror and amazement, my home island was nothing like what I had left. Everyone was dying from these horrible little red dots all over their skin. They all had a high fever and a terrible thirst. Many are falling every day now. Most of my friends and family are already gone. As if that is not bad enough, we were tricked by the Spanish into being enslaved, and made to work long hours growing crops for them or mining until we collapse with exhaustion. Columbus has now ordered that we take those beautiful little bells that he gave us (how I love their sound) and fill them with gold once a month. Doesn't he know that it is impossible?! When my friends complained to him that there wasn't enough gold on the island to do that, he had them killed! Now, I hate the man. I don't know what happened to the man I once called my friend. I believe in this new god that Columbus brought with him. Maybe he will call out one of the Spaniards to show them the error of their ways. May God forgive Columbus, for I cannot.

## Witness for the Defense #1

### Deposition of Ferdinand Columbus, son of the Admiral of the Ocean Sea

I know what you are thinking: "How can a man's own son give an impartial account of him?" Well, I am more than just a dutiful son. Although I know him like no other and am proud of his great deeds and accomplishments, I am also his chief biographer, curator of his collection of maps, charts, and writings, a humanist scholar, an historian and a navigator myself. I have collected books from many parts of Europe. I have served on a royal commission that corrected marine charts, commissioned pilots, and decided the rival claims of Spain and Portugal over the Moluccas. What's more, I accompanied the great Admiral on one of his voyages and saw his great strength of command and divinely guided decision-making first hand.

Oviedo is a poor scholar who knows no Latin and relies on others to translate documents for him. He has read things into Aristotle's writings that were not there, misinterpreted documents, and deliberately misled people. Who is he to take away the credit for deeds done by men much greater than him? God led my father to the Indies to fulfill a heavenly mission to reach those living in spiritual darkness. How can Oviedo cast doubt on this and give the credit to others based on rumor alone? What kind of historian is that?

Oviedo claims that the Carthaginians or other ancients came to the Indies first, but he offers no conclusive proof that these lands were west of the Straits of Gibraltar. If they were large lands with great forests and navigable rivers, how could this be possible on islands, no matter how big? Surely there was a mistake in his translation of Aristotle. If these lands were so great, why didn't the ancients stay there and their existence remain common knowledge? He also says that a few years before Columbus, Portuguese explorers were accidentally blown westward and found the Indies. How is that possible when the winds blow from west to east not from east to west? That would be an even bigger miracle than the ones my father witnessed as God led his way through the Enterprise of the Indies.

Most of the other accounts of Columbus are written by men who did not know him. Their books are full of errors, either from ignorance or from malice, because they wish to give credit for Columbus' discoveries to others so that they could gain something for themselves. I have carefully exposed each one of their falsehoods at length in my book *The Life of the Admiral Christopher Columbus* at length, so I will not trouble you with them now. Who can know a father better than his own son? What could I possibly gain from lying about him? There are those like Agostino Giustiniani who would insult my father's heritage, claiming that he was not of noble origins. Even if he is not, which is more important: a man with a noble title who does nothing important, or a common man who does noble deeds? My father was not a simple tradesman. He studied at the University of Pavia and was well versed in letters, geography, history, and philosophy. He was an expert mapmaker, always updating his maps with details from interviews with well-traveled sailors. He prepared well for his journeys by scouring every book written since ancient times that he could find that mentioned the Orient.

He traveled to the limits of the known world and interviewed anyone he could find that had been near the Indies. He was a navigator without equal. He prepared for his trips by studying all the winds and currents before he departed in order to be sure of a safe return. He traveled through treacherous waters filled with dangers never before seen, such as hurricanes, coral reefs, and deadly areas with no wind at all, where many lesser men would have perished. To those who would say that he was cruel, greedy, or incompetent, I say that nothing could be further from the truth. He was a pious, humble man who suffered great persecutions at the hands of others. First they doubted him, then they mocked him, and then, when they found out that he was right all along, they tried to rob him of his due rewards. Bobadilla is a corrupt man who sided with the leaders of the rebellion against the rightful ruler of the colonies, Columbus, the duly appointed viceroy. He stole the Crown's properties and enriched himself at their expense. He nearly drove the colony to ruin by his mismanagement. The Pinzons are traitors who only wish to steal from Columbus what they could not accomplish on their own. Their insubordination to Columbus' commands was testified to by many witnesses. They nearly ruined the first expedition several times by disobeying orders and disappearing off in a direction of their own or failing to report back to the Admiral at the appointed time. They should be punished for their disloyalty and open rebellion against the viceroy because it is the same as rebellion against the king and queen. In contrast, Columbus' motives were only to bring greater glory to God and to Spain. His loyalty was proven again and again by his many years of faithful service to the Crown. He should by all rights be named a saint and as one of the greatest figures in history for the untold thousands he has led to the light of salvation.

## Witness for the Defense #2

### Deposition of Giovanni Caboto, fellow explorer

You probably know me best by my English name, John Cabot. My son Sebastiano (Sebastian) and I have been engaged lately in trying to find a shorter route to the Indies than Columbus did. I admit that I owe a great deal to my friend Columbus. We not only share the same land of our birth, but the fate of being rejected by other Italians and having to explore instead for strangers. It was his knowledge of the use of the new invention called the globe which was instrumental in convincing King Henry that it was indeed easier to reach the Indies from a higher latitude, such as England than one closer to the equator, such as Spain. I felt badly that England, had turned Columbus down earlier, but I was able to persuade the king to give the voyage a try under my leadership. He gave me a few ships and was cautiously optimistic. Well, he was so overjoyed at my successful return that he gave me many more ships with which to confirm that I had indeed reached China, and to claim its wealth and return with it to England. [Editor's note: since this deposition was recorded it should be noted that Master Cabot never returned from his second voyage and his entire expedition vanished without a trace].

The king has even discussed allowing my son to explore an eastward route to the Indies by traveling over Russia. It has come to my attention that some disreputable people now doubt Columbus's abilities and claims. I cannot understand this. I have never met a finer mapmaker or navigator than Columbus. He was truly an inspiration to me. I found him to be a fine scholar and a gentleman of keen wit and great knowledge. What's more, I have seen the Indies, in exactly the place where he predicted they would be. I can't wait to get back to them to convert the heathens and bring glory and riches to my adopted country that has treated me so well. Although I explore for a different country, I do not consider myself a rival of Columbus, as some do. As we learned together when studying the writings of Marco Polo and others, there are plenty of riches for everyone! First come, first served!

I do not try to denigrate his claims, nor doubt his accomplishments, as others do for their personal gain. If Columbus says something is true, then it is. He is a great and learned man. I hear that the king of Spain is talking about establishing an academy for navigators with Columbus at its head. What better man to lead it than the very man who inspired an entire generation of explorers to find the quickest route to Asia and to explore every unknown corner of any new lands which we may find? It is my most cherished dream that I, or my son Sebastian, may someday join, or even lead, this great academy. If the king of Spain puts this much trust in Columbus, then surely he is worthy of all the honors, titles, and royalties that have been granted to him.



