

Unit 1. Historical Thinking and Historic Documents

Learning Target 1

- Analyze a historical decision and predict the possible consequences of alternative courses of action.



By examining alternative courses of action, you can consider the possible consequences and outcomes of moments in history. This also allows you to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the United States be different if the participants in historical events had taken different courses of action? These questions are called counterfactual—that is, they are contrary to fact.

As you study American history, consider some of these questions.

- What if Democratic Party office-holders had not been restored to power in the South after Reconstruction?
- What if the U.S. had not engaged in the Spanish-American War?
- What if the U.S. had joined the League of Nations?
- What if the federal government had not used deficit spending policies during the Great Depression?
- What if Truman had not ordered atomic bombs dropped on Japan?
- What if African Americans had not protested for civil rights in the 1950s and 1960s?



McCutcheon, *Chicago Tribune*, New York News Syndicate, Inc

A political cartoon illustrates the role of the Senate in preventing the U.S. from joining the League of Nations, as President Wilson had proposed. The failure of the U.S. to join weakened the League's ability to prevent future conflict. Could U.S. participation in the League have prevented World War II?

Note: This learning target will not be assessed on the test, but will help you understand American history.

Learning Target 2 **Analyze and evaluate the credibility of primary and secondary sources.**

Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, official documents, original artwork, posters, films) also are important primary sources.

Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.

The use of primary and secondary sources in the study of history includes an analysis of their **credibility**—that is, whether or not they are trustworthy and believable. Whether or not a written source is to be believed depends to a great extent on who wrote it and how it was written. Use the following steps to evaluate source credibility.

- **Check the qualifications and reputation of the author** – Determine if the author or the organization is an acknowledged expert on the topic that is addressed in the source. A recognized authority will typically be cited by other writers in the same field.
- **Determine the circumstances in which the author prepared the source** – Consider the author's purpose and motivation. An academic article will have a much different goal than a political tract.
- **Identify the perspective or bias of the author (including use of stereotypes)** – Biased sources contain more opinions than facts; present arguments in support of one position and ignore arguments that might support a different position. A stereotype is a generalization about an individual or group.
- **Examine the accuracy and internal consistency** – Credible sources present information that can be verified by checking other sources. Internal consistency means the sources should not present contradictory claims, information, or data within the source.
- **Check for agreement with other credible sources** – Check additional sources to see if other trustworthy sources agree on the main points and provide similar information and data.

Learning Target 3
 Develop a thesis and use evidence to support or refute a position.


Historians are similar to detectives. They develop theses and use evidence to create explanations of past events.

Rather than a simple list of events, a thesis provides a meaningful interpretation of the past. The thesis tells the reader the way in which evidence is significant in a larger historical context. In a historical essay, the thesis is the main claim or position statement. A thesis provides the guiding idea for an essay and should be original and arguable (not obvious). The thesis statement identifies the argument and then explains how the argument will be supported with evidence. For example, a thesis on the causes of the Dust Bowl could read:

- A result of both human actions and natural factors, there were three main causes of the Dust Bowl: the loss of the shortgrass prairie, the heavy use of farm machinery, and insufficient rainfall.

A thesis requires solid evidence to support and develop it. Without evidence, a claim is merely an assertion or opinion. Historians can't observe the past directly. They must use evidence; much like a detective tries to solve a crime from the clues left behind. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources.

As they engage in research and writing, historians cite the sources from which they gather evidence. They use the results of their research to support or refute arguments made by other historians. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.



The poster shows opposition to women's suffrage. What thesis could be supported by the poster?

