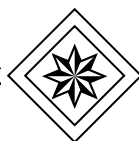


American Biographies



New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



TO THE TEACHER

American Biographies are 74 biographical sketches that provide insight into the contributions to America made by people from every era. These sketches are representative of the great diversity of Americans in all walks of life: government, business, and labor leaders; religious, military, and minority leaders; sports, entertainment, and media figures. Each biography includes two types of questions designed to provide students with a basic review of the biography and a critical thinking challenge. Answers to these questions are provided in the back of this booklet.

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CONTENTS

American Biographies

Dekanawida	1
Amerigo Vespucci	2
Bartholomé de las Casas	3
Anne Hutchinson	4
Nathaniel Bacon	5
Samuel Adams	6
Thomas Paine	7
Phillis Wheatley	8
George Rogers Clark	9
James Madison	10
Patrick Henry	11
Abigail Adams	12
Eli Whitney	13
Sacajawea	14
Robert Fulton	15
Paul Cuffe	16
Prudence Crandall	17
James Fenimore Cooper	18
Osceola	19
John C. Calhoun	20
William Lloyd Garrison	21
Sojourner Truth	22
Sarah Hale	23
Brigham Young	24
Harriet Beecher Stowe	25
Julia Ward Howe	26
Thomas “Stonewall” Jackson	27
Thaddeus Stevens	28
Hiram Revels	29
Chief Joseph	30
Helen Hunt Jackson	31
Frederick W. Taylor	32
Leonora Marie Kearney Barry	33
Samuel Gompers	34
Susan B. Anthony	35
Thomas Nast	36
W. E. B. Du Bois	37

Mary Elizabeth Lease	38
Miguel Antonio Otero	39
Jane Addams	40
William Jennings Bryan	41
Gifford Pinchot	42
Ida B. Wells-Barnett	43
Jim Thorpe	44
Louis Brandeis	45
Alvin York	46
Jeanette Rankin	47
Carrie Chapman Catt	48
Clarence Darrow	49
Marian Anderson	50
Ernest Hemingway	51
Frances Perkins	52
Langston Hughes	53
Benjamin Oliver Davis, Jr.	54
Luis Muñoz Marín	55
Ralph Ellison	56
Margaret Bourke-White	57
Vladimir Zworykin	58
Rosa Parks	59
Flannery O'Connor	60
Walt Disney	61
Martin Luther King, Jr.	62
Robert F. Kennedy	63
Henry B. Gonzalez	64
Gloria Steinem	65
Ralph Nader	66
Norman Mineta	67
Ruth Bader Ginsburg	68
Toni Morrison	69
Steven Jobs	70
Janet Reno	71
Amy Tan	72
Condoleezza Rice	73
Hillary Clinton	74
Answer Key	75-82

DEKANAWIDA 1425?-1475?

“I have established your commonwealth, and none has done what I have done.”

At a Glance

Together with Hiawatha, Dekanawida framed the constitutional principles for an alliance among the Native Americans of the Northeast, known as the Iroquois Confederacy. Dekanawida is revered as a great political leader and lawmaker among many Native American peoples.

The Iroquois Confederacy was one of the strongest alliances formed by Native Americans. When Benjamin Franklin sought the help of this Confederacy in the war against the British, few people realized that it had been organized more than 300 years earlier. According to Native American legend, Hiawatha and his partner Dekanawida, who lived from about 1425 to 1475, established the Iroquois Confederacy.

Dekanawida was born along what is now the southeastern edge of Ontario, Canada. This was Huron territory, so Dekanawida was most likely of Huron ancestry. Legend says that his mother saw omens at his birth that this one of her seven sons would bring great harm to the Huron people.

Placing loyalty to her people over love for her newborn child, according to the legend, she cut a hole in the ice covering a nearby river and dropped the baby into the freezing water. When Dekanawida's mother awoke the following morning, she found her young son nestled safely in her arms. Still fearing the omen, twice more she attempted to drown Dekanawida, and twice more she awakened to find herself holding the unharmed infant. Convinced that

the gods had decreed her son should live, she made up her mind to care for the child.

As Dekanawida grew up, he saw all about him strife, murder, and war among the various Native American nations, and he resolved to find a way to bring about universal peace. When he reached early manhood, he left his own people to preach his message of brotherhood to the Native American people living in what is now southeastern Canada and the northeastern United States. At some point he allied himself with the Mohawk Hiawatha, and together these two men formulated basic laws designed to end rivalries and bloodshed among their people. Their ultimate aim was to bring together all the peoples of the area into a confederation based on the principles of peace and justice.

After long and arduous negotiations, Dekanawida and Hiawatha finally convinced the Mohawk, Cayuga, and Oneida nations to join the confederation. Later the Onondaga and Seneca agreed to join as well, thereby uniting five major Native American nations into what came to be called the Iroquois Confederacy. Long after Dekanawida's death, the Tuscarora tribe joined the Iroquois Confederacy, making it the League of Six Nations. By that time, however, Dekanawida's major goals of peace and justice through a union of people had been largely forgotten. The confederation that he had worked so tirelessly to create had evolved into a militaristic power in the Northeast, subduing neighboring Native American nations. The legend of the earlier omen proved true, for among the League's victims were the Huron, the very people to whom his mother had shown loyalty when she tried to destroy her son.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Where were the Iroquois nations located?
- 2. Understanding Information** What were Dekanawida's goals? How did he work to achieve them?

Thinking Critically

- 3. Analyzing Information** An omen is an occurrence believed to foretell an event. What do you think was the significance of omens to early Native Americans? How does Dekanawida's mother's omen help to explain the failure of the confederacy to produce lasting peace?

AMERIGO VESPUCCI 1454 - 1512

“I see no reason why any one should justly object to calling this part . . . the land of . . . America, after Amerigo, its discoverer, a man of great ability.”

At a Glance

Through careful observation of the people, plants, and animals of South America, Amerigo Vespucci concluded that the lands Columbus had explored were not Asia. By making clear that these lands were a continent unknown to the Europeans, Vespucci added momentum to European conquest and colonization. His first name was applied to the two previously unknown continents, both North and South.

Amerigo Vespucci never intended to name lands across the Atlantic Ocean after himself. That these lands came to be called “America” was an accident of history. That they came to be recognized as a “New World” and not part of Asia, however, was no accident, and for this knowledge Amerigo Vespucci deserves full credit.

Vespucci received an excellent education, developing strong interests in geography and astronomy, and collecting books and maps. His work eventually took him to Spain, where he became intrigued with the idea of sailing west across the Atlantic Ocean to reach Asia. In 1499 Vespucci joined a four-ship expedition to search for the all-important passage to the Asian mainland that Genoan explorer Christopher Columbus had not found.

Vespucci, in command of two ships, sailed across the Atlantic and down the coast of South America.

He failed to find an opening to the Asian mainland and, plagued by lack of food, unfavorable winds and currents, and worms eating the hulls of his ships, he reluctantly returned to Spain.

Unable to convince Spain to sponsor another expedition, Vespucci accepted Portugal’s invitation to do so. In 1501 he again sailed across the Atlantic, and skirted South America’s eastern coast, this time almost to the southern tip of the continent, carefully observing the native people as well as plant and animal life. Well-read in the tales of travelers to Asia, Vespucci concluded that the lands he was exploring could not be the “Indies,” as Columbus insisted. Instead, Vespucci believed these to be lands previously unknown to the Europeans, and accordingly named them *Mundus Novus*, or New World.

Vespucci completed his life as a Spanish “pilot major,” training sea captains and preparing maps of newly discovered territory. While he held this post, Vespucci made near accurate calculations of the earth’s size, and predicted that future explorers would find that a vast ocean separated the western coast of the Americas from the Asian continent.

In 1507 Vespucci gained lasting, though unsought, fame when he was mistakenly credited with discovery of the western continents in a book published by little-known geographer Martin Waldseemüller. Mistaken or not, these two newly explored continents became known as the Americas.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What led to Vespucci’s first voyage in 1499?
- 2. Understanding Information** How did Vespucci’s second voyage affect available world knowledge?

Thinking Critically

- 3. Summarizing** What were Vespucci’s contributions to history?

BARTOLOMÉ DE LAS CASAS 1474-1566

“The Spaniards . . . began to commit murder, and strange cruelties: they entered into Townes . . . sparing neither children nor old men, neither women with childe . . .”

At a Glance

From 1514 to 1566 Bartolomé de las Casas was one of the most courageous and outspoken defenders of Native Americans against the Spanish adventurers who conquered part of the Americas. His enduring importance rests on his classic indictment of the Spanish exploitation of Native Americans, entitled *Very Brief Account of the Destruction of the Indies*.

Few individuals had so profound an effect on Native Americans in Spanish America as Bartolomé de las Casas. For more than 50 years of his life, Las Casas was “The Protector of the Indians,” devoted to protecting Native Americans from the *conquistadores*.

Las Casas’s crusading spirit, however, did not appear until some years after he became a priest at age 36. Indeed, he had been a prosperous planter and slave holder on the island of Hispaniola for some years, and continued to acquire enslaved people even after he became a priest in 1510. Then in 1514, Las Casas suddenly awoke to the cruelties inherent in the Spanish labor system. He gave up both land and enslaved people and made enemies of his fellow Spaniards by denouncing their cruel behavior. Las Casas carried his crusade back to Spain in 1516 with little success. He returned again in 1517 to present the Spanish king with a plan to save the Native Americans from extermination. Many of them had died from harsh treatment and lack of immunity to European diseases.

Part of his plan called for importing Africans to replace enslaved native persons. In the following decades, thousands of Africans were brought to the Spanish colonies. Las Casas later recognized his error, saying: “It is as unjust to enslave Negroes as it is to enslave Indians, and for the same reasons,” and defense of enslaved Africans then became part of his life’s work.

Discouraged by the continued enslavement of Native Americans and the expanded enslavement of Africans, in 1520 Las Casas entered a monastery where he spent 10 years writing a history of the Spanish conquests in the Caribbean islands.

He emerged from the monastery in the 1530s to renew his antislavery battle. Victory seemed near in 1542, when the Spanish king announced the “New Laws” of the Indies: no new grants of enslaved Native Americans would be made, and native people already in bondage would be free when their masters died. But Spanish adventurers, unwilling to abandon their pursuit of great wealth, simply ignored the laws.

Appointed bishop to southern Mexico in 1545, Las Casas and his pro-Native American stance caused such hostility among the Spanish colonists that he was forced to return to Spain two years later. After a debate at the Spanish court over the morality of slavery won him renewed support, Las Casas spent the balance of his life writing about the conquerors’ crimes and the plight of the Native Americans. His *Very Brief Account of the Destruction of the Indies* (1522) became the classic indictment of Spanish cruelty to the Native American people.

Reviewing the Biography Answer the following questions on a separate sheet of paper:

- 1. Remembering the Details** How did Las Casas’s personal life change when he became aware of the cruelties of Native American slavery?
- 2. Understanding Information** Why were the “New Laws” of the Indies unsuccessful in freeing enslaved Native Americans?

Thinking Critically

- 3. Drawing Conclusions** How did Las Casas’s plan to help free Native Americans extend slavery rather than eliminate it?

ANNE HUTCHINSON 1591–1643

“So to me by an immediate revelation . . . by the voice of his own spirit to my soul.”

—Anne Hutchinson at her trial, expressing the belief that God had spoken directly to her.

At a Glance

Anne Hutchinson defended her beliefs against the Puritan leaders of the Massachusetts Bay Colony, an early sign that in America there would be conflict over matters of religious belief between strong-willed individuals and the community majority. Though not a believer in religious liberty for all, Hutchinson was an important figure in the struggle for individual freedom in America.

Anne Hutchinson settled in the Massachusetts Bay Colony during the early 1630s, and for several years seemed an unlikely candidate for controversy, arrest, trial, conviction, banishment, and excommunication from the Puritan church. She was a woman in her 40s, a skilled nurse, the wife of a successful businessman, and the mother of 14 children. She and her husband William were active members of John Cotton’s congregation, having followed the Puritan minister from England after the Anglican church silenced him. Hutchinson began holding meetings during which she explained John Cotton’s sermons to her fellow parishioners. These meetings caused no problems until Anne began adding her own interpretations of the sermons.

Puritans believed that people could be saved only by grace, freely given by an all-powerful God. They also believed that humans could do nothing to earn God’s favor. Hutchinson’s interpretation of this

teaching was that, since a person could do nothing to win God’s favor or grace, a person therefore did not need to follow the laws of church or state. This absolute freedom from human authority appealed to many men and women in the colony, including some of its leaders. Hutchinson’s meetings were crowded with her followers, who called themselves Antinomians (people against the law).

Fearing that her views would lead to anarchy, Puritan authorities accused Hutchinson of undermining the authority of the colony’s ministers and brought her to trial. Defending herself so well that the charges were close to being dismissed, Hutchinson suddenly blurted out that God had spoken directly to her, and that her enemies would be destroyed. This was blasphemy, for Puritans believed that God spoke only through the Bible. The court promptly banished Hutchinson from the colony. Before she could depart, she was also accused of heresy. When she tried to recant, she was further accused of lying, for which crime the church denied her membership.

Expelled from the Massachusetts Bay Colony, the Hutchinson family moved to Rhode Island, where William died in 1642. Hutchinson then took her six youngest children with her to the Dutch colony of New Netherland, later New York. In 1643 all of Hutchinson’s children, except the youngest, were killed in an attack by Native Americans—an event that the Puritans interpreted as a punishment from God.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What qualities made Anne Hutchinson a respected Massachusetts Bay Colony member?
- 2. Understanding Information** How did Hutchinson lose her respected standing?

Thinking Critically

- 3. Making Inferences** Why did Puritan authorities fear that Hutchinson’s teaching would lead to anarchy?

NATHANIEL BACON 1647-1676

“We protest against him [William Berkeley] unanimously as a Traytor and most pernicious Enemy to the Publick ...”

—Bacon’s Oath of Fidelity, 1676

At a Glance

Nathaniel Bacon became the leader of a movement challenging the authority of officials in colonial Virginia. Bacon has previously been regarded as the first colonial rebel against English rule in America; however, upon closer examination it seems that his rebellion may actually have sprung up from a clash of two powerful personalities: Bacon and William Berkeley, the governor of Virginia.

Nathaniel Bacon had been in Virginia only two years before the rebellion that was named for him flared up in 1676. He came into conflict with Virginia’s governor, William Berkeley, primarily due to the governor’s method of dealing with local Native American nations.

In July of 1675, warriors of the Doeg nation raided a plantation. The colonists then attacked the wrong people, the Susquehannogs, in retaliation. Large-scale raids by the native people then began to occur, and the colonists demanded protection from Governor Berkeley.

Berkeley wanted to maintain the friendship and loyalty of the Native American nations, if possible, rather than starting a full-scale war. He proposed building several costly forts manned with army men, which the landowners would pay for through taxes. Outraged at such a passive and expensive response, a group of colonists asked Bacon to lead them in a war to eliminate the Native Americans completely. Bacon, who considered all Native Americans to be enemies, readily agreed.

As governor, Berkeley headed the colony’s militia. He declared that there could be no other armed force in Virginia without a commission from him. Berkeley then refused to give Bacon such a commission, even though the existing militia was some distance from where the Native American attacks had taken place.

Bacon, without a commission, set off with his followers to war with the Native American people. On May 10, 1676, Governor Berkeley officially declared Bacon to be in a state of rebellion against Virginia’s rightful authority.

Early in June, Bacon was captured and brought before the governor. Berkeley severely chastised the 29-year-old planter, but granted Bacon a pardon. The governor also promised to supply the needed commission. Rejoining his supporters, Bacon waited, but no commission was forthcoming. With 600 armed men, he stormed into Jamestown and forced Berkeley to deliver the promised commission.

Fighting broke out between Bacon’s army and Berkeley’s colonial militia. During the summer of 1676, Bacon’s forces gained control of nearly the entire colony of Virginia. He even managed to enter and burn the capitol city of Jamestown.

At the height of his power early in the autumn of 1676, Bacon became ill with dysentery and died on October 26. Deprived of its leader, the rebellion continued, but Berkeley was able to regain control of the colony. He proceeded to execute 23 people, without benefit of trial, for their part in the rebellion. King Charles II, after hearing about Berkeley’s actions from an investigating committee, removed Berkeley as Governor of Virginia.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Virginia landowners ask Nathaniel Bacon to lead them against the Native Americans?
- 2. Understanding Information** Why did Governor Berkeley declare Bacon an outlaw?

Thinking Critically

- 3. Summarizing** Enumerate the events from June of 1676 to the end of Bacon’s rebellion.

SAMUEL ADAMS 1722-1803

“From the day on which an accommodation takes place between England and America, on any other terms than as independent States, I shall date the ruin of this country.”

At a Glance

An agitator and propagandist, Samuel Adams convinced fellow colonists to defy parliamentary policies in the 1760s and 1770s. Through speeches and newspaper essays, Adams kept the torch of colonial protest burning from 1764 to 1776. Through Committees of Correspondence, Adams spread his message of radical resistance to, and ultimately, independence from, Great Britain.

Samuel Adams was 42 years old in 1764, when the British Parliament passed the Sugar Act in an attempt to extract more money from its North American colonies. Adams led the protest against the British action, and from that time until 1776, he never relinquished his position at the forefront of Patriot resistance. Prior to 1764, Adams had engaged in a number of unsuccessful careers and failed business ventures. The Sugar Act provided the floundering Adams a fresh opportunity for achievement. Adams attacked the new taxes on sugar as an unreasonable law that violated every person’s natural right to be taxed only by legally elected representatives. In shaping the protest argument as he did, Adams set the tone for colonial resistance to parliamentary policies.

When Parliament passed the Stamp Act in 1765, Adams expanded his protest activities. Through a steady stream of fiery newspaper essays, he inspired patriots in Massachusetts to hang stamp officials in effigy and even to destroy the home of the royal

governor. He also helped organize the Sons of Liberty to oppose the obnoxious act.

Parliament’s repeal of the Stamp Act temporarily ended colonial protests, but the Townshend Acts of 1767 revived resistance, giving Adams a new opportunity to protest against taxation without representation. Adams seized the opportunity to organize an effective boycott of British-made goods imported into the colonies.

Repeal of the Townshend Acts in 1770 did little to diminish Adams’s rebellious activities. He led the demand for the removal of British troops from Boston following the Boston Massacre. In 1772 he was instrumental in forming Boston’s Committee of Correspondence to coordinate and communicate with Patriots in other locations. When Parliament passed the Coercive (Intolerable) Acts in response to the Boston Tea Party, Adams organized another boycott of British goods and called for an intercolonial congress.

A participant in both Continental Congresses, Adams by this time had become such a leader of anti-British activity that he—along with John Hancock—was singled out by the British as exempt from any future amnesty.

After the achievement of independence, Samuel Adams remained active in public life. He served in the Massachusetts convention called to ratify the new Constitution and later held the offices of lieutenant-governor and then governor. But he never again found a role so well suited to him as the one he played as America’s foremost agitator.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did the Sugar Act of 1764 prove beneficial to Samuel Adams?
- 2. Understanding Information** How did the Stamp Act and the Townshend Acts further Adams’s career as an agitator?

Thinking Critically

- 3. Drawing Conclusions** After the Revolutionary War, why did Adams never again find “a role so well suited to him” as that of “America’s foremost agitator”?

THOMAS PAINE 1737–1809

“These are the times that try men’s souls. The summer soldier and the sunshine patriot, will . . . shrink from the service of his country; . . . Tyranny . . . is not easily conquered; yet . . . the harder the conflict, the more glorious the triumph.”

At a Glance

Paine’s pamphlet *Common Sense* persuaded countless colonists to support American independence. Paine convinced many Americans that the king no longer deserved their loyalty, thus severing their last emotional link to Britain. Paine had an unswerving faith in the human ability to use reason to achieve freedom, peace, and justice.

For the better part of two decades, Thomas Paine was a world-renowned figure, a master phrasemaker who used the power of his pen to help free people on two continents from despotism. Yet his life presents ample evidence that great talent and achievement do not always lead to happiness and satisfaction.

Born and raised in England, Paine quit school at the age of 13. For the next 24 years he tried a variety of jobs: corsetmaker, sailor, teacher, and tax collector. All made him unhappy. Then, in 1774, Paine met Benjamin Franklin, the American colonial representative to Great Britain. Franklin encouraged Paine to emigrate to the American colonies. Arriving in Philadelphia with Franklin’s letters of introduction, Paine got a job at the *Pennsylvania Magazine*, but remained almost unknown until January 1776, when his pamphlet *Common Sense* appeared. Paine’s remarkable publication proved a sensation, selling more than 100,000 copies in three months.

Filled with memorable phrases and persuasive arguments, *Common Sense* called on Americans to cease trying to change Parliament’s policies and instead declare independence immediately. Paine ridiculed King George III, making the idea of monarchy seem outdated and pointless. After the publication of *Common Sense*, many colonists who had viewed the king as the last hope for protection of their rights supported independence.

During the Revolutionary War, Paine served in the Continental Army, writing a pamphlet series entitled *The Crisis* to bolster the sagging spirits of the weary American soldiers.

After the war Paine continued to inflame people with his writings, often with unhappy consequences to himself. Returning to England in 1787, he authored *The Rights of Man*, praising the French Revolution. Paine went so far as to call for the overthrow of the English monarchy. He was forced to flee to France to avoid being jailed for treason.

In Paris Paine helped draft the new French constitution but was imprisoned when he opposed the execution of King Louis XVI. While in jail, he began writing *The Age of Reason*, an attack on organized religion. Returning to the United States in 1802, Paine was ostracized for his criticism of Christianity. Even death in 1810 brought Paine no peace. Refused burial at the cemetery of his choice, his remains were laid to rest on his New York farm. They were later disinterred and shipped to England, where they disappeared forever.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What was Paine’s life like prior to his meeting Franklin in 1774?
 - 2. Understanding Information** How was Paine’s pamphlet *Common Sense* instrumental in furthering the cause of colonial independence?
- Thinking Critically**
- 3. Identifying Cause and Effect** How was Paine’s talent for persuasion also a major cause of his unhappiness?

PHILLIS WHEATLEY 1753?-1784

*“I, young in life, by seeming cruel fate was snatched from
Africa’s fancied happy seat; What pangs excruciating
molest, What sorrows, labor in my parent’s breast!”*

At a Glance

Despite being kidnapped as a child and sold into slavery, Phillis Wheatley became well read and an accomplished poet. Wheatley became a symbol of the intellectual potential of African Americans in the years before the Civil War. Abolitionists often cited her work when countering proslavery arguments based on alleged racial inferiority, and when arguing for equal educational opportunities for African Americans.

A young African child, 7 or 8 years old, was kidnapped from her home in Senegal. She survived the brutal ocean passage on the slave ship and then was sold as a slave to the Wheatley family of Boston in 1761. John Wheatley, a successful tailor in the city, bought the young African girl to serve as a companion to his wife Susannah.

The young enslaved girl, whom the Wheatleys named Phillis, displayed amazing intelligence and a capacity for learning well beyond her years. Recognizing the girl’s potential, Susannah Wheatley and her children began to teach Phillis to read. In addition to the Bible and English translations of Homer, Phillis was soon devouring mythology and poetry along with Latin classics. Her translation of a tale by the Latin poet Ovid evoked a wave of astonishment from Boston’s scholarly elite. Just 13 years old when she wrote her first poem, Phillis waited until she was 17 before seeing her work, “On the Death of Reverend George Whitefield,” published in a Boston newspaper.

When some white Americans scoffed at the notion that a young enslaved African could create such extraordinarily mature poetry, many defenders—including Thomas Jefferson, who disliked her poems—vouched for her authenticity.

Emancipated in 1773, Phillis left for England to bolster her frail health. While in London, she published her first book, *Poems on Various Subjects, Religious and Moral*. Nearly all the poems reflected Wheatley’s deep religious convictions. Raised a Congregationalist in the Wheatley household, she belonged to Boston’s Old South Meeting House, despite the fact that enslaved people were barred from church membership.

Although she planned to publish a second volume of poems, Wheatley cut short her stay in England, returning to Boston in 1774 to be with Susannah Wheatley, who had become gravely ill. Susannah died shortly after Phillis returned, and her death marked the beginning of the sad, final chapter of Phillis Wheatley’s life.

In 1778 she married John Peters, a free African American man, but he proved unable to support her and their two children. Phillis worked at a boarding house to provide for herself and her children. Never a physically strong individual, she died, impoverished, at the age of 31.

Decades following her death, two additional books of Phillis Wheatley’s works were published: *Memoir and Poems of Phillis Wheatley*, in 1834, and *Letters of Phillis Wheatley, the Negro Slave-Poet of Boston*, in 1864.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How was Phillis Wheatley educated?
- 2. Understanding Information** How did Phillis Wheatley show her devotion to the Wheatley family?

Thinking Critically

- 3. Drawing Conclusions** How did Phillis Wheatley’s life help provide an argument for abolition?

GEORGE ROGERS CLARK 1752–1818

“I knew our case was desperate, but the more I reflected on my weakness, the more I was pleased with the enterprise.”

—George Rogers Clark, on going up against the British with less than 200 soldiers

At a Glance

Clark captured the British outposts of Kaskaskia, Cahokia, and Vincennes. He later recaptured Vincennes after it had been retaken by the British during the American Revolution. Not only did Clark secure his immediate objective of protecting Kentucky settlements from attacks by British-backed Native Americans, but he also established a visible United States presence as far west as the Mississippi River.

The older brother of William Clark, who explored the Pacific Northwest with Meriwether Lewis, George Rogers Clark was a captain in the Virginia militia and a successful surveyor. In the spring of 1775, Clark surveyed Kentucky, then a frontier region of Virginia, then made his home in Kentucky’s first established settlement. Returning to Virginia’s capital, Williamsburg, he convinced officials to protect settlers from British-backed attacks by Native Americans. In January 1778, the Virginia legislature promoted Clark to lieutenant colonel, gave him some money, and instructed him to capture as much British-held territory north of the Ohio River as he could.

Commanding fewer than 200 soldiers, Clark set out in May 1778 to capture British outposts in the Northwest and to subdue the Native Americans who sided with the British. He journeyed down the Ohio River, crossed southern Illinois, and in a surprise attack on July 4, he captured Kaskaskia, the largest town in the Illinois territory. He followed this victory

with two more at Cahokia and Vincennes. Due to lack of troops, however, he was unable to take the fort at Detroit, the most important British post in the Northwest.

When the British commander at Detroit realized what Clark had accomplished, he quickly assembled a small army in October 1778 and retook Vincennes. Rather than fight through the winter, however, the British commander decided to wait until spring to win back Cahokia and Kaskaskia. Clark, from his base at Kaskaskia, refused to let winter deter him. Surviving a harrowing forced march over snow-covered ground and through ice-choked rivers, Clark and his troops recaptured Vincennes and imprisoned the British commander.