## Witness for the Defense #3

### Deposition of Bartolomé de Las Casas, defender of the Indians

I was once a conquistador. I once brutally misused the Indians for my own selfish gain. I witnessed others torturing, humiliating, and even mocking the Indians for their child-like trust and naiveté, all the while laughing at the ease of their ill-gotten gain. Finally, when I could take no more, I was able, through the Grace of God, to see the error of my ways. I underwent a heartfelt conversion, and I have pledged the rest of my life to serving the most humble of God's creations, the Indians. I agree with Columbus, who said in his journal, "They are a friendly and well-dispositioned people. . . . I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force, . . . I think they can easily be made Christians." It is a tragedy that others did not follow the example of this godly and upright man. Instead, they disobeyed his orders and ran rampant throughout the land. They deceived the Indians, stole their treasures and land, and raped, mutilated, and murdered them. Then they had the audacity to tell the Indians that God had meant for them to be enslaved by us because they have no souls.

Well, I could not sit still for this. I have outlined their atrocities in great detail in my book, *Historia de las Indias (History of the Indies)*. I have debated the greatest theologians in the Spanish Empire and have proven to them that Indians do indeed have souls, and that they should be treated as our brothers, not as animals. I have denounced those who would go against my godly friend, Columbus, and trick the Indians into submitting to slavery by the ruse of having them agree to a Latin pronouncement that they cannot understand. This is an outrage! Columbus begged the righteous queen to outlaw this practice, and when he began to round up violators of her royal decree, they had him bound in chains and returned to Spain as a common criminal! Surely, this is a great injustice.

Instead of being grateful to Columbus for his great deeds and benign leadership, they have tried to permanently bar him and his family from governing the very lands that he discovered. He has made them wealthy, and their greed has blinded them into calling him a fraud and stripping Columbus of all of his titles, authority, and wealth. May God have mercy on their souls for perpetuating such an insult to one of the greatest men of our age, one who is so humble and mild that he never even utters a curse word, and who prefers to spend his time with clergymen. Dare I say that I have seen him live a life holier than many of my fellow members of the clergy? Perhaps he should be made a saint when he dies.



## Witness for the Defense #4

### Deposition of Paolo Toscanelli, professor of mathematics, geography, and philosophy

*[Editor's note: Toscanelli died in 1482, so he never lived to see Columbus set sail for America.]*

You may be surprised to hear me say it, but Columbus was not the first one to suggest that sailing west to reach the Indies might be a shorter route than the easterly route taken by the Portuguese. It was my idea, actually, and I freely admit that he copied the idea from me. I even sent him a map showing routes for the journey and the distance that must be crossed. You may also be surprised to learn that Columbus admits this himself. You see, he was not the first one to conceive the idea; he just became the best advocate for it. I am a man of letters. I write works on philosophy, mathematics, geography, and many other subjects. I realized that in Columbus I had found a kindred spirit. He was a well-learned man who readily absorbed my ideas. We corresponded regularly as he grew increasingly excited about the prospect of reaching the Indies faster than by the current Portuguese route.

What set Columbus apart was that he was a man of learning *and* a man of action. Alas, I am too old to follow my dreams. I can do no more than speculate as a scholar. I am what you might call an arm-chair explorer, like the great ancient writer Ptolemy, who speculated a route around Africa without actually trying it. I pointed out to Columbus the riches mentioned in the East by Marco Polo and others. I told him and his potential sponsors that there had already been Christian missions requested by the Great Khan and that they would be very receptive to Christianity. As Hieronymus Muntzer has pointed out, Aristotle also said that the distance between the East and the West was not great and that there are similar plants and animals on both sides. If the Vikings could find Greenland, and the Portuguese the Azores, why can't Columbus cross from our lands to those of the East?

That young man, Columbus, impressed me as the kind of man with the determination to actually make my dream a reality. He is doggedly pursuing the crowns of Europe with the idea of the Enterprise of the Indies until, someday soon, an equally daring sovereign will decide to give it a try. He will convince the doubters and skeptics who said it couldn't be done. People doubted that men could live in the torrid heat of the tropics until the Portuguese went there and proved it. Columbus shows great courage and leadership. Because he knows so many languages, he could keep a multinational crew united, facing many great dangers until they reach their goal. The whole world will soon reap the benefits of his daring and determination. He is worthy of all of the honors and rewards that are due to him.

## Witness for the Defense #5

### Deposition of Amerigo Vespucci, fellow explorer and head of the Royal Academy for Exploration of the Indies

I currently hold the job which was originally designed for Columbus, that of training other explorers. I have sailed for both Portugal and Spain and have fought against the limitations of small-thinking men who cannot see beyond their perceptions of the lands that they are exploring. They have preconceived notions of what they will find and which routes are best, even when the evidence right in front of them contradicts these notions. When I encountered such men, I openly broke with them and pursued what I knew was the right course, regardless of the risk to my safety or reputation. Because of this, I have found many new lands not even mentioned by Marco Polo or the Ancients.

I have met Columbus and shared many ideas with him. He is the greatest navigator of our time. His bravery and tireless work ethic have inspired us all. His only limitation is that he stubbornly insists that he has found Asia and keeps asking for permission to return to the lands that he explored to confirm it, even though he is now old and failing in health. After repeated denials, I heard that he is currently begging the king to let his son go and finish his quest. What I came to realize through my own explorations is that Columbus is wasting his time. He will never find proof that he reached Asia because he is still far from those lands.

I now believe that the lands that I explored to the south of Columbus' voyages are not among those mentioned by Polo at all, but a *Novus Mundus*, or New World. This is because I have seen rivers that were much too large to exist on mere islands. In all my extensive journeys, I never once saw any of the cities or peoples mentioned by Polo or the Ancients. I still believe that Asia is obtainable by sailing westward, but that this can only be done by going around the lands that I found to the South. I hope to return to the place where I was forced to turn back on my last voyage and find a passage or strait that would allow me to go beyond this land and to continue to Asia. I wish that Columbus shared my views, but he insists that he has already reached Asia and only needs a bit more proof to convince his critics. He thinks that the lands that I found were the Garden of Eden or some other previously hidden region, not a New World.

There are those who say that I have claimed credit for discovering the New World and that I am an imposter and usurper who is trying to steal the glory from Columbus. Unscrupulous publishers are adding things to my written accounts of my voyages that I never said, but I am powerless to stop them. They are selling altered versions of my account without my permission. These men are liars and thieves. They care more for exciting fiction and profit than the truth. Some have even proposed naming the New World after me because they have never heard of Columbus or do not believe him. I want no part of this. I deeply respect Columbus and, despite our differences, am eternally indebted to him for his influence and inspiration for my own voyages of discovery. We have both been victims of men who would exploit our names or discredit us for their own personal gain.

