

## DOWNLOAD PDF WORKING FOR CHANGE (AMERICAN HISTORY THROUGH PRIMARY SOURCES)

### Chapter 1 : African American History: Primary Documents | The Black Past: Remembered and Reclaimed

*Working for Change: The Struggle for Women's Right to Vote (American History Through Primary Sources) [Leni Donlan] on blog.quintoapp.com \*FREE\* shipping on qualifying offers. Find out about the long fight for women's voting rights.*

Global African History Listed below are major documents that help explain the history of African America.

**The Deleted Passage of the Declaration of Independence** This controversial passage of the Declaration authored by Thomas Jefferson condemning slavery was removed by the Continental Congress delegates gathered at Philadelphia.

**The Fugitive Slave Act** This measure passed by Congress was one of the first examples of federal legislation regarding the institution of slavery. As its constitution shows, the Society was dedicated to the spread of Christianity across Africa and among people of African descent, and the abolition of the slave trade.

**The Ohio Black Codes** Ohio becomes the first non-slaveholding state to establish black codes to govern persons of African ancestry living within its borders. Congress ends the legal importation of enslaved persons of African ancestry into the United States.

**In African American women in Salem, Massachusetts** organized the Female Anti-Slavery Society of Salem, the first abolitionist society sponsored exclusively by black women. Here is their founding constitution.

**The Gag Rule** This act prohibits Congress from receiving petitions related to slavery.

**Supreme Court rules that Africans on board the ship The Amistad** are free individuals; kidnapped and transported illegally; they had never been slaves. Supreme Court rules that state officials are not required to capture fugitive slaves.

**The Fugitive Slave Act** This measure, part of the Compromise of 1850, gave far more power to slave catchers and Northern law enforcement officials in capturing fugitive slaves.

**The Utah Slave Code: An Act in Relation to Service** Supreme Court rules that enslaved people are property protected by law in every state, that the enslaved are not entitled to use the courts, and that enslaved people and their descendants can never be citizens.

**The District of Columbia Emancipation Act** This Congressional measure freed all enslaved people in the District of Columbia.

**The Emancipation Proclamation** This proclamation issued by President Abraham Lincoln on January 1, 1863, freed all enslaved people in the Confederate States or portions of those states that were not then controlled by Union forces. From that point forward the Union Army would free slaves. This measure gave more than 3 million acres of coastal land in South Carolina, Georgia, and Florida to formerly enslaved people.

**The Reconstruction Amendments** The 13th, 14th, and 15th amendments to the U. S. Constitution abolish slavery, declare former enslaved people citizens of the nation and give former enslaved males the right to vote.

**Tennessee Segregation Jim Crow Laws**, This document lists all of the racially restricted legislation passed by the State of Tennessee during the 89 year Jim Crow era in that state.

**The Civil Rights Act** This act of Congress was the first attempt to protect the civil rights of the newly freed African Americans.

**The Mississippi Black Codes** These are among the first post-Civil War statutes designed to establish the rights and regulate the behavior of ex-slaves at the state level.

**The Reconstruction Acts** **The Slaughter House Cases** **The Civil Rights Act of 1875** Congress attempts to provide a number of rights to African American during the Reconstruction era. Supreme Court holds that states cannot require carriers engaged in interstate commerce to provide integrated facilities even for trips within state borders. Supreme Court rules that excluding African Americans from juries is unconstitutional.

**The Civil Rights Cases** Supreme Court rules Congress does not have the authority to restrict segregation in public accommodations and public conveyances. The decision curtails the Civil Rights Act of 1875.

**Second Morrill Act** As with the first Morrill Act, this measure allocated money from the sale of public lands to support state colleges. This act, however, specifically provided funds to support black colleges and universities. Supreme court upholds the validity of a Louisiana statute requiring separation of white and black races in railway coaches. Supreme Court rules that poll taxes and literacy tests do not violate the Constitution.

**The Louisiana Grandfather Clause** **William Hannibal Thomas on the American Negro** In this document, Conservative William Hannibal Thomas stakes out the problems and challenges facing African Americans at the dawn of

