

GRADE 4 -- NYS Engage Text Modules		Resource (copies)	TeachingBooks Link
4.1a	The Iroquois: The Six Nations Confederacy / Mary Englar	SNAP (25)	
	Eagle Song / Joseph Bruchac	SNAP (25)	http://www.teachingbooks.net/qlrkmxn
	The Keeping Quilt / Patricia Polacco	SNAP (1 / 1 Video)	http://www.teachingbooks.net/qljx6xx
	Birth of a Haudenosaunee	PDF in Expeditionary Learning	
	Haudenosaunee Thanksgiving Address (excerpts)	PDF in Expeditionary Learning	Dance For All People website
	Two Row Wampun / Expeditionary Learning	PDF in Expeditionary Learning	
	A Time to Talk / Robert Frost	PDF in Expeditionary Learning	
	The Stone Canoe (video)	Onondaga Nationa	
	Recording our History (Transcript)	PDF in Expeditionary Learning	
	Life at Onodaga (Transcript)	PDF in Expeditionary Learning	
Three lacrosse players dominate sport their ancestors created	CBS News		
4.1b	Love That Dog / Sharon Creech		http://www.teachingbooks.net/qlt3zus
	A River of Words: The Story of William Carlos Williams / Jen Bryant		http://www.teachingbooks.net/qlybrur
4.2a	The Scoop on Clothes, Homes, and Daily Life in Colonial America / Eilizabeth Raum	SNAP (20)	
	If You Lived in Colonial Times / Ann McGovern	SNAP (25)	http://www.teachingbooks.net/ql6mexz
4.2b	Animal Behavior: Animal Defenses / Christina Wilsdon	SNAP (25)	
	Venom / Marilyn Singer		http://www.teachingbooks.net/ql32kkg
	Can You Survive the Wilderness / Matt Doeden		http://www.teachingbooks.net/qlxp3
4.3a	Simple Machines: Forces in Action (Do It Yourself) / Buffy Silverman	SNAP (25)	
	Take a Quick Bow! / Pamela Marx	SNAP (1)	
4.3b	Divided Loyalties: The Barton Family during the American Revolution / Gare Thompson	SNAP (25)	
	Revolutionary War (The New Book of Knowledge, Grolier Online)	PDF in Expeditionary Learning	
	Loyalists (The New Book of Knowledge, Grolier Online)	PDF in Expeditionary Learning	
	Private Yankee Doodle/ Thomas Flemming (Boy's Life July 2003)	PDF in Expeditionary Learning	
	An Incomplete Revolution / Amy Miller (Junior Scholastic, Oct. 4, 1999)	PDF in Expeditionary Learning	
	Thomas Jefferson and the Declaration of Independence / Kathy Wilmore (Junior Scholastic, Nov 29, 2004)	PDF in Expeditionary Learning	

<u>GRADE 4 -- NYS Engage Text Modules (con't)</u>		<i>Resource</i>	
<u>4.4</u>	The Hope Chest / Karen Schwabach	<u>SNAP (30)</u>	
	On Women's Right to the Suffrage / Susan B. Anthony	<u>The History Place</u>	
	The Vote / Rebecca Hershey (Hopscotch Issue 5, 2003)	<u>PDF in Expeditionary Learning</u>	
	Order in the Court / Ira Peck & Kathy Wilmore (Junior Scholastic issue 14, 2008)	<u>PDF in Expeditionary Learning</u>	
	Frederick Douglass: Freedom's Champion / Patrick Washburn (boy's Life, issue 10, 1994)	<u>PDF in Expeditionary Learning</u>	
	Miss Susan B. Anthony fined \$100 and Costs for Illegal Voting	<u>The New York Times,</u>	
	Youth Power / Karen Fanning and Bryan Brown (Junior Scholastic, April 28, 2998)	<u>PDF in Expeditionary Learning</u>	
	I Can't Wait to Vote / Expeditionary Learning	<u>PDF in Expeditionary Learning</u>	

Birth of the Haudenosaunee (2 Pages)**Journey of the Peacemaker**

Over a thousand years ago on the shores of Onondaga Lake, in present day central New York, democracy was born. The Seneca, Cayuga, Onondaga, Oneida, and the Mohawk people had been warring against each other and there was great bloodshed. These five nations had forgotten their ways and their actions saddened the Creator.

The Creator sent a messenger to the people so that the five nations could live in peace. His name was the Peacemaker.

The Peacemaker carried powerful words of peace to the five nations. He traveled in a canoe of white stone to show that his words are true.

One of the first to join the Peacemaker’s vision was an Onondaga named Hiawatha. Hiawatha was in mourning with the death of his daughters. The Peacemaker used Hiawatha’s purple and white wampum strings to clear his mind to think clearly again. Together they traveled to the other nations persuading them to put down their weapons of war.

The Peacemaker then sought out the most evil people of the five nations. He knew that for peace to endure, these men needed to be turned into good-minded leaders.

The Peacemaker had already successfully convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however an Onondaga named Tadodaho stopped the completion of the vision. He was the most evil person of the time. Tadodaho was so evil that his body was twisted and snakes grew from his head.

The Peacemaker gathered all of the chiefs. They traveled together to convince him to join the peace. Only then did Tadodaho accept the Peacemaker's message and his special duty of caretaker of the council fire of the Haudenosaunee. His body and hair straightened and he became the last of the fifty chiefs. The five nations were united at last!

The Peacemaker showed them that one nation can be easily broken, like a single arrow; but five nations bound together, like five arrows, will become strong. The Peacemaker further symbolized this union of peace by selecting the white pine tree. The tree’s pine needles are also bundled into groups of five to remind us of the Great Peace. The Peacemaker uprooted a great white pine tree leaving a great hole. Everyone then buried their hatchets of war and replanted the tree. The Peacemaker placed an eagle on top of the Tree of Peace. The eagle is there to warn the Haudenosaunee of any dangers to this Great Peace.

A wampum belt made of purple and white clam shells was created to record the event. Four squares (starting from the east) representing the Mohawk, Oneida, Cayuga and Seneca Nations with the Great Peace Tree (representing the Onondaga) in the center. This became known as the Hiawatha Belt which showed the union of the five Nations.

GRADE 4: MODULE 1A: UNIT 1: LESSON 3

“Birth of the Haudenosaunee”

Coming Together

The Onondaga Nation is a sovereign nation with its own government. This began when the Peacemaker replanted the Great Tree of Peace. It has been in existence for countless centuries.

The entire Haudenosaunee (Ho-den-no-sho-ne) has fifty Hoyane (Ho-ya-nay) or chiefs among the five nations. The Hoyane are all considered equal. To show that they are leaders, the Peacemaker places the antlers of the deer on the Gustoweh (Gus-to-wah) or headdress of every Hoyane. When in council, every chief has an equal responsibility and equal say in the matters of the Haudenosaunee.

The Peacemaker envisioned the chiefs holding arms in a large circle. Inside the circle are the laws and customs of our people. It is the responsibility of the Hoyane to protect the people within the circle and to look forward Seven Generations to the future in making decisions.

At Onondaga, there are fourteen Hoyane, including Tadodaho. Each chief works with his female counterpart, the Clan Mother. In council they are the voice of the people of their clan.

The council is divided into three benches or groups. Each bench must work together on decisions for the nation. When a decision by council has been agreed upon by all three benches, it comes with the backing of all of the chiefs in agreement. It is said that the Council is “Of One Mind”. There is no voting.

Since that first meeting with the Peacemaker, the Onondaga Nation Chiefs and Clan Mothers continue to govern by the ways given by the Peacemaker. This makes the Haudenosaunee and the Onondaga Nation the oldest continuous democratic government in North America.

GRADE 4: MODULE 1A: UNIT 1: LESSON 1

Haudenosaunee Thanksgiving Address Greetings to the Natural World

(2 Pages)

Introduction

The Haudenosaunee give thanks daily, not just once a year. They give thanks for all things, from the water and sun to the insects and animals. Their thanksgiving address, called the Gano:nyok (ga-NYO-nyok), is a very important part of ceremonial and social gatherings. All social and ceremonial gatherings start and end with the Gano:nyok, which is sometimes called “the words that come before all else.” The Gano:nyok serves as a reminder to appreciate and acknowledge all things. The words express thanks for fellow human beings, Mother Earth, the moon, stars, sun, water, air, winds, animals, and more.

1- The People

Today we have gathered and we see that the cycles of life continue. We have been given the duty and responsibility to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give our greetings and our thanks to one another as people. Now our minds are one.

This translation of the Mohawk version of the Haudenosaunee Thanksgiving Address was drawn from the 1993 version that was developed by the Six Nations Indian Museum and the Tracking Project.

