

Modern U.S. and WORLD History



SAMPLE

Modern U.S. and World History

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with literary notes by Rea Berg

A Literature Approach
for High School

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SAMPLE

Welcome to Modern U.S. and World History

The nineteenth, twentieth, and twenty-first centuries stand distinct in history. Innovators improved and invented tools of production, transportation, communication, and war so swiftly, that they instantly rendered older means obsolete. These changes inspired debate about how to govern and value people. The ongoing debate led, in some cases, to grand oratory and action, and in others, to gruesome warfare and cruelty. Occasionally, dictators end such debate by establishing totalitarianism in various guises, as cultural leaders often set aside moral and religious boundaries, or discard them altogether. These developments brought progress and regress, confronted mankind on every continent, and challenged longstanding mindsets and traditions.

This literature-based study of modern history demonstrates that certain themes transcend these upheavals. War stories pervade this study and encourage readers to survey motifs of character, loyalty, resilience, and forgiveness. The age-old lust for power begets appalling stories of tyranny in *Hitler* and *Stalin*. These men remake societies according to their ideas at a profound cost—the rights and lives of entire populations. Caught in the grip of despotism, ordinary people like Jiang Ji-Li, Corrie ten Boom, Elie Wiesel, and the boy in *Lost Names* resolve to tell their stories and find meaning in suffering. Characters in *Uncle Tom's Cabin* grapple with the destructive effects of chattel slavery, Booker T. Washington crafts a respectable path for those emancipated from it, and Winston Churchill forges a legacy out of standing against those who would subjugate nations. Dr. King's oratory calls for a response from all fair-minded people, and the protagonists in *To Kill a Mockingbird* and *The Kite Runner*, Scout and Amir, paint a picture of the prejudices in their societies and the courage of individuals to overcome them. Such concepts and characters, among others, will fascinate readers as they explore *Modern U.S. and World History*.

How to Use this Guide

Welcome to modern history! This study will cover 150 years of history and will serve to guide students through some of the best literature available on this dynamic period. Please read the following points thoroughly as they will make students' experiences more enjoyable.

This is a one-year study designed for eleventh and twelfth-grade students to fulfill both a history and literature credit. The literature included in this guide has been chosen for both its historical and literary significance. Remember that this is a study guide and is meant to be just that, a guide. Do not feel unduly bound to complete each and every outlined assignment. Each lesson includes vocabulary, reading assignments, discussion questions, writing prompts, and web links, while some lessons also include notes to assist with literary analysis.

This study is comprised of the following five historical periods:

Part I: Antebellum and the Civil War.

Part II: Reconstruction, the Industrial Revolution, and the Turn of the Century.

Part III: The First World War, the Depression, and Segregation.

Part IV: Building towards War, the Second World War, and the Atomic Age.

Part V: The Struggle for Freedom in the Twentieth and Twenty-First Centuries.

● This guide is organized into chronological lessons covering the period from 1850 to the 2000s. Based upon a 36-week school year, students should complete seven lessons every two weeks in order to finish this study.

● Students are instructed to record and define vocabulary words at the beginning of most lessons. This guide includes a Glossary of these words. This Glossary should only be used as a reference in determining each word's correct contextual definition. We strongly suggest that students use a real dictionary, as this practice expands their knowledge of the written and spoken word.

● After students have read the literature in each lesson, they will answer discussion questions that require them to take a position and defend it. These questions focus on developing students' abilities to think critically about the literature. This guide directs students not simply with comprehension questions, but rather, with Socratic questioning, which fosters the exploration of

complex ideas and concepts that pertain to the larger themes covered in this study. This method will help to expose students to alternative perspectives, challenge students' assumptions, and sharpen students' abilities to use evidence to defend their viewpoints. In the Answer Key, extension questions provide the teacher with tools for this method. Answers will inevitably vary, and the Answer Key reflects this.

● Writing assignments, essays, and reports are suggested throughout the study. Shorter reports should be completed on the same day as the lesson and do not require a rough draft. Longer assignments, typically offered after students finish reading a book, may stretch out over two or three days. They must begin with a rough draft recording key important elements, followed by another draft organizing the students' thoughts. This draft should then be corrected for spelling, punctuation, and grammar. The students' best works are recorded in the notebook. Because of the many writing assignments in this course, teachers are free to omit some, if necessary.