Learning Target 4

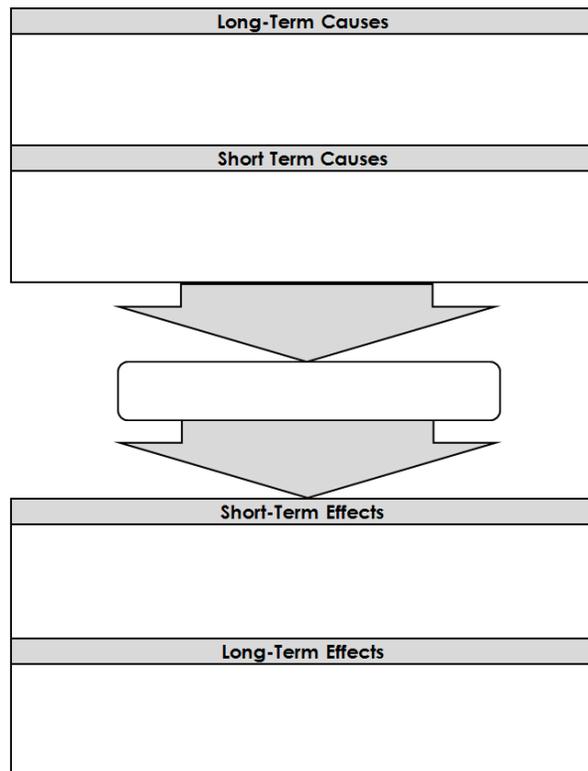
- Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- Analyze the relationship between historical events, taking into consideration cause, effect, sequence, and correlation.



When studying a historical event or person in history, historians analyze cause-and-effect relationships. Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context. Historians distinguish between the immediate (short-term) and long-term causes and effects. Causes of events are often referred to as factors or developments that contributed to events.

For example, to understand the impact of the Great Depression, an analysis would include its immediate and long-term causes and effects. An examination of the Great Depression would include the Federal Reserve Board's monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.

Causes and effects can be organized into categories. The most common distinction is to classify causes and effects as social, political, and economic. Social causes and effects involve family, religion, education, culture, and entertainment. Political causes and effects relate to government, laws, rights, and military conflicts. Economic causes and effects refer to economic systems, money, trade, resources, and taxes.



Use a graphic organizer like the one above to take notes on cause-and-effect relationships throughout American History.

Historical analysis also involves an examination of the sequence and correlation of events. How did one event lead to another, and how do they relate to one another? Keep in mind that correlation is different than causation. Two related events may be caused by other outside factors.

Learning Target 5

Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.



The ideas of Enlightenment thinkers and a series of actions and taxes by the British government following the French and Indian War (1754-1763) contributed to discontent in the American colonies. The American colonists wanted to govern themselves. They united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain.

The Declaration of Independence opens with a statement that separating from Great Britain required a defense. That defense begins with an explanation of Enlightenment thinking, particularly natural rights and the social contract. Enlightenment thinkers argued that people create a society by establishing a social contract. The most important part of the social contract is a government's duty to protect the natural rights of the people. If a government did not protect natural rights, the people had a right to overthrow that government and create a new one. Natural rights are those that all people are born with, and therefore government must protect these rights, and cannot take them away.

The Declaration links Enlightenment ideas directly to the events in the American colonies. The document includes a list of grievances (complaints) the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists considered acts of tyranny that took away their natural rights—life, liberty, and the pursuit of happiness.

The Declaration of Independence ends with a clear statement that the political ties between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...

How did the Declaration of Independence reflect the ideas of the Enlightenment?

Learning Target 6

Show how the Northwest Ordinance, in providing for government for the Northwest Territory, established a precedent for governing the United States.



In the Treaty of Paris (1783), which formally ended the American Revolution, Britain surrendered the Ohio Country to the United States. As Ohio country settlement advanced, the U.S. Congress recognized a need for governing the Ohio country. The Land Ordinance of 1785 set forth how the government would measure, divide and distribute the land. The Northwest Ordinance of 1787 provided the basis for temporary governance as a territory and eventual entry into the United States as states.

The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years.