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the 20th century. Supreme Court Decision strikes down the Grandfather Clause. Supreme Court in a Louisville case rules that states and municipalities cannot mandate residential segregation. The Universal Negro Improvement Association, with an estimated two million members, was the largest black-controlled organization in the world in the early s. Here is its Constitution. Declaration of the Rights of the Negro Peoples of the World Dyer Anti-Lynching Bill The Negro Art Hokum Schulyer gives a scathing critique, rejecting the idea that the race of black artists had any influence over their work. Supreme Court rules that the Scottsboro defendants must be retried because Alabama officials violated the 14th Amendment by denying them adequate legal counsel. The Supreme Court again overturns the conviction of a Scottsboro defendant. Thurgood Marshall argues for the appellant Murray, an early civil rights victory for the future Supreme Court Justice. Supreme Court rules that states must provide equal, even if separate, educational facilities for African Americans. Executive Order This order by President Franklin D. Roosevelt bans racial, ethnic and religious discrimination in hiring in all industrial facilities receiving federal contracts. This order reaffirms and broadens the Fair Employment Practices Committee which was established with Executive Order It also specifically prohibits all federal government agencies from practicing racial discrimination in hiring. Commonwealth of Virginia Supreme Court rules that segregation on interstate buses is unconstitutional. To Secure These Rights This is the report of President Harry S. This order by President Harry S. Truman desegregates the U. Supreme Court rules that racially restrictive housing covenants are unenforceable. Oklahoma State Board of Regents Supreme Court decides in an Oklahoma case that states must admit qualified African Americans to previously all-white graduate schools when no comparable black institutions are available. The Negro Motorist Green Book This is the complete edition of the book used by African American motorists to find accommodations across the nation which accepted black travelers during the era of racial segregation. Supreme Court rules in a Texas case that states must make equal educational facilities available to African American graduate and professional students. Supreme Court rules against classroom and social segregation on the basis of race. Supreme Court rules railroad dining car segregation is unequal treatment and thus violates the Interstate Commerce Act. Board of Education This unanimous Supreme Court decision declared unconstitutional all school segregation mandated by state law. Board of Education, II Board of Education although in this instance mandating that school desegregation proceed "with all deliberate speed. During her later years she became supporter of conservative causes. In this letter to the Orlando Sentinel on August 11, , she criticizes the Brown v. Board of Education decision that ordered the desegregation of public schools. Supreme Court upholds a lower court ruling banning segregation on Montgomery, Alabama buses. This measure, the first civil rights legislation enacted since Reconstruction, provides guarantees for African American voting rights in the South. The Act also creates the U. Civil Rights Commission to investigate issues regarding race relations and racial discrimination. Alabama Ex Rel Patterson In this case the U. Supreme Court rules that the Alabama Legislature violated the 15th Amendment when it enacted Act in which redrew district lines in and around Tuskegee, Alabama, to dilute the voting strength of black voters. This order issued by President John F. Letter from a Birmingham Jail This is the famous letter that Dr. Martin Luther King wrote while in custody in Birmingham following his arrest for leading civil disobedience demonstrations. While in solitary confinement for eight days King wrote the letter in response to some of the local clergy who urged him to end the protests. Supreme Court ruled that minority group organizations may provide legal services to its members for the purpose of helping them in asserting their legal rights.

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## Chapter 2 : Progressive Era – Best of History Web Sites

*Working for Change: The Struggle for Women's Right to Vote (American History Through Primary Sources) Library Binding - October 2,*

Lowell Mill Girls and the factory system, A Spotlight on a Primary Source by torin Lowell, Massachusetts, named in honor of Francis Cabot Lowell, was founded in the early s as a planned town for the manufacture of textiles. It introduced a new system of integrated manufacturing to the United States and established new patterns of employment and urban development that were soon replicated around New England and elsewhere. By , the factories in Lowell employed at some estimates more than 8, textile workers, commonly known as mill girls or factory girls. These "operatives" – so-called because they operated the looms and other machinery – were primarily women and children from farming backgrounds. The Lowell mills were the first hint of the industrial revolution to come in the United States, and with their success came two different views of the factories. For many of the mill girls, employment brought a sense of freedom. Unlike most young women of that era, they were free from parental authority, were able to earn their own money, and had broader educational opportunities. Many observers saw this challenge to the traditional roles of women as a threat to the American way of life. Others criticized the entire wage-labor factory system as a form of slavery and actively condemned and campaigned against the harsh working conditions and long hours and the increasing divisions between workers and factory owners. It is an attack on the entire wage system but particularly focuses on how factory jobs affect the mill girls: The author was probably Harriet Jane Farley, a mill girl who eventually became editor of the Lowell Offering. The operatives are well dressed, and we are told, well paid. They are said to be healthy, contented, and happy. This is the fair side of the picture. There is a dark side, moral as well as physical. Of the common operatives, few, if any, by their wages, acquire a competence. The bills of mortality in these factory villages are not striking, we admit, for the poor girls when they can toil no longer go home to die. The average life, working life we mean, of the girls that come to Lowell, for instance, from Maine, New Hampshire, and Vermont, we have been assured, is only about three years. What becomes of them then? Few of them ever marry; fewer still ever return to their native places with reputations unimpaired. Think, for a moment, how many of the next generation are to spring from mothers doomed to infamy! It has been asserted that to put ourselves under the influence and restraints of corporate bodies, is contrary to the spirit of our institutions, and to that love of independence which we ought to cherish. We are under restraints, but they are voluntarily assumed; and we are at liberty to withdraw from them, whenever they become galling or irksome. Neither have I ever discovered that any restraints were imposed upon us but those which were necessary for the peace and comfort of the whole, and for the promotion of the design for which we are collected, namely, to get money, as much of it and as fast as we can; and it is because our toil is so unremitting, that the wages of factory girls are higher than those of females engaged in most other occupations. It is these wages which, in spite of toil, restraint, discomfort, and prejudice, have drawn so many worthy, virtuous, intelligent, and well-educated girls to Lowell, and other factories; and it is the wages which are in great degree to decide the characters of the factory girls as a class. Brownson may rail as much as he pleases against the real injustice of capitalists against operatives, and we will bid him God speed, if he will but keep truth and common sense upon his side. Still, the avails of factory labor are now greater than those of many domestics, seamstresses, and school-teachers; and strange would it be, if in money-loving New England, one of the most lucrative female employments should be rejected because it is toilsome, or because some people are prejudiced against it. Yankee girls have too much independence for that. And now, if Mr. Brownson is a man, he will endeavor to retrieve the injury he has done;. Questions for Discussion Read the introduction, view the images of the two original documents, and read the edited excerpts. Then apply your knowledge of American history to answer the following questions: Locate the following words and attempt to define them from context clues: If necessary, employ a dictionary. Describe the conditions in America around