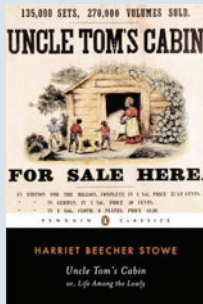
● This guide also includes literary analysis notes for six of the required books. These notes will help students learn and recognize the many literary devices found in the literature. Students should set aside two pages in their notebooks to record and define these devices and give pertinent examples. Answers are provided for these notes in the Answer Key.

● This guide includes many suggestions for supplemental books and movies not required for this study. These are provided in the Recommended Reading section. It is left to the teacher's discretion whether or not to use these, as some deal with mature themes. Web links with useful information are listed in many lessons. These sites have all been viewed and deemed accurate and appropriate at the time of publication. We cannot guarantee that they will remain so. Parental supervision is always recommended when accessing the Internet.

● In the back of this guide we include an Answer Key that corresponds to the questions found in each lesson. These can generally be used to check students' reading comprehension, but remember that many questions do not ask for specific information, and thus, answers will vary. Ensure that students offer sound reasoning and specific examples from the books to support their thoughts and opinions. The teacher can then reference these specific examples to check for comprehension.

● We consider a number of books in this study "anchor works." Students may require more time to read, discuss, and consider the complexity of these works: *Uncle Tom's Cabin*, *The Jungle*, *All Quiet on the Western Front*, *To Kill a Mockingbird*, *Unbroken*, and *Kite Runner*.

Literature Used in this Study

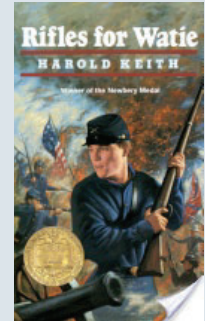


Uncle Tom's Cabin by Harriet Beecher Stowe

This iconic work brought the evils of slavery to the consciences and hearts of the American people by its moving portrayal of the slave experience. Harriet Beecher Stowe shows us in scenes of great dramatic power the human effects of an economic system in which slaves were property—the break up of families, the struggles for freedom, the horrors of plantation labor.

Rifles for Watie by Harold Keith

This is a rich and sweeping novel that revolves around sixteen-year-old Jeff, who joined the Union volunteers in Kansas. Throughout the course of the war Jeff fought for both the North and the South and, at various points, was forced to choose between the two. It is a story of a lesser-known part of the Civil War, the Western campaign.

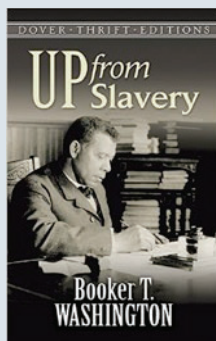
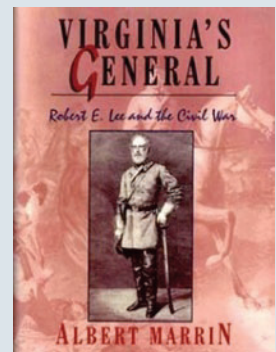


The Red Badge of Courage by Stephen Crane

Published thirty years after the Civil War, this “impressionistic” American classic tells a war story in a modern way—without a trace of romanticizing. Through the eyes of ordinary soldier Henry Fleming, we follow his psychological turmoil, from the excitement of patriotism to the bloody realities of battle and his flight from it. This is the first great “modern” war novel written by an American.

Virginia's General: Robert E. Lee and the Civil War by Albert Marrin

In portraying the steller character of this admired hero, Marrin paints a complete picture of this complex man. Divided between his dislike of slavery and his loyalty to his beloved Virginia, Lee rose from an impoverished and tragic childhood to become one of the greatest military minds America has ever known, and was lauded for his kind, generous leadership.

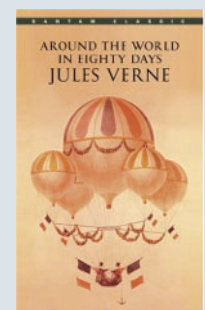


Up from Slavery by Booker T. Washington

Born in a Virginia slave hut, Booker T. Washington rose to become the most influential spokesman for African-Americans of his day. In simply-written yet stirring passages, he told of his impoverished childhood and youth, his unrelenting struggle for an education, his early teaching assignments, and his selection in 1881 to head Tuskegee Institute.