<http://danceforallpeople.com/haudenosaunee-thanksgiving-address/>

2- The Earth Mother

We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send our greetings and our thanks.

Now our minds are one.

3- The Trees

We now turn our thoughts to the Trees. The Earth has many families of Trees who have their own instructions and uses. Some provide us with shelter and shade, others with fruit, beauty and other useful things. Many people of the world use a Tree as a symbol of peace and strength. With one mind, we send our greetings and our thanks to the Tree life.

Now our minds are one.

4- The Birds

We put our minds together as one and thank all the Birds who move and fly about over our heads. The Creator gave them beautiful songs. Each day they remind us to enjoy and appreciate life. The Eagle was chosen to be their leader. To all the Birds — from the smallest to the largest — we send our joyful greetings and our thanks.

Now our minds are one.

5- The Four Winds

We are all thankful to the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. They help us to bring the change of seasons. From the four directions they come, bringing us messages and giving us strength. With one mind, we send our greetings and our thanks to the Four Winds.

Now our minds are on

1- In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

2- At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn't heard before. It took much time and patience for the two people to begin to communicate.

3-After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called "Father" and the Haudenosaunee "Son." The Haudenosaunee said that this would not do. "We shall address each other as "Brothers". This shows that we are equal to each other."

4- As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. "In one row is a ship with our White Brothers' ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other's vessel."

5- The Haudenosaunee and the Dutch agreed on three elements (or principles?) to make this treaty last. The first was friendship; the Haudenosaunee and their white brothers will live in friendship. The second principle is peace; there will be peace between their two people. The final principle is forever; that this agreement will last forever.

6- The Dutch recorded this agreement on paper with three silver chains. Iron chains would not do because iron rusts and breaks over time. Silver, on the other hand, can be polished and renewed when the brothers meet. The Haudenosaunee and the Dutch agreed to call this the Silver Covenant Chain of Friendship.

7- The Haudenosaunee explained to the Dutch that they did not use paper to record their history. They would make belts made of white and purple wampum shells. The Haudenosaunee made a belt to record this agreement. The belt has two purple rows running alongside each other representing two boats. One boat is the canoe with the Haudenosaunee way of life, laws and people. In the other is the Dutch ship with their laws, religion, and people in it. The boats will travel side by side down the river of life. Each nation(?)will respect the ways of each other and will not interfere with the other. "Together we will travel in Friendship and in Peace Forever; as long as the grass is green, as long as the water runs downhill, as long as the sun rises in the East and sets in the West and as long as our Mother Earth will last."

Importance to today

8- The Haudenosaunee see the Two Row Wampum as a living treaty; a way that they have established for their people to live together in peace; that each nation will respect the ways of the other as they meet to discuss solutions to the issues that come before them

“A Time to Talk” by Robert Frost

WHEN a friend calls to me from the road

And slows his horse to a meaning walk,

I don't stand still and look around

On all the hills I haven't hoed,

And shout from where I am, What is it? 5

No, not as there is a time to talk.

I thrust my hoe in the mellow ground,

Blade-end up and five feet tall,

And plod: I go up to the stone wall

For a friendly visit. 10

Transcript of “Recording History Through Oral Tradition”

Transcript of “Recording History Through Oral Tradition”

Carson: *Why don't we write down our history?*

Nancy: *We have always had a lot of people who were speakers and leaders that told stories and gave us our history through the spoken word. We hear stories over and over again to help us to understand why things come to be or why things happened the way they are now, so all of our history. It is very, very important to be listening to our elders, so that the stories they tell us, we can hold on to, and pass on to our children*

Carson: *Is there any other way that we could have recorded our history?*

Nancy: *Yes we have other ways of recording our history. Once we encountered the Europeans, we had to start recording our history using the wampum belts because we started having agreements – making agreements – with them, and the only way were able to remember both sides – they were writing it down and we were recording it in our wampum belts. And it was also spoken in our language so that we would remember it. So we still have the oral version of the story of the wampum as well as the wampum itself, so that you can see it written in the belts.*

Transcript of “Daily Life at Onondaga”

JoAnne: *So what’s it like living at Onondaga?*

Joseph: *It’s very fun and open here. I like walking around, especially with my family. And I also like going to the ceremonies because I also like to sing and dance. And I like to bike around here too; it’s very fun. And like, it’s very cool here because everyone knows where everyone lives so, like, we have a lot of family around here and we can drive over and be okay.*

JoAnne: *Do you play any sports?*

Joseph: *I play lacrosse and in the fall I play cross country. Most times I run, in cross country practice I run, like 5 miles or 3 miles. And lacrosse - we have a two hour practice and it’s really intense.*

JoAnne: *So what’s school like for you?*

Joseph: *School is really fun for me because we have a huge time in our classes where it’s like Language, and we talk about and learn about our ways and how we do stuff and it’s really fun. And there’s also ELA classes too. I like ELA too.*

JoAnne: *What do you have there?*

Joseph: *It’s called a water drum and it’s played on special occasions and celebrations and it’s used for fast beats or for a dance called Woman’s Dance and it’s very appreciative.*

JoAnne: *Will you sing for me?*

Joseph: *Sure.*

JoAnne: *Will you? Great!*

Joseph: *Now?*

JoAnne: *(Laughs) Yes please that would be great; I’d love it.*

<<Joseph begins to drum and sing>>



Revolutionary War

(4 pages)

April 19, 1775, marked the end of an era. At dawn that day, British troops fired on American colonists in Lexington and Concord, Massachusetts. This was the beginning of the American Revolution. The war started as a fight for the rights of English people in Britain’s 13 American colonies. But those people soon declared—and won—their independence from Britain. They created a new nation—the United States of America.

The Founders

Many people made American independence possible. A group of them are known as the founders of the United States. The best known are George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, and Alexander Hamilton.

George Washington led the American military forces—the Continental Army—to victory over the British. He later became the first president of the United States. John Adams was the strongest supporter of American independence. He became the first vice president of the United States and its second president. Thomas Jefferson wrote the Americans’ Declaration of Independence. He became the nation’s third president.

Benjamin Franklin was the oldest of the founders. He was 70 when the Declaration of Independence was signed. Franklin helped get France to become an ally of the United States. Both during and after the Revolution, Alexander Hamilton urged Americans to form a stronger union of the states.

Events Leading to the Revolution

Britain established its first colony in North America in 1607. By the early 1760s, there were 13 colonies. These were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. About 1.5 million colonists lived there. The colonies were far away from Britain, and they were used to running their own affairs. Each had its own assembly. They ran the everyday business of the colonies and collected taxes. Britain rarely taxed the Americans.

The French and Indian War (1754–63) changed that. Britain won that war against France. But the war was costly, and Britain owed a lot of money. Britain also needed money to keep up its army in North America. The British government therefore decided to tax the Americans.



Colonial Opposition

The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain? The colonists decided to fight against the taxes. Representatives of nine of the colonies met in New York in 1765. They formed the Stamp Act Congress. It said the colonists should boycott (refuse to buy) British goods. Groups called the Sons of Liberty also fought against British taxes. They often used violence against British tax collectors.

The colonists' opposition forced Parliament to repeal (withdraw) the Stamp Act. This made the colonists aware of their power. Other British attempts to impose new taxes only made things worse. Boston was the center of opposition to Britain's tax policies. In 1770, a raggedy crowd of people taunted some British soldiers. The frightened soldiers shot into the crowd, killing five Americans. The Boston Massacre, as it was called, led to a new boycott.

Parliament again gave in. It removed all taxes except for one on tea, the most popular drink in the colonies. The Americans were outraged. On the night of December 16, 1773, a group of men boarded British ships in Boston harbor. They threw the cargoes of tea overboard. This action became known as the Boston Tea Party.

The British Parliament then passed four harsh measures in 1774. The colonists called them the Intolerable Acts. The acts closed the port of Boston. They took away many of Massachusetts' rights of self-government. And they allowed British troops to be housed in private homes.

These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake. In 1774, representatives of all the colonies except Georgia met in Philadelphia at the First Continental Congress. They tried to get Britain to resolve the issues peacefully. But they were ready to fight if it became necessary.



War and Independence

The American Revolution is also called the Revolutionary War and the American War of Independence. The first shots of that war were fired on April 19, 1775. British troops were in Lexington, Massachusetts, searching for hidden arms. Waiting for the British were 77 minutemen. They were colonists who were trained to be “ready in a minute.” No one knows who fired first. But eight Americans were killed. That same day, British and American soldiers fought again at nearby Concord. The news spread through the colonies, which quickly prepared for war.