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that encouraged young women to seek employment outside of their home. The men in the images are engaged in factory work, construction of skyscrapers, and working on the railroads.

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## Chapter 3 : Sources in U.S. History Online

*Primary Sources from DocsTeach Thousands of online primary source documents from the National Archives to bring the past to life as classroom teaching tools. National Archives Catalog Find online primary source materials for classroom & student projects from the National Archive's online catalog (OPA).*

Primary sources can include diaries, letters, speeches, photographs, newspaper articles, government documents, and much more. For more information, see [What are Primary Sources](#). To find primary sources held at the MSU Libraries, perform a keyword search in the library catalog with the terms s: The last option -- s: An important but often overlooked Native American resource. The MPHC consists of forty to page volumes. Each volume includes letters, speeches, memorial reports, private and professional papers of individuals, as well as personal remembrances and historical essays. The bulk of these materials span a period of roughly two hundred years, from to However, these dates are not entirely inclusive. Categories of materials include: Each project participant selected a piece for the collection they felt best represented their work and the collection includes portraits, biographies of artists, and color photographs of their baskets, pottery, beadwork, dolls, stained glass, sculptures, and drawings. The accompanying exhibition and publication explored the ways in which American Indians, specifically women living in the Great Lakes region, visually address the complexities of being Indian in a modern world. It examines the multiple ways in which individuals express their identity as women, as artists, as American Indians, and as members of specific native communities. The collection counters the often stereotypical views of American Indian art, in general, and Great Lakes Indian art, in particular. The project was funded by a grant from the W. For more information, contact Lynne Swanson at [swansonl@msu.edu](mailto:swansonl@msu.edu). Itemized resources available in the State Archives. This bibliography endeavors to list all manuscript collections in the Bentley Historical Library reflecting the history and culture of Native Americans in Michigan. The difficulty in adequately documenting Native Americans lies in the fact that the history of Native Americans is transmitted through artifacts and through an oral tradition intimately bound with a living culture rather than in the letters, diaries and other written documents that we associate with other groups and which are routinely collected by archival agencies like the Bentley. Also contains links to online newspapers by Michigan Native American tribes. Also see Chief Okemos entry from H2G2. Junior leaves the reservation in search of a better education and a way out of his oppressive life, ultimately finding a new identity. This primary source set includes photographs, text documents, and interviews with Sherman Alexie that provide context for thematic elements within *The Absolutely True-Diary of Part-Time Indian*. Courtesy of the Digital Public Library of America. Throughout the nineteenth century, boarding schools were established to educate and assimilate American Indian children according to US cultural standards and values. This collection of photos and documents shows what life was like for the many children enrolled in American Indian boarding schools. Explore manuscripts, artwork and rare printed books dating from the earliest contact with European settlers right up to photographs and newspapers from the mid-twentieth century. Browse through a wide range of rare and original documents from treaties, speeches and diaries, to historic maps and travel journals. With more than unique titles and 1,, pages dedicated to American Indian Law, this collection includes an expansive archive of treaties, federal statutes and regulations, federal case law, tribal codes, constitutions, and jurisprudence. This library also features rare compilations edited by Felix S. Cohen that have never before been accessible online. Gale Cengage Archives Unbound. The American Indian Movement AIM expanded from its roots in Minnesota and broadened its radical political agenda to include a searching analysis of the nature of social injustice in America. AIM used the media to present its message to the American public. Informant reports and materials collected by the Extremist Intelligence Section of the FBI provide insight into the motives, actions, and leadership of AIM and the development of Native American radicalism These files offer a significant source of documentation on the intelligence and law enforcement programs of the FBI in an era of increasingly militant social activism.