# Colonial Charter Simulation

**Directions:** You are a group of European people who have decided to band together and create a colony in the New World. You must draft a charter to get approval from your king or queen to create this new colony. This document must summarize who you are, what you hope to accomplish, and how the colony will be governed. Discuss the following items with your group and write down what you will do for each area of your plan on the Colonial Charter page. Some questions have been provided below to get you thinking about your charter. You may also add more ideas of your own.

Nation of origin	<ul style="list-style-type: none"> <li>Where are the settlers from?</li> </ul>
Location of future colony	<ul style="list-style-type: none"> <li>Where will you settle?</li> <li>Is it free from other settlers?</li> <li>Are there Native Americans already living there?</li> </ul>
Number of colonists	<ul style="list-style-type: none"> <li>How many people are you sending to the colony?</li> </ul>
Types of occupations the settlers will have	<ul style="list-style-type: none"> <li>What kinds of workers will you send to the colony?</li> <li>What kinds of skills will be needed in the new settlement?</li> </ul>
Religious affiliation of the colony	<ul style="list-style-type: none"> <li>Will you have an official religion or will you tolerate people from different faiths?</li> </ul>
Economic activities	<ul style="list-style-type: none"> <li>What will you do to provide income for the colony?</li> <li>Will you do mining, farming, fishing, or other activities?</li> </ul>
Form of government	<ul style="list-style-type: none"> <li>Who governs the colony?</li> <li>Who is in control of the soldiers, taxes, courts, etc.?</li> </ul>
Funding sources	<ul style="list-style-type: none"> <li>How will you raise money for the colony?</li> <li>Will you sell shares to the stockholders of a company?</li> <li>Will settlers have to pay their own way, or will the colony be funded by nobles or other wealthy individuals?</li> </ul>
Degree of royal control over the colony	<ul style="list-style-type: none"> <li>Is the colony directly owned and administered by the king or are you self-governing?</li> <li>To what extent does the king control the colony?</li> </ul>

Supplies that you will bring with you	<ul style="list-style-type: none"> <li>• What will you need to bring with you that is not available or is hard to get in the New World?</li> </ul>
Methods for defending the colony	<ul style="list-style-type: none"> <li>• If another nation or Native Americans attack the colony, how will you defend yourselves?</li> <li>• What if your settlers fight amongst themselves?</li> <li>• How many soldiers do you need?</li> <li>• What kinds of arms and supplies will you need to bring with you?</li> <li>• Will you use a citizen militia or hire professional soldiers to defend you?</li> </ul>
Division of labor	<ul style="list-style-type: none"> <li>• Who is in charge and who decides who will do what jobs?</li> <li>• What if someone is unwilling or unable to do his or her share of the work?</li> <li>• What if there are jobs that no one is willing to do?</li> </ul>
Land ownership	<ul style="list-style-type: none"> <li>• Who owns the land—the settlers, the company, the noble, or the king?</li> <li>• Who can buy and sell land?</li> <li>• How is it divided?</li> </ul>
Servitude	<ul style="list-style-type: none"> <li>• Will your settlers be enslaved or free?</li> <li>• If you do use them, where will the enslaved people come from?</li> <li>• Who will own them?</li> <li>• How long will they be enslaved?</li> <li>• Can they earn their freedom?</li> <li>• Will their children also automatically be enslaved?</li> <li>• Will you allow indentured servants to come to the colony in exchange for working for someone for a few years?</li> <li>• What if they don't do the work or they run away?</li> </ul>
Resupply or reinforcement from mother country	<ul style="list-style-type: none"> <li>• What if you run out of crucial supplies?</li> <li>• Will you allow the colony to make its own supplies or buy them from another country?</li> <li>• Will you insist that everything be purchased from the company?</li> </ul>

Share of the profits	<ul style="list-style-type: none"><li>• Who gets the profits from the colony's economic activities?</li><li>• What if the colony loses money or needs more settlers to keep it going?</li><li>• Who pays for this?</li></ul>
Relations with natives	<ul style="list-style-type: none"><li>• How do you get the land from any Native Americans that live in the area?</li><li>• Do you use conquest, trade, purchase, or treaties to obtain the land?</li><li>• Will you share the land?</li><li>• What rights and status do Native Americans have in the colony?</li><li>• Can they own land or enslaved people?</li><li>• Can they marry the settlers?</li><li>• What status will their children have in the colony?</li><li>• What if conflict arises with the Native Americans? How will you resolve it?</li></ul>

# Colonial Charter

Names of Students: \_\_\_\_\_

Class: \_\_\_\_\_

Nation of origin: \_\_\_\_\_

Location of future colony: \_\_\_\_\_

Number of colonists: \_\_\_\_\_

Types of occupations the settlers will have: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Religious affiliation of the colony: \_\_\_\_\_

\_\_\_\_\_

Economic activities: \_\_\_\_\_

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Form of government: \_\_\_\_\_

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Funding sources: \_\_\_\_\_

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Degree of royal control over the colony: \_\_\_\_\_

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Supplies that you will bring with you: \_\_\_\_\_

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Methods for defending the colony: \_\_\_\_\_

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Division of labor: \_\_\_\_\_

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Land ownership: \_\_\_\_\_

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Servitude: \_\_\_\_\_

Resupply or reinforcement from mother country: \_\_\_\_\_

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Share of the profits: \_\_\_\_\_

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Relations with natives: \_\_\_\_\_

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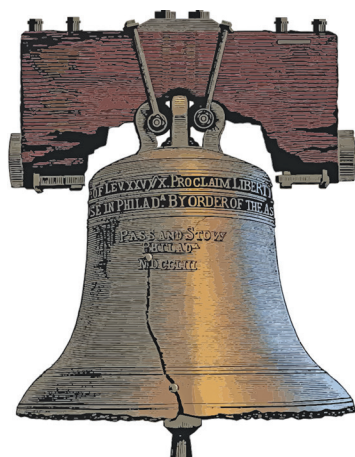
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# Tory, Patriot, or Neutral?

**Description:** The year is 1776. You hear a patriot give a speech saying that it is time that America gains its independence. He says that the Colonies have suffered from excessive taxation and regulations. He gives many examples of unfair treatment of the Colonies by the British king and harsh treatment by his troops. He says that the time has come for us to be our own separate nation and, if necessary, fight for our rights and freedom. He claims that God will be on our side because our cause is just and the king is violating basic human rights. He says that independence would bring the Colonies wealth through better trade opportunities, new jobs, and a cheaper source for goods than if we were to remain a part of the British Empire. You have also read the Declaration of Independence and the pamphlet, "Common Sense" by Thomas Paine and are familiar with the arguments they contain for independence.

**Directions:** Choose one of the people from the list below and imagine that you are that person. How would you feel about independence? How would it affect you? Would you have any special reason why you would think that independence would benefit America or benefit you personally, or would you be against it? Perhaps you have mixed feelings or feel that it wouldn't make any difference to you personally. Use your imagination and write a one-page statement that explains what your person would think about independence.