- The Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory (like Ohio) to the United States. New states were to be admitted "into the Congress of the United States, on an equal footing with the original States." This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain.
- State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.
- "Schools and the means of education" were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 setting aside one section of each township for the support of schools and established a basis for national aid for education.
- Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances later included in the Bill of Rights to the U.S. Constitution. The First Amendment protects freedom of religion. Trial by jury is guaranteed in the Sixth Amendment. Habeas corpus, a legal action or writ by which a person can seek relief from unlawful imprisonment, is protected by Article I, Section 9 of the Constitution.
- Slavery was prohibited in the Northwest Territory. Although slavery was protected in many states until the end of the Civil War, this provision was later included in the Constitution as the Thirteenth Amendment.

Learning Target 7

Develop an argument that a particular provision of the Constitution of the United States would help in addressing a problem facing the United States in the 1780s.



Explain a provision of the Constitution in terms of how it reflects Enlightenment thinking.

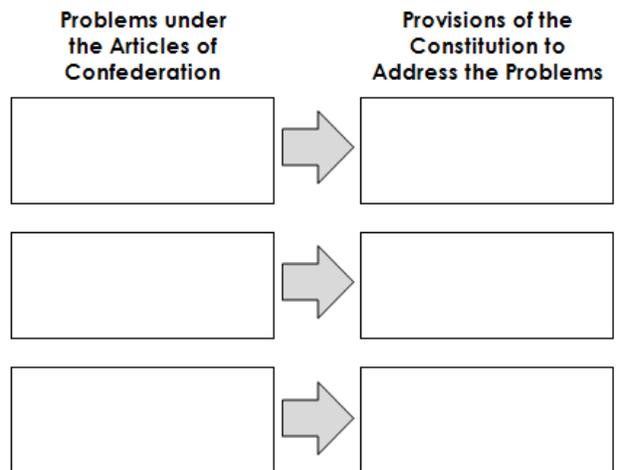
The Articles of Confederation were ratified as the first constitution of the United States. Under the Articles, the national government faced several serious problems. Some problems resulted from the structure of the government itself. These problems included weak provisions for management of national affairs. There was no separate executive branch of government. There was also no separate judicial branch. As a result, the national government had a limited ability to resolve disputes. There were also rigid requirements for passing legislation and amending the Articles.

National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation and state disputes over land and trade. Economic problems in the states led to Shays' Rebellion, protests by American farmers against state debt collections.

The Constitutional Convention of 1787 decided to replace the Articles altogether and create the United States Constitution. The Constitution strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to

address the issues facing the nation. Powers to levy taxes, raise armies and regulate commerce were given to Congress. The principle of federalism allocated the distribution of powers between the national government and the states.

The Constitution of the United States was drafted using Enlightenment ideas to create a more effective form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I – III provide for a separation of powers in government. Article I also provides some limited protection of rights.



Use the graphic organizer to show how the U.S. Constitution addressed problems under the Articles.

Learning Target 8

Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States, and hypothesize about why the winning argument was more persuasive.



On September 17, 1787, the Constitutional Convention approved the new Constitution of the United States. The Constitution was different in many ways from the Articles of Confederation. The Constitution strengthened the power of the national government. In order for the Constitution to take effect, it had to be ratified by nine states.

Congress directed each state legislature to hold a ratification convention. Proponents and opponents of the Constitution had to persuade the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists.

The Federalists believed that that the problems of the country in the 1780s resulted from the weaknesses of the national government created by the Articles. For Federalists, a stronger national government was necessary to protect the liberty that the American Revolution had created.

New York was a key state in the ratification process. Federalists prepared a series of essays published in newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers. *The Federalist Papers* argued for national

taxation and showed the benefits of a strong national defense through a standing army. Federalists did not think it was necessary to list the rights of citizens. They believed the distribution of powers in government protected citizens' rights.

The Antifederalists were a diverse group of people who opposed ratification of the Constitution. They feared that giving too much power to a national government could lead to tyranny. The Anti-Federalist Papers is a collection of essays against the Constitution. The Anti-Federalist Papers opposed national taxation and the use of a standing army. They argued that Constitution granted too power national power versus state power. They also believed the Constitution failed to protect citizens' rights because these rights were listed in a bill of rights.