In 1780 Clark was promoted to brigadier general, but he never again matched his success in the Illinois territory. He failed to secure the troops and supplies needed for a successful campaign against the British at Detroit, managing only to fight a defensive war to limit the British-led Native American attacks that continued to devastate the frontier.

Because he used his own resources to buy supplies for his forces, Clark found himself deeply in debt at the end of the Revolutionary War. The state of Virginia demanded that he settle accounts, but he was unable to do so. Desperate for money, he entered a French scheme for seizing Spanish Louisiana, but President Washington foiled the plot in 1793. Five years later, refusing to give up his appointment as a French general, Clark fled to St. Louis. He later returned to Kentucky, where he died penniless.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did Clark become involved in fighting the British?
- 2. Understanding Information** How was Clark able to recapture Vincennes?

Thinking Critically

- 3. Identifying Cause and Effect** What led to Clark’s impoverishment?

JAMES MADISON 1751-1836

“Resolved, . . . the United States of America . . . constituted a general government . . . whensoever [it] assumes undelegated powers, its acts are . . . void, and of no force.”

At a Glance

In a lifetime of many accomplishments, perhaps James Madison’s most important one occurred from 1787 to 1789, when he played a leading role in formulating the Constitution. He convinced his contemporaries that a strong representative government could be prevented from abusing the rights of the people through a system of checks and balances.

James Madison contributed much of lasting importance to the fledgling United States. His career began in the early 1770s, immediately after he completed his education. In his first active political role, Madison marked himself as a Patriot, opposing the Parliamentary policies that eventually caused the colonies to declare independence.

At the Virginia Convention to draft a constitution for the newly independent state, the young Madison emerged as a notable defender of individual rights. Adding the words “liberty of conscience for all” to the religious freedom clause, he took a position far in advance of most of his contemporaries. In 1780 Madison announced his Federalist leanings when, elected to the Continental Congress, he allied himself with those who wanted a stronger national government than that proposed in the Articles of Confederation.

The Constitutional Convention of 1787 displayed some of Madison’s most outstanding accomplishments. He formulated the “Virginia Plan”

and created a government powerful enough to function effectively, yet still limited from becoming tyrannical by its three-part division—each part having a check on the other two. He authored many compromises that won acceptance of his plan. Finally, Madison maintained careful, complete notes of the Convention’s proceedings, thus preserving for posterity the only full record of the Convention.

With Alexander Hamilton and John Jay, Madison wrote the Federalist Papers supporting ratification of the Constitution. Once the new government was established, Madison, elected to the House of Representatives, worked to remedy a chief defect of the Constitution: lack of a Bill of Rights.

Madison’s contributions continued throughout the eighteenth century’s last decade and well into the first half of the nineteenth century. He helped establish the Democratic-Republican party to oppose the policies of Secretary of the Treasury Alexander Hamilton. He wrote the Virginia Resolutions, decrying the Alien and Sedition Acts, which he deemed a threat to civil liberties. He served as secretary of state to President Thomas Jefferson, then followed Jefferson as president. Madison’s terms of office were dominated by foreign affairs, particularly the War of 1812. The war ended with no loss of territory and a heightened sense of American nationalism.

In retirement, Madison attended the 1829 convention to draft a new Virginia constitution, then served in an administrative post at the University of Virginia. With his death in 1836, America lost the last of the republic’s Founders.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What was Madison’s important contribution at the Constitutional Convention of 1787?
- 2. Understanding Information** How did Madison’s actions at the Continental Congress of 1780 point to his actions at the Constitutional Convention?

Thinking Critically

- 3. Making Inferences** Why might many see Madison’s contributions at the Constitutional Convention of 1787 as his most important?

PATRICK HENRY 1736-1799

“ . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!”

At a Glance

From 1765 to 1775, Patrick Henry’s criticisms of British policies galvanized the colonists to support the American Revolution. Throughout his public career, Henry championed the interests of ordinary Americans and fought against abuses of individual rights. He opposed tyranny by government, whether the government of Great Britain or of the new American government proposed by the Constitution.

In an age that revered oratory and its power to excite the human spirit, Patrick Henry had few rivals—and probably no peers—as a speaker. His powerful speeches in a 1763 trial so overwhelmed the jury that he was carried in triumph from the courtroom.

Henry was at his strongest when he used his gift for public speaking to defend the liberty of ordinary people against the abuses of government. He entered politics, was elected to the House of Burgesses in 1765, and quickly became enmeshed in the Stamp Act crisis. An ardent advocate of colonial rights, he presented the Virginia legislature with seven anti-British resolutions. In a speech defending his resolves, Henry seemed to threaten King George III, prompting cries of “Treason!” from his less-radical colleagues. Henry allegedly replied: “If this be treason, make the most of it.”

For the next 10 years Henry led the Virginians in protesting parliamentary policies. He urged his fellow legislators to defy Virginia’s royal governor,

and when the governor dissolved the House of Burgesses in 1774, Henry presided over the convention that met in its place.

In March 1775, when war between the colonies and Great Britain seemed inescapable, Henry made his most famous speech—“Give me liberty, or give me death!”—calling on Virginia to arm itself for the coming conflict. During the War of Independence, Henry served as Virginia’s first state governor. He continued as governor after the war for two additional terms, then served as a representative in the Virginia Assembly.

Unlike those who saw the weaknesses in the nation’s first government, Patrick Henry supported the Articles of Confederation. An Anti-Federalist, Henry refused to be a delegate to the Constitutional Convention of 1787, fearing that the values of a simple republic would be threatened by the establishment of a powerful central government. He maintained his Anti-Federalist position at the Virginia Convention for constitutional ratification. Opposing James Madison, he charged that the new government could prove more of a threat to individual liberty than George III had been. He pointed with alarm to the absence of guarantees of specific rights in the Constitution. Henry reconciled himself to ratification, but continued to demand amendments guaranteeing individual rights, a campaign which succeeded with the adoption of the Bill of Rights.

During the 1790s, Henry aligned himself with the Washington administration. He won a seat in Virginia’s state senate in 1799, but died before his term began.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** Under what circumstances were Patrick Henry’s oratorical skills used to the fullest?
- 2. Understanding Information** How did Henry’s Anti-Federalist beliefs influence his career?

Thinking Critically

- 3. Drawing Conclusions** How was Patrick Henry’s talent for oratory particularly suited to his times?

ABIGAIL ADAMS 1744-1818

*“Remember all Men would be tyrants if they could
... put it out of the power to use us with cruelty and
indignity ... Men of Sense ... abhor those customs
which treat us only as the vassals of your Sex.”*

At a Glance

Self-educated, Abigail Adams provided valuable counsel and support for her brilliant but often insecure husband, John, and nurtured the political career of her eldest son, John Quincy. Of the approximately 150 letters of hers that survive, many give a vivid account of life in America before, during, and after the American Revolution. She has also been a source of inspiration to all who sought equal rights for women.

The wife of the second President and mother of the sixth, Abigail Adams received no formal schooling, something she always regretted. She educated herself, however, by reading books, and even taught herself to read French.

In 1764 Abigail married John Adams, a young lawyer. During the first decade of their marriage, Abigail had five children (one daughter died), and the family alternated between homes in rural Massachusetts and Boston, where John worked on behalf of the revolutionary cause.

Between 1774 and 1783, Abigail and John Adams were apart much of the time. John’s work for the new American republic took him to Philadelphia, and later, Europe. During John’s long periods away from home, Abigail developed into a mature, sensitive letter-writer. Despite faulty spelling and handwriting (she later laughed at the notion of having her letters published), she brought to life the political and personal events that shaped the lives of herself, her

family, and her fellow Americans during and after the War of Independence.

Abigail Adams also lost no opportunity to express her point of view. She called for American independence long before public opinion supported such a radical step. She often wrote critically of the lack of rights given to women, and she did not hide her hatred of slavery and racial discrimination. She even told John of her feelings about his fellow patriots from Virginia who expressed a “passion for Liberty” while they “have been accustomed to deprive their fellow Creatures of theirs.”

When American independence was secured in 1783, Abigail joined her husband in Paris. In 1785, when John was appointed the first American minister to the court of George III, they moved to London. Her letters home captured much of the excitement of European society as seen through the eyes of a woman from rural Massachusetts.

The Adams family returned to the United States when John was elected Vice President in 1789. When the nation’s leaders divided into political parties during the 1790s, Abigail vigorously backed her husband’s Federalist views. After John was elected President in 1796, she supported prosecutions under the Alien and Sedition Acts. Following her husband’s presidency and later, his death, Abigail Adams lived out the remainder of her life at the family home in Quincy, Massachusetts. She continued to write letters—many to her son John Quincy as he made rapid strides forward in his own political career.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How was Abigail Adams educated?
- 2. Understanding Information** Why are Adams’s letters valuable to students of history?

Thinking Critically

- 3. Making Inferences** How might Adams’s letters have influenced her husband and son?

ELI WHITNEY 1765–1825

“...I made [a machine] which required the labor of one man to turn it and ... which ... will clean ten times as much cotton as ... in any other way before known.”

At a Glance

The cotton gin was Whitney's first and most significant invention, but of greater long-term importance was his development, imperfect though it was, of the system of interchangeable musket parts and the promotion of mass production. The emergence of the United States as a great industrial nation in the nineteenth century was due in part to Whitney's pioneering efforts at his Connecticut arms factory.

Eli Whitney was the inventor of the cotton gin and a leading developer of mass manufacturing. Almost the perfect example of the ingenious Yankee, Whitney launched his first business making and selling nails as a young boy during the American Revolution. Always inventive, he switched to making hat pins and other items when profits in the nail business fell.

Whitney intended to study law; to finance his legal studies, he agreed to tutor children on a South Carolina plantation. Before he went, there, however, he stopped to see a friend, Phineas Miller, in Georgia. Miller's employer, Catherine Greene, told Whitney of the problems separating cotton fibers from the plant's sticky green seeds.

Within 10 days of hearing about the cotton-cleaning problem, Whitney had designed the machine that would solve it: the cotton gin. Although his gin still needed a few refinements, within a year he had a model that could clean 50 pounds of cotton a day. By

comparison, the best one person could do by hand was one pound a day. Whitney's invention helped increase cotton production tenfold by 1800.

Whitney and Miller formed a partnership to manufacture cotton gins, and Whitney returned to the North to obtain a patent and start making his machines. Although he received a patent in 1794, Whitney was never able to stop the many pirated versions of his invention. He took some of the imitators to court, and in 1807 won a decisive victory. It was not the cotton gin, however, that provided Whitney with wealth, even though it did give birth to the Cotton Kingdom in the American South.

Whitney's prosperity came largely from his method of making muskets for the United States government. By 1799 he had government contracts for 10,000 muskets. He set up a factory in Connecticut, but rather than hiring craftsmen to make the guns by hand, he installed a new system that relied on machines to produce large quantities of interchangeable musket parts.

By using machines to produce uniform parts, workers could assemble the muskets very quickly. Although Whitney missed his deadline for the government muskets, he promoted and popularized the new manufacturing method called mass production. In so doing, Whitney gave a gigantic boost to what came to be called the “American system” of manufacturing. This system would eventually allow relatively unskilled workers to produce enormous quantities of goods quickly, efficiently, and relatively cheaply.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What idea, started by Whitney, led to mass production in manufacturing?
 - 2. Understanding Information** Why did Whitney fail to pursue a law career?
- Thinking Critically**
- 3. Identifying Cause and Effect** Why was Whitney unable to make much money on his cotton gin?

SACAJAWEA 1787?-1812?

“Sacajawea was beginning to interpret, when she recognized her brother: She instantly jumped up, and . . . embraced him; throwing over him her blanket and weeping profusely . . .”

At a Glance

By accompanying the Lewis and Clark expedition to the Pacific Northwest, Sacajawea played an important role as a translator and guide. She assisted the expedition through her connections among the Native American people, and through her knowledge of the landscape and plant life.

When she was about 14 years old, Sacajawea, a Shoshone, traveled eastward with her people from their lands in what is now Idaho. Somewhere near the Missouri River, a war party of Hidatsa attacked the Shoshones, capturing Sacajawea and taking her to the Hidatsa village in what is now North Dakota.

When Sacajawea was 18, she married Touissant Charbonneau, a French-Canadian trapper who lived in the village. Sacajawea gave birth to their first child, Jean Baptiste, about the time the Lewis and Clark expedition—which had left St. Louis in May of 1804—reached its winter resting place near the Hidatsa village.

In need of interpreters, Lewis and Clark hired the young couple, who took their infant son along when the expedition set off for the Pacific Northwest on April 7, 1805. Since the expedition’s success depended on avoidance of armed conflict with Native Americans, Sacajawea’s presence was invaluable, signaling the expedition’s peaceful intent. She also served as a guide and communicated with the Shoshones further west.

When the explorers reached Shoshone lands, Sacajawea found to her amazement and delight that her brother, from whom she had been separated since her capture by the Hidatsas, had become chief. As a result, Lewis and Clark received horses and much-needed guidance in directing their expedition to navigable waters that would carry them westward to the coast. As the expedition approached the Pacific, Sacajawea established a communication system with other Native Americans in the area. No less valuable than her translating skills was her knowledge of the region’s plant life, so that she was able to find and cook edible wild plants for the hungry group.

Sacajawea and Charbonneau remained with the expedition all the way to the coast and for most of the trip back. During the return, Sacajawea served as a guide for a short time through areas with which she was familiar. She and her family left the expedition when it reached the northern Great Plains.

By that time William Clark had become closely attached to Sacajawea’s young son Jean Baptiste. In 1809 Sacajawea and her husband traveled to Missouri to leave their son with Clark, who promised to see that the boy was well educated. Sacajawea and her husband apparently tried to settle in St. Louis, but despite Clark’s help, they could not adjust to city life. By the spring of 1811, Sacajawea was ill, longing to return to her Shoshone homelands further west. She and her husband returned to an area near the boundary between North and South Dakota, where Sacajawea died, probably the following year.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why was Sacajawea a valuable addition to Lewis and Clark’s expedition?
- 2. Understanding information** Why was Sacajawea able to obtain horses and additional guides from the Shoshones?

Thinking Critically

- 3. Hypothesizing** Why might Sacajawea and her husband have found it difficult to adjust to city life?

ROBERT FULTON 1765–1815

“My steamboat voyage to Albany and back . . . has been performed wholly by the power of the steam engine. I overtook many sloops and schooners . . . and passed them as if they had been at anchor.”

At a Glance

Robert Fulton was the first inventor to produce a commercially successful steamboat, as well as make important contributions to canal travel and submarines. His steamboat demonstrated that people were no longer dependent on the wind for water travel and thus transformed water commerce—first on inland waterways, and, after his death, across the oceans.

When Robert Fulton first became fascinated with engineering design, he had been living in England for 20 years, earning his living as a painter. But as he watched the construction of new roads, bridges, and factories during the early years of the Industrial Revolution, he decided to refocus his career. In 1793 Fulton turned from art to concentrate instead on inventions.

Canal development was his first field of interest, and for four years he turned his talents to canal equipment. He designed new canal boats, as well as a new system to replace canal locks. He also invented a machine to cut canal channels.

Then, around 1797, submarines took hold of his imagination. For nearly a decade he worked to develop an underwater vessel, and he designed a craft that could both dive and surface. Underwater propulsion, however, proved to be a problem. His experiments interested France and Great Britain, but both countries refused to grant him financial assistance.

Disappointed at the lack of interest in his submarine, Fulton turned his full attention to steamboats. Fulton had been working on steamboats since 1802; in 1803 he launched an experimental craft on the Seine River in Paris. The steam engine powering the boat was so heavy, however, that the boat broke in half. Fulton then designed and built a stronger boat that moved a short distance slowly against the current. Encouraged by this success, he ordered a steam engine from the leading British manufacturer of the day and returned to the United States in 1806 to experiment further.

By August 1807, Fulton had his steamboat assembled and ready for its first voyage. Long and narrow in design, the *Clermont*, as it was later named, had its steam engine toward the front with a large boiler directly behind. Two giant paddlewheels 15 feet in diameter were mounted on each side to propel the boat through the water.

On August 17 the *Clermont* left New York City on its way up the Hudson River to Albany. Averaging about 5 miles per hour, it made the round trip in 62 hours of actual travel time spread out over 5 days. With this voyage Fulton provided the first practical demonstration that people and goods could be transported over water great distances against the current and without wind. Before his death in 1815, he built 17 more steamboats. Within the next 20 years, steam-powered navigation took over America’s inland waterways and began to replace sailing vessels on the oceans.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Fulton decide not to pursue an art career?
- 2. Understanding Information** Why did Fulton abandon his work on submarines?

Thinking Critically

- 3. Drawing Conclusions** What was the historical significance of the *Clermont’s* round trip between New York City and Albany?

PAUL CUFFE 1759–1817

“Among the blacks who were searching for economic independence and group self-respect during the post-revolutionary period, Paul Cuffe was one of the most outstanding.” —John Hope Franklin, African American historian

At a Glance

Motivated by the belief that removal of free African Americans from the United States would encourage emancipation, Paul Cuffe took the first steps toward sending free African Americans to colonize a country in Africa. His plan was not successful. Of greater lasting significance was Paul Cuffe’s example of achieving economic independence in spite of discrimination.

Paul Cuffe was a leading entrepreneur during the years between the War of Independence and the War of 1812. Born on an island off the coast of Massachusetts, Cuffe was the son of a Native American (Wampanoag) mother and a West African father. His father, Cuffe Slocum, was a former enslaved person who had purchased his freedom. At the age of 19, Paul persuaded his many brothers (he was the seventh of ten children) to drop their surname, left over from slavery days, and replace it with Cuffe.

By this time Cuffe was already a veteran seaman, having signed on as a sailor aboard a whaling vessel at the age of 16. On his third voyage in 1776, he gained firsthand experience of the hostilities breaking out between America and Great Britain. Cuffe was captured by the British and held for three months in New York. Not wanting to repeat that experience, when he was released he did not immediately return to sea but instead earned his living by farming.

Eventually returning to the sea, Cuffe began to build ships as well as sail them. Overcoming a series

of setbacks, including the capture of his cargo by pirates, he slowly created a highly profitable shipping business. As the profits flowed in, he reinvested them in the business, gradually replacing his small ships with larger vessels. Beginning with an open boat of less than 10 tons, he launched the 69-ton *Ranger* in 1795, and by 1806 owned a fleet of ships as well as homes and other real estate. By this time he had become a model of economic independence for free African Americans of his day.

Paul Cuffe knew that his life was a rare exception. Like many of his contemporaries, Cuffe despaired of ever seeing many African Americans enjoy full freedom in the United States, even though he himself had become a prosperous entrepreneur with a successful business. As early as 1788 he had suggested that free African Americans should return to Africa, and after 1800 he devoted himself to helping them settle there.

In 1811 Cuffe traveled to the African country of Sierra Leone to assess the possible success of a colonization attempt there. Although the outbreak of the War of 1812 delayed his plans, Cuffe put his idea into action in 1815. Late that year he transported 38 African Americans to Africa. Believing that African colonization would remove a major obstacle to emancipation in the United States, he envisioned a greatly expanded effort, but in 1817 his health failed. He died two years before the launching of the American Colonization Society, the nation’s most ambitious attempt to settle free African Americans in Africa.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Paul Cuffe turn from seafaring to farming?
- 2. Understanding Information** Why did Cuffe suggest that free African Americans return to Africa?

Thinking Critically

- 3. Drawing Conclusions** How was Cuffe a model and inspiration for African Americans of his time?

PRUDENCE CRANDALL 1803–1890

“My whole life has been one of opposition. I never could find anyone near me to agree with me . . . I read all sides, and searched for the truth whether it was in science, religion, or humanity.”

At a Glance

Almost three decades before the Civil War, Prudence Crandall took a stand for racial equality. She attempted to break down barriers of racism by allowing a free African American student to attend the girls' boarding school she operated, then changed the school into one exclusively for African American girls. Her bravery in the face of threats and harassment gave strength to the emerging antislavery movement.

Prudence Crandall's life was rather uneventful until 1831. In that year the prosperous citizens of Canterbury, Connecticut, selected her to open and operate the Canterbury Female Boarding School for their daughters. One of the students was Sarah Harris, the daughter of a free African American farmer in the area. Her attendance at the school set off a storm of protest. The wealthy citizens who provided the school's financial support pressured Prudence Crandall to dismiss Sarah Harris. Crandall announced instead that she would close the school temporarily and then reopen it in 1833 as a boarding school exclusively for African American girls.

In April 1833, when Crandall's school reopened with 20 African American students, the outraged citizens of Canterbury resorted to direct action to close it. Merchants refused to sell food to the school, the local church barred the students from religious services, and Prudence Crandall herself was

threatened with physical violence. Yet she did not yield.

Finally, Canterbury coaxed the state legislature into passing a law prohibiting any school from teaching African Americans who lived outside Connecticut. Since students from Massachusetts, Rhode Island, and New York—the abolitionist newspaper had advertised it widely—had enrolled in Crandall's school, she was promptly arrested for violating the new law and spent one night in the county jail before being released on bail. Crandall's case went all the way to Connecticut's Supreme Court, which overturned her earlier conviction, and ruled in her favor.

Having failed to close Crandall's school through legal means, the citizenry of Canterbury resorted to breaking its windows, polluting its well, and even attempting to burn down the building. Under such intense pressure from the community, in 1834 Prudence Crandall finally gave up. One month after marrying a minister, she closed her boarding school. She and her new husband left Canterbury and moved first to New York and then to Illinois, where they lived for many years. Following her husband's death in 1874, she moved to Kansas where she spent the remainder of her life.

A reformer to the very end, Prudence Crandall was an active supporter of the temperance, peace, and woman suffrage movements. Four years before she died, Connecticut recognized her service to the state more than a half century earlier by granting her an annual pension of \$400.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did Crandall react to demands that she dismiss Sarah Harris from her school?
- 2. Understanding Information** What means did Canterbury citizens use to close Crandall's school?

Thinking Critically

- 3. Making Inferences** Why was Crandall's arrest legal trickery?

JAMES FENIMORE COOPER 1789-1851

“The Delawares have been peaceable since my sojourn with ‘em; and I hold it to be unlawful to take the life of a man, except in open and generous warfare.”
—from *The Deerslayer*

At a Glance

James Fenimore Cooper was the first major American novelist. In the five “Leatherstocking Tales,” his best-known works, Cooper created “the American hero.” His vision of the American Hero is of a man who is courageous, moral, straightforward, and self-reliant. In addition, he tapped the American love of nature in his glorification of the wilderness.

James Fenimore Cooper was 30 years old when he began his writing career. Until then, he had occupied himself primarily with managing his considerable property. Then one day, according to tradition, he was reading a boring English romance aloud to his wife when he suddenly declared that he could write a better book. She challenged him to back up his boast, and he did!

Cooper was born to a wealthy family and grew up in a New York village that his father named Cooperstown. He attended Yale College but was dismissed for participating in a prank. After a short term in the navy, he married and settled down to farming.

Precaution, the book he wrote in response to his wife’s challenge, was a poor imitation of the English novels of the day. Cooper received neither critical nor popular praise for the work. But he learned from his mistakes and in 1821 published *The Spy*, a tale based solely on American themes. The story recounted the adventures of a Patriot during the American Revolution who went about his secret missions in British-occupied New York. Based on the

exploits of an actual spy, the novel displayed a suspense technique that Cooper would use many times in his novels: characters in desperate flight from their pursuers.

In 1823 Cooper introduced *The Pioneers*, the first of the “Leatherstocking Tales.” The book relied heavily on Cooper’s memories of growing up in Cooperstown, New York, on the edge of the wilderness. In this novel he created his most memorable characters, the woodsman Natty Bumppo (also called Leatherstocking) and his Native American friend Chingachgook. *The Pioneers* was a great success, and Cooper soon added *The Last of the Mobicans* and *The Prairie* to the series. In addition, he wrote tales of the sea and historical novels. By 1826 he had established himself as one of America’s most popular novelists.

Cooper spent the seven years after 1826 living and writing in Europe. When he returned to the United States in 1833, he was appalled to find that Jacksonian democracy had diminished the respect that country gentlemen such as himself had once received. For a time he turned from fiction-writing to social and political commentary. During this period of his career, Cooper’s most important work was *The American Democrat*, in which he expressed his aristocratic outlook.

In his last years, Cooper revived the Leatherstocking series with *The Pathfinder* and *The Deerslayer*. He had never intended to write the series in order from Natty Bumppo’s youth to old age, and these later books deal with Leatherstocking as a young woodsman (*The Deerslayer*), and as a scout during the French and Indian War (*The Pathfinder*).

Reviewing the Biography Answer the following questions on a separate sheet of paper.

1. **Remembering the Details** When and how did Cooper begin his career as a novelist?
2. **Understanding Information** How did reviews of *Precaution* shape Cooper’s writing?

Thinking Critically

3. **Identifying Cause and Effect** Why did Cooper write the political commentary *The American Democrat*?

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OSCEOLA 1800?-1838

*“I love my home and will not go from it
When the Great Spirit tells me to go with the
white men I go, but he tells me not to go I
say we must not leave our homes and lands.”*

At a Glance

Osceola led the Seminole nation in resisting the federal government’s plan to remove Native Americans east of the Mississippi to lands in the West. Although eventually captured, Osceola demonstrated the value of guerrilla tactics when fighting a larger, better-equipped force. His efforts inspired the Seminoles to continue their resistance in the Florida Everglades for several years after his death.

A member of the Creek nation, Osceola was born in Georgia but later moved to Florida with his mother. Quite likely, he fought against General Jackson’s troops during the first Seminole War (1818–1819). By the 1830s, however, he seemed to have made peace with the United States, even working to prevent trouble between Native Americans and whites. Gradually, he gained influence among the Seminole population.

In 1832 some Seminole people agreed to a removal treaty with the United States, under the terms of which the Seminole would give up their lands within three years and move west of the Mississippi. Osceola, however, objected to that treaty and to another in 1835. While most Seminole leaders signaled their refusal to sign the second treaty by not touching the pen, Osceola plunged his knife into the paper. Arrested for his act of defiance, he was released when he told his captors that he would work to win approval of the treaty if they would let him go.

Once freed Osceola began to gather Seminole warriors for battle. By the end of the year he and his

followers had killed the local Indian agent and a Seminole leader who had signed a removal treaty. Realizing that he had neither the warriors nor the weaponry to fight on equal terms with the United States Army, he launched an effective guerrilla war that came to be known as the Second Seminole War. Hiding the Seminole women and children deep in the Florida Everglades, he went about harassing United States troops for two years.

So successful was Osceola in repelling the army sent to remove the Seminoles from Florida that the officer in command, General Thomas S. Jesup, came under intense criticism. Enraged at charges that he was ineffective, Jesup resorted to trickery. In October 1837, he lured Osceola and some Seminoles out of the Everglades under a flag of truce. When the Seminoles entered the Army compound near St. Augustine, Jesup immediately had them arrested and imprisoned. The furor directed at Jesup only grew louder when news of his tactics reached the public.