- A housewife from Trenton
- A fisherman from Cape Cod
- A maid from Williamsburg
- A Quaker minister from Pennsylvania
- A farmer from Maryland
- A shipbuilder from Newport, Rhode Island
- A naval captain from Newhaven
- An enslaved person from North Carolina
- A sailor from Rhode Island
- A whaler from Nantucket
- A merchant from New York
- A recent immigrant from the region of Germany
- A banker from Boston
- A plantation owner from Savannah, Georgia



The Liberty Bell

Image source: CC BY-SA 3.0, via Wikimedia Commons

# War of 1812 Simulation

1. There are two teams, the Americans and the British.
2. There a set of action cards for each team.
3. The British options are:

- A. **Impressment:** This means that American sailors are captured and forced to serve in the British Navy because you don't believe in American citizenship. This was done as a form of retaliation for Americans trading with Britain's enemies. If this action is successful, then the U.S. Navy is weakened. The United States may not recruit privateers on the following turn. This card may be played twice.
- B. **Sponsor Indian Raids:** You supply and train Indians living within the Northwest Territory or other frontier areas of the United States to rebel and raid American settlements. This card may be played once.
- C. **Build Forts in the Northwest Territory:** You build British forts on American Territory to try and assert your claim to the area. This card may be played once.
- D. **Raise Canadian Militia:** You recruit and train Canadians to fight for their own defense. These troops are effective, but inferior to regular British troops. They are less effective at invading American territory than defending their homeland. This card may be played up to three times.
- E. **Deploy the British Navy to the Atlantic Seaboard:** You use the navy to blockade America, defeat its navy, or prepare for an invasion of the mainland. This card may be played twice.
- F. **Deploy the British Navy to the Great Lakes:** You use the navy to protect British settlements in Canada or prepare for an invasion of the Northwest Territory. This card may be played twice.
- G. **Deploy the British Navy to the South:** You use the navy to blockade America or prepare for an invasion of New Orleans. This card may only be played once.
- H. **Major invasion of America:** You attempt to invade a region of America and occupy it. This card may only be played after the defeat of Napoleon and if the British Navy has already been deployed to the Atlantic Seaboard, or the Great Lakes region. It is not possible to play this card on the first turn. On the second turn, there is a 25% chance that Napoleon will be defeated. Roll percentile dice at the beginning of the turn to determine the result. On a roll of 25 or less he is defeated. On the third turn there is a 50% chance that Napoleon will be defeated. On the fourth turn there is a 75% chance that Napoleon will be defeated. Any roll of this number or less on the percentile dice means that Napoleon is defeated in Europe. On the fifth turn, there is a 100% chance that Napoleon will be defeated. This card may be played twice.



James Madison

4. The American options are:
  - A. **Suppress Indian Revolts:** The army is used to stop Indian uprisings in the South or the Northwest Territory. This card may be played twice.
  - B. **Invasion of Canada:** The United States attempts to conquer the British Colonies in Canada. This card may be played twice, but can only be played after Raise National Army has been played.
  - C. **Raise Militia:** Local militias are raised in a region. They will defend their region, but will not cross over into another region or invade Canada. This card may be played up to four times.
  - D. **Raise National Army:** A full-time, professional army is recruited and trained. This army can be used to invade Canada or defend any one region of the United States. This card may be played twice.
  - E. **Attack British Forts in the Northwest Territory:** American troops are used to destroy British forts and expel the British from the Northwest Territory. This card may be played once.
  - F. **Commission Privateers:** Private vessels are paid to help the tiny American navy in raids against the British fleet. This card may be played up to three times.
5. Each team considers its options for the card the team will play each turn. After some time for discussion (5–10 minutes), decisions should be made by majority rule. If someone cannot live by the rule of the majority, he or she may join the other team. If there is a tie, the group spokesperson may cast an additional tie-breaking vote to come to a decision as to which card to play.
6. The teacher announces when time is up and receives the cards from the two groups simultaneously. He or she then consults the combat results matrix and announces the results of the decisions for that turn to the class.
7. If the turn resulted in a victory for either side, that team gains a victory point. Record the victory on a tally on the board for all to see. If the result is “No effect” then the action is not successful, and neither team receives a victory point.
8. After each turn, hold a peace treaty-negotiating phase. If one team is willing to make peace, they may agree to withdraw one of the action cards from their hand. This is a concession to the other side that they will not use this option again in the game. The other team gains a victory point for this concession.
9. If a team can gain any combination of victories or concessions adding up to four victory points from the other side, they are declared the winner of the game. If both sides gain any combination of victories or concessions adding up to four victory points at the same time, the game is a tie and the war is over. If neither side obtains a victory after six turns, the war becomes a hopeless stalemate and a cease-fire is initiated. The teacher declares the game is over and no one wins.

Image source: Public domain, via Wikimedia Commons

## Combat Results Matrix

### American Actions

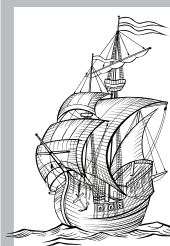
	Invasion of Canada	Suppress Indian Revolts	Raise National Army	Attack British Forts in NW	Raise Militia	Commission Privateers
British Actions						
Deploy Navy to Atlantic Seaboard	US victory*	US victory*	No effect	US victory	British victory	US victory
Deploy Navy to Great Lakes	British victory*	No effect	US victory	No effect	US victory	US victory
Deploy Navy to South	US victory*	US victory*	No effect*	US victory*	British victory	British victory
Raise Canadian Militia	British victory*	No effect	No effect	US victory	No effect	No effect
Build Forts in NW Territory	No effect	British victory	US victory	British victory	US victory	No effect
Impressment	US victory	US victory	British victory ~	US victory	British Victory ~	US victory
Sponsor Indian Raids	No effect*	US victory	No Effect	British victory	US victory	British victory
Major Invasion of America	British victory*	British victory*	US victory	British victory	British victory*	No effect

\* = United States open to major invasion on the next turn if Napoleon has fallen

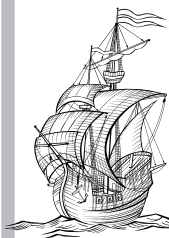
~ = US Navy weakened, may not recruit privateers on the following turn

# War of 1812 Playing Cards

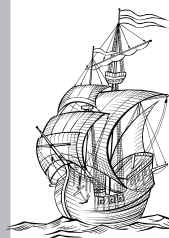
## The British



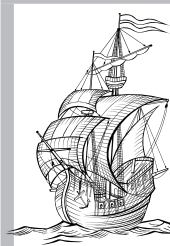
**Deploy British  
Navy to the  
Atlantic Seaboard**



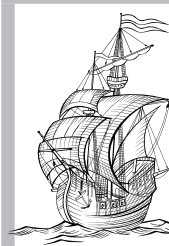
**Deploy British  
Navy to the  
Atlantic Seaboard**