Federalists	Antifederalists

Use the t-chart to summarize the arguments of the Federalists and Antifederalists on the question of ratification of the Constitution.

Learning Target 9

Cite evidence for historical precedents in the rights incorporated in the Bill of Rights.

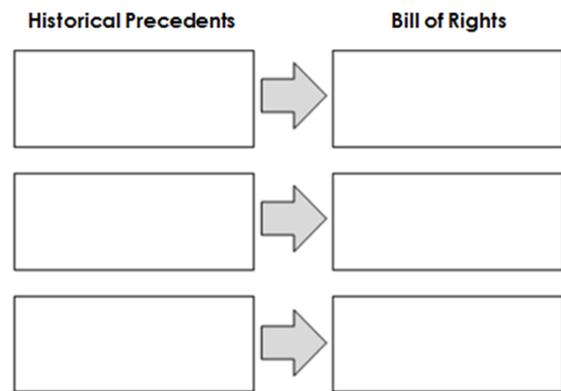


The Bill of Rights draws upon ideas from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution.

English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta provided some constitutional protection of rights and granted trial by jury. The English Bill of Rights recognized many rights including the right to habeas corpus and protection against cruel punishments and excessive bail.

Enlightenment ideas about natural rights of life, liberty and property were becoming well-known around the time of the American Revolution. In the 1760s and 1770s, American colonists believed new British policies violated their rights. The Quartering Act of 1765 was seen as taking away property rights. The Massachusetts Government Act limited the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became central points of the Declaration of Independence.

As the American people began to govern themselves, they included individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religion and rights of the accused. Other colonies also included individual rights as part of their constitutions. Under the Articles of Confederation, the national government passed the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused, and property rights.



Use the graphic organizer to match the historical precedents with the provisions of the Bill of Rights.

Individual rights were one of the key issues in the debate over the ratification of the Constitution. Anti-Federalists argued that the original Constitution did not contain sufficient protections for individual rights. As a result, the First Congress added 9 amendments the Constitution to protect individual rights.

Note: You will not be expected to identify specific precedent documents (e.g., Magna Carta). Instead, you will be asked to provide information concerning the precedents set by the documents (e.g., right to life, trial by jury, property, etc.).

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah1



Unit 1. Checking for Understanding

1. Historians evaluate the credibility of sources using a number of criteria.

What is one of the criteria that historians consider?

- A. the ease of availability of the source
 - B. the race and gender of the source's author
 - C. the accuracy and internal consistency of the source
 - D. the payment made by the publisher to the source's author
2. Which source would provide the most credible information about the daily life of factory workers during the 1880s?
 - A. a collection of letters written by a farmer
 - B. a journal written by an employee at a factory
 - C. a novel written to encourage factory regulation
 - D. a pamphlet written by a group opposing unions

3. In 1816, Thomas Jefferson wrote:

I am certainly not an advocate for frequent and untried changes in laws and constitutions... But I know also that laws and institutions...must advance...and keep pace with the times.

- *Letter to Samuel Kercheval, July 12, 1816*

Which thesis about Jefferson's beliefs does the statement above support?

- A. Laws must change as society changes.
- B. Laws and constitutions have little permanent value.
- C. People have limited ability to govern themselves wisely.
- D. The right of individuals must be balanced against the common good.

4. Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution. Select the boxes to identify each argument as a Federalist position or Anti-Federalist position.

Select the boxes to identify each argument as a Federalist position or Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.		
The use of a standing army threatens the liberty of citizens.		
The protection of national interests requires a standing army.		
The rights of citizens are inherent and do not need to be defined.		
The national government holds too much power compared to individual states.		

5. The U.S. Bill of Rights was influenced by several historic precedents. Two of these precedents directly contributed to the rights of the accused.

Move these two precedents into the chart.

- You do not need to use all the precedents shown.

Rights of the Accused

Due process of law (from the Northwest Ordinance)

Freedom of the press (from the Virginia Declaration of Rights)

Protection from excessive bail (from the English Bill of Rights of 1689)

Social contract (from Enlightenment writings)