But not all colonists were ready for a complete break with Britain. Hundreds of thousands were still loyal to Britain and its king. They opposed independence. They were known as Loyalists or Tories. Hundreds of thousands of other colonists were neutral. They were not sure if they wanted a complete break with Britain.

The question of independence was finally decided at the Second Continental Congress. That Congress began in Philadelphia on May 1775, the month after the fighting started. At first, the delegates were just as divided as the rest of the colonists. They debated the issue for more than a year. Finally, the delegates adopted the Declaration of Independence on July 4, 1776. It declared that the 13 colonies were “free and independent states.”

The Congress decided to create a Continental Army, and it picked George Washington to lead it. In addition, it adopted the Articles of Confederation. This created a confederation, or loose union, of the 13 states. The Articles also set up a legislature called the Congress of the Confederation. The Congress was the central government of the Confederation.



Victory at Yorktown and Peace

Starting in 1778, the British focused their efforts on the southern colonies. In the Carolinas and Virginia, British general Charles Cornwallis defeated the Americans in one battle after another. The situation there seemed hopeless.

Then the French came to the rescue. General Rochambeau and some 5,000 French troops arrived in 1780. And a French fleet arrived in 1781.

At that time, General Cornwallis had an army of more than 6,000 British troops at Yorktown, Virginia. Washington led his American and French troops there. For the first time in the war, Washington had a larger military force than the British.

Yorktown was the last major battle of the war. Peace talks began in Paris, France, in 1782. The Treaty of Paris was signed in 1783. The new nation had been tested on the battlefield. Now the war was over. For the first time, Britain recognized the United States of America as an independent country.

Revolutionary War." The New Book of Knowledge. Grolier Online, 2013. Web. 3 Dec. 2013. All rights reserved. Reprinted by permission of Scholastic Library Publishing, Inc.



“Loyalists”
(2 Pages)

The Loyalists were colonists who stayed loyal to Britain and King George III during the American Revolution. They were against American independence. There were about 500,000 Loyalists when the American Revolution started in 1775. That was about 16 percent of the total population.

Loyalists, also known as Tories, lived in all the colonies. They were strongest in the south, especially Georgia and South Carolina. Many also lived in the Mid-Atlantic colonies. New York had at least three times as many Loyalists as any other colony.

Who Were the Loyalists?

Many important and powerful people were Loyalists. Thomas Hutchinson was a famous historian and governor of Massachusetts. John Copley of Massachusetts was a famous painter. Peter Harrison of Rhode Island was the greatest architect of the time. Some Loyalists, like Joseph Galloway of Pennsylvania, did not like Britain’s harsh treatment of the colonies. But they remained loyal to Britain. They did not want to break away from their country.

Even Benjamin Franklin’s son William was a Loyalist. He was the colonial governor of New Jersey. His father urged him to join the patriot cause, but he refused. The patriots put William in jail in 1776. He was released in 1778 and went to New York City, which was occupied by British forces. There he became head of the Board of Associated Loyalists. The Board helped direct Loyalist military activities. William Franklin left New York for Britain in 1782 and never returned.

Most colonists who worked for Britain as crown officials were Loyalists. But Loyalists came from other groups as well. Rich people and poor people joined the Loyalist ranks. They were bakers and bankers, farmers and sailors. Every religious group had its share of Loyalists, too. Their ancestries were English, Irish, Welsh, Scottish, German, and Dutch.

Some black slaves joined the Loyalist cause. They had been offered freedom by the Loyalist leaders. But there were far more American Indians who sided with Britain. Joseph Brant, the leader of the Mohawks, remained loyal to Britain. So did some of the other leaders of the Iroquois Confederacy. Brant was even made a captain in the British Army. In 1777 and 1778, he led Indian forces against American settlements in New York and Pennsylvania.

The patriots fought hard for their cause during the Revolution. The Loyalists did too. Some were spies. Some served in the regular British Army. Others fought in militias. About 19,000 men fought in more than 40 Loyalist units. The largest of these was Cortlandt Skinner’s New Jersey Volunteers.



Many Loyalists Flee

The patriots believed the Loyalists were a serious threat to the Revolution. In January 1776, before the Declaration of Independence, the Second Continental Congress resolved that some Loyalists “ought to be disarmed, and the more dangerous of them ... kept in safe custody ...” After independence on July 4, 1776, some states passed laws to control the Loyalists. Their homes and property were taken away. They were beaten, tarred and feathered, and sometimes killed. This caused thousands of Loyalists to flee. During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.

By the end of the American Revolution in 1783, about 100,000 Loyalists had fled to other countries. Some went to Britain, others to British colonies in Florida and the Caribbean. At least half the Loyalists went to Canada. They moved into the province of Nova Scotia. And they settled on lands that would become the provinces of New Brunswick and Ontario. Most Loyalists, however, stayed in the United States. And after the peace treaty was signed in 1783, some Loyalists who had fled returned to the United States.

Mohawk chief Joseph Brant was not one of them. He fled to Canada with thousands of Mohawks and other Native Americans. The British government gave him a large area of land in what is now Ontario. Loyalists did not support American independence. But they were an important part of American history. The British called the American Revolution a rebellion. The patriots called it a war for independence. The Loyalists made the war into a civil war.

“Loyalists.” The New Book of Knowledge. Grolier Online, 2013. Web. 3 Dec. 2013. All rights reserved. Reprinted by permission of Scholastic Library Publishing, Inc.



Private Yankee Doodle (1 Page)

A soldier's vivid descriptions of the Revolutionary War earned him the title of...

Private Yankee Doodle

ON Sept. 15, 1776, 15-year-old American Army Private Joseph Plumb Martin found himself crouched in a trench near the East River in New York. Five British man-of-war ships were blasting cannonballs at him and his friends. Martin held his ears and wondered "which part of my carcass was to go first."

Through the tumultuous years of the Revolutionary War, Martin kept a diary. Many years after the war, he wrote in it the story of his experience as a private in George Washington's army. He starved at Valley Forge and froze at Morristown. Yet he never lost his sense of humor—or his patriotism.

The Fine Art of Retreating

Things got worse for Martin in that first battle. When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat. It soon became a stampede.

For the next 24 hours, Martin struggled through swamps and woods with nothing to eat. He finally found his regiment, and the next day they fought a battle with the British, driving them back.



Martin was happy to discover they could make the enemy retreat, too.

Holding the Fort

A year later, Martin found himself in another trouble spot. His regiment was ordered to defend a fort on the Delaware River. The British had captured Philadelphia (it was the American capital then). But if they could not seize this fort, their ships would not be able to use the river and their army would starve.

It was, Martin later wrote, "in the cold month of November," and he had "not a scrap of either shoes or

stockings to my feet or legs." The British pounded the fort day and night using heavy guns. Martin saw five men killed by a single cannonball.

Starvation Time

After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort. They retreated to winter camp at Valley Forge. There they encountered another enemy: hunger. Night after night they dined, as Martin put it in his humorous way, "upon a leg of nothing and no turnips."

Even water was scarce. One night Martin paid another soldier three cents for a drink from his canteen.

Most of the army was barefoot. "They could be tracked by their blood on the rough frozen ground," Martin wrote.

Victory at Last

The war dragged on, and Martin fought bravely in several more battles. He was promoted to sergeant. In 1783, a few days after the key battle in Yorktown, Va., in which Martin also fought, the British Army surrendered.

After almost seven years in the army, Joseph Plumb Martin went home and wrote about his adventures. People liked his book so much they called him "Private Yankee Doodle."✦

—Thomas Fleming

READ MORE

You can read Martin's diaries in "Yankee Doodle Boy: A Young Soldier's Adventures in the American Revolution Told by Himself" (School and Library Binding, 1995).

You can also find selections from the diaries at www.mrbooth.com/edu/constit/diaries.html.





“An Incomplete Revolution”
(3 Pages)

Thousands of American blacks, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun. March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many blacks to die in the long struggle for American independence.

The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 blacks, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many black Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from the blacks.”



“An Incomplete Revolution”

An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 black men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to blacks. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first black regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, blacks could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free blacks, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”



“An Incomplete Revolution”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many blacks responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many blacks were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free black man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

Free at Last?