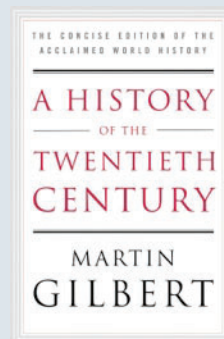
Around the World in Eighty Days by Jules Verne

A fastidious English gentleman made a remarkable wager—he would travel around the world in eighty days or forfeit his life's savings. Thus begins Jules Verne's classic 1872 novel, which remains unsurpassed in sheer storytelling entertainment and pure adventure. At once a riveting race against time and an action-packed odyssey into the unknown, this book is a masterpiece of adventure fiction.



A History of the Twentieth Century: The Concise Edition by Martin Gilbert

A rich, textured look at war, celebration, suffering, life, death, and renewal in the century gone by, this volume is nothing less than extraordinary. Gilbert chronicles world events year by year—from the dawn of aviation to the flourishing technology age—while interspersing information about the influence of art, literature, music, and religion throughout the work.

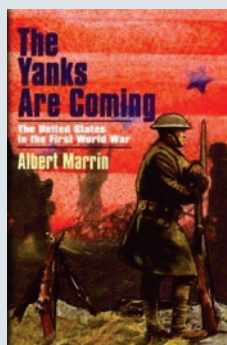
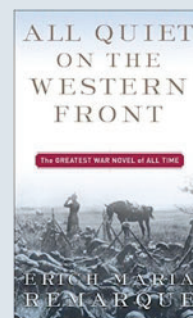


The Jungle by Upton Sinclair

Upton Sinclair's muckraking masterpiece, *The Jungle*, centers on Jurgis Rudkus, a Lithuanian immigrant working in Chicago's infamous Packingtown. While Sinclair's main goal was to reveal the industry's appalling labor conditions, readers were most outraged by the filth and contamination in American food that his novel exposed. As a result, President Theodore Roosevelt demanded an official investigation of the industry, which quickly led to the passage of the Pure Food and Drug laws.

All Quiet on the Western Front by Erich Maria Remarque

Paul Bäumer enlisted with his classmates in the German Army of World War I. Upon completion of training, Paul became a soldier. But despite what he had learned, he suffered a mental breakdown under the first bombardment in the trenches. As the horrible war ploded on year after year, Paul held fast to a single vow: to fight against the principles of hate that meaninglessly pit young men of the same generation (but different uniforms) against each other.

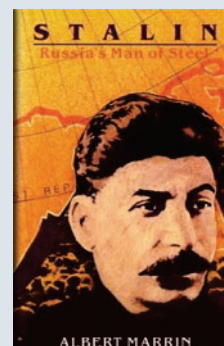


The Yanks are Coming by Albert Marrin

Marrin relates the gripping story of how the Yanks “came over” to aid the European Allies and turn the tide in the Great War. Read the fascinating story of how the United States mobilized industry, trained doughboy soldiers, and promoted the war at home. From the sinking of the *Lusitania* to the signing of the armistice, Marrin tells the heartrending and inspiring story of the “war to end all wars.”

Stalin: Russia's Man of Steel by Albert Marrin

The son of a poor shoemaker Joseph Djugashvili rose to become one of the twentieth century's most ruthless and powerful dictators. As a young man he was enamored with the revolutionary politics of Lenin. Stalin's life is a sober and heartbreaking account of the reign of terror suffered by countless millions at the hands of one man.

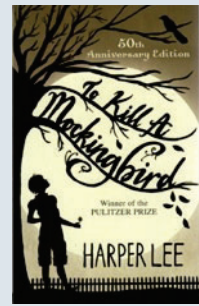


No Promises in the Wind by Irene Hunt

In 1932, Americans' dreams were simple: having a job, food to eat, a place to sleep, and shoes without holes. But for millions of people these simple needs were nothing more than dreams. When he was just fifteen years old, Josh had to make his own way through a country of angry and frightened people trying to survive during the Great Depression.

To Kill A Mockingbird by Harper Lee

Winner of the Pulitzer Prize in 1961, *To Kill A Mockingbird* is a story of childhood in a sleepy Southern town during the Depression. Compassionate, dramatic, and deeply moving, this book takes readers to the roots of human behavior—to innocence and experience, kindness and cruelty, love and hatred, and humor and pathos.