In general, people supported the war to remove the Seminoles from Florida, but they did not approve of deceit. However, Osceola’s days as leader of the Second Seminole War were over. He was transferred to Fort Moultrie near Charleston, South Carolina, where on January 30, 1838, he died of unknown causes. But his spirit lived on, as the Seminoles continued their guerrilla war until 1842, costing the United States \$20 million and the lives of 1,500 soldiers. Finally, the American government gave up, and allowed the Seminole to remain in Florida. Under the leadership of Osceola, they were the only Native American nation to successfully battle the American government for the right to remain in their homeland.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What was Osceola’s first act of defiance against the federal government’s relocation plan?
- 2. Understanding Information** How was General Jesup’s capture of Osceola deceitful?

Thinking Critically

- 3. Identifying Cause and Effect** How did Osceola’s leadership affect the relocation plan for the Seminoles?

JOHN C. CALHOUN 1782-1850

“I hold then, that there never has yet existed a wealthy and a civilized society in which one portion of the community did not, in point of fact, live on the labor of the other.”

At a Glance

John C. Calhoun was the leading politician and spokesperson for the South during the 1830s and 1840s. To defend the South’s interests, Calhoun developed complex arguments in favor of slavery and states’ rights. Although the Civil War effectively settled those questions, Calhoun holds a place as one of the nation’s most original political and constitutional thinkers.

In the years between the War of 1812 and the Compromise of 1850, the United States took a sharp turn toward sectionalism. The War of 1812 had fostered patriotism, and had encouraged Americans to think about their country as a whole. By the 1820s, however, those feelings were accompanied by sectional loyalties in the North, West, and South. Few political leaders reflected the shift from nationalism to sectionalism as well as John C. Calhoun.

During and after the War of 1812, Calhoun was an ardent nationalist, supporting the military and backing government spending on roads, canals, and other internal improvements. He also favored a tariff to help struggling manufacturing companies compete with cheaper, foreign-made imports.

The tariff issue, however, eventually turned Calhoun from nationalism to sectionalism. As the North became more industrialized during the 1820s, it benefited from higher taxes on imports. But the agricultural South felt penalized by the tariff because it raised the prices of goods southerners had to buy.

When the tax rates went up again in 1828 (the “Tariff of Abominations”), Calhoun wrote a pamphlet denouncing the tariff as unconstitutional. He also suggested that states could effectively veto unconstitutional laws by “nullifying” them.

When the Tariff of 1832 failed to satisfy southerners, Calhoun, the vice president at the time, resigned and was elected to the Senate to defend the South’s interests. At the same time, his native state of South Carolina nullified the tariffs of 1828 and 1832. This meant that those tariff laws would not be obeyed or enforced within the boundaries of the state.

President Andrew Jackson threatened to use force to make South Carolina obey the laws. At the height of the crisis, Calhoun met with Henry Clay to work out a compromise tariff. The new tariff that they agreed upon would gradually reduce rates over a period of ten years.

For the final two decades of his life, Calhoun was totally committed to defending the interests of the South. From his seat in the Senate, he continued to exert a profound influence. He favored the annexation of Texas to help keep the number of slave states equal to the number of free states. He answered critics of slavery with a defense of the “peculiar institution,” stating that slavery was not evil but rather a “positive good” for both races. In his last public appearance on the Senate floor, he opposed the Compromise of 1850, saying it favored the North over the South. When he died just a few weeks later, the last words he uttered were “The South! The poor South!”

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** How did political feelings in the United States change between the War of 1812 and the Compromise of 1850?
2. **Understanding Information** How did the tariff issue change Calhoun’s political stance?

Thinking Critically

3. **Summarizing** What contributions did Calhoun make toward the movement of sectionalism?

WILLIAM LLOYD GARRISON 1805-1879

“I do not wish to think, or speak, or write, with moderation . . . I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.”

At a Glance

William Lloyd Garrison was one of the original crusaders in the fight to end slavery. His newspaper, *The Liberator*, was an important voice of the abolitionist movement. Although considered a radical, Garrison played a major role in shaping public opinion in the North, so that by the outbreak of the Civil War, most Northerners were in some degree opposed to the South’s “peculiar institution.”

During the three decades before the Civil War, William Lloyd Garrison was one of the nation’s most outspoken opponents of slavery. A radical agitator rather than a practical problem-solver, he demanded the total and immediate emancipation of all enslaved people. In his eyes, slavery was a sin, and the sinners must be brought to recognize the error of their ways, then cast off the evil quickly and completely. Compromise played no role in Garrison’s views on slavery.

In 1830 he launched his antislavery newspaper, *The Liberator*. Although the paper never had a circulation greater than 3,000 and lost money every year, Garrison published it for 35 years—stopping only when the Thirteenth Amendment to the Constitution, which ended slavery in the United States, was ratified.

Garrison also played a prominent part in organizing the national American Antislavery Society in 1833. His organizing activities—in addition to his publishing, his uncompromising views, and his harsh language denouncing those who held people as

slaves—made him unpopular in the North and hated in the South. At one point, the state of Georgia offered \$5,000 for his arrest and conviction; in his hometown of Boston, a mob dragged him through the streets with a rope around his neck.

Garrison was most influential during the 1830s, but his leadership had begun to wane by 1840. By then, the abolitionist movement was taking a different direction, trying to achieve its goal through political action rather than persuasion. Garrison wanted nothing to do with political solutions or compromise, and he lost support when he tried to link the abolitionist movement to other reforms he favored—especially women’s rights. In 1840 the American Antislavery Society split into two rival groups largely due to a quarrel over Garrison’s insistence on an equal role for women in the movement.

Some abolitionists also broke with him when he publicly burned a copy of the Constitution, arguing that it was “an agreement with hell” because it recognized the legality of slavery. Adopting the slogan “No union with slaveholders,” Garrison said the slave states should be separated from the free states. When the South actually did secede, however, he backed the Union effort during the Civil War because he saw a Union victory as a step leading to abolition. As late as the beginning of the Civil War, most Northerners were not abolitionists, but Garrison’s three decades of agitation had shifted public opinion significantly. By forcing Americans to face the gap between slavery and the ideals of liberty and equality, he helped lay the foundation for emancipation.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. Remembering the Details Why was William Lloyd Garrison unpopular even among other abolitionists?

2. Understanding Information Why did Garrison’s influence lessen after the 1830s?

Thinking Critically

3. Identifying Cause and Effect Why did Garrison change his stand about Southern secession when the Civil War began?

SOJOURNER TRUTH 1797-1883

“I have borne thirteen children and seen them most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me!”

At a Glance

From the time Sojourner Truth assumed her name, the emancipated woman who had been enslaved became a noted preacher and lecturer. A spellbinding orator, she crusaded against slavery and promoted the equality of men and women. Unlike many abolitionists of her day, Sojourner Truth advocated nonviolence as the way to accomplish change. She was also committed to achieving women’s rights.

“Children, I talk to God and God talks to me!”

With these words Sojourner Truth would begin electrifying talks on the evils of slavery and the abuse of women. An African-American woman who would experience both evils in her life, Sojourner Truth was born an enslaved person in New York. Named Isabella by her parents, she acquired several surnames because she was sold to different slaveholders during her youth.

Isabella was emancipated in 1827, and worked as a house servant in New York from 1829 to 1843. At that time, rather than using the names of her previous slaveholders, she changed her name to Sojourner Truth and began speaking at revival meetings. The movement for abolition of slavery was beginning to gain momentum in the North. As her reputation as an orator spread, huge crowds assembled to hear Sojourner Truth’s demands for freedom for African Americans and political rights for women.

She joined forces with noted abolitionists William Lloyd Garrison and Frederick Douglass, and like

them, often faced attempts by mobs to silence her message. Unlike Douglass, with whom she often shared a podium, Sojourner Truth always counseled nonviolence in putting an end to slavery.

Concentrating her lecturing activities in the eastern states and throughout the Midwest, she supported herself through sales of her autobiography, *The Narrative of Sojourner Truth*. When the Civil War broke out in 1861, she used money raised from her lectures and the sale of her life story to buy gifts for soldiers and to help escaped enslaved persons find jobs, food, clothing, and shelter. When African American men finally were allowed to join the Union army, she gathered supplies for their regiments, and in 1864, President Lincoln received her at the White House. The Great Emancipator appointed her counselor to free African Americans residing in the nation’s capital.

While she was in Washington, D.C., Sojourner Truth became the first African American woman to test the legality of segregation on city streetcars. She later won a lawsuit that resulted in ending the policy of separating riders on the basis of race in the capital.

Although nearly 70 years old at the conclusion of the Civil War, Sojourner Truth barely slowed her active pace. She went into the defeated South to personally investigate conditions there, especially the treatment of newly emancipated enslaved persons. She later worked with the Freedmen’s Bureau in the South to help people formerly held as slaves adjust to life after bondage. While engaged in these demanding activities, she also continued her lecturing on racial justice and women’s rights.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Sojourner Truth assume her new name?
- 2. Understanding Information** How was Truth similar to and different from abolitionists William Lloyd Garrison and Frederick Douglass?

Thinking Critically

- 3. Summarizing** Enumerate Sojourner Truth’s work on behalf of both enslaved and emancipated African Americans.

SARAH HALE 1788-1879

*“... every attempt to induce women to ...
participate in the public duties of government
[is] injurious to their best interest ... Our empire
is purer, more excellent, and spiritual.”*

At a Glance

For more than 40 years, Sarah Hale defined for millions of American women what she thought should be their proper role—as refined, educated, moral, wholesome, tasteful, gentle, and skillful homemakers. Although not a feminist, Sarah Hale nonetheless advanced the position of women in American society by urging that they become educated and prepare themselves for certain professions, such as education or medicine.

Sarah Hale did not really choose to have a career. Left a widow with five young children, she turned to writing as a source of income, producing two books of poetry and a moderately successful novel. Based on her budding literary reputation, she was offered the editorship of a new monthly women’s magazine. She immediately accepted.

The first issue of the *Ladies’ Magazine* (later *Godey’s Lady’s Book*) appeared in January 1828. From the very start, the magazine reflected Hale’s point of view, since she wrote most of the material in each issue. Criticizing women who sought equality with men, she emphasized that the sexes should fulfill different roles. In her view, men were best suited to business, the military, and government, while women were the civilizing influence whose proper place was in the home.

Hale believed, however, that women could provide this civilizing influence only if they were

well-educated. With this belief, she departed from the traditional view of women in her time, insisting on greater educational opportunities for women. She also championed the notion that women students should be taught by women instructors and urged women to fill administrative posts at women’s colleges.

Although Hale initially took the position that women found true fulfillment only as wives and mothers, she modified that view as more and more nineteenth-century women took jobs. Eventually, she advocated the idea that every woman should learn a useful skill in order to support herself if the need arose. She was particularly supportive of women becoming doctors, and she wrote extensively about Elizabeth Blackwell, the first American woman to earn a degree in medicine. Hale thought it “unnatural” for male physicians to treat women.

Hale excluded controversial topics from the pages of her magazine, refusing to publish articles on social injustice or radical feminist ideas. She did, however, seek to better the lives of her readers, urging women to exercise, eat wisely, and dress sensibly.

Rarely has a magazine editor exerted as powerful an influence on a society as Hale did on nineteenth-century America, especially on America’s women. Under Hale’s direction, *Godey’s Lady’s Book* achieved phenomenal circulation, reaching 150,000 by 1860. During her editorship, Hale also wrote a 36 volume biographical encyclopedia of famous women. At age 90 she announced her retirement in the December 1877 issue of her magazine. She died the next April.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

1. **Remembering the Details** Why did Sarah Hale become a writer?
2. **Understanding Information** How did Hale’s editorial policies affect the *Ladies’ Magazine*?

Thinking Critically

3. **Summarizing** How did Hale advance women’s roles in the nineteenth century?

BRIGHAM YOUNG 1801-1877

“... the time has come for the Saints to go up to the mountains of the Lord’s house, and help to establish it upon the tops of the mountains.”

At a Glance

Brigham Young rescued the Mormon religion from disaster following the murder of its founder. He led fellow believers to Utah and set up a thriving colony in the desert. A man of great practical ability, Brigham Young worked out most of the details involved in marching thousands of people to the Rockies, setting up more than 300 towns, and making the Mormon Church a financial as well as a religious success.

In 1844, Joseph Smith, the founder of the Church of Jesus Christ of Latter-Day Saints (the Mormons), was murdered while running for President of the United States. Brigham Young, third-ranking member of the church, who was in Boston campaigning for Smith, rushed back to Nauvoo, Illinois, where he found church members in a state of panic. Many non-Mormons were hostile to the church’s beliefs, its rapid growth, and its members’ importance in state politics. When he assumed leadership, Young determined to find a place for the Mormons to practice their religion without persecution.

Young converted to the Church of Jesus Christ of Latter-Day Saints at age 30. Also converting his family to Mormonism, Young worked for the church as a missionary, traveling all over the eastern United States seeking converts. By 1835 he gained the rank of third in the administrative body of the Mormon church. At the time of Smith’s murder, he was the church’s top financial officer.

Taking command after Smith’s murder, Young decided to move the church far from its persecutors. His agents scouted likely places in the West, and after much research, Young chose to establish a “new Zion” in the Great Salt Lake area.

The Mormons migrated from Illinois to the Great Salt Lake during 1846 and 1847. From his base in Deseret, the Mormon name for their new home, Young sent colonists to set up Mormon towns throughout the Great Basin area of the American West. He also sent missionaries around the world to seek recruits for the new Zion. He directed Mormon settlers to the most fertile, well-watered farm lands, and—showing great insight into desert living—he instructed his followers in ways to irrigate more arid lands. He made certain that each Mormon town was supplied with mechanics and other skilled workers. Ruling with unquestioned authority, Young created a thriving Mormon colony in the desert.

The only real threat to Young’s authority came from the federal government. Utah became American territory following the Mexican War, and Young became territorial governor. But people throughout the United States were so opposed to the Mormons that President Buchanan was forced to remove Young from office. When he refused to leave, a military detachment was sent to force him to go. The so-called “Mormon War” ended peacefully in 1858 when Young stepped aside in favor of a non-Mormon governor. As head of the Mormon Church, however, Young unofficially ruled Utah for the last 20 years of his life.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** Why did Young feel it necessary to relocate the Mormon church?
 2. **Understanding Information** How did Young turn Utah into “a new Zion?”
- Thinking Critically**
3. **Drawing Conclusions** How did Young remain unofficially the leader in Utah, even though the state had a governor?

HARRIET BEECHER STOWE 1811-1896

“Tom stepped upon the block, gave a few anxious looks round; . . . almost in a moment came the final thump of the hammer . . . as the auctioneer announced his price, and Tom . . . had a master!”

At a Glance

Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin* made a greater impact on the course of United States history than any other. Although many of Stowe’s books had more literary merit, *Uncle Tom’s Cabin* was her most significant work. It hardened antislavery sentiment in the North while convincing the South that extremists were intent upon destroying its “peculiar institution.”

“So this is the little lady who started our big war!” said Abraham Lincoln while greeting Harriet Beecher Stowe in 1862. The President was clearly exaggerating. The petite woman from New England was no warmonger. But her novel *Uncle Tom’s Cabin* had certainly played a key role in convincing both North and South that the slavery issue was leading the two regions to an “irrepressible conflict.”

Although she would become one of the most famous writers of the nineteenth century, Harriet Beecher Stowe lived much of her life in the shadow of better-known family members. Her father, Lyman Beecher, and her brothers were noted speakers and social reformers, and her sister opened a school for women.

Stowe was living in Brunswick, Maine, with her husband and seven children when she began writing *Uncle Tom’s Cabin* in 1850. She had observed slavery in Kentucky, but had no firsthand experience of either plantation slavery or of the deep South. The passage of The Fugitive Slave Act of 1850 and the promptings

of her antislavery family, however, moved her to write a novel in serial form for an antislavery newspaper.

Recounting the life of an enslaved man she named Uncle Tom, Stowe began by describing his death. She finished the tale at one sitting and wrote the ending on brown grocery wrap after running out of writing paper. She then wrote the earlier chapters and sent them off to the newspaper. The publisher decided to combine the stories into a book, but he complained that the text was too long. Stowe replied that she had not written the book; it had written itself.

Uncle Tom’s Cabin appeared in book form in 1852 and sold 10,000 copies in its first week. Charges soon appeared in the North as well as in the South that the tale misrepresented slavery. The melodrama of Uncle Tom’s fate at the hands of the vicious slaveholder Simon Legree (who was Northern-born) and the escape to freedom by George and Eliza, however, assured a sympathetic readership in much of the North.

In 1853 Harriet Beecher Stowe published *A Key to Uncle Tom’s Cabin* in which she documented her portrayal of slavery by citing facts about the treatment of enslaved African Americans in the South. This book received little attention, but her next novel about slavery, *Dred: A Tale of the Great Dismal Swamp*, was another bestseller. She then turned to writing about her native New England. Stowe wrote an average of nearly a book a year following *Uncle Tom’s Cabin* until her death in 1896. None of her other works, however, matched *Uncle Tom’s Cabin* in either immediate impact or in long-term significance.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Stowe write *Uncle Tom’s Cabin*?
- 2. Understanding Information** What was the public reaction to Stowe’s novel?

Thinking Critically

- 3. Making Inferences** Why were *Uncle Tom’s Cabin* and *Dred* bestsellers?

JULIA WARD HOWE 1819-1910

*“As he died to make men holy,
let us die to make men free,
While God is marching on.”*
—Battle Hymn of the Republic

At a Glance

Julia Ward Howe wrote the words to the “Battle Hymn of the Republic,” which not only became a favorite song in the North during the Civil War, but also evolved into an unofficial national anthem for the entire country. Her famous poem tended to overshadow her other significant achievements, including her involvement in various reform movements.

Unable to sleep after visiting a Union army camp near Washington, D.C., Julia Ward Howe rose during the night and wrote a poem. Some believe she was inspired by the distant campfires she could see from her hotel window. Scribbling the lines in darkness so dense she could not see the words on the paper, she tried to capture the emotion of soldiers fighting for human freedom. Later, her words were put to the tune of “John Brown’s Body.” The new song, “Battle Hymn of the Republic,” so moved listeners that President Lincoln was said to have wept when he heard it. The song quickly became a favorite in the North, and it brought Julia Ward Howe fame that would endure the rest of her long life.

The daughter of a New York City banker, Julia Ward was educated by governesses and at private schools. At the age of 21 she married Samuel Gridley Howe, a newspaper publisher and strong abolitionist. A middle-aged woman when she wrote the “Battle Hymn of the Republic,” Howe had established herself as a published poet and writer even before marriage. Her husband,

however, was opposed to her having a public life, and the couple frequently argued. Howe continued to write poems and plays, often anonymously.

The “Battle Hymn of the Republic” altered Howe’s life. Written at the end of 1861, the poem was published in the February 1862 edition of the *Atlantic Monthly*, and when put to music, the song swept through the North. It made the author an instant celebrity, forcing her husband to recognize her career.

In 1868 Howe became actively involved in the movement to secure for women the right to vote. In 1876, following her husband’s death, she expanded her role in a number of women’s organizations that worked for equal opportunities in education, business, and the professional world. A woman of great wit and humor, she was frequently called upon to address conventions for organizations. She also continued to write.

In her later years, Howe found herself in financial need and took to the lecture platform. She spoke on women’s rights as well as the gross materialism of the Gilded Age. Crowds of people attended her lectures, however, primarily to see the woman who had written the great anthem of the Civil War, and she was often called upon to recite it.

When Howe died of pneumonia at the age of 91, the governor of Massachusetts attended her funeral. Hundreds of people had to be turned away from Boston’s Symphony Hall, where a crowd of more than 4,000 joined in singing Howe’s “Battle Hymn of the Republic.”

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What circumstances prompted Howe to write “Battle Hymn of the Republic”?
 - 2. Understanding Information** How did the song influence Howe’s later life?
- Thinking Critically**
- 3. Identifying Cause and Effect** How did the popularity of “Battle Hymn of the Republic” alter Howe’s life with her husband?

THOMAS “STONEWALL” JACKSON 1824–1863

“There is Jackson standing like a stone wall. Let us determine to die here and we will conquer.”

—Officer who rallied his men behind Jackson’s line

At a Glance

Jackson’s defense of Virginia’s Shenandoah Valley against much larger Union forces helped save the Confederate capital during the Civil War’s second year. Together, Jackson and Robert E. Lee achieved the South’s greatest victories. Jackson’s ability to win battles when greatly outnumbered placed him high on the list of America’s most brilliant military commanders.

Two days following the amputation of his wounded left arm, Confederate General Thomas J. Jackson received a letter from his commander, Robert E. Lee. “You are better off than I am,” Lee wrote, “for while you have lost your left, I have lost my right arm.” Jackson died a week later, but in the two short years he served at Lee’s side, he established a reputation for military genius that has rarely been equaled in American history.

A graduate of West Point, Jackson fought with distinction in the Mexican War, then resigned to accept a teaching position at the Virginia Military Institute in 1851. Ten years later, when Virginia seceded, Jackson accepted a commission in the Confederate army.

Jackson won his first engagement of the Civil War, the First Battle of Bull Run in July 1861, which is where he was given the nickname “Stonewall.” At his command, his troops had formed closed ranks and refused to break under the Union assault, even though they were greatly outnumbered. Jackson insisted that the name really applied to all of his

men, rather than just to him, but the nickname became his alone.

Following the victory at Bull Run, Jackson was promoted to major general and placed in command of Confederate forces in Virginia’s Shenandoah Valley. Outnumbered by three Union armies, Jackson prevented the Union forces from advancing on Richmond by executing a series of lightning fast maneuvers that threatened Washington, D.C. He then joined forces with Robert E. Lee to push back the huge Union Army that was slowly advancing on the Confederate capital. By the Second Battle of Bull Run—another Confederate victory—Jackson was a legend and a true hero of the South.

In September 1862, while Lee moved into Maryland, Jackson captured Harper’s Ferry, then hurried to help Lee at the Battle of Antietam. The two generals understood each other well: Lee planned strategy, while Jackson executed daring maneuvers that baffled Union commanders. In December Jackson helped rout Union troops at Fredericksburg; in May 1863, he won an even more spectacular victory at Chancellorsville.

Chancellorsville was Jackson’s final battle, however. Returning at twilight from an inspection of enemy lines, one of his pickets shot him, mistaking him and his staff for Union scouts. Following the amputation of his left arm, Jackson developed pneumonia and died. His last words—perhaps uttered with his exhausted troops in mind—were, “Let us cross over the river and rest in the shade of the trees.” The loss of Jackson’s leadership was a severe blow to the Southern cause in the Civil War.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did Jackson earn his nickname “Stonewall”?
- 2. Understanding Information** What made Jackson and Lee an effective military team?

Thinking Critically

- 3. Evaluating Performance** Why can Jackson be classified as “one of America’s most brilliant military leaders”?

THADDEUS STEVENS 1792-1868

“...finding other cemeteries limited as to race, by charter rules, I have chose this that I might illustrate in my death the ... equality of man before his Creator.”
—Stevens’s epitaph

At a Glance

Thaddeus Stevens led the Radical Republicans during the Civil War and the early years of Reconstruction. Committed to racial equality, Thaddeus Stevens fought for legislation during and after the Civil War to assure full citizenship to the nation’s African Americans.

When the guns blazed at Fort Sumter in 1861, President Lincoln made it clear that the North was fighting to restore the Union, not to free the enslaved people in the South. But some members of the President’s political party, called Radical Republicans, saw the war as a chance to abolish slavery and achieve some degree of racial equality. The leader of these Radical Republicans in the House of Representatives was Thaddeus Stevens.

As a successful lawyer in Gettysburg, Pennsylvania, Stevens’s experiences had turned his dislike of slavery to hatred. He had not been far from the slave state of Maryland, and had often seen enslaved people trying to escape. He had helped many captured fugitives avoid return to the South by serving as their lawyer without a fee.

Stevens turned to politics in 1833, and his unflinching hatred of slavery directed the course of his political career. As a member of the Pennsylvania state legislature in 1837, he refused to sign the state’s new constitution because it did not give African Americans the right to vote. As a member of the House of Representatives from 1848 to 1853, he was

known as a “free soiler,” committed to keeping the western territories free, rather than slave, states. He refused to run again in 1853, disgusted with the Whig party’s refusal to take a strong stand against the expansion of slavery.

The Republican party, formed to oppose new slave territories, brought Stevens back into politics. Elected to Congress again in 1858, he began where he had left off—blasting slaveholders. A congressional member for the next decade, he opposed any compromise with the South. Once war broke out, he backed emancipation as a Union war aim.

As a northern victory became certain, Stevens insisted that the defeated Confederate States had lost all rights under the Constitution and should be ruled by Congress as “conquered provinces” rather than by their own state governments. Stevens’s ideas conflicted directly with the Reconstruction policies of Presidents Lincoln and Johnson. Stevens and Johnson exchanged bitter attacks. When Johnson vetoed bills that Stevens backed, Stevens fought to have Congress override the vetoes. His greatest achievement was to assure the passage of the Fourteenth Amendment, which guaranteed equal treatment of all Americans under the law.

When the Radicals won support for their program in the elections of 1866, Stevens led the move to impose military reconstruction on the South. He later was the driving force behind the impeachment of President Johnson. The Senate failed to convict Johnson, and Stevens died within a few weeks of the trial, deeply disappointed.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What focused and directed Stevens’s political career?
- 2. Understanding Information** How did the Radical Republicans differ from the Republican majority?

Thinking Critically

- 3. Summarizing** What actions did Stevens take in support of his antislavery beliefs?

HIRAM REVELS 1827-1901

“I maintain that . . . my race . . . aim not to elevate themselves by sacrificing one single interest of their white fellow citizens.”

At a Glance

Hiram Revels was the first African American member of the United States Senate. Although best-known for his brief term in the Senate, Revels devoted most of his life to bettering the conditions of African Americans. His support for white Democrats in Mississippi illustrates the political problems African Americans in the South faced during and after Reconstruction.

In 1861 Jefferson Davis resigned as United States Senator from Mississippi to serve as President of the Confederate States of America. His senate seat in Washington remained vacant during the entire Civil War and for many of the problem-plagued Reconstruction years. When Mississippi finally elected a senator to fill Davis’s unfinished term, the choice was Hiram Revels, the nation’s first African American member of either house of Congress.

Revels was a minister living in Baltimore, Maryland, when he began organizing African American troops to fight in the Civil War. After establishing two such regiments in Baltimore in 1863, he moved from Maryland to Missouri, where he put together another regiment of African American soldiers and set up a school for former enslaved people at St. Louis. He spent the balance of the war serving as a chaplain in the Union Army and helping the Freedmen’s Bureau with the emancipated enslaved people in Mississippi.