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Particularly in its early years, AIM also protested racism and civil rights violations against Native Americans. During the s, increasing numbers of American Indians had been forced to move away from reservations and tribal culture because of federal Indian termination policies intended to assimilate them into mainstream American culture. AIM staged a number of protest actions on historically significant sites of injustice and violence perpetrated by the federal government against Native Americans. These protests included the occupation of Alcatraz Island in , protests at the federal Bureau of Indian Affairs in , the occupation of Wounded Knee on the Pine Ridge Reservation in , and the Longest Walk spiritual march from Alcatraz to Washington, DC to support tribal sovereignty and bring attention to anti-Indian legislation in AIM continues its work to the present day, speaking out against injustices and working to improve conditions for Native Americans. This primary source set uses documents, photographs, videos, and news stories to tell the story of the first decade of the American Indian Movement. American Indian Oral History: Beginning in , tobacco heiress and philanthropist Doris Duke funded seven American Indian oral history projects, including one based at the University of Oklahoma. The Duke Collection of American Indian Oral History online provides access to typescripts of interviews conducted with hundreds of Indians in Oklahoma regarding the histories and cultures of their respective nations and tribes. Related are accounts of Indian ceremonies, customs, social conditions, philosophies, and standards of living. Members of every tribe resident in Oklahoma were interviewed. American Indians of the Pacific Northwest. This digital collection integrates over 2, photographs and 7, pages of text relating to the American Indians in two cultural areas of the Pacific Northwest, the Northwest Coast and Plateau. These resources illustrate many aspects of life and work, including housing, clothing, crafts, transportation, education, and employment. Contains more than 18, pages of eyewitness accounts of North American exploration, from the sagas of Vikings in Canada in AD to the diaries of mountain men in the Rockies years later. Read the words of explorers, Indians, missionaries, traders and settlers as they lived through the founding moments of American history. View, search, print, or download more than rare books, original manuscripts, and classic travel narratives from the library and archives of the Wisconsin Historical Society. Travels in America, Also included is the thirty-two-volume set of manuscript sources entitled Early Western Travels, , published between and after diligent compilation by the distinguished historian and secretary of the Wisconsin Historical Society Reuben Gold Thwaites. The narratives in American Notes therefore range from the unjustly neglected to the justly famous, and from classics of the genre to undiscovered gems. Together, they build a mosaic portrait of a young nation. Be sure to check the subject entry Indians of North America for 18 items of interest. Photos, early film footage, federal government reports, cartoons, and maps tell the complex tale of the efforts to assimilate Native Americans through education. Courtesy of the Library of Congress. Black Hawk War of These Native Americans had lost their Illinois lands in a disputed treaty signed in St. Their return to northern Illinois sparked widespread panic among white settlers, and Illinois Governor Reynolds quickly called up the militia, which included a young Abraham Lincoln. This project presents searchable primary source materials describing the Black Hawk War of Note click on Captivity Narratives for a selection of captivity narratives published prior to Available to the MSU community and other subscribers. The Carlisle Indian Industrial School is a major site of memory for many Native peoples, as well as a source of study for students and scholars around the globe. This website represents an effort to aid the research process by bringing together, in digital format, a variety of resources that are physically preserved in various locations around the country. Through these resources, we seek to increase knowledge and understanding of the school and its complex legacy, while also facilitating efforts to tell the stories of the many thousands of students who were sent there. English-Native conflicts began as soon as the first European settlers arrived at Jamestown in , when they encountered the dominant Powhatan Confederacy and realized they must build a coalition or fight to secure the region for England. These early events created the mythic relationship between John Smith and Pocahontas, which is still interpreted in popular culture. Relations quickly broke down and ended in warfare. The same happened in New England. Other colonies, such as Pennsylvania, sought to establish treaties with the native population. The colonists

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often sought to appease native leadership in order to avoid struggle, but did so with a tone of ethnic superiority. These relationships were never seen as a partnership of equals; colonists sought to dominate their extensive landholdings and to remove native threats from these areas. By exploring cross-cultural colonial conflicts between European and Native populations through the lenses of chronology, politics, religion, and society, we can understand the breakdown of fledgling alliances and the impact of colonialist expansion on the Native American way of life. *Defining Documents in American History*: Salem Press, Incorporated Oct. Readers will find in-depth analysis of a broad range of historical documents, including speeches, letters, legislation, court cases, and other sources about Native Americans. *Iroquois Thanksgiving Address, Tecumseh*: Each in-depth chapter guides readers with historical insight and comprehension. Plus, an historical timeline and bibliography of important supplemental readings will support readers in understanding the broader historical events covered. From the first meetings between Native Americans and European settlers to twentieth-century events, this set provides thoughtful analysis of documents and speeches allowing readers to gain a better understanding of this crucial topic in American history. *Evans*, is the definitive resource for information about every aspect of life in 17th- and 18th-century America, from agriculture and auctions through foreign affairs, diplomacy, literature, music, religion, the Revolutionary War, temperance, witchcraft, and just about any other topic imaginable. This resource consists of more than 37, books, pamphlets, and broadsides. Try searching the word Indian. *Early Encounters in North America: Peoples, Cultures, and the Environment*. The collection includes both published and unpublished accounts, narratives, diaries, journals, and letters. *Early Western Travels, Descriptive of the Aborigines and Social and Economic. During the Period of Early American Settlement*. Reuben Gold Thwaites, editor. One of the most significant and controversial representations of traditional American Indian culture ever produced. Issued in a limited edition from , the publication continues to exert a major influence on the image of Indians in popular culture. Curtis said he wanted to document "the old time Indian, his dress, his ceremonies, his life and manners. The twenty volumes, each with an accompanying portfolio, are organized by tribes and culture areas encompassing the Great Plains, Great Basin, Plateau Region, Southwest, California, Pacific Northwest, and Alaska. Featured here are all of the published photogravure images including over illustrations bound in the text volumes, along with over portfolio plates.