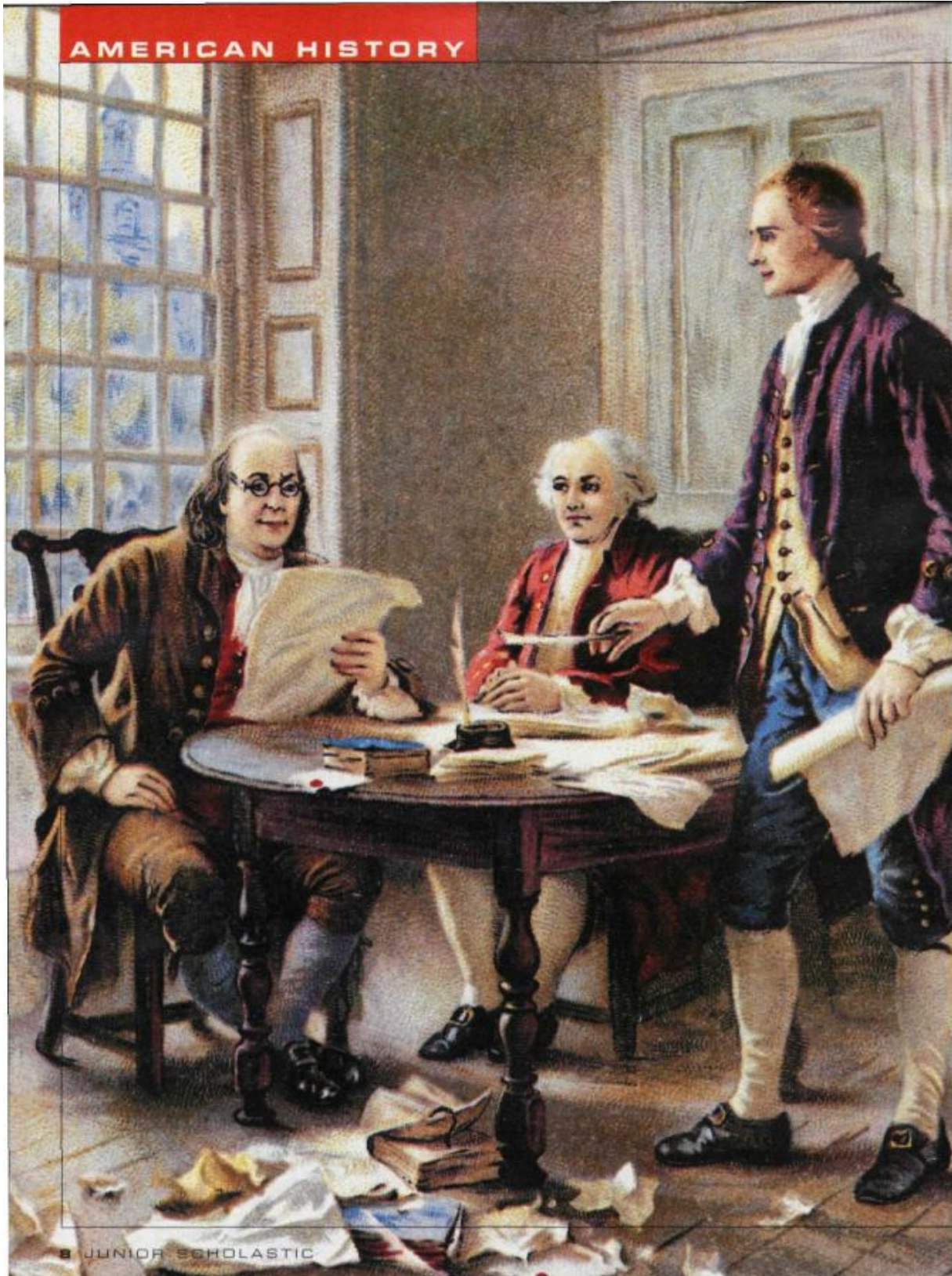
These are just a few of the many stories of black Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

American blacks would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would blacks enjoy the freedoms they had fought so hard to win?

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“Thomas Jefferson and the Declaration of Independence”
(4 Pages)





“Thomas Jefferson and the Declaration of Independence”

Thomas Jefferson and the
**Declaration of
Independence**

For Thomas Jefferson, the pen truly
was mightier than the sword

by Kathy Wilmore

A Gifted *Writer*

As a boy, Thomas Jefferson was shy and often tongue-tied. He had a habit of always singing or humming to himself, and preferred the company of books to that of most people. Yet this quiet young man’s passion for freedom carried him into a very public life.

For Thomas Jefferson, the pen truly was mightier than the sword. From his pen flowed some of the world’s most famous and influential words: “*We hold these truths to be self-evident, that all men are created equal.*”

For more than two centuries, those simple words from the **preamble** (introduction) to the Declaration of Independence have inspired lovers of freedom everywhere.

Thomas Jefferson was born on April 13, 1743, in Shadwell, Albemarle County, Virginia. A studious young man with freckles and thick red hair, he spent 15 hours a day reading and writing, and 3 hours practicing his violin.

He had a way with words—on paper, anyway. Young Tom once hoped to impress a girl he loved with his talk. As he wrote to a friend: “I had dressed up in my own mind such thoughts as occurred to me, in as moving language as I knew how, and expected to have performed in a tolerably creditable manner.” Unfortunately, he failed miserably with the girl.

Jefferson soon found a way to use his “moving language” to greater effect. For some time, the American Colonies had been buzzing with rebellion against their ruler, King George III of Great Britain. On April 19, 1775, the buzzing turned into battles in Lexington and Concord, Massa-

Words to Know

- **self-evident:** obvious, unmistakable.
- **delegate:** representative.
- **unalienable:** cannot be taken away.

Benjamin Franklin (*left*), John Adams (*center*), and Thomas Jefferson review a draft of the Declaration of Independence.

PREVIOUS PAGE: LIBRARY OF CONGRESS



“Thomas Jefferson and the Declaration of Independence”

AMERICAN HISTORY

“This was the object of the Declaration of Independence. Not to find out new principles, or new arguments . . . but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take.”

—Thomas Jefferson

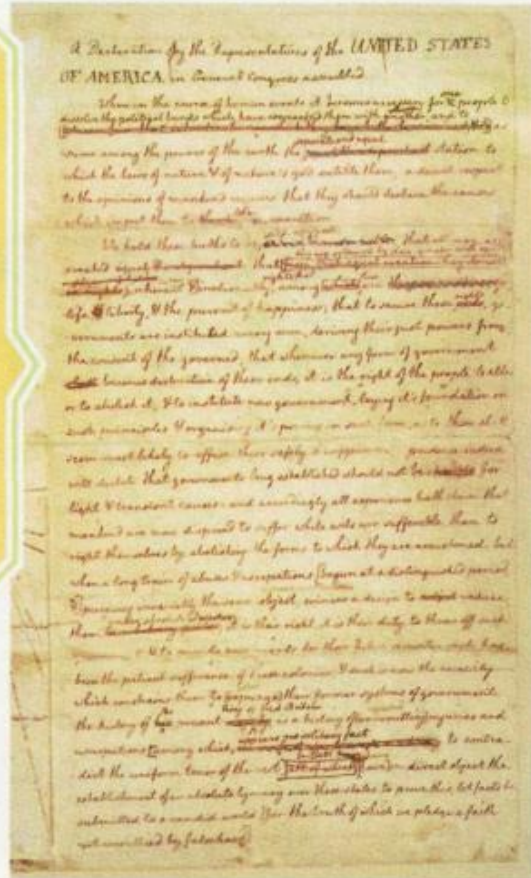
chusetts. The nation was at war. A few weeks later, the Colony of Virginia sent Jefferson to Philadelphia, as a **delegate** to the Second Continental Congress.

Jefferson was one of the youngest delegates—and probably the quietest. “During the whole time I sat with him in the Congress,” wrote Massachusetts delegate John Adams, “I never heard him utter three sentences together.”

Not everyone in Congress wanted independence from Britain. As the war dragged on, though, more colonists and Congress members talked of making a clean and total break. On April 12, 1776, North Carolina gave its delegates the go-ahead to vote for independence. Virginia soon did the same.

On June 7, Richard Henry Lee, a Virginia delegate, proposed: “That these United Colonies are, and of right ought to be, free and independent states . . . and that all political connection between them and the State of Great Britain is, and

Jefferson’s rough draft of the Declaration shows his neat handwriting—and his struggle to find exactly the right words to convey his thoughts.



ought to be, totally dissolved.” Congress appointed a committee to write up that proposal for further debate: John Adams, Benjamin Franklin, Roger Sherman, Robert R. Livingston, and Thomas Jefferson.

For several days, the men hashed out ideas. (Only four took part; Franklin was sick at the time.) Once they decided on a framework, someone had to fill in the gaps and write the proposal. The group chose Jefferson, who was known as a fine writer.

Being chosen was no special honor. Writing congressional proposals was a common task. At the time,

no one had any idea how important *this* one would turn out to be.