After the war, Revels worked in local Mississippi politics in Natchez, becoming alderman there in

1868. In January 1870, he won election to the United States Senate as a Republican. Although some white senators opposed giving an African American a seat in Congress, Revels was approved on February 25, 1870, by a vote of 48 to 8. Because he was completing an unexpired term, he served just a little more than a year, leaving the Senate on March 3, 1871.

During his year in the Senate, Revels generally held moderate views, at one point favoring amnesty for all former Confederates who took an oath of allegiance to the United States. He later changed his mind about such amnesty, however, and began to take more vigorous stands in favor of protecting African Americans. He backed enforcement of the Fifteenth Amendment, and supported a bill to desegregate public schools in the nation’s capital.

Upon his return from Washington, D.C., to Mississippi, Revels was appointed the first president of Alcorn College, an African American school. Times were dangerous for African Americans in Mississippi, and Revels clearly tried to maintain good relations with whites in power. Revels campaigned for the Democrats, white candidates who succeeded in regaining control of Mississippi’s state government. Most African Americans, in contrast, supported the Republican party. Once in control, the white conservative Democrats discriminated harshly against African Americans, eventually depriving almost all of them of the right to vote by 1890.

Revels, however, remained a favorite of Mississippi’s white leaders, holding onto his post at Alcorn until 1882. The final two decades of his life were devoted largely to religious work.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** Why did Jefferson Davis vacate his Senate seat?
- 2. Understanding Information** What was Hiram Revels’s background prior to his election to the Senate?

Thinking Critically

- 3. Understanding Cause and Effect** Why did Revels not suffer discrimination following the Democratic victory in Mississippi?

CHIEF JOSEPH 1840?- 1904

*“I am tired of fighting . . . Hear me, my chiefs,
I am tired; my heart is sick and sad. From
where the sun now stands, I will fight no
more forever.”*

At a Glance

Chief Joseph was the leader of the Nez Percé nation of Native Americans. Forced from his land, he led his people in an escape from their homeland in Oregon to within 40 miles of the Canadian border, a distance of more than 1,000 miles. While fighting to save his people, his nobility never wavered. When faced with certain defeat, he surrendered with dignity and did all in his power to care for his followers.

Chief Joseph succeeded to leadership of the Nez Percé nation in 1873 during a crisis. Some years before, gold had been discovered on Nez Percé land in Oregon’s Willowa Valley. Some Nez Percé had signed treaties giving up their land to white settlers, but others, including Joseph’s father, had refused. Instead, these Nez Percé pursued a “nontreaty” policy: they did not provoke trouble with whites but refused to leave their lands.

Joseph continued his father’s policy, but came up against the American government’s determination to have Nez Percé lands. In 1877 General Oliver O. Howard ordered Joseph and his people to peacefully leave their ancestral lands, or be forcibly removed.

Reluctantly, Joseph decided to leave in peace. Before he could do so, however, some Nez Percé killed several whites as revenge for acts of terrorism by settlers. In retaliation, General Howard sent troops to capture Joseph and his people.

Knowing that his small band stood no chance of defeating the United States army, Joseph quickly decided to escape to Canada. With fewer than 200 warriors and nearly 600 women and children, he began a trek northeastward, engaging the army only when he had no other choice. Weaving through four states, crossing the Rockies in what is now Yellowstone National Park, Joseph and the Nez Percé made it to the Bear Paw Mountains. After traveling more than 1,000 miles, the exhausted band was only 40 miles from the safety of the Canadian border.

Chief Joseph let his people stop to rest, which proved a costly error. On September 30, 1877, the Nez Percé were surprised by 500 soldiers. Although he had only 87 warriors left, Joseph decided to fight rather than surrender or escape by abandoning the wounded, women, children, and aged. Instead of attacking, the troops surrounded the Nez Percé and conducted a five-day siege. Chief Joseph was finally forced to surrender, vowing, “I will fight no more forever.”

Chief Joseph and his people were taken to a reservation in Indian Territory, now Oklahoma. Later, in 1885, Joseph was moved to the Colville Reservation. He devoted the rest of his life to trying to better the lives of his people, writing “An Indian’s View of Indian Affairs” in 1897, and traveling to Washington, D.C., in 1903 to urge better treatment of Native Americans. His pleas to be allowed to return to his ancestral lands in Oregon were ignored, and he died the following year.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Chief Joseph take the Nez Percé to Canada rather than fight the army troops?
- 2. Understanding Information** What was the Nez Percé nontreaty policy and how did it affect government policy?

Thinking Critically

- 3. Identifying Cause and Effect** What caused Chief Joseph to flee to Canada, and why were he and his people captured?

HELEN HUNT JACKSON 1830–1885

“It makes little difference . . . where one opens the record of the history of the Indians; every page and every year has its dark stain.”

At a Glance

Helen Hunt Jackson was among the premiere American writers of the nineteenth century. Her book, *A Century of Dishonor*, so powerfully presented the injustices inflicted upon Native Americans that it stimulated government efforts to protect their rights. Hunt also wrote poetry, novels, and short stories.

Helen Hunt Jackson overcame personal losses to become one of the finest American writers of the nineteenth century. In addition, her major nonfiction work, *A Century of Dishonor*, helped to awaken both the public and the federal government to the suffering of Native Americans.

Helen Marie Fiske was born in Massachusetts where her father was a professor of literature and classical languages. Her mother died when Helen was 14, and her father died three years later. In 1852 she married Edward Hunt, an officer in the United States army. She had two sons, but her husband and both sons died within the next ten years. Helen Hunt began writing to escape her despair and grief over her family’s deaths. Her first published works were poems that appeared under a pen name, then magazine articles under her own name. By the 1870s, her work had appeared in nearly every leading publication of the era, and she was recognized as a leading literary figure. Her poems were collected and published in several volumes, and much of her fiction and nonfiction also appeared in book form, although often under a pen name.

In 1873 Helen Hunt went to Colorado for her health; there she met and married William Sharpless Jackson, a wealthy banker. She devoted all her energies to her literary career, but, until 1879, her writings were not concerned with any kind of social reform.

In that year, however, she listened to chief Standing Bear of the Ponca nation tell of the wrongs done to Native Americans. She began intensive research into the federal government’s treatment of Native Americans. The result of her research was *A Century of Dishonor*, published in 1881. As soon as her book was printed, Jackson sent a copy to every important official involved with Native American affairs.

Jackson’s book led to her appointment as a special commissioner to investigate the living conditions of California’s Mission Native Americans. Fearing that *A Century of Dishonor* was too scholarly to win a wide readership, she restated her findings in the form of a fictional novel. Jackson hoped to produce a novel that would awaken the public to the abuses suffered by Native Americans just as Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin* had awakened public sentiment to the injustices of slavery. The result, the romantic novel *Ramona*, published in 1884, portrayed the California Native Americans as victims of greedy American settlers. Enormously successful, *Ramona* went through more than 300 printings and was eventually made into three different movies.

Shortly after the publication of *Ramona*, Helen Hunt Jackson slipped in her home and broke her leg so severely that she never walked again. She died not long after her accident at age 54.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Jackson become a writer?
- 2. Understanding Information** What prompted Jackson to write *A Century of Dishonor*?

Thinking Critically

- 3. Identifying Cause and Effect** Why did Jackson write *Ramona*?

FREDERICK WINSLOW TAYLOR 1856 -1915

“The one element . . . which differentiates . . . prosperous from poverty-stricken peoples—is that the average man in the one is five or six times as productive as the other.”

At a Glance

Frederick W. Taylor devoted his career to “scientific management,” the study of how manual work could be accomplished more efficiently. Largely as a result of Taylor’s studies, businesses today routinely analyze each step in the production process in an effort to increase efficiency.

Hired by the Bethlehem Steel Company in 1898 to find ways to make steel production more efficient, Frederick W. Taylor spent five months studying the way workers used shovels. He noted first that each worker used his own shovel, and second, that each worker used the same shovel to move many different kinds of materials. “We would see a . . . shoveler go from shoveling rice coal with a load of 3 1/2 pounds to the shovel to handling ore . . . with 38 pounds to the shovel. Now, is 3 1/2 pounds . . . or is 38 pounds the proper shovel load? They cannot both be right. Under scientific management . . . it is a question for accurate, careful, scientific investigation.”

By doing precisely that kind of investigation, Frederick Taylor found that the workers needed 15 shovels of different sizes and shapes to do their work most efficiently. He equipped each worker with the proper shovel for the task, then demonstrated how best to use it. As a result, Bethlehem Steel cut its shoveling costs in half. While three out of four shovelers lost their jobs due to Taylor’s efficiency

studies, those who remained received much higher wages because they were far more productive.

As a young man, Taylor had gone to work as a laborer at the Midvale Steel Works in 1878, and had ended his dozen years there as a chief engineer. While there, Taylor had carefully observed his fellow workers. He sympathized with workers who often dropped from exhaustion while trying to meet the expectations of their bosses, and he wanted to know how much work could reasonably be expected of a worker in one day.

Taylor broke down every task into the separate motions that went into it, then timed each motion with a stopwatch to find the most efficient way of doing it. These time-motion studies became the basis of what Taylor called “scientific management.”

Even in his private life, Taylor concentrated on efficiency. He counted his steps to his job to discover the most economical route. He wore slip-on shoes to save time in getting them on and off. People laughed when he invented a more efficient tennis racket with a curved handle. They stopped laughing when he and a partner won the U.S. doubles championship in 1881. After resigning his position with Bethlehem Steel in 1901, Taylor devoted his energies to spreading his ideas about efficiency. He offered his services without charge to any business that would seriously undertake his principles, and soon “Taylorization” was adopted by factories, shops, and offices across the country. In 1911 he published an influential book, *The Principles of Scientific Management*, detailing his ideas about increased efficiency and productivity.

Reviewing the Biography Answer the following questions on a separate sheet of paper:

1. **Remembering the Details** How did Taylor become interested in time study?
2. **Understanding Information** How did Taylor define “scientific management”?

Thinking Critically

3. **Making Inferences** Why might some workers have been against Taylor’s efficiency studies?

LEONORA MARIE KEARNEY BARRY 1849–1930

“We’re summoning our forces from the shipyard, shop, and mill. Eight hours for work, eight hours for rest, eight hours for what we will.”

—“Eight Hour Day,” a song of labor in 1886

At a Glance

As head of the women’s department of the Knights of Labor, Leonora Marie Kearney Barry struggled to improve wages and working conditions for female laborers in American factories. In addition to her efforts for American working women, Barry left a legacy of involvement in other reform activities, particularly the woman suffrage and temperance movements.

Forced by the death of her first husband to work in a factory to support herself and her two children, Leonora Marie Kearney Barry earned a total of 65 cents for her first week’s wages. Angered by what she viewed as gross exploitation, she joined the women’s branch of the Knights of Labor union. Her decision started her on the path that would lead her from underpaid factory worker to a leading union activist of her day.

Leonora Barry, with two children to support, had tried to work as a seamstress, but her eyes could not stand the strain. In her factory job she rose rapidly through union ranks, becoming first a master worker of her local group, then head of a district assembly consisting of 52 locals. In 1886 she was sent to the Knights’ national convention.

The year before the 1886 convention, the Knights had formed a committee to investigate the working conditions of women employed in factories. Based on this committee’s findings, the Knights decided to set up a permanent department representing

women’s work. At the 1886 convention, Barry was elected to take charge of the new department. For the next four years, Barry crisscrossed the country, investigating conditions under which women factory workers labored. As she traveled, she recruited new members for the women’s department of the Knights of Labor and campaigned for higher wages for women workers. Each year she prepared a report on the state of women in the work force. Her reports were always highly detailed condemnations of the terrible conditions under which both women and children labored in sweatshops and factories.

Largely as a result of Barry’s reports, the legislature of Pennsylvania passed a law in 1889 requiring the state to investigate factories within its borders. Interestingly, Barry, an expert in this area, refused to lobby among the members of the Pennsylvania legislature because she thought doing so would be unladylike. Moreover, when she married Obadiah Read Lake in 1890, she gave up her position with the Knights of Labor because she believed that, whenever there was a male breadwinner, a woman’s place was in the home.

Barry did not, however, abandon public life entirely. “Mother Lake,” as she came to be called, was an active member of organizations backing temperance and woman suffrage. She went on the public lecture circuit, drawing crowds who came to hear her denounce the evils of alcohol and proclaim the benefits of prohibition. She continued to be a popular public speaker until just two years before her death.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Why did Barry join the Knights of Labor union?
- 2. Understanding Information** How did Barry’s reports as head of the union’s women’s department affect women and child laborers?

Thinking Critically

- 3. Values and Beliefs** Why did Barry give up her position with the Knights of Labor?

SAMUEL GOMPERS 1850-1924

“We do want more, and when it becomes more, we shall still want more. And we shall never cease to demand more until we have received the results of our labor.”

At a Glance

Samuel Gompers founded the American Federation of Labor and served as its president from 1886 to 1894 and again from 1895 to 1925. As head of America’s most powerful union, Gompers’ influence on “bread and butter” issues and his rejection of socialism have characterized union goals from his day to the present.

Shortly before he died, Samuel Gompers wrote his autobiography, dedicating it to a Swedish immigrant named Ferdinand Laurrel. In his book, Gompers recalled the time that, as a young man, he had rambled on to Laurrel about “some wild plans . . . for human betterment.” Laurrel waited for Gompers to finish and then, according to Gompers, “point by point” he replied. “Soon my self-confidence began to ebb, and I began to feel physically smaller as Laurrel systematically and ruthlessly demolished my every statement. By the time he had finished, I vowed to myself, “Never again will I talk that stuff—but I will find principles that will stand the test.” Gompers fulfilled his vow, finding principles that not only could stand the test but that would also make him a great leader of organized labor.

Samuel Gompers was born in London and, like many children of his day, went to work at the age of 10. His family moved to America during the Civil War. Gompers acquired his education in New York’s cigarmaking shops. Workers there often carried on heated discussions, and Gompers would join in and read aloud from books or magazines. Within a year of

entering the trade, Gompers joined the Cigarmakers’ Union, and by age 16 he was representing workers in disputes with their employers.

From this “schooling,” Gompers developed a practical outlook about union goals. He had no use for the idealism of socialism, a theory that holds that all property, as well as all production and distribution of goods, should be owned and controlled by the government. He saw laborers striving for better wages, improved working conditions, and greater benefits within the capitalist system. He did not feel that the workers should rebel against that system.

By 1881 Gompers had begun to combine the various craft unions into a single organization. In 1886 this organization became the American Federation of Labor, with Gompers as its president. Unlike its rival, the Knights of Labor, the AFL admitted no unskilled workers, did not look forward to the end of the wage system, and was not reluctant to use the strike to win its demands from employers.

From its founding in 1886 to his death in 1925, Samuel Gompers served as the union’s president every year but one. Unseated by a socialist in 1894, he reclaimed power the following year, more convinced than ever that socialism was bad for society in general and for unions in particular. Under his leadership the AFL grew stronger and stronger, and Gompers became a very powerful man, even advising several Presidents. A lover of all his country stood for, Samuel Gompers uttered the following words just before he died: “God bless our American institutions. May they grow better day by day.”

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did immigrant Ferdinand Laurrel help Gompers?
- 2. Understanding Information** What did Gompers feel should be the goals of a union?

Thinking Critically

- 3. Making Comparisons** Describe the similarities and differences between the American Federation of Labor and the Knights of Labor.

SUSAN B. ANTHONY 1820–1906

“It is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the . . . ballot.”

At a Glance

Possibly more than any other suffragist, Susan B. Anthony inspired the modern feminist movement. As one of the authors of *The History of Woman Suffrage*, she also helped to provide a detailed record of the nineteenth-century women’s rights movement.

On November 18, 1872, a United States deputy marshal rang the doorbell at 7 Madison Street in Rochester, New York. When Susan B. Anthony answered, he placed her under arrest for the crime of voting in the November 5 election. At her trial the following year Anthony was found guilty and fined \$100, but the government never collected the fine.

Susan B. Anthony was born to a Quaker family in Massachusetts. As a young girl she received a good education, and then became a schoolteacher in New York State from 1835 to 1849. She left teaching to join the temperance and antislavery movements, but found that the male leaders of both movements discriminated against women—especially women who wanted leadership roles. Increasingly she turned to the fledgling women’s rights movement, working with such early feminists as Lucretia Mott, Amelia Bloomer, Lucy Stone, and, most importantly, Elizabeth Cady Stanton.

During the 1850s and through the Civil War, most of the emerging women’s rights leaders concentrated

their energies on ending slavery. After the Civil War, Anthony and others urged Congress to expand the protections of the Fourteenth Amendment to include a woman’s right to vote. Congress was not ready to respond to this request, but Anthony did not give up. From 1868 through 1870, she published a women’s rights weekly, *The Revolution*, which had as its motto: “The true republic—men, their rights and nothing more; women, their rights and nothing less.” When her demands were ignored, she voted—the “crime” that got her arrested and also brought her a great deal of national recognition.

In 1869 Anthony and Elizabeth Cady Stanton organized the National Woman Suffrage Association, which in 1890 merged with the rival American Woman Suffrage Association. Susan B. Anthony served as president of the unified organization, known as the National American Woman Suffrage Association, from 1892 to 1900. She wrote and lectured constantly on the right of women to vote, often to hostile audiences. She traveled extensively, lobbying state legislators to pass suffrage laws. Her ultimate goal was an amendment to the United States Constitution that would recognize a woman’s right to vote in every state.

On Susan B. Anthony’s 86th birthday in 1906, she attended a dinner in her honor and spoke briefly, concluding her remarks with these words: “Failure is impossible!” She was right, but she did not live to see the Nineteenth Amendment that gave women the right to vote ratified in 1920.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Who were the early leaders of the women’s rights movement?
- 2. Understanding Information** Why did the Civil War Amendments draw attention to the plight of women?

Thinking Critically

- 3. Writing Persuasive Arguments** Did women’s rights leaders such as Anthony really help to achieve women’s rights, or was the extension of these rights inevitable by the 1920s? Write a persuasive argument defending one of these viewpoints.

THOMAS NAST 1840-1902

“Hit the enemy between the eyes and knock him down.”

At a Glance

Thomas Nast turned caricature into a powerful art form when he attacked William Marcy Tweed’s corrupt city machine. He also popularized the political parties’ symbols—the Democratic donkey and the Republican elephant.

When William Marcy Tweed, New York City’s crooked political boss, was arrested in Spain, the person most responsible for his capture was the cartoonist Thomas Nast. Nast’s cartoons portraying the corruption of the “Tweed Ring” made Boss Tweed so well recognized that even the Spanish authorities were able to identify him. Perhaps Nast’s anti-Tweed cartoons were more effective than anything else he drew because they exposed corruption in political office.

Born in Germany, Nast came to the United States at the age of six. A neighbor gave the young immigrant a box of crayons, and soon Nast developed a love of drawing. He attended art school in New York City, and by the age of 15 he was earning \$4 a week as an illustrator for *Frank Leslie’s Illustrated Newspaper*. Before the end of the 1850s, his work appeared in several newspapers and magazines, and in 1862 he became a staff artist for *Harper’s Weekly*.

At *Harper’s* Nast emerged as an editorial cartoonist rather than simply an illustrator. During the Civil War he took strong stands, supporting the Union cause and the emancipation of enslaved people. Near the end of the war, President Lincoln remarked that,

“Thomas Nast has been our best recruiting sergeant.”

After the war, Nast’s targets included Southerners, who were attacking the newly emancipated enslaved people, and President Johnson, who was trying to block Radical Reconstruction. This was also the period (1869 - 1872) in which Thomas Nast conducted his long crusade against the Tweed Ring. At one point Nast was offered \$200,000 to stop attacking the city boss and Tammany Hall, Tweed’s Democratic political machine in New York. Nast refused, however, to sacrifice his integrity for a bribe.

Thomas Nast continued to fill the pages of *Harper’s Weekly* with his satirical cartoons until 1886, influencing both politics and journalism. He also popularized some of America’s best known symbols—the Democratic donkey, the Republican elephant, and even Santa Claus.

By the 1880s Nast had lost much of his influence. Tweed died in 1878, depriving him of a favorite subject, and his continuing attacks on Southerners irritated many Americans eager to put the Civil War behind them. Attacks on new targets, such as labor unions and the Catholic Church, proved to be unpopular.

Facing severe financial difficulties in the 1890s, Nast was rescued from poverty by longtime admirer President Theodore Roosevelt, who appointed Nast to a diplomatic post in Ecuador. Although he really didn’t want to go to South America, he needed the income. Accepting the post turned out to be a fatal mistake. Within a year of his arrival in Ecuador, Nast contracted yellow fever and died.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What corrupt political machine was the target of Nast’s cartoons?
- 2. Understanding Information** In what way is a political cartoon different from an illustration?

Thinking Critically

- 3. Drawing Conclusions** How does the story of Nast’s attacks on the Tweed Ring show the significance of freedom of the press?

W. E. B. DU BOIS 1868-1963

“The question as to whether American Negroes were capable of education was no longer a debatable one The whole problem was simply one of opportunity.”

At a Glance

As a historian, author, professor, sociologist, and journalist, W. E. B. Du Bois believed in the importance of higher education for African Americans. He devoted much of his time to speaking out against racial inequality, and he felt that African Americans should work together to abolish it. Du Bois is often viewed as one of the most outspoken leaders of the civil rights movement in the United States.

William Edward Burghardt Du Bois was born in Great Barrington, Massachusetts. He was the only child of a disabled and impoverished mother. Although it was rare for African Americans to be enrolled in school in the late 1800s, Du Bois realized that knowledge and accomplishment would be key to his future success. He attended school and excelled academically.

Du Bois studied at Fisk University, an African American institution, in Nashville, Tennessee, and graduated in 1888. To add to his accomplishments, in 1895 Du Bois became the first African American to receive a Ph. D. degree from Harvard University.

After graduating, Du Bois taught Greek, Latin, sociology, history, and economics at several universities. During this time Du Bois became one of the first supporters of Pan-Africanism, the belief that all African Americans should join together and work to conquer prejudice. Du Bois protested and fought against the injustices of racial discrimination. His views, however, conflicted with those of another African American spokesperson, Booker T. Washington.

Washington thought that African Americans should develop practical, vocational skills to acquire

property that would lead to economic prosperity. He also believed that African Americans should stop demanding equal rights, and through compromise try to get along with whites.

Du Bois, however, thought African Americans should be free to pursue a college education and that they should openly strive for their rights. He believed that a college-educated African American would have the best chance to turn the flood of discrimination.

In 1909 Du Bois helped form the most prominent civil rights organization of the twentieth century: the National Association for the Advancement of Colored People (NAACP). The NAACP's goals were to secure full civil and political rights for African Americans. Du Bois was the only African American among the early white leaders. He held a role as director of publications and research and developed the association's magazine, *The Crisis*.

To further voice his ideas concerning racial issues, Du Bois authored several books. In *Dusk of Dawn*, Du Bois explained his personal role in helping both Africans and African Americans gain the independence they needed.

Toward the end of his career in 1961 Du Bois became increasingly frustrated with the slow progress of race relations in the United States. He moved to Ghana, Africa where he would spend the remainder of his life as a member of the communist party. Du Bois believed that communism offered the best opportunities for equality to African Americans.

Du Bois died on the eve of the historical march on Washington in 1963. The announcement of his death was issued to 250,000 people gathered at the Washington Monument the next day.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What is Pan-Africanism?
- 2. Understanding Information** How did the NAACP reflect Du Bois's view on achieving racial equality?

Thinking Critically

- 3. Making Comparisons** Describe how Booker T. Washington's views of African American issues were different from those of Du Bois.

MARY ELIZABETH LEASE 1850–1933

*“We need a Napoleon in the industrial world
who . . . will lead the people to a realizing sense
of their condition and the remedies . . .”*

At a Glance

From 1885 to 1892, Mary Elizabeth Lease delivered hundreds of speeches favoring woman suffrage, prohibition, and family planning, but her most effective campaigning was for Populist candidates who represented thousands of farmers struggling to improve their lives.

Mary Elizabeth Lease was a dynamic speaker who gained fame championing equality for farmers and women, and her life was surrounded by controversy and misunderstanding. Some of her critics gave her the nickname “Yellin’ Mary Ellen,” deliberately changing her middle name. She was criticized by many men and women for what they felt was unsuitably aggressive behavior for a woman. But Mary Lease was not one to be easily discouraged, no matter what her critics said about her.

Born in Pennsylvania, Mary Elizabeth Clyens grew up in New York and attended Catholic schools. Her father died during the Civil War but she was nevertheless able to finish her education. She then taught school for two years.

After moving to Kansas in 1870 to accept a teaching position at a Catholic girls’ school, Mary Elizabeth Clyens married Charles L. Lease. From 1873 to 1883, the couple struggled to make a living at farming, first in Kansas and later in Texas. Mary Elizabeth hated the lonely life of frontier farming, so she turned to public speaking when the family returned to Kansas from Texas.

While in Texas, she had studied law, pinning her notes above her washtub to read while she washed

clothes to earn extra money for the family. Once back in Kansas, she became a lawyer in 1885, an unusual achievement for a women of that time period. Soon she was speaking out about local concerns, especially the inability of debt-ridden Kansas farmers to make a decent living. In an age that prized public speaking ability, she quickly made a name for herself, campaigning in Kansas for candidates of the Farmers’ Alliance People’s party. In the 1890 election she gave over 160 speeches, often getting so carried away with emotion that she forgot what she said and had to rely on newspaper accounts of her speeches.

As the Populist revolt gained momentum, Lease expanded her travel, touring the West and the South. She played a major role at the Populist Party’s convention in 1892, giving a speech seconding the nomination of James B. Weaver for President. Then she accompanied Weaver on a campaign swing, but to her dismay, as the 1896 election approached many Populists decided to support the Democratic Party’s nominee William Jennings Bryan. Lease fought this fusion with the Democratic ticket, but she lost. She was so angry that she quit the Populist movement.

Remarkably, Lease reversed her politics almost completely after 1896, becoming a Republican. She admired William McKinley and supported the progressive Theodore Roosevelt. She left the party in 1912 to back Roosevelt’s Progressive “Bull Moose” campaign. During this time she published articles, poetry, and a book in which she put forth many of her reform ideas, including woman suffrage and prohibition.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What speech given in 1892 was perhaps the highlight of Mary Elizabeth Lease’s career?
- 2. Understanding Information** What event caused Lease to quit the Populist movement?

Thinking Critically

- 3. Making Inferences** Explain why you think Mary Elizabeth Lease did not use her speaking ability and reputation as a campaigner to become a candidate herself.

MIGUEL ANTONIO OTERO 1859-1944

“I soon learned that in this life one must depend largely upon oneself...”

—from *My Life on the Frontier*, by Miguel Antonio Otero

At a Glance

As governor of the New Mexico Territory, Miguel Antonio Otero understood the cultural background of his people. He argued for separate statehood for Arizona and New Mexico. Otero’s political skills mirrored those of his father, who had also served as governor of New Mexico.