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### Chapter 4 : 50 Core Documents | Teaching American History

*"This database provides access to digital collections of primary sources (photos, letters, diaries, artifacts, etc.) that document the history of women in the United States. These diverse collections range from Ancestral Pueblo pottery to interviews with women engineers from the s."*

It is a tale of origins and future progress, of new roles for women and the beginning of a movement for gender equality stretching to the present day. Textbook Narratives The first is rapid economic growth that produced a new, primarily urban, middle class from which reformers generally came. It also led to an increasing number of women usually not middle-class ones working outside the home for wages. Two further changes of significance for antebellum reform were cultural. One was a wave of Protestant revivalism, frequently called "the Second Great Awakening," that swept across the United States after the War of It was an intensely emotional religious experience that for some converts carried with it a moral imperative to reform the world. Reality aside, "true womanhood" posited that women and men had essentially different natures and hence had different spheres of influence. In textbooks it sometimes appears as the "cult of true womanhood" the title of a pioneering essay on the subject or as a "cult of domesticity. Womenâ€™presumed weaker, more emotional, but also innately more moralâ€™ruled the home as their proper domain. Worlds outside the homeâ€™commerce, politics, and the professions, for exampleâ€™belonged to men. Borrowing the language of the Declaration of Independence, they indicted man, instead of King George, as the oppressor. This was especially true of middle-class women who, as textbooks often note, were increasingly well-educated while having few other ways to apply their learning, intelligence, and convictions outside the home. With these changes in the background, the primary focus of textbooks is on that gathering of reformers, mostly abolitionists, in Seneca Falls in , and the stirring Declaration of Sentiments they produced. This, so the story goes, was the birth of a long struggle for gender equality. A Closer Look There is much in this account with which scholars would agree, but there are also claims they would shade differently and omissions they would note. I will give five examples, although they do not apply equally to every textbook. These examples are mostly reactions against the Seneca-centric perspective of textbooks. First on my list is the frequent omission of other women reformers with agendas differing from the Seneca Falls Declaration. Some, for example, went beyond the Declaration, vigorously attacking religion and marriage as oppressive institutions for women. Prime among these was Scottish-born Frances Wright, a popular lecturer who established a black and white utopian community in Tennessee in the s. Her controversial ideas on gender and religion among other topics were so notorious that "Fanny Wrightism" became a slang term for a dangerous extremist. Margaret Fuller published her own manifesto on gender equality, *Woman in the Nineteenth Century* , three years before Seneca Falls. A notable radical after the Civil War was Victoria Woodhull, whose list of reform commitments was staggering. In she became the first woman presidential candidate although too young to hold the office. The Equal Rights Party platform on which she ran reflected the abolitionist heritage apparent at Seneca Falls, but was bolder in its call for gender and racial equality see Primary Source Equal Rights Party Platform []. Textbooks also seldom address class differences, thus obscuring the fact that, by and large, the women represented at Seneca Falls were not the same women who were entering the wage labor force in larger numbers. Nor was the vote necessarily a high priority for the latter. A related omission has to do with the two groups of women who do figure into the usual story: Far more women lived in different places, under different circumstancesâ€™on farms, on plantations, or on frontiers. Were their views represented in Seneca Falls? Looking at these women reveals both conflicting sets of values among women and different ideas about producing social change. Maria Stewart linked gender and racial oppression in a speech, 16 years before Seneca Falls They are generally represented by Sojourner Truth. She was an impressive figure, but to focus on her is to hide the contributions of other African American women abolitionists and to silence their views on gender. Stewart and a handful of other African American women abolitionists, moreover, had rich and varied lives, some with impressive

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literary and professional accomplishments. Given space requirements and state guidelines, it is unlikely that any textbook could please a scholarly expert in the field, even if one is the author.

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### Chapter 5 : Teaching Now: Using Primary Sources with 21st-Century Learners - TPS-Barat Primary Source

*Sets of primary sources on baseball, Jamestown, Jim Crow laws, the Civil War, immigration, Spanish exploration, and the Dust Bowl from the Library of Congress including photos, maps, manuscripts, audio files, films, sheet music, and cartoons.*