**Deploy British  
Navy to  
the South**



**Deploy British  
Navy to  
the Great Lakes**



**Deploy British  
Navy to  
the Great Lakes**



**Sponsor  
Indian Raids**



**Impressment**



**Impressment**



**Build Forts  
in the  
Northwest Territory**



**Raise  
Canadian Militia**



**Raise  
Canadian Militia**



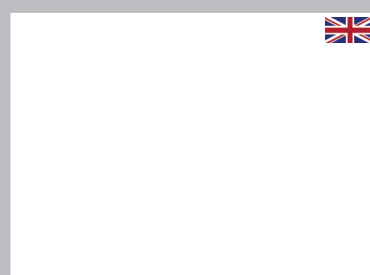
**Raise  
Canadian Militia**



**Major Invasion  
of America**

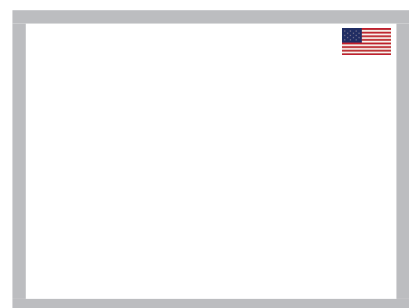
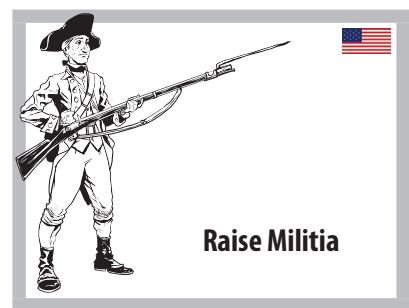
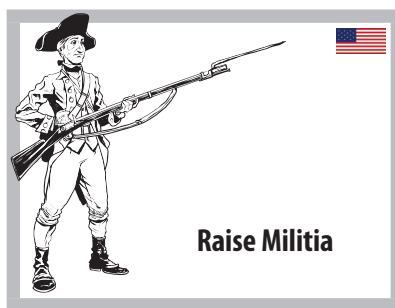
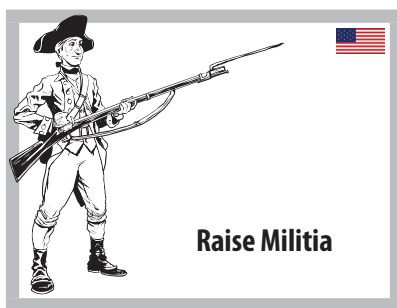
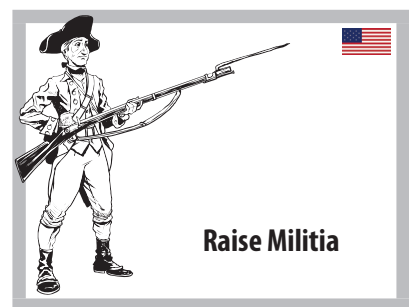
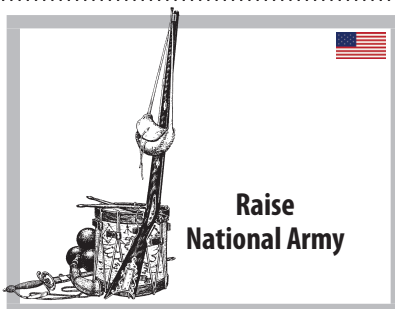
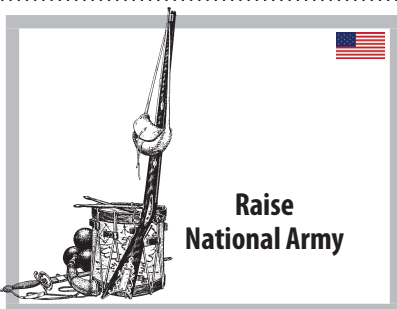
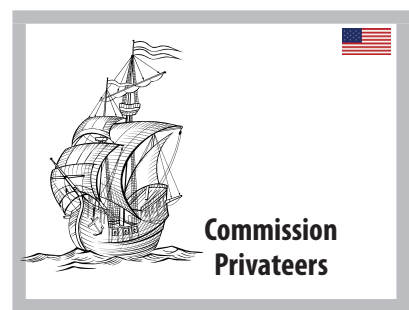
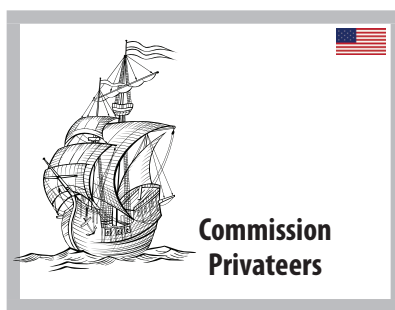
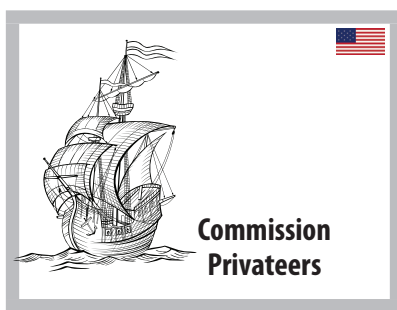


**Major Invasion  
of America**



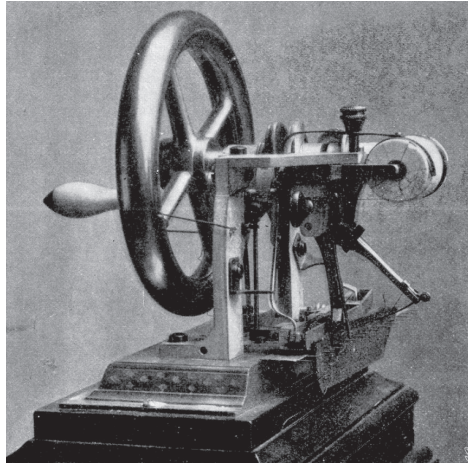


## The Americans





# Early American Inventors Patent Application



The Elias Howe sewing machine,  
September 10, 1846. Earliest model  
filed in Patent Office.

**Directions:** Pretend that you are the inventor of an object invented in the United States before the Civil War. Fill out the Patent Application below as if the invention was new and you were explaining it to the government for the first time.

1. Name of inventor(s) \_\_\_\_\_

2. Type of invention \_\_\_\_\_

3. Background of the inventor (Include any scientific training or previous inventions)

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4. Year of the invention \_\_\_\_\_

5. Purpose of the invention \_\_\_\_\_

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6. How was this purpose accomplished before the invention was made?

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7. How will this invention make the task easier or better?

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8. How will life or society be changed by this invention?