In 1829 Miguel Antonio Otero senior was born in New Mexico when it was still a territory belonging to Mexico. In 1861 he was appointed acting governor of the Territory of New Mexico. When he died in 1882, his son, also named Miguel Antonio Otero, followed in his father’s career.

Miguel Antonio Otero was born in St. Louis in 1859, while his father was serving in Congress. He was educated in St. Louis, at Annapolis, and at Notre Dame University. He also learned much in the streets of frontier towns and in the offices of his father’s business, Otero, Sellar & Co. Active in ranching, mining, and real estate, Otero eventually turned to politics. Unlike his father, however, he became a Republican.

Otero held a series of elected and appointed posts in New Mexico until 1897, when President William McKinley appointed him governor of the New Mexico Territory. Beginning as the youngest governor of the territory, he served until 1907.

Just one year after Otero was appointed governor, the Spanish-American War began. When hostilities broke out in 1898, President McKinley sent a telegram to Governor Otero, asking him to assist in

recruiting young men who were good shots and good riders. Newspapers in the East, however, were expressing suspicion of the loyalty of New Mexicans and their Latino governor. There were rumors that the large Mexican population would not support a war against Spain. Otero quickly put these rumors to rest by calling upon every town and ranch in the territory for volunteers. The response was so great that afterward Roosevelt claimed that half of his Rough Riders were from New Mexico. Following the war, Otero was made an honorary Rough Rider.

Miguel Otero’s political training and his fluency in both English and Spanish helped him serve the people of New Mexico. When a proposal was made to admit Arizona and New Mexico to the Union as one state, Otero lobbied against it, arguing that New Mexico’s culture was different from that of Arizona. Otero’s argument succeeded, and the states were admitted separately in 1912.

As his second term as governor came to an end, Otero spoke out against President Roosevelt’s National Forest policy. Republican resentment of this stand caused President Roosevelt to decide not to reappoint Otero governor in 1908. Otero then switched his allegiance to the Democratic Party.

When Woodrow Wilson, a Democrat, was elected President, he appointed Miguel Otero United States Marshal of the Panama Canal Zone. Otero continued to be active in Democratic politics until about 1924. In his later years, Otero wrote three autobiographies dealing with his life on the frontier, as well as a biography of the outlaw Billy the Kid.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What record did Miguel Antonio Otero hold as governor of the New Mexico territory?
- 2. Understanding Information** Why did people in the East feel that New Mexicans might not support the Spanish-American War?

Thinking Critically

- 3. Understanding Cause and Effect Relationships** List the cause(s) for the following two effects: (a) Otero was made an honorary Rough Rider (b) Otero became a Democrat.

JANE ADDAMS 1860-1935

“I believe that peace is not merely an absence of war, but the nurture of human life, and that in time this nurture would do away with war ...”

At a Glance

Jane Addams demonstrated repeated compassion and generosity. Through her multiple accomplishments, especially the founding of Hull House, she serviced the community and cared for those in need.

From the beginning Jane Addams had sympathy for those less fortunate. “She was only six when her feelings for others was first reflected in her reaction to the poverty she saw,” Edna Baxter recorded in her biography of Jane Addams. While walking through impoverished streets near her hometown in Illinois, the young Addams already showed signs of sympathy for the poor.

Born in the small community of Cedarville, Illinois, Addams was the eighth of nine children. Her father, who raised her, taught her tolerance, philanthropy (love toward mankind), and a strong work ethic. After high school, Addams enrolled in the Rockford Female Seminary and graduated with a medical degree in 1881.

At age 27, Addams went on a trip to Europe with a friend. While touring they visited a settlement house called Toynbee Hall, which was a home for the poor. This inspired Addams to create a similar settlement house back in Chicago to serve people in need. When she returned home she leased a large vacant house built by Charles Hull in an underprivileged area in Chicago. Named Hull House, it was made up of 13 buildings, a playground, and a camp that would be a social settlement center that addressed the needs of the community. It provided medical and childcare facilities, a gymnasium, boarding clubs for girls, and a school for immigrants. After the first two years it was

host to 2,000 people weekly. Hull House continued to grow, adding kindergarten classes in the morning, a night school in the evening for adults, an art gallery, employment bureau, labor museum, and book bindery.

Addams’s work did not stop at Hull House. She worked with labor and reform groups, addressing issues such as juvenile court laws, tenement-housing regulations, eight-hour working days for women, factory inspections, and worker’s compensation. She led investigations in Chicago regarding proper midwifery (childbirth), narcotic consumption, milk supplies, and sanitary conditions.

In 1905 she was appointed to Chicago’s Board of Education and made chairman of the School Management Committee. In 1908 she assisted in the founding of the Chicago School of Civics and Philanthropy, and the following year became the first woman president of the National Conference of Charities and Corrections. In 1910 she was awarded the first honorary degree to a woman from Yale University. She also contributed to the founding of the most prominent civil rights movement of the twentieth century: the National Association for the Advancement of Colored People (NAACP), which sought to secure full civil and political rights to African Americans.

Along with poverty, Addams strove to rid the world of war. In 1906 she taught summer lectures at the University of Wisconsin on peace. The following year her ideas became a book entitled *Newer Ideas of Peace*. In 1915 she accepted a chairmanship position of the Women’s Peace Party and four months later the Presidency of the International Congress of Women. In 1931 Addams won the Nobel Peace Prize.



Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. **Remembering the Details** What was the Hull House?
- 2. **Understanding Information** When did Addams develop the idea for the creation of Hull House?

Thinking Critically

- 3. **Drawing Conclusions** What type of impact do you think Addams’s life had on the women’s equal rights movement?

WILLIAM JENNINGS BRYAN 1860–1925

“You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.”

At a Glance

Defending the values of small-town, rural America, William Jennings Bryan won the title the “Great Commoner.” He was never successful as a candidate for the presidency of the United States, but his oratorical skills advanced the interests of farmers and debtors.

At the Democratic Party’s convention in 1896, a young man from Nebraska made a speech that so electrified the delegates that they nominated him as their candidate for the presidency. William Jennings Bryan was only 36 years old at the time, and his experience in public office was limited to just two terms in the House of Representatives. His “Cross of Gold” speech, however, launched his national political career.

Born in Salem, Illinois, William Jennings Bryan graduated from college in 1881 and then studied law for two years. In 1887 he moved to Lincoln, Nebraska, and in 1890, he entered politics by winning a seat as a Democrat in a congressional district that usually elected Republicans.

Reelected in 1892, Bryan became a hero to farmers and debtors who wanted the government to mint more coins, increasing the money in circulation. This would make it easier to pay back loans. Bryan urged the government to buy more silver and issue silver coins and silver-based paper currency. “Free silver” became a political issue.

When his reelection bid in 1894 failed, Bryan became a newspaper editor and wrote editorials supporting free silver. His identification with the

silver issue and his speech at the 1896 convention transformed him from an obscure Nebraska politician to the Democratic Party’s presidential nominee. In the 1896 election, Bryan ran a vigorous campaign, traveling all over the country, but he lost to Republican William McKinley.

In 1900, Bryan again ran against McKinley, this time speaking out against the imperialism with which McKinley was associated. Although Bryan backed the acquisition of the Philippines from Spain in the Spanish-American War, he promised to one day give these islands independence. But most Americans supported the war, and Bryan once again lost to McKinley.

In 1912, Bryan helped win the Democratic nomination for Woodrow Wilson. When Wilson was elected President, Bryan was appointed secretary of state. However, he served just two years in this post, resigning when he perceived that Wilson had switched from neutrality to an anti-German stance during the early years of World War I.

Bryan, a believer in the Biblical account of creation, backed a movement to prohibit the teaching of evolution in public schools. When science teacher John T. Scopes was arrested for teaching evolution, Bryan joined the prosecution. The American Civil Liberties Union hired tough urban defense lawyer Clarence Darrow, who questioned Bryan intensely about his beliefs. Even with Darrow’s powerful defense, Scopes was still found guilty, but five days after the verdict William Jennings Bryan, exhausted by the ordeal, died quietly in his sleep. The Scopes trial later inspired the famous play and movie *Inherit the Wind*.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What groups of people generally supported Bryan as a candidate for office?
- 2. Understanding Information** Explain the “Free-Silver” beliefs of Bryan’s supporters.

Thinking Critically

- 3. Supporting Generalizations** Write two sentences that support the idea that Bryan was the “Great Commoner.”

GIFFORD PINCHOT 1865-1946

“The outgrowth of conservation, the inevitable result, is national efficiency. In the great commercial struggle between nations . . . national efficiency will be the deciding factor.”

At a Glance

For his unceasing efforts to save the environment, Gifford Pinchot is recognized as the “Father of American Conservation.” He coined the term *conservation* and worked to inform Americans about the depletion of natural resources.

In 1909 the head of the United States Forest Service, Gifford Pinchot, accused the secretary of the interior, Richard Ballinger, of giving away public lands in Alaska to private business interests. In the battle between Pinchot and Ballinger that followed, President Taft supported Ballinger, while former President Theodore Roosevelt supported his friend Pinchot. When Taft finally fired Pinchot, Roosevelt made conservation a part of his Progressive party challenge to Taft’s reelection bid in 1912.

On the surface, Gifford Pinchot seemed an unlikely candidate for political controversy. Born to a wealthy family, and educated at private schools, he graduated from Yale University in 1889. Finding no American university offering courses in natural resources, he went to Europe to study the scientific management of forests. When he returned to the United States in 1890, Pinchot was convinced that the government should take control of much of the nation’s forest land and regulate businesses that cut down trees without planting new ones.

Soon Pinchot was recognized as the nation’s leading expert on forests. He served as a member of the National Forest Commission in 1896, and then in 1898 was appointed chief of the Division of Forestry

in the United States Department of Agriculture. When the Department of the Interior took over responsibility for the nation’s forests, Pinchot became head of the Forest Service under the secretary of the interior. From 1898 to his dismissal from the government in 1910, Gifford Pinchot continued to make the American people aware of the need for conserving the nation’s resources.

Americans who grew up in an era when natural resources seemed abundant were not always receptive to the idea of government control and regulation. Business interests wanted to make profits from forests and other resources. Pinchot had to convince these interests and the public of the importance of conservation. Under his leadership, along with President Theodore Roosevelt’s support, the Forest Service became a powerful force for conservation. When Roosevelt left office in 1909, Pinchot’s influence declined. Secretary of the Interior Ballinger was not a conservationist, and a rift developed between Pinchot and Ballinger that split President Taft’s administration almost from the start. Taft fired Pinchot, who then aligned himself with like-minded political leaders to form the National Progressive Republican League. When the Republican Party renominated Taft in 1912, Pinchot left and helped create the Progressive party, which nominated Roosevelt.

Pinchot returned to the Republican Party in the 1920s and was twice elected governor of Pennsylvania. During his second term, beginning in 1931, he launched so many relief and recovery programs to combat the Great Depression that his administration became known as “the little New Deal.”

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Under what department of government does the United States Forest Service operate?
- 2. Understanding Information** Why did Gifford Pinchot have battles with business interests?

Thinking Critically

- 3. Expressing a Viewpoint** Some environmentalists today urge strict controls over the development of natural resources. Is this kind of government regulation consistent with America’s free enterprise system? Explain your answer.

IDA B. WELLS-BARNETT 1862-1931

“... human beings [should] ... pay tribute to what they believe one possesses in the way of qualities of mind and heart, rather than to the color of the skin.”

At a Glance

Through her writing and lectures, Ida B. Wells-Barnett worked tirelessly to arouse public opinion against racial injustice and the lynching of African Americans. She made it clear that African Americans should win justice and equality for themselves.

On March 9, 1892, three men were lynched in Memphis, Tennessee. The fact that they were African American made their hanging fairly commonplace. During the late nineteenth and early twentieth centuries dozens of African American men were lynched each year in the South. This time, however, an African American woman wrote a newspaper column charging that the men had been lynched solely because they had competed successfully with white businessmen. Not long after the column appeared a mob stormed the offices of the newspaper—the *Memphis Free Speech*—and destroyed the presses.

The writer was Ida B. Wells. Born to enslaved parents in Mississippi, Wells received her education at a freedmen’s school following the Civil War. When her parents and several brothers and sisters died in a yellow fever epidemic, she had to support herself and four siblings. Although only 14 years old, she said she was 18 in order to obtain a teaching job. In 1884 she moved from Mississippi to Memphis to teach in the city’s African American schools.

In 1892 the Memphis school board fired Wells from her teaching position because she had refused to give up her seat in the “whites only” car of a local

train. She then turned from teaching to journalism, eventually becoming part-owner of the *Memphis Free Speech*.

When the mob destroyed her presses, Wells moved to New York, where she launched a crusade against lynching, lecturing and writing articles on the subject and organizing anti-lynching societies. In 1895 she published *A Red Record*, an account of the lynchings of the previous three years in the South. Gradually, her focus on this crime, primarily perpetrated against African American men, broadened into a concern about all forms of racism. She wrote a pamphlet criticizing the World’s Columbian Exposition in Chicago for failing to give African Americans a meaningful role.

Upon moving to Chicago, Wells married Ferdinand Lee Barnett, a lawyer. Together they continued the battle against lynching. Wells also served as the city’s first African American probation officer from 1913 to 1916. Aware of the smoldering resentments in Chicago’s African American community, she warned of trouble brewing, but her words went unheeded until scores of people were killed and hundreds injured during the Chicago race riots of 1919.

Ida B. Wells-Barnett opposed the compromising attitude of Booker T. Washington and sided with W.E.B. DuBois. She had little to do with the National Association for the Advancement of Colored People because she did not feel that it was sufficiently militant. As a result of her outspokenness, she was accused of being overly self-righteous and combative. But few worked harder than Ida B. Wells-Barnett for racial justice during the last part of the nineteenth and early twentieth centuries.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What was the subject of *A Red Record*?
- 2. Understanding Information** Why did a mob destroy the printing presses of the *Memphis Free Speech*?

Thinking Critically

- 3. Making Comparisons** Compare the methods used by Ida B. Wells-Barnett with those of W. E. B. Du Bois to better the lives of African Americans.

JIM THORPE 1888-1953

“You, sir, are the greatest athlete in the world.”
—Sweden’s King Gustavus V, presenting awards to Jim
Thorpe at the 1912 Olympic games

At a Glance

In the 1912 Olympic games Native American Jim Thorpe won both the pentathlon and the decathlon. In 1950 a panel of sportswriters named him the greatest athlete and the greatest football player of the first half of the twentieth century.

Jim Thorpe was born in Indian Country (now Oklahoma) and attended the Sac and Fox reservation school. His athletic abilities went unnoticed until he reached the government-run school for Native Americans in Carlisle, Pennsylvania. One day he watched the school’s high jumpers repeatedly fail to clear the bar at six feet. Thorpe ran over in his street clothes and heavy boots and cleared the bar easily. Football coach Glenn S. “Pop” Warner recognized a natural athlete and put him on the varsity football team.

Jim Thorpe sat on the bench of the Carlisle Indian School football team nearly the entire 1908 season. During the game against the stronger University of Pennsylvania, Carlisle’s regular halfback was injured, and Thorpe finally got a chance to play. Making the most of his opportunity, he ran for touchdowns of 65 and 85 yards, leading Carlisle to an upset victory over highly favored Pennsylvania.

A star after the Pennsylvania game, Thorpe left the Carlisle school temporarily in 1909-10 to play baseball in the Carolina League. Apparently he never realized that the money he received (about \$2.00 a game) would violate the Olympic rules for amateur athletes. Returning to Carlisle in 1911, he led the football team to a stunning win over Harvard. Thorpe

was named an All-American. He also began training for the Olympic track and field events to be held in Sweden in 1912.

At the 1912 Olympic Games, Jim Thorpe easily won both the pentathlon and the decathlon. He was recognized by many as the greatest athlete in the world.

Returning to Carlisle after the Olympics, Thorpe again made the All-American football team. However, word of his involvement in semiprofessional baseball reached the Amateur Athletic Union. Following an investigation, the AAU ruled that his play in the Carolina League had made him ineligible for amateur athletics. Thorpe was ordered to return his Olympic trophies, and his name was erased from the Olympic record books.

Although devastated by the incident, Thorpe went on to become a professional athlete. For a short time he played baseball for the New York Giants. In 1920 he helped found the American Professional Football Association, which later renamed itself the National Football League. Thorpe was the first president of the NFL. Later, Thorpe led the Canton (Ohio) Bulldogs to a league championship, then played for the New York Giants and the Chicago Cardinals before retiring at the age of 41.

After retirement, Thorpe went to Hollywood. He played a few small roles in movies, then moved back to Oklahoma, where he took an active part in Native American affairs. In 1950, a Hollywood studio produced *Jim Thorpe All-American*, based on his life story, and he served as a technical adviser for the film.

In 1982, 29 years after Jim Thorpe’s death, his daughter Grace won her battle to get the International Olympic Committee to return the gold medals her father had won at the Games in 1912.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What achievement resulted in Thorpe’s being named the greatest athlete in the world?
- 2. Understanding Information** How did Jim Thorpe lose his Olympic medals?

Thinking Critically

- 3. Making Inferences** Why might Jim Thorpe have decided to pursue a career in athletics rather than complete his college education?

LOUIS D. BRANDEIS 1856-1941

“... able lawyers have, to a large extent, allowed themselves to become adjuncts of great corporations and have neglected the obligation to use their powers for the protection of the people.”

At a Glance

As a justice of the Supreme Court, Louis Brandeis placed social and economic factors above legal precedent and theory. He supported civil liberties and consistently backed the New Deal.

In the 1908 case of *Muller v. Oregon*, the Supreme Court upheld an Oregon law that limited the number of hours women could be required to work. This case was especially important because the lawyer representing the state of Oregon argued that the Court had to consider the effect working long hours had on women. The lawyer, Louis Brandeis, won the case by convincing the justices that legal decisions had to reflect changing social reality.

Louis Brandeis was born in Louisville, Kentucky to immigrant parents. Having a special understanding of and interest in law, he was allowed to enter Harvard Law School at the age of 18 without first obtaining a formal college degree. When he was ready to graduate, after achieving one of the best records in the school's history, Harvard granted him a special waiver from the rule requiring a person to be 21 years old before receiving a law degree.

Brandeis developed a successful law practice, and he was able to represent people fighting for important social causes without charging them a fee. He became known as “the people’s attorney.” During the 1890s he began arguing for a “living law,” which meant that legal decisions had to keep pace with the rapid economic and social changes of industrialization. Like Woodrow Wilson, Louis Brandeis opposed big business trusts and wanted

to see an America where competition—not monopolies—ruled the economy. He became a major supporter of Wilson’s “New Freedom” program, but he turned down an offer to join the president’s cabinet. He did serve as an adviser to the president until 1916, when Wilson nominated him to the Supreme Court. A bitter political fight followed. Some senators considered Brandeis too radical; others opposed his nomination simply because he was Jewish. Despite powerful opposition, however, the Senate confirmed the Brandeis nomination.

As a Supreme Court justice, Louis Brandeis maintained the same philosophy he had held as a lawyer. In cases involving important public issues, he believed that social and economic factors counted for more than legal precedents or theory. He earned the nickname the “Great Dissenter” by often disagreeing with the majority of the justices, whose views were far more traditional than his.

Brandeis also became known for his strong stand in favor of civil liberties. In two important cases, he opposed the government’s interference with free speech during wartime and the government’s use of the new technique of wiretapping to gather information. In both cases he wrote his dissent from the majority decision, and in both cases his dissenting views later became accepted as law.

Louis Brandeis served on the Supreme Court until 1939. After retiring from the Court, he urged Americans to protest Adolf Hitler’s Nazi policies by boycotting German products, and he worked to create a Jewish nation in Palestine. Six years after his death, Brandeis University in Massachusetts was named in his honor.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** During what years did Louis Brandeis serve on the Supreme Court?
- 2. Understanding Information** What factors did Brandeis believe were more important than legal precedents?

Thinking Critically

- 3. Drawing Conclusions** How did Brandeis apply the concept of a “living law” in the case of *Muller v. Oregon*?

ALVIN YORK 1887-1964

“Sir, I am doing wrong. Practicing to kill people is against my religion.”

At a Glance

Alvin York became a hero in World War I, embodying the ideals of strength, courage, modesty, and patriotism. This is surprising because as a conscientious objector York had, at first, refused to fight.

Alvin York was one of the most famous soldiers of World War I. He earned the Congressional Medal of Honor by attacking a German machinegun nest singlehandedly, capturing 132 prisoners and 35 machine guns. Asked how he had done this all by himself, he answered: “I surrounded ‘em.”

York was born to a family of 11 children in the mountains of Tennessee. His father was a blacksmith, and Alvin left school after the third grade in order to work in his father’s shop. When his father died, Alvin became the main source of financial support for the family.

York was a rebellious youth, and he was a crack shot with a rifle and pistol. His life underwent a profound change, however, when he fell in love with a young woman of deep religious convictions. She urged him to change his rowdy behavior and to attend church. York gave up his wild lifestyle and became an elder in the Church of Christ in Christian Union.

York’s church took literally the commandment “Thou shalt not kill.” When he was drafted into the army in World War I, he declared himself a conscientious objector. But the government refused his request for an exemption and inducted York in November 1917. Sent to Georgia for training, he quickly showed his skill with a rifle. When asked to shoot at targets shaped like human silhouettes,

however, he refused. His commanding officer sent him home on leave to think things over. After spending two days alone on a hilltop, York told his family simply, “I’m going.”

A member of the 82nd Infantry Division, York was ordered to take part in the battle of the Argonne Forest. The 82nd was stopped by German machinegun fire. After York saw some of his friends get shot, he joined 16 other Americans on a mission to take out the enemy guns.

The Americans surprised some Germans who surrendered, but the main body of German gunners spotted the Americans and opened fire. Soon the detail was down to 8, with York in command. Noticing that the Germans were firing high to avoid hitting their own men, York crawled to a point where he could see the enemy. Every time a machine gunner raised his head, York squeezed off a shot. He eliminated 17 Germans before the remaining 8 gunners realized that York was alone and nearly out of ammunition. They charged with fixed bayonets, but York picked off all 8 with his pistol. A German officer then agreed to have his men surrender if York would stop shooting. Soon York and the 7 surviving Americans marched 132 prisoners to headquarters.

American officers refused to believe York’s story until they went out to the field and found 25 dead Germans and 35 abandoned machine guns. Honors then were showered upon the man from Tennessee, including the highest medals for valor from several countries, a parade in New York City, and a visit with President Woodrow Wilson. York accepted a farm from his native state as a reward, but from the money that he earned for his autobiography and a movie based on his life, he donated most to a fund for educating mountain youth in Tennessee.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** When did Alvin York become a conscientious objector?
- 2. Understanding Information** Why did York’s commanding officer send him home?

Thinking Critically

- 3. Identifying Cause and Effect** Discuss three events in York’s life that contributed to his strength of character.

JEANNETTE RANKIN 1880-1973

“Women must devote all their energies today in gaining enough political offices to influence the direction of government away from the military-industrial complex and toward solving the major social disgraces that exist in our country . . .”

At a Glance

Successful in the fight for a woman’s right to vote and to hold public office, Jeanette Rankin was the first woman elected to Congress. She voted against United States entry into World War I and World War II and led other war protests.

“I want to stand by my country, but I cannot vote for war,” said the new representative from Montana. By voting against war on Germany in 1917, however, Jeannette Rankin damaged a promising political career. The first woman ever elected to Congress, she chose to sacrifice personal achievement rather than abandon her pacifist principles.

Born in Montana when it was still a territory, Rankin grew up in a frontier society that was more open to the ambitions of women than were the more settled areas of the country. Although she did not like school, she graduated from the University of Montana and later studied social work at the New York School of Philanthropy. She tried several careers—teacher, social worker, even seamstress—but she disliked them all.

In 1909 Rankin enrolled at the University of Washington. While a student, she joined the movement for woman suffrage in the state. In 1911 she went back to Montana to lobby for the right of women to vote, and her efforts were rewarded in 1914. Between 1911 and 1914 she traveled all over the country, campaigning for woman suffrage. In 1913 she was made a field secretary in the National American Woman Suffrage Association.

In 1916 Rankin made history by winning a seat in Congress as a progressive Republican. Four days after taking her seat in the House of Representatives, she cast her vote against entering World War I. Her vote identified Rankin as a pacifist, costing her a seat in the Senate in 1918.

For the next 22 years, Jeannette Rankin remained active in both the women’s movement and the peace movement. In 1940 Montana reelected her to the House of Representatives. In Congress she opposed the draft, the Lend-Lease program, and military spending. None of these stands created the furor that greeted her on December 8, 1941, the day after the Japanese attack on Pearl Harbor, when she cast the only vote against the declaration of war. Knowing the effect of this vote on her political career, she did not seek reelection in 1942.

Although she retired from public office, Rankin did not retire from public life. She launched a study of pacifist programs in other countries, visiting India seven times to observe Mahatma Gandhi’s nonviolent campaign for independence. At home, she quietly opposed the Korean War and the cold war while supporting the emerging women’s movement.

In the 1960s Rankin suddenly found herself with a cause once again: opposition to the war in Vietnam. At the age of 87 she organized and led the Jeannette Rankin Brigade, which included nearly 10,000 women, rock musicians, students, and other antiwar activists in a march on Washington to protest American involvement in Southeast Asia. She remained active until she suffered a fatal heart attack at the age of 93.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How many members of the House voted against World War I? World War II?
- 2. Understanding Information** Why did Jeanette Rankin decide not to run for reelection in 1942?

Thinking Critically

- 3. Writing a Persuasive Argument** Do you think that members of Congress should vote according to the views of their constituents, or their own views? Explain.

CARRIE CHAPMAN CATT 1859-1947

“This world taught women nothing skillful and then said her work was worthless. It permitted her no opinions and said she did not know how to think It denied her the schools, and said the sex had no genius”

At a Glance

Founder of the League of Women Voters, Carrie Catt led the successful campaign for passage and ratification of the Nineteenth Amendment. She also worked to promote world peace and justice.

On August 18, 1920, the Tennessee legislature voted to ratify the Nineteenth Amendment to the Constitution by only a one-vote margin. Tennessee’s vote provided the necessary three-fourths majority for ratification of the amendment that gave women the right to vote. Success was directly due to the work of Carrie Chapman Catt.

Born in Ripon, Wisconsin, Carrie Lane was raised on a farm in Iowa. Although she completed high school in only three years, her father resisted sending her to college. So she taught school for a year to earn enough money to enter Iowa State College. There she worked in the library and washed dishes to support herself until graduation in 1880. Taking a job as a high school principal, she rose two years later to the position of superintendent of schools. Both positions were rarely held by a woman in her day.

In 1885 Carrie Lane married a newspaper publisher, Leo Chapman, and gave up her career in education to become an editor. But Leo Chapman died of typhoid fever the following year, and the young widow earned her living in Iowa as a lecturer.

