Students are confronted with multiple perspectives on significant events in U.S. history. They are required to compare and contrast these perspectives and then judge them based on the teachings of Scripture.

Analyzing Primary and Secondary Sources

Students are led to do history, not just read about it. The course will require them to interpret primary sources, drawing and combining reasonable inferences from both primary and secondary sources to build an understanding of complex issues.

Evaluating Historical Perspectives

Students are confronted with multiple perspectives on significant events in U.S. history. They are required to compare and contrast these perspectives and then judge them based on the teachings of Scripture.

Eyewitness at Appomattox

By early April 1865, General Robert E. Lee recognized he had little choice but to surrender to General Ulysses S. Grant. After exchanging notes, they agreed to meet in the village of Appomattox Court House. The meeting, in the home of Wilmer McLean, lasted about two and a half hours. Lieutenant Colonel Horace Porter, an assistant to Grant, was present and wrote this description of the event:

...his clothes were spattered with mud. ... He had no sword, and a pair of shoulder-straps was all there was about him to designate his rank. In fact, aside from these, his uniform was that of a private soldier.

Lee, on the other hand, was fully six feet in height, and quite erect for one of his age, for he was Grant’s senior by sixteen years. His hair and full beard were a nut-brown, without graying; his eyes were of a dark blue, and his nose and mouth well marked by a long, well-groomed mustache. His height made his shoulders appear broad and his frame solid. He had a kind, benevolent expression of countenance, and a quiet, mannerly manner of speech, and deportment. His features were regular and well proportioned, his countenance was marked by a benevolent expression, and his speech was slow and deliberate. His gait was dignified and composed.

Sitting Bull Speaks

One of the Sioux leaders, Sitting Bull, said: “What treaty that the whites ever made with us red men have they kept? Not one. When I was a boy the Sioux owned the world. The sun rose and set in their lands. ... They sent 10,000 horsemen to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them? What white man can say I ever stole his lands or a penny of his money? Yet they say I am a thief. Where was my gold?”

Taking Sides

Loyalists (Tories)

Some colonists were loyal to England for political, religious, and economic reasons. Many believed that they were fairly represented by Parliament and that taxes to fund the defense of the colonies were just. Others thought that Parliament had exceeded its bounds with various acts; however, they did not think that those mistakes justified war. Furthermore, many Loyalists feared that independence would lead to mob rule and tyranny.

Patriots

The Patriots also had political, religious, and economic reasons for their cause. They believed that their political system and self-governing government was at stake.

For more on this, refer to the Bible (2 Chronicles 20:16). The colonists of the United States were acting contrary to Scripture (or the Bible). Students need to understand the historical context in which colonists were making political decisions.

What treaty that the whites ever made with us red men have they kept? Not one. When I was a boy the Sioux owned the world. The sun rose and set in their lands. ... They sent 10,000 horsemen to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them? What white man can say I ever stole his lands or a penny of his money? Yet they say I am a thief. Where was my gold?”
CHAPTER 11

Maine

San Juan Hill

U.S. Army

Evaluate the passage of the Patient Protection and Affordable Care Act (PPACA) as a major legislative achievement of the Obama administration. Discuss its impact on healthcare reform in the United States and the role of the President and Congress in passing the law.

Of course, the Spanish had no reason to destroy the bat-

As the nation approached the presidential election of 1868,

St. Louis

New and Old Worlds Meet

Chapter 1

The writings of Marco Polo, Martin Luther,

and the French. Other Indians sat on

Membertou, an Indian chief, was one of

took turns hosting feasts. Each host at-

Raleigh's attempts to colonize Virginia cost

The Cost of Colonizing

Early British Plans

4. Spain (p. 11)

Wealth from tobacco and was described as “tall in stature,

broad shoulders, and a bold look.”

William White arrived in Virginia in 1649 and married

Seneca woman, Chief Mornotouqua. Mornotouqua gave

White’s daughter gave birth to a child

John White’s daughter married a local Indian

John White and his family—so that they can be better

employed, occupation, major accomplishments,

his identity too obvious. (You may want to

viewed briefly by the teacher in front of the

one of the explorers or other people noted in

7–8. Sir Walter Raleigh; Roanoke Island, lo-

Early English Settlements

to the history of European settlement in North America?

What are the similarities and differences between

the Spanish and the English in their approach to

the Dutch and the French in the New World?

As we shall see in the next chapter, the English came in greater

numbers after 1607.

In 1664, the English seized the colony, promising the citizens

freedom of life, liberty, and property in return for their surrender.

As other colonies (discussed in Chapter 2) established the House of Burgesses, an

governmental body modeled after the English Parliament. As other colonies

in the British colonies in the New World can be traced back to

the Magna Carta, the Bill of Rights, and other English

documents that guaranteed individual rights.

In 1664, the English seized the colony, promising the citizens

freedom of life, liberty, and property in return for their surrender.

The English government established a new colony in New Hampshire in

1678, which included present-day Connecticut.

The English settlers in New England were

frequently to bypass legislative restraints?

King Charles II granted a charter to the

New York Company, which obtained

the territory that now includes New York,

Connecticut, and parts of Pennsylvania, New Jersey, and Delaware.

The charter gave the Company the

right to govern the region and to

sell land to settlers.

In 1664, the English seized the colony, promising the citizens

freedom of life, liberty, and property in return for their surrender.

The English government established a new colony in New Hampshire in

1678, which included present-day Connecticut.

The English settlers in New England were

frequently to bypass legislative restraints?

King Charles II granted a charter to the

New York Company, which obtained

the territory that now includes New York,

Connecticut, and parts of Pennsylvania, New Jersey, and Delaware.

The charter gave the Company the

right to govern the region and to

sell land to settlers.