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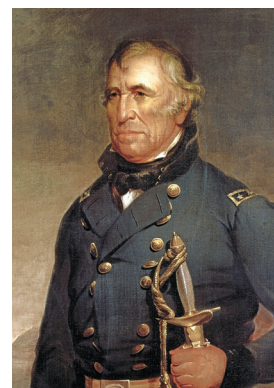
9. How much will it cost to buy this product? \_\_\_\_\_

10. Provide a picture or drawing of your invention in the space below:

# Mexican-American War Simulation

**Directions:** Answer the following questions from the perspective of one of the following persons:

- **Californio:** A person of Mexican descent living in California.
- **American in California:** An American citizen who is living or doing business in Mexican California.
- **Indian from California, the Southwest, or Texas:** A member of one of the many different tribal groups living under Mexican rule.
- **Texian:** An American citizen who is living or doing business in Texas.
- **Mexican in Texas:** A Mexican citizen who is living or doing business in Texas.
- **American Southerner:** An American citizen who is living or doing business in a Southern state or territory near Texas.
- **Yankee:** An American citizen who is living or doing business in the northeastern portion of the United States.
- **NW frontiersman:** An American citizen or other person who is living or doing business in the northern territories west of the Appalachian Mountains and east of the Mississippi River.
- **Enslaved person:** A person being held in bondage to another in any region of North America, but primarily in the Southern United States.



Zachary Taylor

## Response Questions:

1. Why is this war being fought?
2. What role, if any, will you take in the fighting?
3. What do you predict the outcome of the war will be?
4. What do you want the region where you live to be when the war is over? Will it be independent, part of Mexico, or part of the United States?
5. How will the war affect you personally?

Image source: By Joseph Henry Bush (Public domain, via Wikimedia Commons)

# California Gold Rush Simulation

**Directions:** Roll a 20-sided die to see if your family finds success in California. If you do not have a 20-sided die, use playing cards or any other method to pick a random number from 1–20.

1. You never make it to California; you die along the way.
2. No gold found; you return home broke.
3. No gold found; you die in a mining accident.
4. No gold found; you die in a dispute over a mining claim.
5. No gold found; you get sick due to the harsh conditions in the mining camps and have to return home.
6. No gold found, but you stay in California and find limited success as a day laborer.
7. No gold found, but you stay in California and find success as a farmer.
8. No gold found, but you stay in California and find success as a merchant.
9. No gold found, but you stay in California and find success as an entertainer.
10. Some gold found, but you stay in California and lose it all as a gambler.
11. Some gold found, but you stay in California and spend it all on mining expenses.
12. Some gold found, and you spend the rest of your life as a prospector, traveling from one gold rush to another, but never strike it rich.
13. A moderate amount of gold found, so you stay in California and buy some land. Your descendants become wealthy from it.
14. A moderate amount of gold found, so you stay in California and become a wealthy merchant.
15. A moderate amount of gold found, so you return to your home town and live out your dreams.
16. A considerable amount of gold found, so you buy up other claims and open up a major industrialized mining operation.
17. A considerable amount of gold found, so you become a major investor in railroads, canals, or shipping lines in California and become very wealthy.
18. You strike it rich, but you lose all your money on gambling and other vices.
19. You strike it rich and use your influence to get elected to office. You become a powerful politician.
20. You strike it rich and become a millionaire.

Family Description #1:  
**Jones**

Members	1 grandmother 1 husband 1 wife 2 girls (ages 13 & 16) 1 boy (10)
Occupation of Adults	Farmers
Finances	Owes lots of money to the bank
Present Location	Ohio
Recent Family History	The family has lived in the Ohio Valley for about a generation. They live in a simple log cabin that they built themselves. They have labored to clear the land and farm it, but they have needed several bank loans to do it because the crops sometimes failed, or there were droughts, etc. Their family’s money has gone up and down with the economy, but they can never seem to get out from under debt. If things don’t improve soon, they may lose their land to the big city bank in a foreclosure. They would also lose their home and have nowhere to live.

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**Family Description #2:**  
**Smith**

Members	1 husband 2 wives 5 girls (ages 3–11) 4 boys (ages 1–21)
Occupation of Adults	Mormon preacher
Finances	The family has no debt, but has many mouths to feed. The two eldest sons are old enough to work, but are currently helping run the local church. The family's home has been provided for them by the church. If they decide to leave, the local church will keep the house.
Present Location	Utah
Recent Family History	The family is distantly related to the founder of the Church of Latter Day Saints, Joseph Smith, and has lived in the colony since he founded it. There are some other Mormons who live west of Utah, but it is uncertain how they will be accepted in a gold rush town where most people are not Mormons.

## Family Description #3:

**Han**

Members	5 single men (ages 15–25) 1 elderly mother
Occupation of Adults	Day laborers
Finances	The family rents a room in a very crowded and run-down building. The family has no savings and is behind in their rent by several months. The landlord has said he will kick them out soon if they don't pay up.
Present Location	Nanking, China
Recent Family History	The family is desperately poor and has been so for generations. There is little or no chance to get a better job because jobs are so hard to find. Their father died and left them nothing and their mother is too old and weak to work any longer. She can barely keep up with feeding and cleaning up after her sons.

## Family Description #4:

**Crowley**

Members	1 husband 1 wife 4 girls (ages 3–14) 1 boy (1 year-old) 2 enslaved men
Occupation of Adults	Farmers
Finances	The family owns a medium-sized farmhouse and a few acres surrounding it. They also own two enslaved men whom they can sell for about \$175. They have no debts.
Present Location	Kentucky
Recent Family History	<p>The family's ancestors were poor, indentured servants from the Atlantic Seaboard. After several years, they were able to earn their freedom and save up enough money to buy a small farm on the frontier. The current generation is doing much better, but is envious of slave owners who own large plantations and many, many enslaved people. The family's enslaved workers could be sold to help pay for the trip to California, or they could be brought along as laborers to dig for gold. It is uncertain whether slavery will be accepted in California. Southerners hope that at least part of the territory will become a slave-owning state. A lot of that probably depends upon how many Southerners decide to settle there.</p>



Family Description #5:  
Gomez

Members	1 husband 1 wife 3 girls (ages 1–3) 3 boys (2, 4, & 7)
Occupation of Adults	Miners
Finances	They are renters with modest savings.
Present Location	Sonora, Mexico
Recent Family History	The family has been mining for a number of years but has little to show for it. They long to have gold that is their own to keep instead of laboring for the wealthy padrons (landowners). They figure that they should do well in the gold fields because few of the gringos (Americans) up there have the experience at mining that they do.

Family Description #6:  
**Kanekalaka**

Members	1 adult man 1 elderly uncle 1 adopted nephew (15 years old)
Occupation of Adults	Sailors
Finances	The family rents a small, run-down shack. They have a small amount of debt. The nephew gets occasional work as a cabin boy on ships.
Present Location	Lahaina, Hawaii
Recent Family History	The family's ancestors were once proud warriors, but with the coming of the haoles (foreigners) many family members died. The Hawaiian warlords had to submit to the monarchs, and the family's power and income became much less than before. The current parents of the family worked doing the backbreaking labor of gathering sandalwood for less and less money, then decided to try their hand as sailors. They visited California before, but it was a sleepy Spanish and then Mexican territory that sold hides, tallow, and otter pelts. No one knew about California having gold in those days. Could it be better to work in the interior as a gold miner now? At least the family could earn its passage to California by working on a ship. There are plenty of vessels headed in that direction. They say, "It couldn't be any worse than whaling, could it?"