By the end of 1887, Carrie Chapman was deeply involved in the woman suffrage movement in Iowa. This involvement did not end when, in 1890, she married George William Catt. Not only did her new

husband support woman suffrage, his wealth allowed his wife to devote her time to the movement. By 1900 Carrie Chapman Catt rose to succeed Susan B. Anthony as president of the National American Woman Suffrage Association.

Although forced by her husband’s poor health to resign her NAWSA post in 1904, Catt worked to win the vote for women in New York, where her organizational skills led her back to the presidency of NAWSA in 1915. She developed a program and gave it the name “Winning Plan.” It called for lobbying Congress for a constitutional amendment and the states for laws giving women the vote. Pro-suffrage states would elect members of Congress who, in turn, would support a constitutional amendment, while the states would provide the votes for ratification. Her strategy worked beautifully, even after the country’s attention was diverted by World War I. To execute her strategy she drove her coworkers hard, but she drove herself even harder. Passage of the Nineteenth Amendment in 1919 and ratification in 1920 crowned her efforts.

Catt was a realist, unlike many backers of suffrage who thought that giving women the vote would usher in a new age of virtue in politics. She knew that the work of educating women to vote wisely was just beginning, and she launched the League of Women Voters in 1919 for that purpose. Catt spent most of the final three decades of her life working for world peace and disarmament. She supported both the League of Nations and the United Nations, sought to have the United States join the World Court, and came to the aid of German refugees escaping Nazi tyranny in the years before World War II.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Name four positions that Carrie Chapman Catt held before becoming president of NAWSA.
- 2. Understanding Information** What was the strategy of “Winning Plan”?

Thinking Critically

- 3. Summarizing** Describe Carrie Chapman Catt’s activities that led directly to passage and ratification of the Nineteenth Amendment.

CLARENCE DARROW 1857-1938

“Do you think you can cure the hatreds and the maladjustments of the world by hanging them? You simply show your ignorance and your hate when you say it.”

At a Glance

One of the greatest lawyers of his time, Clarence Darrow earned a reputation by defending union leaders. Then, as a criminal lawyer, Darrow’s fame spread. Finally, his stands for social justice and his fight against the death penalty left enduring marks on the American justice system.

In 1924 two college students were tried for murder. Charged with killing a 14-year-old boy for the thrill of committing “the perfect crime,” Nathan Leopold and Richard Loeb—on their lawyer’s insistence—pleaded guilty. Then their lawyer argued that the students should not be executed for their crime. Introducing sociological and psychiatric evidence, he argued that they had been driven to kill by forces beyond their control. After a trial that captured headlines around the world, Leopold and Loeb were sent to prison rather than to the electric chair. Their lawyer was Clarence Darrow.

Born in Ohio, Clarence Darrow had a mediocre education, completing just one year of college and one year of law school before starting a law practice in a small Ohio town. In 1887 he moved to Chicago, where he began to build the reputation that would make him the most famous attorney of his era.

From 1887 to 1894, Clarence Darrow practiced civil law in Chicago. After serving as lawyer for his adopted city, he became an attorney for the Chicago and North Western Railway. He became well known in the city’s legal community and was an active member of the Democratic Party.

In 1894 Clarence Darrow launched a new career as a labor lawyer, quitting his job with the railroad to defend union leader Eugene Debs. Not only did the Debs case give Darrow a national reputation, it also established him as an attorney who sided with the underdog against the established powers. Over the next two decades, Darrow defended many union leaders, including William “Big Bill” Haywood, head of the Industrial Workers of the World. Haywood had been charged with trying to murder the former governor of Idaho, but he was acquitted, largely due to Darrow’s brilliant defense.

The defense of union leaders led Darrow into the field of criminal law. A series of spectacular trials, beginning with the Leopold and Loeb case in 1924, gave Darrow a reputation as the nation’s leading criminal defense attorney. After defending the two college students, Darrow headed to Tennessee to defend a young science teacher accused of teaching the theory of evolution. Although the teacher, John T. Scopes, was convicted, Darrow’s defense eventually convinced states to allow the teaching of evolution.

The same year as the Scopes trial, 1925, Darrow defended an African American family charged with using force against a mob that tried to drive the family out of their home in a white neighborhood of Detroit. Not only did Darrow win the case, he also spoke out eloquently against racial segregation. In his cases, Darrow often tried to reach beyond the courtroom to the public at large, to deliver a message about social justice. He also lectured and wrote books and articles in which he denounced violations of civil rights and argued for wide-ranging reforms.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Which two well-known union leaders did Darrow defend?
- 2. Understanding Information** On what grounds did Darrow argue that Nathan Leopold and Richard Loeb should be sent to prison rather than to the electric chair?

Thinking Critically

- 3. Expressing a Viewpoint** Do you agree with Darrow’s defense that says some people are driven to commit crimes by “forces beyond their control?” Why or why not?

MARIAN ANDERSON 1902-1993

“Not everyone can be turned aside from meanness and hatred, but the great majority of Americans is heading in that direction. I have a great belief in the future of my people and my country.”

At a Glance

Marian Anderson’s concert at the Lincoln Memorial in 1939 established her as one of America’s greatest sopranos. In 1955 she became the first African American singer to perform at New York’s Metropolitan Opera. A pioneer in the performing arts, she never lost her dignity when faced with discrimination and injustice.

In 1939, the great American singer Marian Anderson wanted to give a concert in Washington, D.C., but the owners of the concert hall, the Daughters of the American Revolution, refused to let her perform. The DAR objected because Marian Anderson was African American.

Due to their refusal, Eleanor Roosevelt, wife of President Franklin Roosevelt, resigned her membership in the DAR and helped arrange another location for the concert: the Lincoln Memorial. There on a chilly Easter Sunday, Marian Anderson sang for an audience of 75,000, as millions listened on the radio.

Born in Philadelphia, Marian Anderson was raised in a home filled with love, music, and religion, but not much money. Yet her talent was so obvious that members of her church started a “Marian Anderson’s Future” trust fund to pay for voice lessons. By the time she was 15, she was well known throughout the state of Pennsylvania, and in 1925 she won first prize in a vocal competition that led to a series of recitals.

But Marian Anderson was discovering that there were few doors open to an African American artist. Racial discrimination prevented her from achieving

the kind of universal recognition she deserved. Rather than give up, however, she toured Europe. There she enjoyed tremendous success, giving command performances for the monarchs of Sweden, Norway, Denmark, and Great Britain. News of her triumphs crossed the Atlantic to the United States as European critics praised Anderson as “the greatest singer in the world.”

Marian Anderson returned to the United States a star. Although still denied equal accommodations when she traveled, she sang to packed concert halls from coast to coast and gave a recital at the White House. Her performances combined classical music with operatic songs and the African American spirituals she had learned as a child. Her open-air concert in the nation’s capital—standing in front of the statue of Abraham Lincoln—made her a symbol of democratic ideals as well as one of the country’s favorite singers.

In 1955, Anderson made her debut at the Metropolitan Opera in New York City. The first African American singer to perform at the Met, she received a standing ovation before singing a note in Giuseppe Verdi’s *The Masked Ball*.

As her performing career drew to a close, Anderson became a goodwill ambassador for the United States, a position that President Eisenhower formalized when he appointed her as a delegate to the United Nations. In 1963 President Johnson awarded her the Presidential Medal of Freedom, the highest award this country gives to a civilian. A series of farewell concerts that took her once more across the United States and around the world concluded her career as a performing artist.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** What problem led to Marian Anderson’s famous concert given at the Lincoln Memorial?
2. **Understanding Information** Give evidence of racial discrimination against Marian Anderson, even after she was recognized as a great singer.

Thinking Critically

3. **Drawing Conclusions** What events show that racial prejudice diminished in the United States during Marian Anderson’s career?

ERNEST HEMINGWAY 1899-1961

*“All good books have one thing in common—
they are truer than if they had really happened.”*

At a Glance

One of the most influential of American authors, Ernest Hemingway contributed to a growing change in how fiction was written in the early to mid-1900s. His stories of adventure mirrored his life, and his concise writing style delivers his message in clear, honest prose. His characters seek meaning in a violent time.

In the early twentieth century, much of the writing styles used in literature underwent a change from the formal style of the 1800s to the new, experimental forms of Modernism. Ernest Hemingway, one of the authors to follow this new writing style, was one of the most important American authors during the early 1920s.

Ernest Miller Hemingway was born and raised in the Chicago suburb of Oak Park, Illinois. He was an active high school student who enjoyed writing. Upon graduating from high school, Hemingway craved adventure, rather than college, so he went to work as a reporter for the *Kansas City Star*. When World War I broke out, a bad eye kept him from serving in the army. Instead he volunteered to drive an ambulance for the Red Cross. Within a few weeks of arriving in Europe, he was injured on the Italian border and hospitalized for months.

After his recovery back in Oak Park, Hemingway took a job as a foreign reporter for the *Toronto Star* in Paris. There he met other American authors such as F. Scott Fitzgerald and Gertrude Stein. Some of Hemingway’s personal writing was published in Paris during the early 1920s. In 1925, his first book of short stories was published in New York City. The next year, his first novel, *The Sun Also Rises*, was

published. In his mid-twenties, Hemingway was quickly becoming a respected writer.

Over the next thirty-five years, Hemingway moved from Paris to the Caribbean Islands to Idaho. He continued to write and report on major wars. Hemingway made several trips to Spain during the Spanish Civil War, from 1936 to 1939. He wrote about the war, and raised money for the Republicans who were fighting the fascists. Shortly thereafter, he traveled to China to report on the Japanese invasion. During World War II, he joined American troops while crossing the English Channel on the D-Day invasion of Normandy.

The themes of Hemingway’s writings are similar—man’s search for the meaning of life during a time filled with violence. His characters are often engaged in war or on a violent adventure like hunting or bullfighting. The main character almost always tries to face his challenges with a strong personal code of courage, professionalism, and skill.

Hemingway’s writing style reflects his purpose. He writes in the simple and direct style that he learned while working as a journalist. He wanted his writing to be free of the big words and long, complex sentences common in literature of the 1800s so his meaning would be clear. He uses mostly nouns and verbs for a lively, active voice.

Hemingway’s style was imitated by many writers in the twentieth century. He was a key figure among Modernists who were searching for a new way to understand the world. His two famous war novels, *A Farewell to Arms* and *For Whom the Bell Tolls*, were very popular when they were published and are still considered great American novels. In the 1950s, Hemingway won the Pulitzer Prize and the Nobel Prize for Literature for *The Old Man and the Sea*.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How was Hemingway’s career related to journalism?
- 2. Understanding Information** Describe Hemingway’s writing style.

Thinking Critically

- 3. Making Inferences** How did Hemingway’s life contribute to his writing?

FRANCES PERKINS 1882-1965

“I had been taught by my grandmother that if anybody opens a door, one should always go through.”

At a Glance

Frances Perkins was the first woman cabinet member in American history. She was also one of the longest-serving cabinet officers, joining the Roosevelt administration in 1933. Her work as secretary of labor capped a career in which she devoted herself to improving working conditions for all American working people.

When President Franklin Roosevelt appointed Frances Perkins as Secretary of Labor in 1933, she had already established herself as one of the nation’s leading reformers. As the first woman to hold a cabinet position, she advanced the cause of American workers.

Born in Boston, Frances Perkins was raised in a middle-class home and educated at Mount Holyoke College, graduating in 1902 with a degree in chemistry and physics. She taught science for a few years at several schools, the last one located in the Chicago area. During her stay near Chicago, she began to spend time at the city’s settlement houses, especially Hull House. There she gained knowledge of life among the less fortunate.

Leaving Chicago in 1907, Perkins moved first to Philadelphia and then to New York City. In New York, she took a position with the city’s Consumers’ League and began investigating sweatshop working conditions and unsanitary procedures in bakeries.

Perkins experienced a turning point in her life on March 25, 1911, when fire broke out at the Triangle Shirtwaist Company. Living near the site, she was a witness to some of the deaths of the 146 workers

who perished—mostly young women who plunged from windows of the upper stories to escape the flames. Perkins joined the Committee on Safety of the City of New York and began investigating hazardous working conditions. Her findings influenced New York to pass laws for worker safety.

In her investigations of New York factories, Frances Perkins worked closely with Alfred E. Smith, a prominent politician. When Smith became governor in 1919, he appointed Perkins to a high-ranking position in the state labor department. When Franklin Roosevelt succeeded Smith as governor, Perkins became New York’s labor commissioner, the first woman to hold such a high office in New York.

With the onset of the Great Depression, Perkins made New York a model of progressive approaches to the economic crisis. She fought for unemployment insurance and expanded state programs to help the jobless. When Roosevelt was elected President in 1932, rumors circulated that he would appoint Perkins to head the Department of Labor. Unions, who had preferred a man of their own choice for the position, quickly discovered that Perkins was a friend, devoted to advancing their interests.

In addition to running the Labor Department, Perkins played a key role in developing New Deal legislation. Roosevelt relied on her advice, and she provided a link between the White House and organized labor. Although her role declined when the nation’s focus shifted from the Depression to World War II, she continued to serve ably until resigning shortly after Roosevelt’s death in 1945.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** Where did Frances Perkins first gain knowledge of life among the less fortunate?
- 2. Understanding Information** Describe two experiences that prepared Frances Perkins for appointment as secretary of labor in Roosevelt’s cabinet.

Thinking Critically

- 3. Summarizing** What do you believe were Frances Perkins’s main goals in life?

LANGSTON HUGHES 1902-1967

“... it is the duty of the Negro artist to ... change through the force of his art that old whispering ‘I want to be white,’ to ‘Why should I want to be white? I am a Negro — and beautiful.’”

At a Glance

Langston Hughes was one of the leading African American writers of the twentieth century. An accomplished poet, novelist, playwright, biographer, and anthologist, he reached his largest audience with his newspaper columns featuring Jesse B. “Simple” Semple, a character who touched millions of Americans.

Langston Hughes was a multitalented author. His collected works comprise novels, plays, poetry, anthologies, history, and biographies. One of the leading lights of the Harlem Renaissance in the 1920s, Hughes maintained his literary career through the 1960s. Along the way he captured the African American musical and oral traditions like no other author of his day, turning them into compelling literature.

Born in Joplin, Missouri, Hughes spent his formative years in the home of his grandmother, who instilled in him a passion for social and racial justice. He was an excellent student and a track star in high school. Elected class poet and editor of the yearbook his senior year, Hughes decided to make writing his career.

Hughes entered Columbia University in 1921, but he left college after one year. Doing odd jobs to support himself, he saw his first poem, “The Negro Speaks of Rivers,” published in 1921 in the NAACP’s *Crisis*. The poem earned him some recognition but not much money, so Hughes decided to go to work at sea. One of his voyages took him to the western

coast of Africa, inspiring him to experiment with what he called “racial rhythms” in his work. In 1924 he jumped ship in Europe and went to work at a Paris nightclub that featured African American performers. He continued his experimentation with jazz and blues rhythms in verse.

One of the major poems to come out of this experimental period, “The Weary Blues,” won first prize in a contest, and soon a New York publisher brought out Hughes’s first book of poems, also called *The Weary Blues*. An essay titled “The Negro Artist and the Racial Mountain,” calling on young African American writers to deal candidly with the subject of race and to appreciate their African American heritage, made Langston Hughes a leading figure of the Harlem Renaissance.

Throughout the 1930s and 1940s, Hughes struggled to make a living while he continued to write poems, plays, and other works. In 1942 he began a weekly column in the *Chicago Defender* in which he developed a comic character named Jesse B. Semple, known as “Simple.” It was not until 1947, however, that Hughes achieved commercial success, writing the lyrics for a Broadway musical entitled *Street Scene*. A decade later he wrote another musical, *Simply Heavenly*, based on his character Simple.

During the 1950s and 1960s, Hughes wrote children’s books dealing with African American culture. Although increasingly the focus of attacks by more militant African American artists, Langston Hughes remained one of the most important African American writers of his day.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What activities in high school pointed to Hughes’s writing career?
- 2. Understanding Information** Do you think that writing poetry was a means of earning a living, or a way to fulfill a need for expression for Hughes? Explain your answer.

Thinking Critically

- 3. Expressing a Viewpoint** What do you think Langston Hughes tried to communicate to African Americans?

BENJAMIN OLIVER DAVIS, JR. 1912-

“I felt a very grave concern about how well I’d acquit myself in the eyes of my fellows, as well as in my own eyes. The scariest part was always the answer to the question, ‘Were you successful?’—concern that we might be subject to criticism.”

At a Glance

Benjamin O. Davis, Jr., was one of America’s first African American fighter pilots, and was its first African American Air Force general. Although they had to overcome racism nearly every step of the way from West Point to the skies over Germany during World War II, Davis and his fellow “Tuskegee Airmen” proved that they were the equals of any pilots in the American military.

In 1935, one year before he was due to graduate from West Point, Benjamin O. Davis, Jr., applied for pilot training in the Army Air Corps. He had every reason to believe he would be accepted, since he was in excellent physical condition and he ranked 35th in his class of 276. Yet his application was rejected with just a one-sentence explanation: “The Army Air Corps has no Negro units and none are contemplated.” Less than a decade later, Davis was flying combat missions deep into enemy territory, and he was on his way to becoming the nation’s first African American Air Force general.

Davis grew up in Washington, D.C., the son of Benjamin O. Davis, Sr., America’s first African American Army general. The younger Davis moved to Chicago at the age of 18 in order to qualify for an appointment to West Point. An Illinois congressman secured the appointment for him, but Davis failed the academy’s entrance exam. He launched a year of intensive study, then passed the entrance exam easily. But most of the people at West Point were not ready to accept an African American cadet. Entering

in 1932, Davis had to endure four years of race-based “silencing”: no white cadet would speak to him. Totally isolated, he spent the majority of his time studying and trying to avoid demerits.

When Davis graduated, the Army did not know what to do with him. At first Davis was assigned to serve as an aide to his father, but as the threat of a second world war intensified, the Army suddenly reversed itself. In need of pilots, it sent Davis for training, and soon he was flying with a group of other African American pilots, known as the “Tuskegee Airmen,” over Germany and Italy. During 1943 and 1944, Davis, now a colonel, and the other African American pilots shot down more than 200 planes of the Nazi Luftwaffe without losing a single bomber to enemy fighters. His 60 combat missions refuted the unspoken belief of the United States military that African American pilots could not measure up to their white counterparts.

Throughout World War II, Davis served exclusively in African American units. It was not until 1948 that the American military was ordered to integrate. Davis went on to hold many more important commands, serving in Europe and Asia and in many posts throughout the United States. He adapted quickly to the age of the jet fighter, and even played a key role in creating the official Air Force acrobatic team, the Thunderbirds. Promoted to brigadier general in 1954, Davis reached the rank of three-star lieutenant general before retiring in 1970. He then became a consultant to the National Air and Space Museum, part of the Smithsonian Institution.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

1. **Remembering the Details** Who were the “Tuskegee Airmen”?
2. **Understanding Information** What achievement proved Davis’s capabilities as a pilot?

Thinking Critically

3. **Writing a Persuasive Argument** Assume that you were an African American who qualified for entrance to West Point in the 1940s. Write a paragraph explaining why discrimination against minorities will hinder the goals of the academy.

LUIS MUÑOZ MARÍN 1898–1980

“Remember this: You can have justice, or you can have two dollars. But you can’t have both.”
—Luis Muñoz Marín, urging Puerto Rican peasants not to sell their votes to politicians

At a Glance

Luis Muñoz Marín was Puerto Rico’s first governor, initially appointed by President Truman and later elected by his own people. Under his leadership, Puerto Rico ended decades of extreme poverty. He also secured commonwealth status for Puerto Rico, which provided the advantages of a close relationship with the United States without sacrificing the island’s Hispanic culture and identity.

Two months after Luis Muñoz Marín was born, the United States took control of Puerto Rico from Spain during the Spanish-American War. Reconciling the interests of the Caribbean island with those of the United States became the lifelong task of the man who would emerge as Puerto Rico’s foremost political leader.

Luis Muñoz Marín spent much of his youth in the United States, where his father served as Puerto Rico’s resident commissioner—a nonvoting member of the House of Representatives. He was educated in American schools and attended law school, but he did not graduate. His poetry and articles on Latin American culture were published in many magazines.

Throughout the 1920s Marín divided his time between the United States and Puerto Rico, but in 1931 he went back to his native island to stay. He took an active role in politics, supporting socialism and independence from the United States. Elected to the Puerto Rican senate in 1932, he became one of the most popular politicians on the island. In part, he

owed his popularity to the fact that he obtained millions of dollars in New Deal grants to help Puerto Rican peasants devastated by the Depression.

By the late 1930s, Luis Muñoz Marín had founded the Popular Democratic party. With the slogan “Bread, Land, and Liberty,” he urged the poor not to sell their votes but rather to use their political power to improve life for the many illiterate and jobless Puerto Ricans living in urban slums. He led his party to victory in 1940. The following year Muñoz Marín worked with the United States appointed governor, Rexford Tugwell, to improve Puerto Rico’s economy by stimulating industry and agriculture. Their partnership proved so productive that Puerto Rico tripled its income between 1940 and 1950 and unemployment declined sharply. In 1947 President Truman appointed Muñoz Marín the island’s first native-born governor, and the following year he became the island’s first elected governor. He won reelection three times, retiring in 1964.

During his long service as governor of Puerto Rico, Luis Muñoz Marín rejected demands for independence on the one hand and statehood on the other. Instead, he pushed for commonwealth status so that the island could have a permanent protective relationship with the United States without losing its Hispanic identity. Such status was officially granted in 1952, but Marín faced a continuing fight with extremists from both sides for the rest of his political career. As late as 1978, at the age of 80 and with his health broken by a stroke, Luis Muñoz Marín came out of retirement to campaign throughout Puerto Rico in support of the commonwealth status.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How was the governor of Puerto Rico chosen in 1941?
- 2. Understanding Information** What two alternative views of Puerto Rican government did Marín reject?

Thinking Critically

- 3. Making Comparisons** Describe the potential differences for the people of Puerto Rico between becoming an independent nation or remaining a commonwealth of the United States.

RALPH ELLISON 1914-1994

“I am an invisible man. . . . I am invisible, understand, simply because people refuse to see me.”

—from *Invisible Man*

At a Glance

Ralph Waldo Ellison is a highly regarded African American author whose fame rests mainly on his 1952 novel *Invisible Man*. The theme of African American identity in white society runs throughout his literary works. Ellison explored this theme most compellingly in *Invisible Man*, winner of the National Book Award for fiction in 1953.

During the 1950s American writers began to express concern about loss of individual identity. Americans were becoming more alike, affected by mass culture—wearing the same kinds of clothes, living in identical houses, and watching the same TV programs. The search for identity became one of the main themes of 1950s literature. Ralph Waldo Ellison incorporated this theme in a book about the plight of African Americans in a world of prejudice.

Born in Oklahoma City, Oklahoma, Ralph Waldo Ellison at first seemed headed for a career as a musician. He played the trumpet at the age of 8 and took courses in classical composition at the Tuskegee Institute. In 1936, however, he left school to study architecture in New York City. Finally, inspired by African American author Richard Wright, Ellison decided to devote himself to literature.

From 1937 to 1953, Ralph Ellison was known for his essays, short stories, and book reviews aimed at African American and politically radical readers. Much of his writing focused on African American identity in a white-dominated society, a theme he chose for his finest work, *Invisible Man*. Ellison’s place among highly regarded American authors of

the twentieth century rests on that book. *Invisible Man* won the National Book Award for fiction and in large part constituted the rationale for Ellison receiving the Presidential Medal of Freedom, the nation’s highest civilian award, in 1969. In a 1965 poll by *Book Week* magazine, *Invisible Man* was named the ‘most distinguished single work’ published over the preceding two decades.

The narrator/hero of *Invisible Man* is a nameless African American man who lives in an underground cellar in New York. Through a series of episodes, starting with the man’s high school graduation in the South, Ellison reveals how society has denied this man his identity, in essence making him invisible. The man ultimately comes to see the world as full of chaos, but one that is not without hope. This realization opens the door to establishing a true identity, which can only be defined by one’s self.

Following the publication of *Invisible Man*, Ellison lived in Rome for two years, and later taught creative writing at a number of colleges and universities. His most notable literary work following *Invisible Man* was *Shadow and Act*, a 1964 collection of interviews and essays celebrating African American culture. Although the public was anxiously awaiting one, Ellison did not publish another novel in his lifetime.

Five years after Ellison’s death, however, an editor put together a manuscript from over 2,000 written pages left behind by Ellison. This novel, which Ellison was never quite able to finish, was published in 1999, and is entitled *Juneteenth*. While *Juneteenth* is probably not exactly the novel that Ellison envisioned, it is still a compelling look at American society and relations between whites and African Americans.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What two career paths interested Ralph Ellison before he began to write?
- 2. Understanding Information** Explain the theme that Ellison chose for *Invisible Man*.

Thinking Critically

- 3. Expressing a Viewpoint** What circumstances may make a young person feel invisible today?

MARGARET BOURKE-WHITE 1904–1971

“Whatever art will come out of this industrial age will come from the subjects of industry themselves, which are sincere and unadorned in their beauty, and close to the heart of the people.”

At a Glance

Margaret Bourke-White popularized the photo essay as a journalistic device. While on the staff of *Life* magazine, she created photo essays about the Great Depression, World War II, the Holocaust, the Korean War, and racial strife in South Africa. As much an artist as a journalist, much of her work has lasting value.

With her camera, Margaret Bourke-White captured much of the technological achievement and personal suffering that characterized the twentieth century. Reaching professional maturity in the decades before television, she created the photo-journalistic essay, a visual experience that brought powerful images to millions of magazine readers.

Born Margaret White to prosperous parents in New York City, she added her mother's maiden name when she began her professional career. After taking pictures for the yearbook at the University of Michigan and creating a photographic panorama of the Cornell University campus, she decided to make her living with a camera.

Due to her interest in the beauty of technology, Margaret Bourke-White launched her career as a photographer of industrial subjects, particularly architecture and machinery. She established a studio in New York City, dividing her time between the newly created *Fortune* magazine and her work as a freelance photographer.

A trip to the Soviet Union and the impact of the Depression on Americans in the early 1930s

transformed Margaret Bourke-White from a photographer of industrial subjects to a sensitive recorder of human suffering. In 1935 she was hired by *Life*, a new magazine. Sent to Montana to photograph a dam under construction, she also took pictures of people in nearby towns. *Life* featured Bourke-White's photos on its first cover and in its lead article.

In 1936 Margaret Bourke-White toured the South, photographing the terrible plight of sharecroppers. Her pictures, along with text by writer Erskine Caldwell, were published in 1937 as a book, *You Have Seen Their Faces*. The book graphically portrayed human, social, and environmental decay, and is generally regarded as Bourke-White's finest work.