Americans integrated the technologies of the Industrial Revolution into a new commercial economy. Steam power, the technology that moved steamboats and railroads, fueled the rise of American industry by powering mills and sparking new national transportation networks. The revolution reverberated across the country. More and more farmers grew crops for profit, not self-sufficiency. Vast factories and cities arose in the North. A new middle class ballooned. And as more men and women worked in the cash economy, they were freed from the bound dependence of servitude. But there were costs to this revolution. As northern textile factories boomed, the demand for southern cotton swelled, and American slavery accelerated. Northern subsistence farmers became laborers bound to the whims of markets and bosses. Some workers, often immigrant women, worked thirteen hours a day, six days a week. Others labored in slavery. Massive northern textile mills turned southern cotton into cheap cloth. And although northern states washed their hands of slavery, their factories fueled the demand for slave-grown southern cotton and their banks provided the financing that ensured the profitability and continued existence of the American slave system. And so, as the economy advanced, the market revolution wrenched the United States in new directions as it became a nation of free labor and slavery, of wealth and inequality, and of endless promise and untold perils. Americans increasingly produced goods for sale, not for consumption. Improved transportation enabled a larger exchange network. Labor-saving technology improved efficiency and enabled the separation of the public and domestic spheres. Class conflict, child labor, accelerated immigration, and the expansion of slavery followed. These strains required new family arrangements and transformed American cities. American commerce had proceeded haltingly during the eighteenth century. American farmers increasingly exported foodstuffs to Europe as the French Revolutionary Wars devastated the continent between and . But in the wake of the War of 1812, Americans rushed to build a new national infrastructure, new networks of roads, canals, and railroads. State legislatures meanwhile pumped capital into the economy by chartering banks. The number of state-chartered banks skyrocketed from 1 in 1790, in 1800, and in 1810 to 1, in 1820. Depressions devastated the economy in 1819, 1837, and 1857. Each followed rampant speculation in various commodities: Eventually the bubbles all burst. The spread of paper currency untethered the economy from the physical signifiers of wealth familiar to the colonial generation, namely land. Counterfeit bills were endemic during this early period of banking. Prostitutes and con men could look like regular honest Americans. Advice literature offered young men and women strategies for avoiding hypocrisy in an attempt to restore the social fiber. Intimacy in the domestic sphere became more important as duplicity proliferated in the public sphere. Fear of the confidence man, counterfeit bills, and a pending bust created anxiety in the new capitalist economy. But Americans refused to blame the logic of their new commercial system for these depressions. Her trip was less than five hundred miles but took six weeks to complete. The journey was a terrible ordeal, she said. At Wheeling, Virginia, her coach encountered the National Road, the first federally funded interstate infrastructure project. The road was smooth and her journey across the Alleghenies was a scenic delight. If a transportation revolution began with improved road networks, it soon incorporated even greater improvements in the ways people and goods moved across the landscape. New York State completed the Erie Canal in 1825. Soon crops grown in the Great Lakes region were carried by water to eastern cities, and goods from emerging eastern factories made the reverse journey to midwestern farmers. Robert Fulton established the first commercial steamboat service up and down the Hudson River in New York in 1807. Soon thereafter steamboats filled the waters of the Mississippi and Ohio Rivers. Downstream-only routes became watery two-way highways. By 1830, more than two hundred steamboats moved up and down western rivers. State and local governments provided the means for the bulk of this initial wave of railroad construction, but economic

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collapse following the Panic of 1857 made governments wary of such investments. Government supports continued throughout the century, but decades later the public origins of railroads were all but forgotten, and the railroad corporation became the most visible embodiment of corporate capitalism. By 1860 Americans had laid more than thirty thousand miles of railroads. Railroad development was slower in the South, but there a combination of rail lines and navigable rivers meant that few cotton planters struggled to transport their products to textile mills in the Northeast and in England. Such internal improvements not only spread goods, they spread information. The transportation revolution was followed by a communications revolution. The telegraph redefined the limits of human communication. By 1844 Samuel Morse had persuaded Congress to fund a forty-mile telegraph line stretching from Washington, D. C. to Baltimore, Md. Within a few short years, during the Mexican-American War, telegraph lines carried news of battlefield events to eastern newspapers within days. This contrasts starkly with the War of 1812, when the Battle of New Orleans took place nearly two full weeks after Britain and the United States had signed a peace treaty. The consequences of the transportation and communication revolutions reshaped the lives of Americans. Farmers who previously produced crops mostly for their own family now turned to the market. They earned cash for what they had previously consumed; they purchased the goods they had previously made or went without. Market-based farmers soon accessed credit through eastern banks, which provided them with the opportunity to expand their enterprise but left also them prone before the risk of catastrophic failure wrought by distant market forces. In the Northeast and Midwest, where farm labor was ever in short supply, ambitious farmers invested in new technologies that promised to increase the productivity of the limited labor supply. The years between 1800 and 1850 witnessed an explosion of patents on agricultural technologies. Most visibly, the market revolution encouraged the growth of cities and reshaped the lives of urban workers. In 1800, only New York had over one hundred thousand inhabitants. By 1850, six American cities met that threshold, including Chicago, which had been founded fewer than two decades earlier. The steamboat turned St. Louis and Cincinnati into centers of trade, and Chicago rose as it became the railroad hub of the western Great Lakes and Great Plains regions. The geographic center of the nation shifted westward. The development of steam power and the exploitation of Pennsylvania coalfields shifted the locus of American manufacturing. By the 1850s, for instance, New England was losing its competitive advantage to the West. Meanwhile, the cash economy eclipsed the old, local, informal systems of barter and trade. Income became the measure of economic worth. Productivity and efficiencies paled before the measure of income. Cash facilitated new impersonal economic relationships and formalized new means of production. Young workers might simply earn wages, for instance, rather than receiving room and board and training as part of apprenticeships. Moreover, a new form of economic organization appeared: States offered the privileges of incorporation to protect the fortunes and liabilities of entrepreneurs who invested in early industrial endeavors. A corporate charter allowed investors and directors to avoid personal liability for company debts. The legal status of incorporation had been designed to confer privileges to organizations embarking on expensive projects explicitly designed for the public good, such as universities, municipalities, and major public works projects. The business corporation was something new. Many Americans distrusted these new, impersonal business organizations whose officers lacked personal responsibility while nevertheless carrying legal rights. Woodward the Supreme Court upheld the rights of private corporations when it denied the attempt of the government of New Hampshire to reorganize Dartmouth College on behalf of the common good. By the early nineteenth century, states north of the Mason-Dixon Line had taken steps to abolish slavery. Vermont included abolition as a provision of its state constitution. Gradualism brought emancipation while also defending the interests of northern masters and controlling still another generation of black Americans. In New Jersey became the last of the northern states to adopt gradual emancipation plans. There was no immediate moment of jubilee, as many northern states only promised to liberate future children born to enslaved mothers. But escape was dangerous and voluntary manumission rare. Congress, for instance, made the harboring of a fugitive slave a federal crime as early as 1793. Hopes for manumission were even slimmer, as few northern slaveholders emancipated their own slaves. Roughly one fifth of the white families in New York City owned