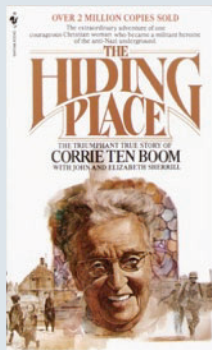


Hitler by Albert Marrin

Adolf Hitler rose from a childhood of obscurity to wield an enormous amount of power. His control over his subjects was so complete that he literally shaped every aspect of their lives; the slightest defiance of his authority meant torture and death. Marrin uncovers the tragedy of Hitler's dark reign in a manner that is honest, forthright, and sobering.

Churchill by Paul Johnson

Eminent historian Paul Johnson casts new light on the extraordinary life and times of Winston Churchill. Johnson's narration of Churchill's many triumphs and setbacks, rich with anecdote and quotation, illustrates the man's humor, resilience, courage, and eccentricity as no other biography has before.

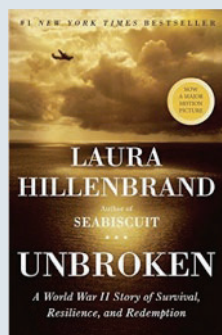
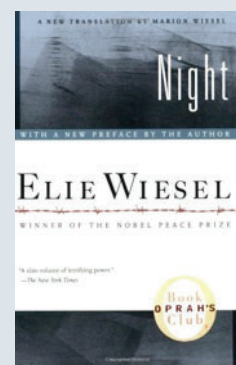


The Hiding Place by Corrie ten Boom

At one time Corrie ten Boom would have laughed at the idea that she would ever have a story to tell. For the first fifty years of her life nothing out of the ordinary had ever happened to her. Even into old age, she never married, and she lived contentedly at home with her sister and father in the tiny Dutch house over their watchmaking shop. When the Nazi's invade and occupy Holland, Corrie's life changes dramatically. Her story has captivated millions of readers.

Night by Elie Wiesel

Night is Elie Wiesel's masterpiece—a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This title offers much more than a litany of the daily terrors, everyday perversions, and rampant sadism at Auschwitz and Buchenwald; it also eloquently addresses many of the philosophical and personal questions implicit in any serious consideration of what the Holocaust was, what it meant, and what its legacy is and will be.

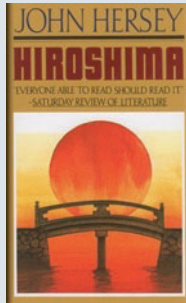
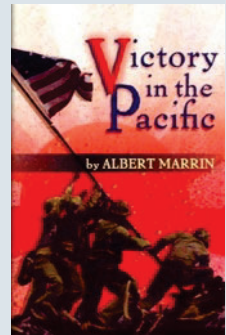


Unbroken by Laura Hillenbrand

In boyhood, Louis Zamperini was an incorrigible delinquent. As a teenager, he channeled his defiance into running—discovering a prodigious talent that carried him to the Berlin Olympics. But when World War II began, the athlete became an airman, embarking on a journey that led to a doomed flight on a May afternoon in 1943. Driven to the limits of endurance, Zamperini answered desperation with ingenuity, brutality with rebellion, and suffering with hope, resolve, and humor.

Victory in the Pacific by Albert Marrin

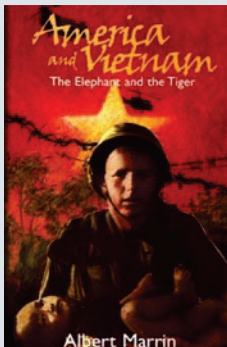
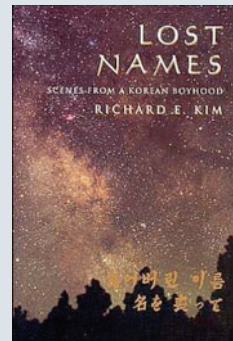
Victory in the Pacific covers the events from the surprise attack on Pearl Harbor to the battles of Midway, Guadalcanal, the Solomon Islands, Savo Island, Corregidor Island, Leyte Gulf, Iwo Jima, Okinawa, and the Doolittle raid on Tokyo. In each case, readers see the battles through the eyes of the men who landed on the beaches, ran raids in PT boats, dodged kamikaze bombers, and flew missions over Japan.

**Hiroshima** by John Hersey

On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This book, John Hersey's journalistic masterpiece, relates what happened on that day. Told through the memories of survivors, this timeless, powerful and compassionate document has become a classic "that stirs the conscience of humanity."