Expressing
the American Mind

The Declaration of Independence did not spring from Jefferson’s mind alone. Jefferson drew on the writings and ideas of others, including English philosopher John Locke, political writer Thomas Paine—whose popular pamphlet, “Common Sense,” argued for independence—and fellow Congress members.

Jefferson also reworked some of his own writings, such as *A Sum-*

COURTESY (2)



“Thomas Jefferson and the Declaration of Independence”

mary View of the Rights of British America, which had been published two years earlier. As he wrote to a friend: “This was the object of the Declaration. Not to find out new principles, or new arguments . . . but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent [agreement], and to justify ourselves in the independent stand we are compelled to take. . . . [It] was intended to be an expression of the American mind.”

Even so, it was Jefferson’s brilliant, fact-crammed mind and flair for drama that gave the Declaration its poetic punch. He expressed the ideals in a way that people could take to heart—even be willing to die for.

Within a matter of days, Jefferson had a draft for the committee. Adams and Franklin made some changes. Then it went to the full Congress, where members made more changes.

After the Declaration’s stirring opening, Jefferson listed King George’s offenses against the American people. Some points sparked debates in Congress. One of the

hottest issues was slavery. Should the Declaration call to end it? Adams, Franklin, and Jefferson argued yes. Other delegates argued no, refusing to accept the proposal unless mention of slavery was cut. In the end, it was

*Hang Together—
or Separately*

The delegates wanted approval of the Declaration to be **unanimous** (all in agreement). They realized that the Declaration would have an enormous impact on the future. They were waging rebellion against their King, and admitting it in writing. If they won the revolution, all well and good. However, if Britain won, anyone who had signed his name to the document would be branded a traitor to the Crown, and hanged for that crime. As Benjamin Franklin joked, “We must indeed all hang together, or most assuredly we shall all hang separately.”

By July 2, the delegates had reached a draft acceptable to all. On July 4, 1776, the Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.” Eventually, all 56 delegates signed the document, which ends with the words, “We mutually pledge to each other our lives, our fortunes, and our sacred honor.”

The Test of Time

The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years. From the time it appeared, the people of the United States were able to see in writing the ideals they were defending.

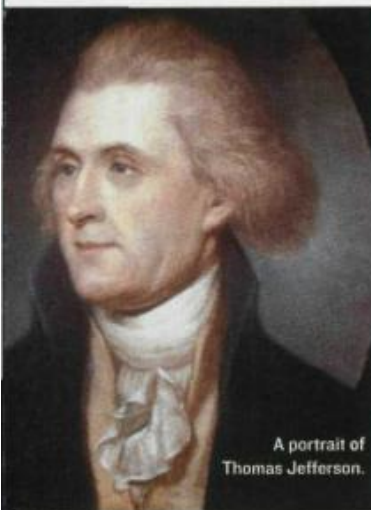
The Declaration of Indepen-

dence’s influence far outlasted that war. It gave heart to Abraham Lincoln as he strove to preserve the Union during the Civil War. Elizabeth Cady Stanton and other suffragists adapted it in demanding the right of women to vote. Martin Luther King Jr. used it to inspire African-Americans during their struggle for civil rights. Indeed, the Declaration’s call for “**unalienable** rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.

Thomas Jefferson went on to achieve many other triumphs. Besides serving as the third U.S. President, he was a brilliant inventor, scientist, and architect. Yet he is most remembered for one thing: putting the ideals of freedom into words that have withstood the test of time. **JS**

write it!

Write an essay describing what the words “all men are created equal” means to you. Tell how the Declaration of Independence may not have completely lived up to those words.



A portrait of Thomas Jefferson.

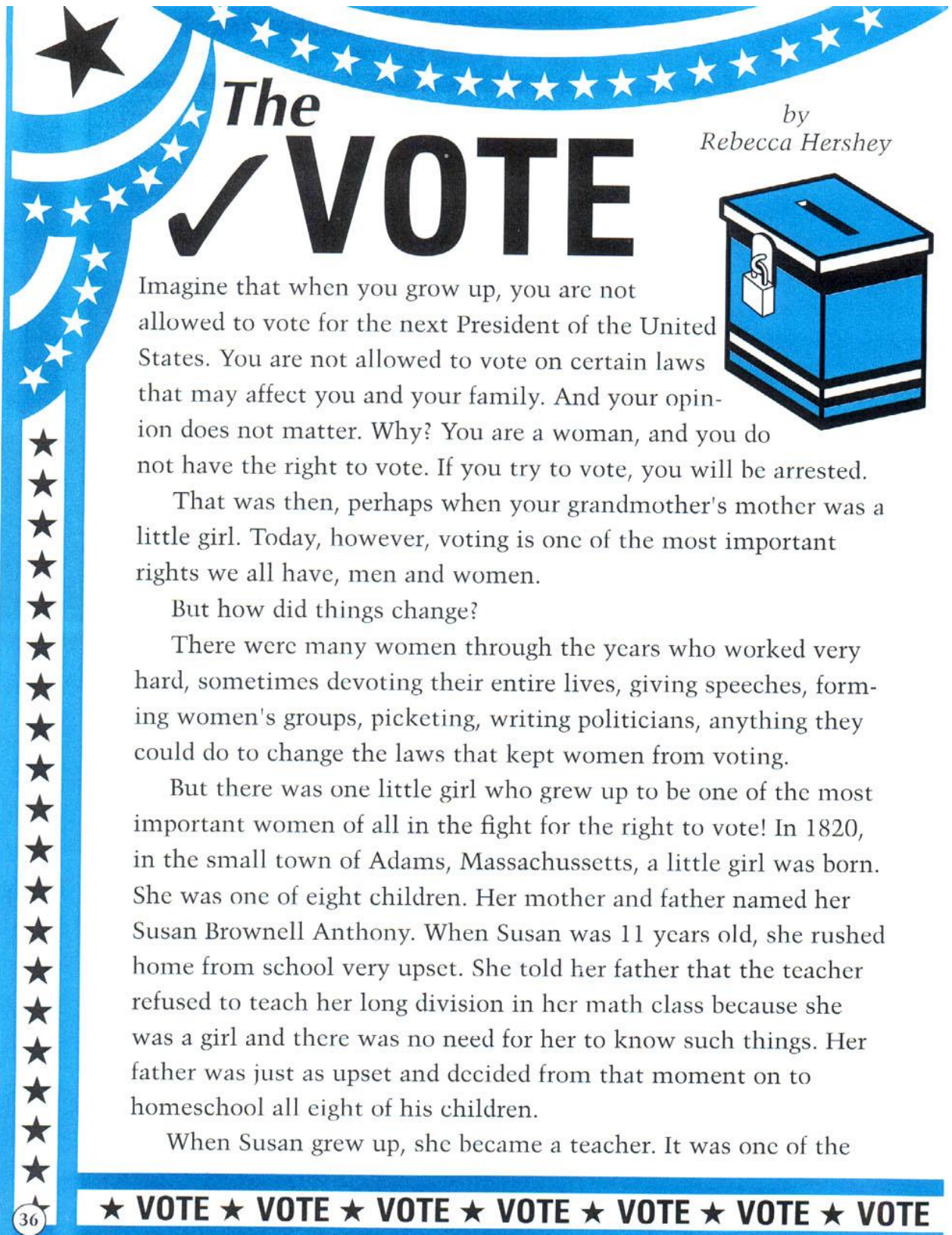
Your Turn

WORD MATCH

- | | |
|-----------------|--------------------------|
| 1. assent | A. representative |
| 2. delegate | B. cannot be taken away |
| 3. self-evident | C. all in agreement |
| 4. unalienable | D. acceptance |
| 5. unanimous | E. obvious; unmistakable |

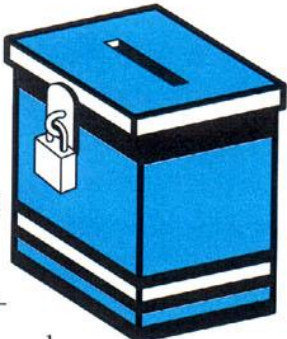
THINK ABOUT IT

1. What was the purpose of the Declaration of Independence?
2. Could America have split from England without it? Explain.

The
✓ VOTE

by
Rebecca Hershey



Imagine that when you grow up, you are not allowed to vote for the next President of the United States. You are not allowed to vote on certain laws that may affect you and your family. And your opinion does not matter. Why? You are a woman, and you do not have the right to vote. If you try to vote, you will be arrested.

That was then, perhaps when your grandmother's mother was a little girl. Today, however, voting is one of the most important rights we all have, men and women.