In Moscow in 1941, she suddenly found herself a war correspondent when Germany attacked the Soviet Union. After the United States entered the war, she became the first woman war correspondent given official credentials to accompany American military forces. She covered the campaigns in North Africa and Italy, and she rode along with General George Patton's army into Germany in 1944. It was with Patton's army that Bourke-White entered Buchenwald and the other death camps of Nazi Germany. Her photos shocked the world and made real the horrors of the Holocaust.

Margaret Bourke-White continued to work for *Life* magazine after the war, traveling on assignment to cover the actions of Mahatma Gandhi in India, racial conflict in South Africa, and the outbreak of war in Korea. Although her career was increasingly hampered by Parkinson's disease, she continued her association with *Life* until her formal retirement in 1969.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What subjects first interested Margaret Bourke-White as a photographer?
- 2. Understanding Information** What independent decision by Bourke-White made her first photographs for *Life* suitable as a cover feature?

Thinking Critically

- 3. Making Inferences** How may a photojournalist influence society?

VLADIMIR ZWORYKIN 1889–1982

“The technique is wonderful. I didn’t even dream it would be so good. But I would never let my children to come close to the thing [television]. It’s awful what they are doing.”

At a Glance

Regarded as “the father of television,” Vladimir Zworykin developed the major electronic components of modern television broadcasting in the 1920s. He transformed television from a mechanical system to an all-electronic one, making possible today’s fast-changing, high-resolution images. He was, however, disappointed at the trivial commercial uses to which his invention was put.

The first high-quality television broadcast took place in England in 1936. It took another five years before such a broadcast occurred in America. Although several more years would go by before the television set became a fixture in every American home and networks filled the airwaves with programs, the crucial technology was in place. The man most responsible for that technology, “the father of television,” was Vladimir K. Zworykin.

Born to an aristocratic Russian family, Vladimir Zworykin received his education in electrical engineering at the St. Petersburg Institute of Technology and later did graduate work at the College of France in Paris. While not responsible for the idea of television—primitive mechanical versions existed before World War I—Zworykin realized that broadcasting high-resolution, constantly changing images required sophisticated electronic equipment.

Serving with the Russian army during World War I, Zworykin was assigned to inspect radio equipment, a job that increased his knowledge of electronics. The chaos of the Russian Revolution forced him to flee Russia, and he went around the world before deciding to settle in the United States in 1920, becoming an American citizen in 1924. Intent upon

developing a completely electronic television system, he took a job as a researcher with the Westinghouse Company.

In 1923 Zworykin applied for a patent on an electronic camera tube called the iconoscope. A radical departure from previous television cameras, the iconoscope increased the brightness and sharpness of the picture being broadcast. In 1924 he patented the kinescope, a television receiver based on the cathode-ray tube. Thus, by the middle of the 1920s, he had invented the crucial elements of the all-electronic television system.

Westinghouse, however, was not enthusiastic. Zworykin was told to do “something more useful.” Undaunted, he asked RCA’s David Sarnoff whether he might perfect his television system while heading RCA’s electronics research center. Sarnoff inquired how much it would cost to make a commercially viable television system. “About \$100,000,” Zworykin replied. Sarnoff loved to recall that first meeting, adding “RCA spent \$50 million before we ever got a penny back from TV.”

Zworykin was promoted to vice president of RCA in 1947 and remained with the company until he retired in 1954. From 1954 to 1962 he served as director of the Rockefeller Institute for Medical Research, contributing to the development of electronic medical instruments. In 1966 he received the nation’s highest scientific award, the National Medal of Science.

Perhaps the greatest disappointment in Zworykin’s life was the use made of television. “I had visions of the thrilling educational, cultural, and scientific applications of television,” he said. “It could have been the golden medium. But it failed... Now it’s contaminating our society.”



Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** In what country was Vladimir Zworykin born?
2. **Understanding Information** What were two important inventions in the development of broadcast television?

Thinking Critically

3. **Drawing Conclusions** List some benefits of and some drawbacks to commercial television in the United States today.

ROSA PARKS 1913–2005

“I do the very best I can to look upon life with optimism and hope and looking forward to a better day . . .”

At a Glance

Bold responses to racial injustice by Rosa Parks triggered much of the civil rights movement that ended public segregation. Through her courageousness, she has been labeled by many as “the mother of the civil rights movement.”

Growing up in Pine Level, Alabama, Rosa Louise McCauley was raised on a farm with her younger brother. At about age 11, Rosa started attending Montgomery Institute, an all-girls school that stressed self-worth to young women. She furthered her education by attending Alabama State Teachers College, then married Raymond Parks.

The Parkses worked for the National Association for the Advancement of Colored People (NAACP), an association that tried to secure full civil and political rights for African Americans. With other members of the NAACP, the Parkses tried to improve conditions for African Americans in the segregated South, but the organization’s message was often ignored.

One evening in 1955, after a long day of work, Parks boarded a public bus for a ride home. After the seats had filled, a white man requested that Parks get up so he could sit in her place. Parks refused to move. The white bus driver then tried to order her to the back of the bus. Still Parks remained in her seat. Finally, she was forced to move by other bus riders.

Because of her resistance, Parks was arrested, fined, jailed, and brought to trial. This caused an outcry among African Americans. Under the leadership of a young Dr. Martin Luther King, Jr., African Americans

boycotted (refused to use) the Montgomery public bus system. Instead, to get to their destinations they walked or carpooled with each other, meeting at homes, workplaces, and churches. The Montgomery bus boycott caused the public bus system to rapidly lose money due to a lack of passengers. In 1956 the Supreme Court outlawed segregation on all public transportation. The boycott was a success.

The reason Parks refused to give up her seat is usually attached to her being *physically* tired. Parks herself gave a different meaning to the word “tired.” Parks said that she was tired of the treatment she and other African Americans received daily through racism and segregation. “I remember going to sleep as a girl and hearing the [Ku Klux] Klan ride at night and hearing a lynching and being afraid the house would burn down . . . Our mistreatment was not right and I was tired of it.”

Although she is honored and recognized all over the world for her stand against segregation, Parks was careful to say that she did not stand alone. “I am still uncomfortable with the credit given to me for starting the bus boycott. I would like [people] to know that I was not the only person involved. I was just one of many . . .”

Rosa Parks spent her later years preparing meals, going to church, and visiting people in hospitals. In 1999 she was awarded the Congressional Gold Medal of Honor, the highest honor a civilian can receive in the United States. Parks continued to strive to better the lives of others. “I would like to be known as a person who is concerned about freedom and equality and justice and prosperity for all people.”

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What is the NAACP?
- 2. Understanding Information** What experience did Parks have that triggered the bus boycott?

Thinking Critically

- 3. Summarizing** How did the Supreme Court’s ruling on the bus boycott affect segregated public transportation?

FLANNERY O'CONNOR

“All my stories are about the action of grace on a character who is not very willing to support it, but most people think of these stories as hard, hopeless and brutal.”

At a Glance

Flannery O'Connor was a writer of Southern fiction. Living most of her life in rural Georgia, she wrote colorful stories full of interesting people and places. Through her varied characters, O'Connor explores religious questions and the unique qualities of life in the South. She died young, but left a collection of work that had a strong influence on American literature.

Southern writers have produced some of the country's greatest art in the twentieth century. The most well-known art form to develop primarily in the South is probably that of blues and jazz music. However, writers like William Faulkner, Eudora Welty, and Flannery O'Connor produced rich works of literature that have influenced American literature as a whole, but that retains a distinctly Southern feel.

Much of Southern literature focuses on the unique characteristics of the region. The South was, and still is, a land rich in tradition, social customs, and religious beliefs. Southerners are often portrayed as people who value individual freedom and the land that they and their neighbors own. The heat and dense vegetation of the South can create an intimate and vivid atmosphere.

Mary Flannery O'Connor, who would later drop her first name, spent her childhood in the mossy town squares of Savannah, Georgia. As a teenager, she moved with her mother to the small town of Milledgeville, Georgia. From 1942 to 1945, she attended college at the Georgia State College for Women, studying English and sociology. She then spent two years in the writing program at the University of Iowa, where she achieved a Master's Degree of Fine Arts in writing. It was during these

years that she first published stories in literary magazines.

The topics of O'Connor's writings were often specifically Southern issues. Religion is a constant presence in her writings. Her characters often confront issues of their faith or the faith of others. O'Connor herself was very religious. Although she was Catholic, she often wrote about Protestantism, because Protestant religions were the prevailing ones in Southern society. Her other topics stem from the many conflicts between the ideals of the old South and those of modern times. Her work repeatedly addresses racism, lack of education, and gender issues.

O'Connor uses simple language and local dialect to tell her stories. Her stories usually involve common places and everyday events. However, her characters are often very strange—a young man who blinds himself or a Bible salesman who steals a girl's wooden leg. The characters and their behavior turn realistic situations into odd, absurd moments. Often a story begins as pleasant or humorous and ends up tragic or brutal. Violence plays a major role in her work. Historically, violence was seen in the Civil War and the system of enslaving people, and later in the mistreatment of African Americans and the poor. At every turn, O'Connor's writings reflect Southern society, including the good, the bad, and the mysterious.

Flannery O'Connor's major works include the novels *Wise Blood* and *The Violent Bear It Away*. She also wrote thirty-two short stories, including those collected in the book *A Good Man Is Hard to Find*. While O'Connor was in her twenties, she contracted the debilitating disease lupus. Despite this, she worked for fifteen years, creating some of America's finest literature. She died at the age of thirty-nine.

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Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** What topics does O'Connor explore in her writings?
2. **Understanding Information** How does O'Connor use characters in her writing?

Thinking Critically

3. **Making Inferences** What aspects of Southern society shapes its fiction?

WALT DISNEY 1901–1966

“There is a lot of the Mouse [Mickey] in me.”

At a Glance

From a small studio, Walt Disney went on to build the world’s largest entertainment empire. In the late 1920s and early 1930s he introduced Mickey Mouse and a host of other popular characters. For the next three decades Disney triumphed in films, television, and, finally, his amusement parks in California and Florida.

Combining a vivid imagination, a love for the latest technology, and a keen business sense, Walt Disney built an entertainment empire. He created a movie studio that has won many Academy Awards, and went on to plan and build the most successful amusement parks in the world.

Born in Chicago, Walt Disney grew up in Kansas City, Missouri. At the age of 17, he dropped out of school, lied about his age, and became a Red Cross ambulance driver in France during World War I. While overseas he began submitting drawings to the army publication *Stars and Stripes*.

When Disney returned from France he wanted to be a commercial artist. He worked briefly for an advertising firm, then joined a Kansas City firm producing animated cartoon advertisements that were shown at local movie houses. Once he mastered the new medium, Disney went into business for himself. Years of struggle followed as he searched for artists, distributors, and financial backing.

In 1923 Disney moved to Hollywood, setting up his studio in a garage. From this studio came two

primitive cartoon series, *Alice in Cartoonland* and *Oswald the Rabbit*. In 1927 Disney came up with the idea for a new character.

In November 1928, Mickey Mouse made his debut in the sound film *Steamboat Willie*. The film marked a turning point in Disney’s fortune, changing him from a struggling cartoon producer to the head of a successful Hollywood studio. Other now-famous characters followed, including Donald Duck, Pluto, and Goofy. Disney cartoons of the early 1930s were a string of commercial successes.

In 1937 Disney produced his first feature-length cartoon, *Snow White and the Seven Dwarfs*. It was an immense hit, encouraging Disney to produce *Pinocchio*, *Fantasia*, *Dumbo*, and *Bambi*. Although World War II temporarily sidetracked the Disney studios into making training films for the armed services, Disney came back with *Cinderella*, *Alice in Wonderland*, and *Peter Pan* in the early 1950s. At the same time, he revealed a mastery of wildlife documentaries and action films with live actors. *Mary Poppins*, a 1964 hit, broke new ground by combining live actors, animated characters, and special effects.

Walt Disney started his own television show in 1954, and achieved another series of hits in this new medium, including the *Mickey Mouse Club*. In 1955 he opened Disneyland in California, a huge fantasy-based amusement park that was tremendously successful. At the time of his death in 1966, Disney was working on developing Disney World, an even larger park in Orlando, Florida.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** In what cartoon did Mickey Mouse first appear?
- 2. Understanding Information** Besides cartoons and films, what other successful ventures did Disney launch?

Thinking Critically

- 3. Drawing Conclusions** How did the following contribute to Disney’s success: his ability to draw cartoons, his sense of what the public wanted, his love of technological innovations, and his business abilities?

DR. MARTIN LUTHER KING, JR. 1929–1968

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

At a Glance

Martin Luther King, Jr., was one of the most effective leaders of the civil rights movement. Under his leadership, African Americans in the South were able to end the Jim Crow system of racial segregation. King received the Nobel Peace Prize in 1964. Tragically, four years later he was assassinated in Memphis.

From 1956 to 1968, Dr. Martin Luther King, Jr., guided the civil rights movement. He was a believer in nonviolence, and his death at the hands of an assassin in April 1968 was a tragic loss for the cause of social justice.

Martin Luther King, Jr., was born in Atlanta, son of a prominent Baptist minister. He followed in his father’s footsteps, becoming pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama, in 1954. The following year he received his doctorate in theology from Boston University.

In 1955, when Rosa Parks was arrested for refusing to give up her bus seat to a white man, King took charge of the boycott aimed at applying economic pressure to the bus company. The bus company gave in, and the triumph received added support when the Supreme Court declared Montgomery’s bus segregation laws unconstitutional.

In 1957 Dr. King was elected president of the Southern Christian Leadership Conference, a group of African American ministers who led the fight for civil rights. He soon worked out a strategy that called for

mass confrontations with authorities to break down the barriers of long-standing segregation. King insisted that these confrontations should be nonviolent.

King’s strategy distressed white moderates who claimed that the civil rights movement should proceed more slowly through legal channels. His insistence on nonviolence angered some African American militants who wanted more forceful confrontation. King still managed to convince African Americans and whites to march in demonstrations, and not to fight back even when clubbed or knocked down by jets of water from high-power hoses.

Eventually, the Jim Crow system of segregation crumbled under the massive demonstrations. In 1963, Dr. King delivered his “I Have a Dream” speech to more than 250,000 people in front of the Lincoln Memorial. He was named *Time* magazine’s “Man of the Year,” and in 1964 he became the youngest person ever to receive the Nobel Peace Prize.

King tried to organize African Americans in Chicago in 1966, but the effort produced few positive results. He also lost white moderate support when he criticized the Vietnam War on moral grounds and as a drain on resources that could have gone to antipoverty programs. Despite these setbacks, King was in constant demand as a speaker and protest leader. In March 1968, he went to Memphis, Tennessee, to help city workers better their working conditions. Addressing a rally on April 3, he hinted that his life was in danger. The next night he was struck and killed by a rifle bullet.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What event first brought Dr. King national attention?
- 2. Understanding Information** How did King’s methods for civil rights differ from those of white moderates and African American militants?

Thinking Critically

- 3. Writing a Persuasive Argument** Write a letter to either white moderates or African American activists in the 1960s, explaining why Dr. King’s nonviolent methods are more likely to be effective.

ROBERT F. KENNEDY 1925-1968

“What we need in the United States is not division; . . . not hatred; . . . not violence or lawlessness, but love and wisdom, and compassion toward one another.”

At a Glance

Robert Kennedy served as a Justice Department attorney, a presidential campaign manager, as Attorney General of the United States, and as a senator from New York. His strong support of civil rights and opposition to the war in Vietnam were the basis of his campaign for the presidency when he was assassinated in 1968.

In 1968, Robert F. Kennedy seemed on his way to being elected President of the United States. To many Americans, Kennedy offered hope for restoring the idealism of the early 1960s, which had been shattered by war, assassinations, and violent political protest. That hope was dashed on the night of June 4, when, following his victory speech in the California primary election, Kennedy was shot and killed in Los Angeles.

Born in Brookline, Massachusetts, Robert was the third son of Joseph and Rose Kennedy. When his oldest brother, Joseph, Jr., was killed during World War II, Robert dropped out of Harvard to enlist in the navy. He returned to Harvard after the war, graduated in 1948, and earned a law degree from the University of Virginia in 1951.

Despite their wealth, the Kennedys believed they had an obligation to serve the public, and in 1951 Robert Kennedy went to work for the United States Department of Justice. He resigned the following year to manage his brother John's successful campaign for the Senate, then returned to government service in 1953 as a counsel to the Senate subcommittee

chaired by Joseph McCarthy. Disgust with McCarthy's methods caused him to resign his post in less than a year, but he rejoined the subcommittee in 1954 when McCarthy was replaced.

In the late 1950s, Kennedy investigated corruption in the Teamsters Union, focusing on Teamsters leader James Hoffa. When Hoffa was sent to prison, Kennedy won national recognition. He then became the nation's Attorney General after his brother John was elected President of the United States in 1960.

Robert Kennedy's appointment was widely criticized. Opponents cited nepotism as well as his inexperience. Yet he distinguished himself by supporting civil rights laws and attacking organized crime. He also provided counsel during such events as the Cuban missile crisis.

Following President Kennedy's assassination in 1963, Robert Kennedy stayed on as Attorney General until resigning in 1964 to run for the Senate. As the junior senator from New York from 1965 to 1968, he emerged as a spokesperson for the liberal wing of the Democratic Party and a symbolic leader of Democrats opposed to President Lyndon Johnson. When the president decided not to run for reelection, Kennedy fought hard in primaries across the country to secure his party's nomination. His narrow victory in the California primary seemed to place the nomination, and perhaps the election, within Kennedy's grasp. But an assassin's bullet ended his quest and deepened the gloom that already enveloped the nation in a year marked by tragedies.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What education prepared Robert Kennedy to work for the United States Department of Justice?
- 2. Understanding Information** What groups made up Robert Kennedy's main support in his campaign for the presidency?

Thinking Critically

- 3. Drawing Conclusions** How was Robert Kennedy's relationship with his brother John Kennedy both an advantage and a disadvantage in his political career?

HENRY B. GONZALEZ 1916-2000

“The special interests have paralyzed the legislative process with all their pushing and shoving.”

At a Glance

A civil rights advocate in Texas, Henry Gonzalez was elected to the United States House of Representatives in a special election in 1961. Serving in the House through three decades, he fought against organized crime and for civil rights, better housing, and reforms in banking.

When Henry Gonzalez arrived on the House floor for his swearing-in ceremony in 1961, he carried with him a bill to repeal the poll tax. Congress quickly learned that Gonzalez was a passionate crusader. Many years would pass, however, before his reputation in Congress matched the esteem given to him by his home district in San Antonio.

Henry Gonzalez was born in San Antonio in 1916, the son of Mexican American parents. After graduating from San Antonio Junior College, he earned a law degree at St. Mary’s University. Military service in World War II interrupted Gonzalez’s career, but he returned to help his father operate a translation service. He served as a public relations counselor for an insurance company and as a probation officer.

Gonzalez was elected to the San Antonio city council in 1953 and then to the state senate in 1956. There he became known for filibustering against a bill supported by Governor Price Daniel to allow the state to close schools threatened by disturbances over integration. In 1958 Gonzalez lost to Governor Daniel in the Democratic gubernatorial primary, but the defeat only served to strengthen his political ambition.

In 1961 Gonzalez was again defeated in a campaign for the senate seat vacated by Lyndon

Johnson. Later that year, however, a Democrat resigned from the House, opening another opportunity. Endorsed by the Kennedy administration, Gonzalez became the first Mexican American to be elected to the House from Texas.

In his first term, Gonzalez fought against the creation of a privately operated communications satellite system called Telstar. When his dogged resistance was rewarded, he referred to himself as “the man that fought the Telstar giveaway.”

Gonzalez developed a reputation as a tough warrior in Congress during his brief chairmanship of the House Assassinations Committee. His speeches on the House floor suggested organized crime was behind the murder of a federal judge in 1979. When a grand jury finally handed down five indictments in the case, the FBI director personally thanked Gonzalez for keeping the issue alive.

As chairperson of the Housing Subcommittee Gonzalez fought President Reagan’s efforts to dismantle some federal housing programs. Backing a scaled-down housing bill in 1987, he helped break the deadlock between the Congress and the President. Still, he continued to openly warn of trouble in housing.

In 1988 Gonzalez was chosen to head the House Banking, Finance and Urban Affairs Committee. He came to the position at a time of crisis in the savings and loan industry that threatened the Federal Savings and Loan Insurance Corporation. Working with the Bush administration, Gonzalez steered through the committee a bill to tighten regulations and to restore the insurance fund.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What two important House committees did Gonzalez chair?
- 2. Understanding Information** Give evidence to show that Henry Gonzalez was not easily discouraged.

Thinking Critically

- 3. Making Inferences** List three views or decisions made by Henry Gonzalez that identify his political position.

GLORIA STEINEM 1934-

“What gives you confidence is the sense there is a clear injustice. Trying to change that gives you a shared purpose with other people.”

At a Glance

Since the beginning of the modern feminist movement, Gloria Steinem has been one of the most ardent and visible campaigners for women’s liberation. As the founder and editor of *Ms.* magazine, she emerged as the feminist movement’s most recognized personality.

From its first appearance as an independent publication in 1972, *Ms.* magazine heralded a new stage in the feminist movement. Following a sample issue published as an insert in *New York* magazine in 1971, *Ms.* became a monthly voice for the interests and concerns of America’s feminists under the direction of its editor, Gloria Steinem.

Steinem was born in Toledo, Ohio, but she spent much of her childhood traveling in a house trailer. She was 12 when her parents divorced, and for the next six years she lived with her invalid mother in a Toledo slum apartment. Steinem moved to Washington, D. C., to live with her sister before her senior year of high school. She entered Smith College in 1952 and graduated Phi Beta Kappa and magna cum laude in 1956.

Awarded a fellowship that allowed her to study in India for two years, Steinem returned to the United States in 1958 and looked for a job as a journalist. She had already written freelance articles and a guidebook while in India, but not until 1960 was she able to get her first job in publishing.

Steinem’s other career as a writer advanced notably in 1963 when her exposé of life as a waitress

in New York’s Playboy Club appeared. Soon her feature articles were being published in the top women’s magazines—*Glamour*, *McCall’s*, *Vogue*, and *Cosmopolitan*—and Gloria Steinem became a New York celebrity.

Assigned her own weekly column in *New York* magazine in 1968, Steinem began to focus her interests and her writing skills on politics, especially the politics of protest. She marched with Cesar Chavez in California and supported first Eugene McCarthy and later Robert Kennedy in the 1968 Democratic presidential primary campaign. It was also in 1968 that she attended a meeting of a radical women’s group and began to align herself with the feminist movement. Her first openly feminist essay—“After Black Power, Women’s Liberation”—soon followed. By 1971 Steinem had joined Betty Friedan and Shirley Chisholm in an effort to get more women to run for political office. At the same time, she began exploring the idea of a feminist magazine that would be owned, operated, and edited by women. When the first issue of *Ms.* sold out its print run of 300,000 in just eight days, Steinem knew that an audience existed for the kinds of articles that she wanted to publish.

Gloria Steinem took a leading role in the unsuccessful effort to have the states ratify the Equal Rights Amendment. She continues to promote the feminist cause in print, in lectures, and as a frequent guest on TV talk shows, while simultaneously advancing her writing career with books and articles bearing her by-line.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** How did Steinem support herself before getting her first full-time position as a journalist?
- 2. Understanding Information** How was *Ms.* different from any other magazine that had been published?

Thinking Critically

- 3. Summarizing** In addition to publishing *Ms.*, how did Steinem promote feminist causes?

RALPH NADER 1934-

“Air pollution alone is a devastating form of violence. It takes far more victims each year than street crime...”

At a Glance

Beginning in the 1960s, Ralph Nader became the most recognized advocate of American consumer interests. His organizations influenced national legislation in such areas as automobile safety, natural gas pipelines, air pollution, and food industry standards.

The largest wave of corporate mergers in American history took place in the late 1960s, as giant corporations increased their share of the industrial assets in the United States from 26 to 46 percent. Both the concentration of industry and the Vietnam War often contributed to a feeling of powerlessness on the part of many individuals.

During the 1960s some young people chose to “drop out” of the system and join the hippie movement. Others, like Ralph Nader, prepared to do battle. Born to Lebanese immigrants in 1934, Nader went to Princeton University and Harvard Law School. His training equipped him for his first major challenge: taking on General Motors.

Ralph Nader’s powerful exposé of a rear-engine compact car produced by General Motors established his reputation as a defender of the public interest. His 1964 book, *Unsafe at Any Speed*, attacked the car as an example of speed and style over safety. The president of General Motors decided to discredit the author, so he hired private detectives to investigate Nader. When Nader found out, he informed Congress. The resulting Senate investigation awakened public interest in Nader’s findings and ultimately put pressure on the federal government

to set standards for automobiles. In 1966 Congress responded to public pressure and passed the National Traffic and Motor Vehicle Safety Act.

Ralph Nader sued General Motors and won \$500,000 in damages. With this money and his book royalties, he built a public-interest law firm. Popularly known as “Nader’s Raiders,” the firm attracted scores of young lawyers and economists eager to challenge corporate giants. Nader continued his efforts as founder of Public Citizen, Inc., from 1971 to 1980. Nader’s organizations investigated coal mines, natural gas pipelines, and meatpacking plants. They tested the air and water. Their methods included investigations, reports, lawsuits, and government lobbying. In 1972 Nader studied the Congress itself and published *Who Runs Congress?*, charging that some of its members were overly influenced by corporate interests.

Largely as a result of Nader’s work, Congress passed consumer protection legislation including the Wholesome Meat Act in 1967, the Truth-in-Lending Act, the Truth-in-Packaging Act, health warnings on cigarette packages, and other controls on business practices. In addition, the federal government established the National Commission on Product Safety.

In the 1990s, Nader opposed international trade agreements such as NAFTA. He argued that they were bad for American workers and that they exploited foreign workers and the environment. He ran for president on the Green Party ticket in 1996 and in 2000. Excluded from televised debates and kept off the ballot in several states, he still won close to three million votes in the 2000 presidential election.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What events launched Nader’s career as advocate of the public interest?
- 2. Understanding Information** What methods did Nader’s organizations use to investigate corporate practices?

Thinking Critically

- 3. Expressing a Viewpoint** Do you think the government should regulate corporations in order to protect consumers?

NORMAN Y. MINETA 1931-

“Some say the internment was for our own good, but even as a boy of 10, I could see that the machine guns and the barbed wire faced inward.”

At a Glance

Elected Mayor of San Jose, California, in 1971, and chosen as a member of the United States House of Representatives in 1974, Norman Mineta realized a lifelong goal in 1987. That year he helped pass a bill to provide compensation for Japanese Americans who had been interned by the United States government in World War II.

When Congress passed legislation to provide a formal apology and \$20,000 compensation to each of the surviving Japanese victims who suffered internment in World War II, Norman Mineta signed the bill on behalf of the House. Although he had been a member of Congress for 12 years, this was his most rewarding moment.