Lost Names: Scenes from a Korean Boyhood by Richard E. Kim

In this classic tale, Richard E. Kim paints seven vivid scenes from a boyhood and early adolescence in Korea at the height of the Japanese occupation, 1932 to 1945. Taking its title from the grim fact that the occupiers forced the Koreans to renounce their own names and adopt Japanese names, the book follows one Korean family through the Japanese occupation to the surrender of the Japanese empire.

**America and Vietnam: The Elephant and the Tiger** by Albert Marrin

Fought in a small Asian country unfamiliar to most Americans at the time, the Vietnam War became a cause that divided the American people and defined a counterculture. As he does so well, Marrin writes objectively about the complex issues that brought America into a war in Vietnam, compelled her to stay there, and prevented her from definitely winning or losing the war.

Red Scarf Girl: A memoir of the Cultural Revolution by Ji-Li Jiang

It was 1966 and twelve-year-old Ji-Li Jiang had what seemed like a bright future in Communist China. But it was also the year that China's leader, Mao Ze-dong, launched the Cultural Revolution—and Ji-Li's world began to fall apart.

**The Kite Runner** by Khaled Hosseini

Taking the reader from the final days of the monarchy to present-day Afghanistan, *The Kite Runner* is the unforgettable and beautiful story of the friendship between two boys growing up in Kabul. Written against a backdrop of history that has not been told in fiction before, this title describes the rich culture and beauty of a land in the process of being destroyed. Amidst this devastation Hosseini offers hope: in the possibilities he shows us for redemption.

1850: Historical Background

As students enter the world of *Uncle Tom's Cabin* and its author, Harriet Beecher Stowe, they enter a world in the midst of remarkable change. By the time Stowe published her monumental work in 1852, slavery had been outlawed for a decade in the majority of the British Empire. Members of the British Parliament passed the Slave Trade Act in 1808 that effectively banned the slave trade in Great Britain and its territories, though not banning slavery itself. With the passage of the Slavery Abolition Act of 1833, pressed for heavily by the Anti-Slavery Society, the House of Commons finally agreed upon a gradual timeline to abolish the practice of slavery within a majority of the worldwide British Empire. This being generally accomplished by 1840, abolitionists then turned their focus towards emancipation worldwide, and particularly in the United States.

Closely following this achievement, in 1848, four milestone events took place, significant for the following century and beyond. The first of these was a series of events, commonly known as the European Revolutions of 1848. Beginning with Sicily in January, and continuing throughout the year with uprisings in France, Germany, Austria, the Netherlands, and Poland, non-ruling class citizens of these European nations launched efforts to end the rule of monarchies and aristocracies in favor of republics or democracies. Though these uprisings were mostly unsuccessful, some participants achieved notable improvements. Hungary gained status as an autonomous region within the Empire of Austria. The French established the Second Republic and adopted universal manhood suffrage—the right of all adult males to vote—a step almost unheard of in Europe at the time. And the smaller territories and regions of both Italy and Germany began the process of uniting under a national banner—a process completed by the 1870s and greatly impacting the first half of the twentieth century.

Secondly, late in that same month, in London, the Communist Workers' Education Association published *The Communist Manifesto* by Karl Marx and Friedrich Engels. The first in a long line of Communist revolutionary writings by the pair, this work had profound influence on every major Communist world leader of the twentieth century, resulting in massive tyranny and oppression.

And lastly, in July, a group of women, led by Lucretia Mott and Elizabeth Cady Stanton, met in Seneca Falls, New York to discuss the condition and rights of women. Suffrage was a main point of discussion. The ideas put forth at this convention ultimately culminated in the Nineteenth Amendment to the U.S. Constitution, giving adult women the right to vote.

As one can see, groups formerly lacking traditional political power began to make their voices heard. The effects of these expressions, some beneficial and some detrimental to society, rumble on to the present day.

Perhaps most relative to the context of *Uncle Tom's Cabin* was legislation passed by the U.S. Congress in 1850. Now known as the Compromise of 1850, these five acts, two being particularly controversial, propelled slavery and abolition to the forefront of the American psyche.