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slaves, and fewer than eighty slaveholders in the city voluntarily manumitted slaves between and . By , census data suggests that at least 3, people were still enslaved in the North. Elderly Connecticut slaves remained in bondage as late as , and in New Jersey slavery endured until after the Civil War. A free black population of fewer than 60, in increased to more than , by . Growing free black communities fought for their civil rights. In a number of New England locales, free African Americans could vote and send their children to public schools. Most northern states granted black citizens property rights and trial by jury. African Americans owned land and businesses, founded mutual aid societies, established churches, promoted education, developed print culture, and voted. Nationally, however, the slave population continued to grow, from less than , in to more than 1.

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### Chapter 6 : The Market Revolution | THE AMERICAN YAWP

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Although this part of the Internet History Sourcebooks Project began as a way to access texts that were already available on the Internet, it now contains hundreds of texts made available locally. The great diversity of available sources for use in modern history classes requires that selections be made with great care - since virtually unlimited material is available. The goals here are: To present a diversity of source material in modern European, American, and Latin American history, as well as a significant amount of material pertinent to world cultures and global studies. A number of other online source collections emphasize legal and political documents. Here efforts have been made to include contemporary narrative accounts, personal memoirs, songs, newspaper reports, as well as cultural, philosophical, religious and scientific documents. Although the history of social and cultural elite groups remains important to historians, the lives of non-elite women, people of color, lesbians and gays are also well represented here. To present the material as cleanly as possible, without complicated hierarchies and subdirectories, and without excessive HTML markup. What you get here is direct access to significant documents, not the efforts of some whizkid "website designer". In other words, we are interested here in the music, not the Hi-fi!. Within the major sections, to indicate a few high quality web sites for further source material and research. The texts on these pages come from many sources: Files posted to various places on the net. In some cases, the source URL no longer exists. Shorter texts created for class purposes by extracting from much larger texts. In some cases, the extracts have been suggested by a variety of commercial sourcebooks. Texts scanned in from printed material. In some cases the printed book may be recent, but the material scanned is out of copyright. Texts sent to me for inclusion. Links to other online texts. In almost all these cases I have made local copies, so please inform me if links no longer work. Efforts have been made to conform to US Copyright Law. Any infringement is unintentional, and any file which infringes copyright, and about which the copyright claimant informs me, will be removed pending resolution. Paul Halsall, halsall@fordham.edu. Dates of accession of material added since July can be seen in the New Additions page.. Links to files at other site are indicated by [At some indication of the site name or location]. Locally available texts are marked by [At this Site]. WEB indicates a link to one of small number of high quality web sites which provide either more texts or an especially valuable overview. The Internet Modern History Sourcebook is part of the.

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### Chapter 7 : Primary Sources | Social Studies Central