But how did things change?

There were many women through the years who worked very hard, sometimes devoting their entire lives, giving speeches, forming women's groups, picketing, writing politicians, anything they could do to change the laws that kept women from voting.

But there was one little girl who grew up to be one of the most important women of all in the fight for the right to vote! In 1820, in the small town of Adams, Massachusetts, a little girl was born. She was one of eight children. Her mother and father named her Susan Brownell Anthony. When Susan was 11 years old, she rushed home from school very upset. She told her father that the teacher refused to teach her long division in her math class because she was a girl and there was no need for her to know such things. Her father was just as upset and decided from that moment on to homeschool all eight of his children.

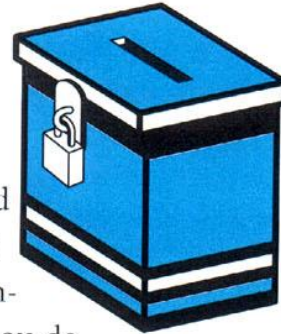
When Susan grew up, she became a teacher. It was one of the

★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE



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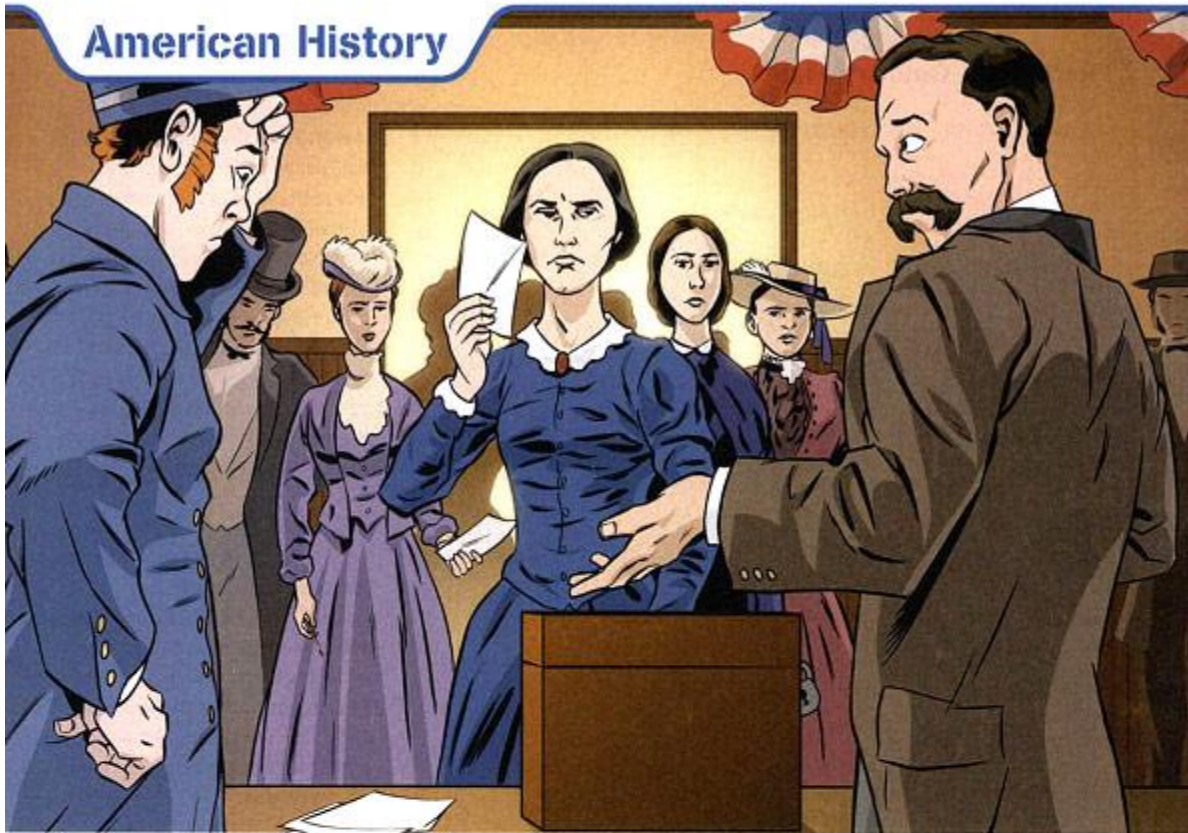
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★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE



ORDER in the

Did Susan B. Anthony commit a crime by voting?

The courtroom is packed, and spectators' voices fill the air. Supporters of the **defendant** are seated among opponents and the merely curious. Scattered throughout

Words to Know

- **costs of the prosecution:** fees, salaries, and other expenses of holding a trial.
- **defendant:** a person on trial, charged with wrongdoing.
- **suffrage:** the right to vote.

the crowd are some influential people, including Millard Fillmore, a former U.S. President. Everyone knows that this will be no ordinary trial.

The buzz fades as the district attorney, defense lawyer, and defendant take their seats. The date is June 17, 1873, and the trial of Susan B. Anthony is about to begin.

What Was Her Crime?

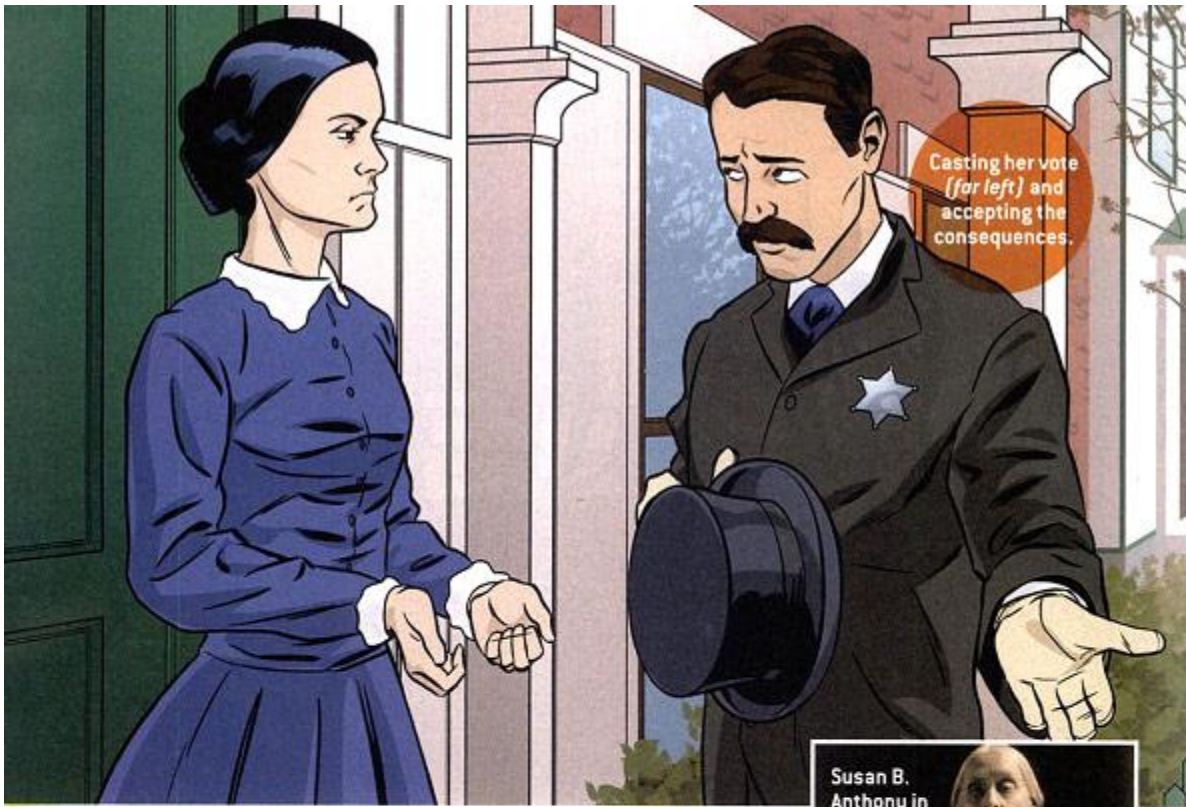
In November 1872, Anthony, three of her sisters, and several other women in Rochester, New York,

demanded that they be allowed to register as voters in the U.S. presidential election. Polling-site officials reluctantly did so. There was only one problem. At that time, women had no legal right to vote in New York or any other state. But on November 5—Election Day—Anthony and 13 other women cast votes anyway.