## Family Description #7:

**O'Toole**

Members	1 man, engaged to be married 1 woman, engaged to be married
Occupation of Adults	A printer's apprentice and a textile factory worker
Finances	The young man is a renter in a crowded and dirty tenement building. The young woman lives in a dormitory provided by her employer. They have a little money saved.
Present Location	New York
Recent Family History	The young people have families that recently came from Ireland. After seeing so many die in the horrors of the potato famine, they are happy to be alive and working. Perhaps California represents the hope of a better life. No one in his or her families has ever owned a piece of property or left any money when they died. Maybe the new couple can start a new family or even build a house with the money they now own. The couple is uncertain which of them, or both should go to California, or if they should marry now or after one or both of them return from the gold fields.

# Gold Rush Simulation Response Sheet

**Directions:** A member of your family comes home with fantastic news of the gold finds in California. They are very excited and want to go there as soon as possible. You decide to call a family meeting to talk it over. You must decide which of you will go and which will stay. You must make plans and think about what may happen as a result of your decisions. Talk it over with your family members and then record the answers to the following questions. You may turn in one answer sheet for the whole group.



View of San Francisco Harbor, 1851

Names of the students in your group: \_\_\_\_\_

Name of your family: \_\_\_\_\_

Which members of your family have you decided to send to California?

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Why did you decide to send these members? Why did you decide to keep the others (if any) at home?

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Why did you send family members to try their hand at gold mining? Was it because of your need for more money or for other reasons?

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What impact will the decision have on your family members? What can you predict might happen to those who go to California and those who are left behind? Who will do the work of those who leave? What will you do without the money that they usually provide for the family?

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How will you sell your family's land and belongings (if you have any)? How will you pay for the trip to California?

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Which route will you take to California, the trip around Cape Horn, the shortcut through Central America, or the overland route? What are the advantages and disadvantages of this route?

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When do you plan to return to your home? How long will you be gone and how will you get news from your family during your absence?

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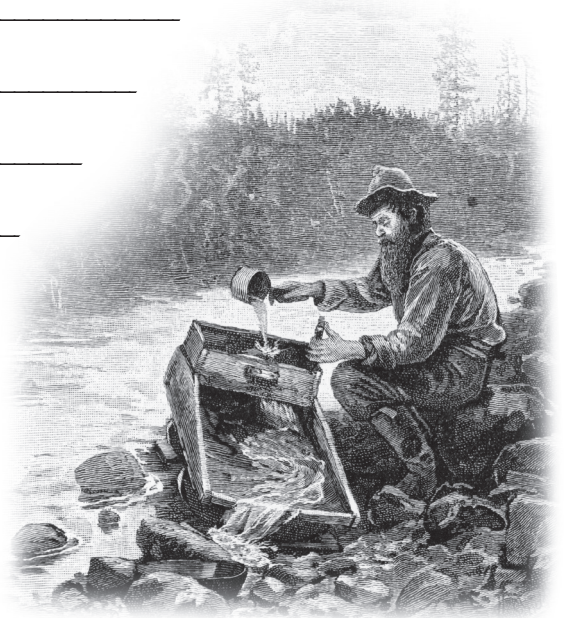
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## Mining for gold in California

# Reformer Resume

**Directions:** Choose the role of a reformer from the 1800s. You may be an advocate for women's rights, suffrage for women or other minority groups, public schools, temperance, abolition of slavery or child labor, reform of prisons, mental hospitals, or any other cause from the 1800s. Write a resume summarizing your educational and work experience, and write a brief summary of your reasons for joining this particular reform movement.

Your Name	City and State
Objective	What is your goal? What do you want to do?
Areas of Society That You Would Like to See Reformed	
Work Experience	Name of Organization City, State Job Title Responsibilities, Duties, or Achievements Job Title Responsibilities, Duties, or Achievements
Accomplishments	List some of the things that you have done or special skills you have.
Activities	List activities in which you have participated that have benefitted your community, such as church groups, schools, orphanages, relief for the poor, etc.
Interests	List hobbies, special interests, travel, etc.
Education	Name of school (if any) Dates attended: From Date – Present Any special training for a trade
References	Name City, State Name City, State

# Antebellum Newspaper Simulation

**Directions:** Create a newspaper of events of the antebellum period as if they were appearing in the news for the first time. You will write five articles from any of the following areas of the Antebellum Period.

## Topics

- A. Politics: a political or religious event, treaty, famous leader, or new law
- B. Economics: something to do with money, banking, business, taxes, or a new trade product or trade regulation
- C. Science: a new scientist, theory, or invention
- D. Arts: literature, art, fashion, drama, or music
- E. Westward Expansion: a new state that has just joined the Union or some new territory that was just settled

## Kinds of articles:

The five articles may be written in the format of any kind of article that you would find in a modern newspaper: editorials, interviews, eyewitness accounts, obituaries, gossip columns, business reports, cartoons, crossword puzzles, word searches, advertisements, advice columns, want ads, sports articles, fashion, etc.

## What to be concerned about:

1. Every good article contains what reporters call the five "W's":
  - A. Who: Who did it? Who saw it? Who said it? Who made it? etc.
  - B. What: What is it? What happened? What does it mean? etc.
  - C. Where: Where did it happen? Where did they go? Where is it from here? etc.
  - D. When: When did it happen? What happened first? What happened last?
  - E. Why: Why did it happen? Why is it important? Why bother to mention it?
2. As you can guess, these can lead to many other questions, and that is the making of a good story.
3. Stay in the time period (about 1850–1860). Don't make your stories too modern or early. What did they know about? What didn't they know about? What would they be interested in?
4. Get your facts straight. Be accurate in spelling and content; the world is depending on you for the truth. Include a title and byline with each article.
5. Make it interesting. Find a new angle on how to tell the same old information. This is why you get raises and the other reporters don't!



6. DON'T JUST COPY. Anyone can go to a copy machine and copy an encyclopedia article, but that would be boring and unoriginal. Retelling the story in your own words is what sells newspapers (and improves grades).
7. What not to worry about:
  - A. Being a good artist. Copy machines, computers, or a dark pen can do wonders. Just make the picture fit the article and provide a caption telling what it is. You must have at least one picture with a caption explaining it somewhere in the newspaper. The picture should be clearly related to one of your articles.
  - B. Making all the articles occur on the same day or year. News traveled slowly in those days and newspapers didn't always come out regularly.
  - C. Making your newspaper in columns. Don't worry if you can't make it look exactly like today's newspapers, they didn't always look that way in those days either. One article per page is fine.
  - D. Being an expert on all those subjects. That's why you look it up, right?