The key to understanding one controversial act are the terms that ended the war between the United States and Mexico in February 1848. Called the Treaty of Guadalupe Hidalgo, it established the present border between the two countries at the Rio Grande River and outlined Mexico's sale of California and all other Mexican territory north of the Rio Grande. It thus added a vast swath of territory to the United States over which Free and Slave States would battle. When Compromise legislation admitted California to the Union as a Free State this unbalanced the Senate in favor of Free States for the first time in thirty years, and it threatened the power of the South to maintain the practice of slavery. Along with this measure, the South continued to feel discontent with the protective tariff on imported manufactured goods (which benefited Northern industry) and the lack of any similar tariff on imported raw materials, which would have benefited Southern agricultural interests.

The second controversial act was a strengthened Fugitive Slave Act. Its revision now compelled Free State citizens to assist in the capture of runaway slaves, and it gave handsome rewards to federal commissioners assigned to this task. At the same time, it increased penalties for fugitive slaves and for those who assisted or harbored them. This strengthened measure enraged many Northerners and led some states to attempt to pass legislation that would circumvent the Act.

Uncle Tom's Cabin gives students a glimpse of this tumultuous world. From there, they wind through the alleys and streets of world history while watching the rapid transformation of the United States, and the world, through to the twenty-first century.

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Part I

Antebellum and the Civil War

Literary Keys: *Uncle Tom's Cabin*

Harriet Beecher Stowe used a broad range of literary devices to enrich her characterization, carry the plot sequences, and establish the world of the slave, the master, the plantation, and both North and South in the Antebellum years. These devices include, but are not limited to: personification, satire, comedy, rhetoric, dialect, irony, metaphor, Biblical allusion, juxtaposition, Messianic archetypes, anthropomorphism, and zoomorphism. Stowe wrote from a deeply religious viewpoint in a predominantly Christian culture where Biblical allusions were common and easily understood. These Biblical allusions, in many instances, became a type of literary shorthand that Stowe used to powerful effect. For instance, in Chapter I, Mr. Shelby met with Mr. Haley the slave trader, to discuss the terms for selling Tom—his most valuable slave. Once the noxious Mr. Haley had left, Mr. Shelby confronted his own complicity in the matter. “If anybody had ever said to me that I should sell Tom down south to one of these rascally traders, I should have said, ‘Is thy servant a dog, that he should do this thing?’ And now it must come, for aught I see” (50). Here Mr. Shelby quoted 2 Kings 8:13 in which the prophet Elisha foresaw the atrocities Hazael—the future king of Syria—would commit against the Israelites. Hazael was so shocked by his future crimes that he reacted with horror, saying, “Is thy servant a dog, that he should do this thing?” Stowe used this Biblical allusion to expose the brutish nature of slavery in its ability to cause even well-meaning people to commit detestable acts.

Uncle Tom's Cabin by Harriet Beecher Stowe A Study in Freedom and Prejudice

“My master! and who made him my master? That’s what I think of—what right has he to me? I’m a man as much as he is. I’m a better man than he is.”—George Harris

Lesson I

1. In preparation for reading define: quadroom, piquant, aught, toilet, importunity, chattel, ebullition, remonstrance.
2. Read Chapters I-III of *Uncle Tom's Cabin*.
3. a. Both Mr. Shelby and Haley describe themselves as “*humane*” in the opening passage (46, 47). Based on this conversation, do you agree? If they are, is that at all praiseworthy? b. What merit does Haley’s assertion have, that it is no kindness for masters to give slaves expectations that masters be kind and humane? c. What prompts Mr. Harris to say, “*It’s a free country, sir; the man’s mine, and I do what I please with him—that’s it!*” (57). Assess Mr. Harris’s statement. d. Is Eliza correct that she must obey her master and mistress, or else she could not be a Christian? Are there exceptions to this “rule”? Defend your answer. e. Is George right in planning to escape? What are the stakes? Are they worth dying for?

Literary Analysis: a. Identify the *Biblical allusions* George Harris uses as he relates his despondency to his wife Eliza. When George describes the future sorrow Eliza may bear because of her love for little Harry, he uses a particularly poignant passage. What is it? b. Stowe uses *irony* to expose how Mr. Haley believes himself to be a very humane person. Locate the passages that express this irony.

 Related Link 

•For a short, but informative, historical overview of slavery in the Commonwealth of Kentucky, see: explorekyhistory.ky.gov/items/show/180#.VNVRcKkKrT_M.