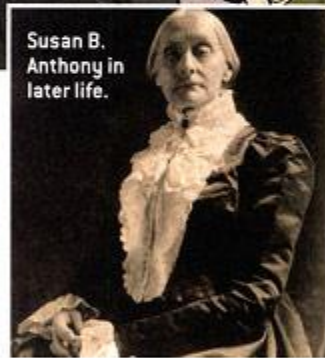
A few weeks later, Anthony, already famous throughout the country, was arrested. That was OK with her, because she wanted a test case. If she could convince a jury that she



“Order in the Court”



COURT!



Susan B. Anthony in later life.

had a right under the U.S. Constitution to vote, she would be found not guilty. Then women across the nation would win the right to vote.

The well-educated daughter of Quaker parents, Anthony believed in the rights of citizenship. She had been an abolitionist—opposed to the ownership of fellow human beings. In 1865, the 13th Amendment became law, ending slavery.

Then, in 1868, the 14th Amendment guaranteed African-Americans citizenship. It says that “No state shall . . . deny to any person within its jurisdiction [legal authority] the

equal protection of the laws.” As far as Anthony was concerned, that protection applied to women as well as ex-slaves. But society disagreed. Women, whatever their skin color, were still denied the right to vote.

The Trial: Day One

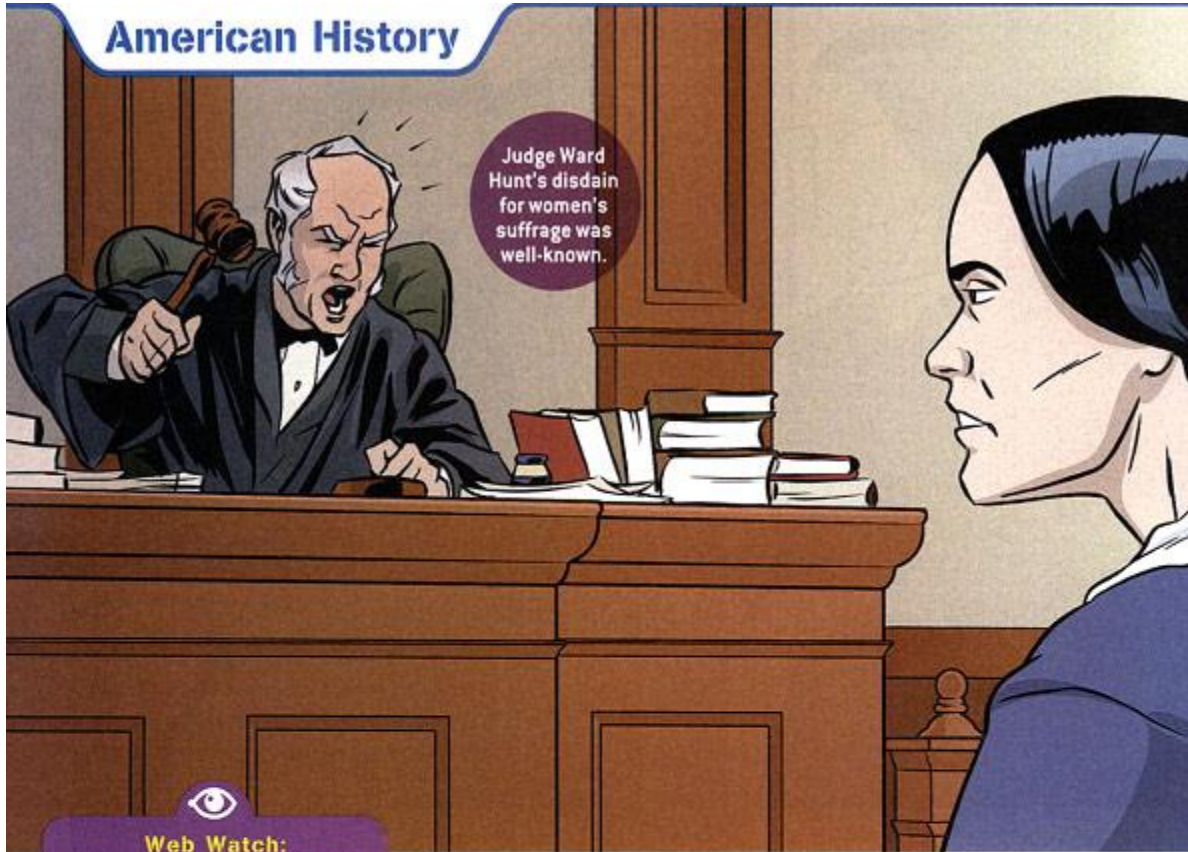
When the trial began, U.S. District Attorney Richard Crowley charged Anthony with wrongdoing, regardless of the 14th Amendment. “Whatever Miss Anthony’s intentions may have been, . . . she did not have a right to vote,” he said. Only men could do so and, Crowley declared, “on the 5th

day of November, 1872, Miss Susan B. Anthony was a woman.”

Many spectators laughed. Even jury members (all of whom were white men) smiled. When his turn came to speak, Henry Selden, Anthony’s lawyer, said, “Your honor, gentlemen of the jury, the defense wishes to concede [agree] that Miss Susan B. Anthony is indeed a woman.”

Selden went on to argue that Anthony should not be on trial. “If the same act had been done by her

Continued on next page →



American History

Judge Ward Hunt's disdain for women's suffrage was well-known.



Web Watch:
Susan B. Anthony on suffrage
www.historyplace.com/speeches/anthony.htm

brother, . . . [it] would have been not only innocent, but honorable and laudable [worthy of praise]. But having been done by a woman, it is said to be a crime.”

After both lawyers had their say, Judge Ward Hunt did something unexpected. He didn't allow Anthony to testify in her own defense. The 14th Amendment does not give women a right to vote, he said. By voting, Anthony had violated the law. To the jury, he said, “I therefore direct that you find a verdict of guilty.”

Selden protested, but the judge ordered the court clerk to record a guilty verdict, even though the jury had not voted. The spectators were outraged. Not everyone supported

women's **suffrage**. But most agreed that Anthony had been denied her right to a fair trial.

The Trial: Day Two

The next day, before sentencing Anthony, Judge Hunt asked the usual question: “Has the prisoner anything to say [as to] why sentence should not be pronounced?”

“Yes, your honor,” Anthony replied. “I have many things to say, for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights are all alike ignored.”

Hunt kept interrupting, but Anthony continued to speak. Finally, Hunt had reached his limit. “The court orders the prisoner to sit down!” he commanded. “It will not

allow another word.” He sentenced Anthony to “pay a fine of \$100 and the **costs of the prosecution**.”

“May it please your honor,” she replied, “I shall never pay a dollar of your unjust penalty. . . . And I shall earnestly and persistently continue to urge all women . . . that resistance to tyranny is obedience to God.”

Surviving the Shock

Anthony kept that promise. She never paid the fine and never stopped fighting for women's rights. She already was a famous public speaker, but the courage she had shown at her trial won her new respect.

An 1873 newspaper editorial commented on that trial. “If it is a mere question of who has got the best of it, Miss Anthony is still ahead,” it stated. “[She] has voted, and the

ILLUSTRATION BY MARIE L. JOHNSON, BETTMANN/GETTY IMAGES (SUFFRAGETTE PARADE)



American Constitution has survived the shock. Fining her \$100 does not rub out the fact that 14 women voted, and went home, and the world jogged on as before.”

Susan B. Anthony did not live to see her dream fulfilled. The 19th Amendment guaranteeing women’s right to vote did not become law until 1920—14 years after her death.

—Ira Peck & Kathy Wilmore

Write It!

Imagine yourself as Susan B. Anthony, arriving by time machine in the year 2008. What would you think about the changes in women’s status and influence since 1873? As Anthony, write a letter home describing your reactions.



Movin’ on Up

In the years following Susan B. Anthony’s death, hundreds of thousands of women took up her cause.

As the 19th century gave way to the 20th, Americans continued to argue about whether or not women should vote. Many Americans feared that women were too “weak” and “emotional” to have so much power. But the number of suffragists (supporters of the

partners of the women in this war. Shall we admit them only to a partnership of suffering and sacrifice and toil, and not to a partnership of right?”

The following spring, both houses of Congress approved a constitutional amendment guaranteeing women’s suffrage. But to become law, it had to be approved by at least 36 states—three fourths of the total. (The U.S. then had 48 states.)



Women march for their rights in New York City in 1912.

right to vote) continued to grow.

Thousands of women joined protest marches. Clashes sometimes erupted between suffragists and their opponents. Suffragist leaders were jailed again and again.