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History[ edit ] From a letter of Philip II, King of Spain, 16th century In scholarly writing, an important objective of classifying sources is to determine their independence and reliability. For example, these ideas may be used to trace the history of scientific theories, literary elements and other information that is passed from one author to another. In political history , primary sources are documents such as official reports, speeches, pamphlets, posters, or letters by participants, official election returns and eyewitness accounts. In the history of ideas or intellectual history , the main primary sources are books, essays and letters written by intellectuals; these intellectuals may include historians, whose books and essays are therefore considered primary sources for the intellectual historian, though they are secondary sources in their own topical fields. In religious history , the primary sources are religious texts and descriptions of religious ceremonies and rituals. In a broader sense primary sources also include artifacts like photographs, newsreels, coins, paintings or buildings created at the time. Historians may also take archaeological artifacts and oral reports and interviews into consideration. Written sources may be divided into three types. They are not limited to fictional sources which can be sources of information for contemporary attitudes but include diaries , films, biographies, leading philosophical works and scientific works. Diplomatic sources include charters and other legal documents which usually follow a set format. Social documents are records created by organizations, such as registers of births and tax records. In historiography, when the study of history is subject to historical scrutiny, a secondary source becomes a primary source. Documentary films can be considered a secondary source or primary source, depending on how much the filmmaker modifies the original sources. In the humanities , a primary source could be defined as something that was created either during the time period being studied or afterward by individuals reflecting on their involvement in the events of that time. In the social sciences , the definition of a primary source would be expanded to include numerical data that has been gathered to analyze relationships between people, events, and their environment. In the natural sciences , a primary source could be defined as a report of original findings or ideas. These sources often appear in the form of research articles with sections on methods and results. These can be public or private. Some are affiliated with universities and colleges, while others are government entities. Materials relating to one area might be spread over a large number of different institutions. These can be distant from the original source of the document. For example, the Huntington Library in California houses a large number of documents from the United Kingdom. In the US, digital copies of primary sources can be retrieved from a number of places. The Library of Congress maintains several digital collections where they can be retrieved. Some examples are American Memory and Chronicling America. The Digital Public Library of America searches across the digitized primary source collections of many libraries, archives, and museums. The Internet Archive also has primary source materials in many formats. In the UK, the National Archives provides a consolidated search of its own catalogue and a wide variety of other archives listed on the Access to Archives index. Digital copies of various classes of documents at the National Archives including wills are available from DocumentsOnline. Most of the available documents relate to England and Wales. Some digital copies of primary sources are available from the National Archives of Scotland. Many County Record Offices collections are included in Access to Archives, while others have their own on-line catalogues. Many County Record Offices will supply digital copies of documents. In other regions, Europeana has digitized materials from across Europe while the World Digital Library and Flickr Commons have items from all over the world. Trove has primary sources from Australia. Most primary source materials are not digitized and may only be represented online with a record or finding aid. Both digitized and not digitized materials can be found through catalogs such as WorldCat , the

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Library of Congress catalog , the National Archives catalog , and so on. Using primary sources[ edit ] History as an academic discipline is based on primary sources, as evaluated by the community of scholars, who report their findings in books, articles and papers. Arthur Marwick says "Primary sources are absolutely fundamental to history. In practice some sources have been destroyed, while others are not available for research. Perhaps the only eyewitness reports of an event may be memoirs , autobiographies, or oral interviews taken years later. Sometimes the only evidence relating to an event or person in the distant past was written or copied decades or centuries later. Manuscripts that are sources for classical texts can be copies of documents, or fragments of copies of documents. This is a common problem in classical studies , where sometimes only a summary of a book or letter has survived. Potential difficulties with primary sources have the result that history is usually taught in schools using secondary sources. Historians studying the modern period with the intention of publishing an academic article prefer to go back to available primary sources and to seek new in other words, forgotten or lost ones. Primary sources, whether accurate or not, offer new input into historical questions and most modern history revolves around heavy use of archives and special collections for the purpose of finding useful primary sources. A work on history is not likely to be taken seriously as scholarship if it only cites secondary sources, as it does not indicate that original research has been done. For this reason, the interpretation of primary texts is typically taught as part of an advanced college or postgraduate history course, although advanced self-study or informal training is also possible. The following questions are asked about primary sources: What is the tone? Who is the intended audience? What is the purpose of the publication? What assumptions does the author make? Does the author agree or disagree with other authors of the subject? Does the content agree with what you know or have learned about the issue? Where was the source made? There can be bias and tacit unconscious views which twist historical information. Historians consider the accuracy and objectiveness of the primary sources that they are using and historians subject both primary and secondary sources to a high level of scrutiny. Participants and eyewitnesses may misunderstand events or distort their reports, deliberately or not, to enhance their own image or importance. Such effects can increase over time, as people create a narrative that may not be accurate. The facts can be distorted to present the opposing sides in a negative light. Barristers are taught that evidence in a court case may be truthful but may still be distorted to support or oppose the position of one of the parties. Classifying sources[ edit ] Many sources can be considered either primary or secondary, depending on the context in which they are examined. Examples in which a source can be both primary and secondary include an obituary [21] or a survey of several volumes of a journal counting the frequency of articles on a certain topic. These forgeries have usually been constructed with a fraudulent purpose, such as promulgating legal rights, supporting false pedigrees, or promoting particular interpretations of historic events. The investigation of documents to determine their authenticity is called diplomatics. Among the earliest forgeries are false Anglo-Saxon charters , a number of 11th- and 12th-century forgeries produced by monasteries and abbeys to support a claim to land where the original document had been lost or never existed. One particularly unusual forgery of a primary source was perpetrated by Sir Edward Dering , who placed false monumental brasses in a parish church. Recently, forged documents have been placed within the UK National Archives in the hope of establishing a false provenance.

### Chapter 8 : The Gilder Lehrman Collection | Gilder Lehrman Institute of American History

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### Chapter 9 : Primary source - Wikipedia

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