“I was a fool to think I could make anything good out of such a deadly evil [...] I thought, by kindness, care, and instruction, I could make the condition of mine better than freedom—fool that I was!”—Mrs. Shelby

Lesson 2

1. In preparation for reading define: anon, daguerreotype, sanguinary, obstreperous, sorrel, valise, pecuniary, tallow, sententiously.

2. Read Chapters IV–VI of *Uncle Tom’s Cabin*.

3. a. Evaluate Mrs. Shelby’s reaction to Mr. Shelby’s sale of Tom and Harry in Chapter V. What do you think of Mrs. Shelby’s attempt to “*gild over*” the condition of her slaves and make it better than freedom? (84). Defend your reasoning. b. Near the end of Chapter V, Tom says, “*If I must be sold, or all the people on the place, and everything go to rack, why, let me be sold*” (90). What other figure(s) in history and/or literature share this sacrificial sentiment and act in this way? c. Early in Chapter VI, when Mr. and Mrs. Shelby learn that Eliza has fled, Mr. Shelby tells his wife, “*It touches my honor!*” (93). Why might one consider this a hypocritical statement? d. Do Mrs. Shelby’s instructions to Sam help atone for her participation in slave ownership? Why or why not?

Literary Analysis: In Chapter IV, Stowe *juxtaposes* the scene in Uncle Tom’s cabin with the scene in the halls of Mr. Shelby’s mansion. How is this juxtaposition effective?

“I’m sure I’d rather be sold, ten thousand times over, than to have all that ar poor crittur’s got to answer for.”—Tom

Lesson 3

1. In preparation for reading define: turbid, physiognomy, dilettante; Spanish words: olla podrida.

2. Read Chapters VII–IX of *Uncle Tom’s Cabin*.

3. a. When Stowe writes late in Chapter VII that Mr. Symmes is “*betrayed into acting in a sort of Christianized manner,*” what can the reader infer she thinks of the present “*constitutional relations*” that forbid helping runaway slaves? (119). b. Evaluate Tom Loker’s question to Haley, “*After all, what’s the odds between me and you?*” (127). Are they truly different in their ways? If so, what are their differences?

Literary Analysis: a. In Chapter VII, Stowe sets up Uncle Tom as a *Messianic archetype*. As you read this chapter, note the instances where Stowe imputes to Tom the character of Christ. b. In Chapter VIII, Stowe uses the literary device of *zoomorphism* to characterize Tom Loker. Identify the specific words she uses to do so. c. In Chapter IX, Stowe imbues the scene of Mrs. Bird, gathering with intense *pathos* the clothes of her recently deceased child. Why is Stowe particularly adept at crafting this scene?

 Related Link 

•Link to the following website and read the full text of the Fugitive Slave Act of 1850: www.nationalcenter.org/FugitiveSlaveAct.html. Also, read Romans 13:1-10, Titus 3:1, Isaiah 58:6-8, Matthew 25:34-40. After reading the Fugitive Slave Act and the Bible verses, prepare for a debate or discussion on the following question: are Senator and Mrs. Bird right in helping Eliza? When finished defending both sides, discuss the following questions: at what point does obeying one's conscience take precedence over obeying the law? Think of examples. Which side of the argument do you agree with? Defend your position.

“The Lord only gives us our worldly goods that we may do justice and mercy; if our rulers require a price of us for it, we must deliver it up.”—Simeon Halliday

Lesson 4

1. In preparation for reading define: sward, pertinacious, aquiline, obsequious, parson; French words: bonhomie, feu de joie, en passant.

2. Read Chapters X–XIV of *Uncle Tom's Cabin*.

3. a. In Chapter XI, Mr. Wilson attempts to use Scripture to discourage George from the path he is taking. Evaluate his examples. Do they pertain to George's situation? b. Later in that same conversation, George argues “that governments derive their just power from the consent of the governed” (185). Therefore, he reasons, he is not bound to the laws of the United States, since he has not given consent to its laws. Evaluate this argument. How might a slave owner respond to this argument? c. Describe Mr. Haley's thoughts at the beginning of Chapter XII. Do his thoughts align with his actions? What emotions does the author try to evoke with her description of Haley's decisions? What point is Stowe trying to make? d. How would George Harris respond to the woman on the boat in Chapter XII who said, “After all, I think they are better off than they would be to be free”? (199). Why do you think the woman says this? Are there circumstances in which bondage is preferable to freedom? e. How is the Christianity of Rachel and Simeon Halliday different from the Christianity of any other character who has professed it so far? Have there been any other characters that have acted out their faith in a similar way to this point? f. In Chapter XIV, the author describes Tom's faith in the words he reads in his Bible: “It must be true; for if not true, how could he live?” (229). Does the author mean to say that Tom's faith is simple? Why or why not?