World War I (1914-1918) helped turn the tide. Near the end of the war, President Woodrow Wilson acknowledged U.S. women’s contributions to the war effort. In September 1918, he said, “We have made

On August 18, 1920, all eyes were on Tennessee. If the state legislature said yes, the amendment would have the approval of the necessary 36 states. The nays seemed to be winning. But at the last minute, a young legislator named Harry Burn heeded a telegram from his mother. He changed his vote from nay to yea. With Tennessee’s 49-to-47 approval, the 19th Amendment became the law of the land.



Frederick Douglass: Freedom's Champion
(1 Page) (Assessment Text)

History



Frederick Douglass: Freedom's Champion

FREDERICK Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.

Maryland plantation in 1817. When he was a young boy, he was separated from his mother after she was hired out to another farm.

At age 7 or 8, Frederick went to Baltimore to live as a companion for a white boy. He lived among educated people and soon realized that knowledge could help him become free. In exchange for favors, his white playmates secretly taught him to read and write.

As a teen-ager, Frederick was sent to work in the fields. Life was hard. He was whipped and poorly fed. But he had learned enough to improve his reading and writing skills on his own. And he prayed for freedom.

fighting for freedom. He spoke against slavery and wrote a shocking book about his life as a slave. Then he fled to England in case his master sought to capture him.

For two years in England, Douglass lectured on the evils of slavery. A group of Englishmen were so impressed that they raised \$1,250 to buy his freedom from his master. Now, he was free forever.

After Douglass returned to the United States in 1847, he published *The North Star* and other anti-slavery newspapers in Rochester, N.Y. He also put his words into action, helping runaway slaves flee to Canada.

Life on the Run

Frederick's chance to escape came in 1838 when his master sent him to town alone. He wore a sailor's suit as a disguise. As a train left town, he leaped on it.

A Friend to All Americans

The debate over slavery divided Northern and Southern states and touched off the Civil War in 1861.

Douglass urged black men to join the Northern army and fight for the freedom of all black people. He



Like many black Americans in the early 1800's, Frederick was born a slave. His white owner beat him and made him work long hours without pay. Sometimes, just to eat, Frederick had to fight dogs for scraps of food.

The hope of freedom kept Frederick Douglass alive. When he finally escaped his master, he began a new life. He became a respected newspaper publisher, popular speaker, and adviser to Presidents.

Life as a Slave

Frederick Bailey was born on a

Fugitive slaves could be hunted and returned to their masters. Frederick nervously rode trains, ferries and steamships to the Northern states where slavery was outlawed. He found safety in Massachusetts, a state with a law forbidding the return of runaway slaves.

Still, he feared being kidnapped and returned to his master. Frederick changed his last name to Douglass to hide his identity.

Telling a Slave's Story

Frederick Douglass did not stop

helped recruit thousands of black soldiers. Slavery finally ended with the South's defeat in 1865.

Douglass's greatest honor came in 1889. President Benjamin Harrison appointed him America's representative to the island nation of Haiti. He later retired to his home in Washington, D.C., now a historic site visited by thousands of people each year.

Douglass died in 1895. He had used his freedom to seek fair treatment for all Americans, no matter what the color of their skin. ✦

—Patrick S. Washburn



Teen Scene

YOUTHPO



What's driving so many young people to the polls this primary season?

Sujatha Jahagirdar knew it would happen. The Los Angeles resident was in Des Moines, Iowa, on January 3 for the first presidential caucuses. Waking at 5 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns. Her instinct had proved right: The youth vote was going to be huge!

In fact, the turnout of Iowa voters under 30 had tripled from 2004. Those voters were the deciding factor in Barack Obama's victory in the Democratic caucuses. Since then, young peoples' participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.

It is all evidence of a "youth surge" in politics, Sujatha tells JS. The development may be surprising to a lot of people—but not to her. "I think we're seeing in this election," Sujatha says, "what can happen when you actually pay attention to young people."

"Government Matters"

Why has political awareness spiked this year among young people? One reason may be the terrorist attacks of September 11, 2001. Today's first-time voters came of age amid that national shock, and the wars in Afghanistan and Iraq that followed.

"September 11 was the beginning of a new generation," says Brandon Closson, 15, an organizer with the Young Democrats. "I think [the attacks] brought a deeper feeling for our country," says the senior at Kalida High School in Ohio. "People began to be more worried about what would happen to us."

PHOTO BY ANETTE BECKHAM

Think About It

1. What are some of the reasons that a record number of youths are participating in the presidential campaigns?
2. Are you paying close attention to the presidential race? Why or why not? What issues matter most to you?



WIER!



Kids in New York City commemorate the Freedom Summer of 1964, which helped lead to the Voting Rights Act.

John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain's campaign in Aiken, South Carolina. "Young people have seen what our country really needs," John tells *JS*, "and that's a great leader to make sure we're safe from the threat of terrorism."

The interest in this year's race may be explained yet another way. A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. "They see that it

matters that they're involved," says Robert Alexander, a political science professor at Ohio Northern University. "They see that government matters."

"Starting to Care Again"

Many young Americans are inspired by the diversity of the candidates in the presidential race. For the first time, a woman and an African-American are serious contenders for the presidency. Voters under the age of 30 are also excited by the tightness of the contest between Democrats Hillary Clinton and Obama. "Any time an election is close, it drives more people to the polls," says Emily Kirby, a researcher on the political involvement of youth. "You really feel like your one vote can make a difference."

Sujatha cites another factor: Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can't afford college. "That's the kind of thing you just didn't hear in previous elections," she tells *JS*.

But it is Obama who has caused the most excitement among youths. Part of his appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a "President who reaches across party lines, who sticks by his morals and listens to people."

Whoever is elected, Brandon is not going to sit idly by. He hears echoes today of the 1960s (*see below*). "If people just push issues aside, then we're going to dig ourselves into a deeper hole," Brandon tells *JS*. "I like that people are starting to care again."

—Karen Fanning and Bryan Brown

Flashback

THE SIXTIES

For years they seemed to dominate the news. Students marching in protests, occupying buildings on college campuses, or struggling with police. They were full of contradictions: peaceful and unruly, funny and angry, wise and foolish. They would change the world—for better or worse.

That was the 1960s. For many Americans, those were the golden days of student activism. The causes were varied, from civil

rights to free speech. But protest over the Vietnam War unified students like no other issue, especially when young men were drafted against their will to fight in it.

Then those days ended. The U.S. left Vietnam in defeat and gave 18-year-olds the right to vote. "Students of the 1970s . . . went back to their books," wrote one historian. But many students of the 1960s believed that they could make a real difference in the world—and did.



A 1968 protest against the Vietnam War.



I Can't Wait to Vote!

(2 Pages)

Young Americans have the lowest voter turnout of all groups. But the excitement for voting is growing with this group. In 2008 the turnout for young voters 18–29 was the highest it has been since 1972. Young people today have many different reasons for wanting to vote. Here are few reasons given by a group of high school students.

“When I turn 18, I am definitely going to vote. It’s how our system of government works. Citizens are supposed to vote to elect people to represent them,” remarked a student named Niklas. He added, “I can’t wait to vote!”

Niklas’ response that voting is a responsibility of every citizen is a common reason given for wanting to vote. The dictionary defines a democracy as a government in which power rests with the people directly or through elected representatives. Voting is how the leaders of our country are elected. And sometimes laws are passed directly through the ballot. Our system of government depends on citizens exercising their right to vote.

Many groups have fought for and were given the right to vote throughout American history. This is another reason some young people believe that voting is important. This is the reason a high-schooler named Karina gave for wanting to vote.

“Voting is a right. And a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right,” she said.

In 1869 African American men were given the right to vote. In 1920 women were given the right to vote. In 1965 the Voting Rights Act ensured that minorities could exercise their right to vote. And in 1971 the voting age was lowered from 21 to 18, giving young adults the right to vote. The historical struggle for the right to vote is one reason young people feel it is so important.

Many youth also feel that voting is a way to express your opinions about what is important to the country’s future. This is the reason a student named Matt gave for wanting to vote.

“I will vote for the candidates who think about the future, because that’s where I’m going to be. I’m young! We’re going to be around for a long time, and I don’t want to live in some dirty, polluted country that used up all its resources from bad, greedy decisions,” he said.



I Can't Wait to Vote!

Many young people agree with Matt, and their concerns are reflected in a Rock the Vote 2010 Young Voter Poll. This poll found that 96% of youth identified unemployment as a concern, 69% were concerned that the country is failing to take action about global warming, and 93% were concerned about the country's rising national debt. Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years. Many youth believe voting impacts the country's future laws and allows their opinions on important issues to be heard. And this is why they choose to vote.

Young people give many reasons for why voting is important to them, and many are excited to turn 18 and vote for the first time. Perhaps, in this next election, young adults will turn out in even greater numbers.

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