Civil War issue of *Harper's Weekly*

Image source: Public domain, via Wikimedia Commons

## Sample Antebellum Articles

### Southern perspective:

#### **John Brown's Doomed Rebellion Fails**

*November 2, 1859. Harpers Ferry, Virginia.*

The crazed fanatic, John Brown, came to a well-deserved death today just as his sons and a few desperate followers did a few weeks earlier. This rebellion, which was doomed to failure from the start, hoped to inspire all enslaved people to rise up in rebellion against their rightful masters. It is obvious that God did not wish such a terrible event to come to pass, because the rebellion was quickly crushed by the heroic Robert E. Lee, a Virginian patriot with great promise as a military leader.

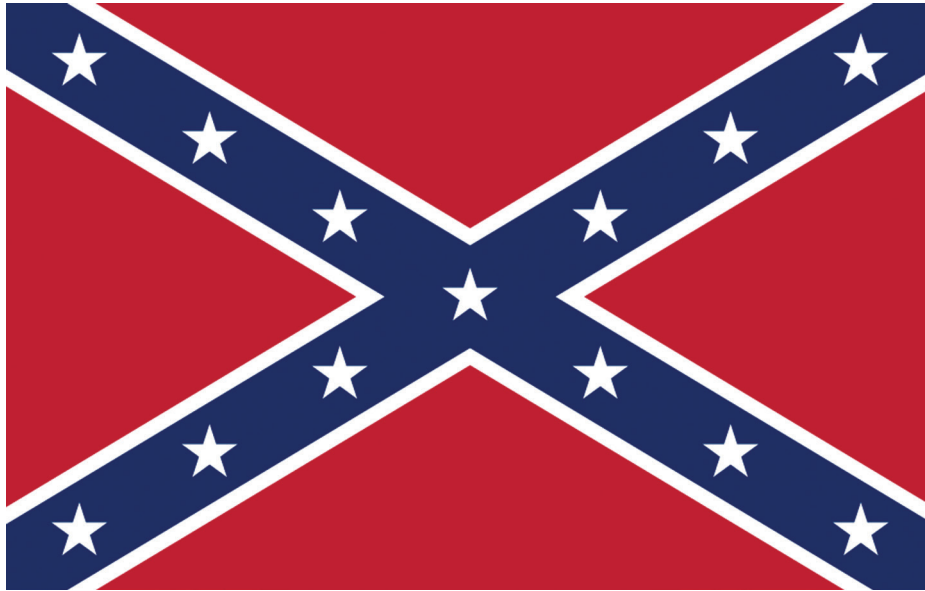
### Northern perspective:

#### **Martyr John Brown Dies a Hero's Death**

*November 2, 1859. Harpers Ferry, Virginia.*

The godly preacher, John Brown, came to an early death today just as his sons and a few brave followers who sought to break the unholy chains of slavery did a few weeks earlier. The divinely inspired Brown hoped to motivate all enslaved people to rise up in rebellion against their sinful masters. Although this rebellion failed, it will no doubt inspire many others to join the righteous crusade to abolish the evil practice of slavery once and for all.

# Secession Convention Simulation



The Confederate Flag

**Scenario:** The year is 1860. Abraham Lincoln has been elected president on a platform of preventing the spread of slavery to the Western territories. Feeling that their way of life has been threatened, many Southern leaders are threatening to secede from the Union. Secessionist conventions are already forming in many Southern and Border States. You have been selected to attend the convention for your state or territory. You must consider the risks and advantages of leaving the Union. How important is slavery to you? How strongly do you believe in the doctrine of States' Rights? Can the seceding states unite to form a new nation, and if necessary, defend themselves from Northern attacks? Is your state or territory willing to go it alone if few or no other states join you in secession? Read the description of your state or territory, debate the issue in your group, and declare your vote for or against secession.

*Image source: Public domain, via Wikimedia Commons*

## State and Territories Summary

State	Status at the Time of the Secessionist Convention
South Carolina	You have been the leader of the secessionist movement and have threatened to do it twice before. You have a heavy investment in slavery. You are one of the most important trade centers of the South with vital ports.
North Carolina	You will probably go along with what South Carolina does. You have a heavy investment in slavery. You have large plantations with many wealthy slave owners.
Georgia	You are in the Deep South, and have a heavy investment in slavery. You have large plantations with many wealthy slave owners.
Alabama	You are in the Deep South, and have a heavy investment in slavery. You have large plantations with many wealthy slave owners.
Mississippi	You are in the Deep South, and have a heavy investment in slavery. You have large plantations with many wealthy slave owners.
Louisiana	You are in the Deep South, and have a heavy investment in slavery. You have large plantations with many wealthy slave owners. You are the most important trade center of the South, with vital links to the West and the North. Secession could mean that you are cut off from that trade. A Northern blockade of your ports could mean that you are cut off from all trade in the Gulf of Mexico as well.
Texas	You only joined the U.S. recently. Do you really want to leave it so soon? You have some slaveholders, but more small slave owners and fewer large plantations than other Southern states. You rely on the North to buy your cattle. You have an independent streak, which leads you to go your own way, but you will probably secede if other states do because of your economic ties to the South.
New Mexico Territory	You have some slave owners and Southern settlers, but you are more tied to the West than Texas. You have been offered a possible railroad route to the west coast by Congress if you stay in the Union.
Oklahoma Territory	You have a few slave owners, but you also have many Indian reservations and independent cattle ranchers and farmers.
Kansas	You are deeply divided over slavery. Fighting has already broken out in your territory between proslavery and antislavery forces, earning you the nickname Bleeding Kansas.
Missouri	You were the northernmost slave-owning state allowed by the Missouri compromise of 1820. You have strong economic ties to the neighboring Northern states. You have a strong independent streak, however. You have fewer large plantations than the Deep South.



Tennessee	You have strong economic ties to the neighboring Northern states. You also have a strong independent streak. You have fewer large plantations than the Deep South.
Kentucky	You have strong economic ties to the neighboring Northern states. You also have a strong independent streak. You have only a few, small slave owners.
West Virginia	You have fewer slaves than Eastern Virginia. You have mostly poor, small farmers who resent the influence of wealthy plantation owners in the east. You have strong economic ties to the neighboring Northern states. You also have a strong independent streak.
Virginia	You have a large population, bordering the US capital. You pride yourself in being the home of George Washington and were very important to the American Revolution. Many great military and political leaders have come from your state. You also have large plantations with many slaves. You are vulnerable to attack due to your proximity to the North. You have important trade ties to the North. Many smaller states will follow your lead if you decide to secede.
Maryland	You have some slave owners. You are very close to the US capital. You have close ties to Virginia, but are generally loyal to the Union. You are a small state, which is vulnerable to invasion due to your proximity to the North.
Delaware	You have some slave owners. You are close to the US capital. You have some ties to the South, but are generally loyal to the Union. You are a small state, which is vulnerable to invasion due to your proximity to the North.
Florida	You are a frontier state, which was only recently added to Union. You have an independent streak. You have a small population and are vulnerable to attack by sea on three sides. You have some slave owners with plantations, but also Indian, Hispanic, and poor white populations. You have ties to the rest of the South, but are dependent on Northern trade. You are generally cool towards secession.

# Teacher Feedback Form

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# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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