Literary Analysis: a. At the end of Chapter XII, Stowe *personifies* death from the perspective of the hardened trader, Haley. Describe how the author does this. b. Stowe begins Chapter XIV by using an epigraph to *foreshadow* the fate of Evangeline. How is foreshadowing an important literary device?

SLAVE VALUE IN TODAY'S ECONOMY

Though the text doesn't tell us initially for what amount Shelby agreed to sell Tom to Haley, we are given some indication of value because Haley told Shelby he could easily sell Eliza for \$1000 in New Orleans “and make your fortune on her” (45). While Eliza's high value was due to her physical beauty, Tom's value would most assuredly have been higher due to his potential labor, strength, honesty, and skills managing an entire plantation. Later in the text Mr. St. Clare purchased Tom for \$1300. The average price of a slave at that time would have been the equivalent of \$20,000 in 2011 currency. This explains how the sale of Tom could possibly rescue Mr. Shelby from his speculation debt and also explains why slave trading was so lucrative for the likes of Tom Loker and Mr. Haley. “Four hundred dollars in 1860 would have purchased 4,800 pounds of bacon, 3,000 pounds of coffee, 1,600 pounds of butter, or 1,000 gallons of gin.” Source: www.measuringworth.com/slavery.php.

“We don’t own your laws; we don’t own your country; we stand here as free, under God’s sky, as you are; and, by the great God that made us, we’ll fight for our liberty till we die.”—George Harris

Lesson 5

1. In preparation for reading define: parasol, cambric, peroration, calaboose, sinecure, lathy; French words: badinage, distingué, boudoir, au fait.

2. Read Chapters XV–XVII of *Uncle Tom’s Cabin*.

3. a. In Chapter XV, how does Stowe’s description of Marie’s upbringing warn of the dangers of owning slaves? b. Why are Marie’s musings on her slaves laughable (Chapter XVI)? c. Do you agree with St. Clare that the slave owners have made the slaves what they are? d. Describe St. Clare’s opinion, in Chapter XVI, of the hypocrisy Northerners display in their treatment of blacks. e. In Chapter XVII we see George begin to recognize God’s goodness. How does his stay with the Quakers soften his heart? f. What happens in Chapter XVII that shows an example of religion that would impress St. Clare?

Literary Analysis: a. In Chapter XV, identify the *metaphor* the author uses to describe the reality of St. Clare’s life after he loses his true love. b. In Chapter XV, the author *juxtaposes* the character of Marie St. Clare with that of Miss Ophelia. Why is this effective? c. In Chapter XVI, Stowe uses continual *satire* to expose the hypocrisy and delusion of Marie St. Clare. Identify some of these instances of satire.

“Talk of the *abuses* of slavery! Humbug! The *thing itself* is the essence of all abuse!”—Augustine St. Clare

Lesson 6

1. In preparation for reading define: rusticity, vertu, sable, muslin, garrulous, cavil, cowed, laudanum, picayune; Latin words: meum et tuum, non sequitur, Dies Irae, corps de ballet.

2. Read Chapters XVIII–XXI of *Uncle Tom’s Cabin*.

3. a. In Chapter XIX, Marie recalls a slave that repeatedly ran away, was captured and punished, and yet again continues to run away. What is a probable reason that this slave continues to run away? b. Do you think St. Clare shows wisdom in bringing Topsy home for Ophelia to educate? Why or why not? c. How does Chloe’s proposal in Chapter XXI answer Haley’s charge in Chapter I that slaves can easily overcome the loss of a spouse or family member?

Literary Analysis: In Chapter XXI, Mr. Shelby is appalled when his wife, Emily, in her determination to find the means to buy back Tom, says she will educate music scholars. What *literary allusion* does he use to describe her actions?

“Those arguments that are made [by Sen. Douglas], that the inferior race are to be treated with as much allowance as they are capable of enjoying. [...] are the arguments that kings have made for enslaving the people in all ages of the world.”

—Abraham Lincoln, Second Speech in Lincoln-Douglas Debates, 1858