Norman Mineta was born in San Jose, California, in 1931. For Japanese families in California, surviving the Depression of the 1930s proved to be less difficult than the problems that began for them in 1941. After Japan attacked Pearl Harbor, fear of invasion swept across the West Coast. Military officers believed that Japanese people living in the area might try to sabotage United States coastal defenses. President Roosevelt responded early in 1942 by ordering the removal of people of Japanese ancestry from the area. Among the 112,000 people the army rounded up, 71,000 were American citizens. Norman Mineta was only 10 years old when he and his family were sent from their San Jose home to an internment camp in Wyoming. There they remained until the war was over.

The camps provided large wooden barracks furnished with army cots. Everyone ate together in mess halls. Although the camps were closed

beginning in 1944, the experience left many Japanese Americans with deep emotional scars.

After the war, Norman Mineta finished school and entered the University of California at Berkeley. After graduating, he married May Hinoki and then ran an insurance business with his father in San Jose. Working with the Japanese American Citizens League in the 1960s led him to San Jose’s Human Relations Commission. Soon he was elected to city council, and then to the post of mayor in 1971.

While Mineta was serving as mayor of San Jose, he ran for the 13th District seat in the U. S. House of Representatives. His popularity as mayor helped him win the Democratic primary and the general election in November 1974.

In 1978 Mineta won passage of a bill to grant retirement benefits to interned Japanese American civil servants. Then, in 1987, came the legislation that offered a formal apology for internment. “Injustice does not dim with time,” Mineta said of the long wait for the bill.

Reelected by large margins throughout the 1970s and 1980s, Mineta became a powerful force, first as chair of the Public Works and Transportation Subcommittee on Aviation, then on the Surface Transportation Subcommittee, and finally as chair of the entire committee. Mineta wrote the Intermodal Surface Transportation Efficiency Act of 1991. This act resulted in increases in the use of mass transit systems and other transportation projects that reduced pollution such as bike paths. Later he chaired the National Aviation Review Commission which sought to reform the aviation industry.

In 2001, President George W. Bush named Norman Mineta the Secretary of Transportation, head of the executive agency that manages all federal transportation programs.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** When did internment of Japanese Americans begin?
- 2. Understanding Information** What steps launched Mineta’s political career?

Thinking Critically

- 3. Drawing Conclusions** What does Mineta’s life say about American democracy?

RUTH BADER GINSBURG (1933-)

“It’s important to be secure in your own judgment, to be ready to make decisions and not look back.”

At a Glance

A professor of law and an Associate Justice of the United States Supreme Court, Ruth Bader Ginsburg has had to struggle to achieve these positions in a profession dominated by men. Using balanced and scholarly opinions, she has challenged discrimination against women and argued that unequal treatment for men and women is unconstitutional.

Ruth Bader was born in Brooklyn, New York, in 1933. Sadly, her older sister died quite young, leaving Ruth an only child. She became very close to her mother, who taught her the value of a good education, but when Bader was 17, her mother died of cancer. Bader went on to attend Cornell University, where she met Martin Ginsburg on a blind date. They were married in 1954, the same year that she graduated with high honors from Cornell. She then attended the law school at Harvard University from 1956 to 1958, caring for her infant child, Jane, at the same time.

Ginsburg encountered people at Harvard who were not supportive of her career choice in law. During her first year there, a professor exclaimed to her, “All of you women are occupying seats that could be taken by qualified men!” In fact, she was one of only nine women in a class of 400 people. In her final year, she transferred to Columbia Law School, still dedicated to finding a career in the field of law. Despite graduating at the top of her class in 1959, however, she found it difficult, as a Jewish woman and a mother, to find employment.

Finally, Ginsburg secured a job as a clerk for the U. S. District Court of Appeals in New York. From 1963 to 1972, she taught at Rutgers University School of Law, then she returned to Columbia Law School as the first female professor with a permanent job at the university. At the time, there were only 20 women law professors in the United States.

As a lawyer, Ginsburg demanded an end to discrimination against women. She argued six cases on gender equality before the Supreme Court, winning five of them. In 1980 President Jimmy Carter nominated her to the U. S. Court of Appeals for the District of Columbia Circuit. She was admired for her balanced and thoughtful opinions.

Ginsburg’s greatest professional accomplishment came in 1993 when she was appointed Associate Justice of the United States Supreme Court by then-President Bill Clinton. She was the second woman ever to be appointed to the Supreme Court, following Sandra Day O’Conner, who was appointed in 1981. During her acceptance speech, Ginsburg made a heartfelt tribute to her late mother, saying, “I pray that I may be all that she would have been had she lived in an age when women could aspire and achieve.”

More recently, in 1999, Ruth Bader Ginsburg was selected to receive the American Bar Association’s Thurgood Marshall Award, in recognition of her long-term contributions to the advancement of gender equality and civil rights. She feels that “[t]he challenge . . . is to make and keep our communities places where we can tolerate, even celebrate, our differences, while pulling together for the common good.”

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** Who was an early inspiration to Ginsburg’s life?
- 2. Understanding Information** To what position was Ginsburg appointed in 1993 by Bill Clinton?

Thinking Critically

- 3. Making Inferences** Women have struggled to have equal employment opportunities. Write your thoughts on why it is important to allow equal opportunities for all men and women.

TONI MORRISON 1931-

“There is really nothing more to say—except why. But since why is difficult to handle, one must take refuge in how.”

At a Glance

Toni Morrison’s books deal with the African American experience. Her characters are often searching for a cultural identity—an explanation of who they are and what their role is in society. She has become one of the most influential writers of the twentieth century.

Toni Morrison’s first novel was not published until she was nearly forty years old. Until that time, she was a teacher, editor, and mother. Since the publication of that first novel, however, she has become one of the most influential African American authors of literature.

Morrison grew up in a poor family in Ohio during the Great Depression. Her parents raised her with an appreciation of African American culture. She excelled in school and eventually went to college at Howard University to study English. She graduated in 1953 and received a Master’s degree from Cornell University in English in 1955.

In 1967 she moved to New York and became a senior editor at a publishing firm. While editing books, she was also trying to find a publisher for her own first novel, *The Bluest Eye*, which was eventually published in 1970 to much critical acclaim. During the 1970s, while still an editor and sometimes also working as a college professor, Morrison published three more novels, all of which were well received. Her book *Song of Solomon*, published in 1977, won the National Book Critic’s Circle Award and the American Academy and Institute of Arts and Letters Award. Morrison was also appointed by President Jimmy Carter to the National

Council on the Arts.

Toni Morrison has, over time, joined the ranks of the most influential African American writers of the twentieth century, including Richard Wright, Ralph Ellison, and Alice Walker. Her 1987 novel *Beloved* won the Pulitzer Prize for fiction. In 1993 Morrison became the first African American woman to win the Nobel Prize for Literature. She says that her position as an African American woman has provided more opportunities for her: “I really think the range of emotions and perceptions I have had access to as a black person and a female person are greater than those of people who are neither. . . .”

Morrison delivers her stories in a clear and poetic style. She often uses fantasy and mystical elements like ghosts or spirits. *The Bluest Eye*, a powerful novel, is about a neglected young African American girl who prays for blue eyes, because she believes that if she has them, like the white girls she sees around her, then she will be loved and beautiful. In *The Song of Solomon*, an African American man from Ohio travels to the South to learn about his family history. In *Beloved*, which Morrison based on a true story from 1851, an escaping enslaved woman who is about to be recaptured kills her own daughter so that the girl will not grow up in slavery.

Morrison’s writings address the African American experience. Her characters are often searching for a cultural identity—a sense of who they are and how they belong—in white and in African American society. Her stories show how finding an African American identity within white society poses serious challenges. Morrison has always sought to write about important issues: “The problem I face as a writer is to make my stories mean something.”

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What literature prizes has Toni Morrison won?
- 2. Understanding Information** What is a cultural identity?

Thinking Critically

- 3. Expressing a Viewpoint** Why have many African Americans had to struggle to find their place in American society?

STEVEN JOBS 1955-

“We started out to get a computer in the hands of everyday people, and we succeeded beyond our wildest dreams.”

At a Glance

Steven Jobs launched the personal computer revolution when he and partner Stephen Wozniak created the first Apple computer in the mid-1970s. Within a few years he went from a penniless college dropout to a multimillionaire. Jobs was forced out of the company in 1985, but twelve years later, he would return to revitalize Apple.

In 1975 Steven Jobs sold his most valuable possession, a Volkswagen minivan, to raise money for a new business that he and a partner were launching. Within five years the new business, Apple Computer, had become a billion dollar company, and Jobs’s personal fortune exceeded \$200,000,000. In 1985 Jobs was forced out as the head of Apple, but rather than retire at the age of 30 he started all over again, creating a new company.

Steven Jobs was an orphan when he was adopted by Paul and Clara Jobs of Mountain View, California. While in high school in Los Altos, he got a summer job at the Hewlett-Packard electronics firm in nearby Palo Alto. There he met Stephen Wozniak, who would become his partner in starting Apple. After high school Jobs enrolled at Reed College in Portland, Oregon, but he dropped out after one semester. He briefly worked as a video game designer at Atari, but he quit after a few months, having saved enough money for a trip to India to seek spiritual enlightenment.

When Jobs returned to California in 1974, he renewed his friendship with Stephen Wozniak and

started attending meetings of Wozniak’s computer club. In 1975 they designed a personal computer and built a prototype in his garage. When Jobs convinced a store to order 25 of their machines, Jobs sold his minivan and Wozniak sold his scientific calculator to raise money for their new venture, which Jobs named Apple.

In 1976 Jobs and Wozniak introduced the Apple I. Although it sold only about 600 units to hobbyists, the Apple I pointed the way to the future of personal computing. The Apple II, which came out in 1977, set the standard in personal computers, earning the company nearly \$140,000,000 in three years. By 1980 Apple Computer was a publicly held corporation with stock worth \$1.2 billion.

Within a few years, however, Apple was in decline. Jobs’s day-to-day management was weak. In 1983 he hired a new chief executive, John Sculley. Two years later Sculley forced Jobs out of Apple Computer.

Jobs formed his own company, NeXT, to develop computer hardware and software. In 1986 he bought Pixar studios from George Lucas. Using NeXT computers, Pixar made computer-animated films, including the successful “Toy Story” in 1995.

In 1996 Apple bought NeXT, and Jobs returned as an adviser to his old company. Apple was losing profits to generic computers and Apple’s management asked Jobs to take the position of chief executive. Jobs accepted and went to work on revitalizing the company. In 1998 Jobs helped launch the iMac computer. The iMac was offered to consumers at a relatively low price in a variety of colors. By the end of the year, it was the country’s best-selling personal computer.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** Where did Jobs and Wozniak build the prototype of the first personal computer?
- 2. Understanding Information** What caused Apple Computer’s decline beginning in 1980?

Thinking Critically

- 3. Making Comparisons** Compare the skills that are required in designing and building computers with the skills necessary to manage a large corporation.

JANET RENO 1938-

“There is no money in the world that would ever be a substitute for the opportunities that I have had in public service, as a lawyer and a prosecutor, and as the Attorney General.”

At a Glance

Janet Reno was the first woman to serve as the U.S. Attorney General, the head lawyer of the Department of Justice. She has spent most of her career in public service and is known for being forceful and independent.

When Janet Reno went to Harvard Law School in 1960, she was one of only sixteen women in a class of more than five hundred. When she graduated, she had difficulty getting a job because she was a woman. In 1993, however, Janet Reno was sworn in as the first female Attorney General of the United States, the top legal official in the country.

Reno was raised with her three siblings in the countryside near Miami, Florida. Her mother built their house and encouraged her children to be active outdoors. Reno excelled in high school, especially in debate. She attended Cornell University and studied science, deciding later to concentrate on law. After law school, she returned to Florida and eventually found work as a lawyer. Reno worked for almost thirty years in south Florida.

In 1971, Reno was named staff director of the Judiciary Committee of the Florida House of Representatives. From this position, she rose to be an assistant to the Florida attorney general and, in 1978, was appointed the state attorney for Dade County, which includes the city of Miami. She was the first female to hold this position, the highest legal official in both county and city, and was reelected five times. As state attorney of Dade County, she was known as a reformer. She established a juvenile department to more effectively deal with young offenders. She also

created the Miami Drug Court, which sought alternative punishments for nonviolent offenders, such as less jail time and more community service.

In 1993, President Clinton chose Reno to be the U.S. Attorney General, a powerful position within the executive branch of the government. The Attorney General heads the Department of Justice, which includes the Federal Bureau of Investigations, the Drug Enforcement Agency, the Bureau of Prisons, and the Immigration and Naturalization Service. The Attorney General is also a member of the president's cabinet. However, the main responsibility of the Attorney General and the Department of Justice is to execute the laws of the United States.

Janet Reno is known for being one of the most independent Attorney Generals in U.S. history. She was the first woman to hold the position and did so for longer than anyone in fifty years. She has a reputation for being thorough, principled, and forceful.

Reno was widely praised and criticized. Early in her term, she ordered the final raid on the Branch Davidian cult compound in Waco, Texas, where followers were holding many illegal weapons. During the raid, a fire broke out and killed nearly one hundred people. While Republicans criticized the decision for being too aggressive, she earned respect for taking responsibility for the agencies that worked for her. She also angered Democrats by initiating an independent council, or investigating committee, to investigate President Clinton and the Whitewater case, an investigation into real estate dealings of Bill and Hillary Clinton. This independent council indirectly led to Clinton's impeachment trial. In every case, Janet Reno argued that she was merely upholding the law—the job of the Attorney General.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** What office did Reno hold before becoming Attorney General?
- 2. Understanding Information** What is the main responsibility of the Attorney General?

Thinking Critically

- 3. Drawing Conclusions** List some of the jobs done by the Department of Justice.

AMY TAN 1952-

“I’m very proud to say I’m Chinese American. But when it comes to what I do as a writer, what I write, I think of that as American fiction.”

At a Glance

In the last decade, Amy Tan has become a respected and popular writer. In her four novels, she addresses the immigrant experience of Chinese Americans and family relationships.

Amy Tan’s parents had recently moved to the United States from China when she was born in California in 1952. Raised in California, Amy Tan excelled in school and attended San Jose State University, where she studied English and linguistics and eventually received a Master’s degree in linguistics. Her education in Chinese was less formal. She had never been to China, but she had learned Chinese traditions from her mother.

Amy Tan did not become a novelist immediately. After college, Tan worked with programs for disabled children. Following that, her education and writing skills led her to work for a magazine, and then to work as a freelance business writer for large corporations like IBM and AT&T. During this time, Tan worked very hard and turned to jazz piano and fiction writing as a way to relax.

In 1987 Tan traveled with her mother to China for the first time. In China, she met two of her half-sisters whom she had never seen. This trip provided inspiration for her first novel, *The Joy Luck Club*. This book is about four Chinese mothers living in San Francisco, their four daughters, and how they all relate, despite being raised in different cultures.

Tan’s novels discuss the immigrant experience of Chinese Americans. Many of her characters must balance an American lifestyle with their Chinese heritage. This conflict is an identity crisis, a struggle to explain who they are and how they fit into their

family and society. Another challenge to immigrants is a generation gap, a significant difference between one generation and the next. Often the first generation of immigrants is very different from the second. The second generation usually learns English faster and adapts more quickly into American culture than the first. Amy Tan addresses these conflicts within individuals. She also addresses these issues and how they relate to families.

Tan says she writes in the traditions of American literature, not Chinese. For example, she often uses the first person narrative voice, which is not common in Chinese literature. The concepts of analyzing one’s history or controlling one’s own life is another feature of American literature found in Tan’s writing that is generally not found in traditional Chinese literature.

Tan focuses on good storytelling in her novels. For example, *The Joy Luck Club* has many layers of narrative, with many different voices telling their stories. Each new voice tells their story in a different way and contributes new perspectives.

Much of Tan’s work is autobiographical. She often draws on her own experiences and beliefs for her fiction. Her relationship with her mother and her status as the daughter of first-generation Chinese immigrants provide inspiration for her stories. When she discusses life and death or the spirit world, those ideas may well have been influenced by the tragic deaths of her father and brother at a young age or her strong beliefs in a spiritual world.

Her major works include four novels: *The Joy Luck Club*, *The Kitchen God’s Wife*, *The Hundred Secret Senses*, and *The Bonesetter’s Daughter*. Amy Tan has also written two children’s books, *The Moon Lady* and *The Chinese Siamese Cat*.

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Reviewing the Biography Answer the following questions on a separate sheet of paper.

1. **Remembering the Details** Why is there often a generation gap within immigrant families?
2. **Understanding Information** How is Tan’s writing style more American than Chinese?

Thinking Critically

3. **Drawing Conclusions** How is Tan well-suited to write about the immigrant experience in America?

CONDOLEEZZA RICE 1954-

“With education and hard work, it really does not matter where you came from; it matters only where you are going.”

At a Glance

Condoleezza Rice wouldn't let setbacks get in the way of her dreams. Through her accomplishments she has demonstrated that both African Americans and women can excel in high-level governmental positions.

Growing up in Birmingham, Alabama during the 1950s and 1960s gave Condoleezza Rice first-hand experiences of the civil rights movement. One event that affected her deeply was the killing of a childhood friend, along with three other African American children, in the firebombing of a church by the Ku Klux Klan. “Birmingham could have made me bitter... Instead, I think it made me, and I know a lot of my friends, just resilient [able to recover from misfortune],” she recalls. With this ability Rice pushed herself to rise above present difficulties and disadvantages and to strive for achievement.

Both of Rice's parents were educators who stressed to her how important it was to excel academically. Her strong intellect enabled her to enter college at the University of Denver when she was only 15 years old. At age 19 she graduated with honors and went on to earn a Master's degree in international relations at the University of Notre Dame the following year. Following that success she went back to the University of Denver, where she earned a doctorate in political science. Shortly thereafter, Rice became an assistant professor at

Stanford University. Here she established her reputation as a sharp and eloquent foreign policy analyst. She excelled so much at her job that she earned a place in the Ronald Reagan White House as an adviser to the Joint Chief of Staff in 1987. This position requires making crucial decisions regarding the Army, Navy, Air Force, Marines, and Coast Guard during times of international conflict. She later returned to Stanford where she was an administrator.

At Stanford Rice continued to contribute to the University and other institutions in profound ways. Through years of dedication she established the Center for a New Generation, an after school academy. She also became a corporate board member for large resource and investment corporations such as Chevron, the Hewlett Foundation, and Charles Schwab. In addition, she served as a member of J.P. Morgan's international advisory council where she advised business leaders about global transactions.

Having served under the Reagan presidency and after years of experience in dealing with diplomatic (foreign) relations, Rice is considered an expert in her field. In January 2001, President George W. Bush appointed her to his cabinet as National Security Advisor of the United States—the first time a woman had been appointed to the position. In January 2005, Rice was appointed the cabinet position of Secretary of State by President Bush. In this position, Rice is the President's chief foreign advisor and carries out the President's foreign policy.

Reviewing the Portrait *Answer the following questions on a separate sheet of paper.*

- 1. Remembering the Details** During whose presidency did Condoleezza Rice first serve?
- 2. Understanding Information** What is Rice's current occupation in the presidency, and what does it involve?

Thinking Critically

- 3. Drawing Conclusions** Rice used the setbacks she experienced as a youth to help her strive to achieve in her life. Write about a time when you may have done something similar.

HILLARY RODHAM CLINTON 1947-

“The job of health care reform in America cannot be done when any of our citizens’ access to care depends on the color of their skin, or the neighborhood they live in, or the amount of money in their wallet.”

At a Glance

Hillary Clinton was already a successful lawyer before her husband, Bill Clinton, became President. As First Lady, Hillary Clinton was vocal about issues such as health care and childhood education and was active in trying to form governmental policy on these issues. In 2000, New York voters elected her as their senator, making her the only First Lady ever to be elected to public office.

Hillary Rodham was raised in Chicago, Illinois. She came from a supportive family and attended public schools. She went to Wellesley College in the 1960s, a time of increasing social protest and activism. Her political beliefs shifted to the Democratic Party. Graduating from Wellesley in 1969 with a degree in political science, she continued her study at Yale Law School, where she met Bill Clinton.

Graduating from Yale in 1973, she taught for three years at the University of Arkansas School of Law. She worked to help the disadvantaged by directing the legal-aid clinic in Arkansas, which provided legal services to those who could not afford them.

In 1975, Hillary Rodham and Bill Clinton were married. In 1977, she went to work for a law firm in Little Rock, Arkansas, where she became a partner in 1980. During these years as a practicing lawyer, Hillary Clinton worked with programs for children and served on the board of directors for several big corporations. She was named one of the top 100 most influential lawyers by the *National Law Journal* in 1988 and 1991.

When Bill Clinton was elected president in 1992, Hillary Clinton embraced the role of First Lady and vowed to use the position to further her ideals. She fought for health care and early childhood education. She traveled to foreign countries without the president and spoke on issues like women’s empowerment and children’s rights. In 1996, she published the best-selling book *It Takes a Village: And Other Lessons Children Teach Us*. She advocated childcare for working parents and the policy of preserving U.S. historical landmarks.

While some former First Ladies had been active in influencing government policy, Hillary Clinton drew enormous criticism because she attempted to do so publicly. In 1993, Bill Clinton appointed her to head the Task Force on National Health Care Reform. She conducted closed-door meetings and tried to reform the 800 billion dollar industry. Her critics claimed that a First Lady should not have such power because she was never elected. Her health care plan eventually failed, and she ultimately played a more traditional role during Clinton’s second term as president.

During her time as First Lady, Hillary Clinton was the subject of much controversy. She was investigated for her financial dealings in the Whitewater case, in which her investment into a real estate development deal in Arkansas was called into question.

In 2000, as her husband finished his second term as president, Hillary Clinton ran for a U.S. Senate seat in New York. Despite never having lived in New York, she won by a decisive margin, becoming the only First Lady ever to be elected to public office.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What did Hillary Clinton do while Bill Clinton was governor?
- 2. Understanding Information** How was Hillary Clinton’s public image different from former First Ladies?

Thinking Critically

- 3. Expressing a Viewpoint** Support or refute the following statement: Hillary Clinton should have not been publicly involved in the government as the First Lady.

ANSWER KEY

Dekanawida 1

1. The Iroquois were located in what is now southeastern Canada and the northeastern U. S.
2. He wanted to bring peace to all people. He preached the message of peace to many Native American nations, then joined with Hiawatha to bring all peoples of the area into a confederation.
3. Omens helped to explain the unknown causes of events. Dekanawida's mother's omen accounted for the eventual attacks by the confederacy upon the Huron people.

Amerigo Vespucci 2

1. Vespucci's education and interest in geography and astronomy led to his work in Spain, where he became interested in the idea of sailing west across the Atlantic to get to Asia. In 1499, his interests led to his joining a voyage to search for a passage to the East.
2. His second voyage allowed him to observe the people, plants, and animals of South America. His observations led him to conclude that the land was not part of the Indies, but a "new world."
3. Vespucci proved that the lands discovered by Columbus were previously undiscovered "new" lands and not the outskirts of the "Indies." He made very nearly accurate calculations of the earth's size, and predicted the discovery of the Pacific Ocean, rather than a passage to Asia.

Bartholomé de las Casas 3

1. Las Casas freed his enslaved people, gave up his land, and made enemies of his fellow Spaniards by denouncing their cruel treatment of Native Americans.
2. Spanish adventurers ignored the laws, and the king was too far away to enforce them.
3. Las Casas' plan called for the replacement of enslaved Native Americans with enslaved Africans. Thus, in addition to the Native Americans who were already enslaved, thousands of kidnapped Africans were imported to the Spanish colonies.

Anne Hutchinson 4

1. Hutchinson possessed excellent nursing skills, was the wife of a successful businessman, had borne and raised 14 children, and was an active member of the Puritan congregation.
2. Hutchinson began to preach her own interpretations of Puritan beliefs.
3. The Puritan authorities believed that if people followed Hutchinson's teachings, no one would follow any of the colony's laws or the Church's teachings.

Nathaniel Bacon 5

1. The landowners felt that the governor's plan was expensive and not active enough. What they really wanted was a war against the Native Americans, which Bacon also favored.
2. The planter fought Native Americans without a direct commission from the colonial leader.
3. Upon capture, Bacon begged pardon from the governor, and also asked for a commission. Berkeley promised such a commission, but Bacon had to force it from him. Berkeley's and Bacon's troops fought during the summer of 1676, with Bacon gaining control of most of Virginia. In the fall, Bacon died of dysentery, and Berkeley quelled Bacon's rebellion by January of 1677.

Samuel Adams 6

1. The Sugar Act provided an opportunity for Adams to display his ability as a writer of fiery protests, which rallied the colonists to the revolutionary cause.
2. Although both Acts were repealed, each provided Adams with yet another opportunity to prod American colonists to protest the British.
3. Adams's particular brand of writing and speechmaking was at its most effective when pleading a cause. When the colonists won the Revolutionary War, Adams's primary cause no longer existed.

Thomas Paine 7

1. Paine worked at a number of jobs, most of which he disliked.
2. *Common Sense* ridiculed King George III and made the concept of a monarchy seem outdated and pointless. Its arguments persuaded many colonists that the British King would not protect their rights.
3. Often Paine's opinions were not popular, and he suffered both imprisonment and disapproval for them.

Phillis Wheatley 8

1. The Wheatleys recognized Phillis's intelligence and capacity for learning, with the whole family contributing to her education.
2. She returned from England to Boston when she heard Susannah Wheatley was ill.
3. The abolitionists realized that if Phillis, an enslaved African American, could so excel in learning so as to be able to learn three languages, as well as produce her own poetry, then other enslaved Africans could do so as well.

George Rogers Clark 9

1. After settling in the Kentucky territory, Clark persuaded the Virginia government that the settlers needed protection from British-inspired attacks by Native Americans. The Virginia government commissioned Clark to undertake the task of capturing British forts in the region.
2. Clark fought his campaign during the winter, which the British commander did not expect.
3. Clark had provided for his troops with his own resources, and had no money at the end of the war with which to pay his debts.

James Madison 10

1. Madison formulated the concept of a three branch Federal government, and the system of checks and balances which would keep any one branch from becoming too powerful.
2. Madison showed that he favored a strong federal government by allying himself with the leaders of the Congress who wanted a stronger federal government.
3. By creating the system of checks and balances, Madison was able to find a common ground for agreement on the basic form of federal government.

Patrick Henry 11

1. When defending the liberty of ordinary people against the abuses of government, Henry used his speechmaking power to the fullest.
2. An avid Anti-Federalist, Henry continually spoke out against what he thought were tyrannies on the part of the government. He refused to take part in the Constitutional Convention, and worked to obtain a Bill of Rights.
3. Henry was able to use his oratorical gift to win support for the colonial cause by speaking forcefully against King George III's treatment of the colonies and encouraging his fellow colonists to declare independence from England.

Abigail Adams 12

1. Abigail Adams educated herself at home by reading books.
2. Abigail's letters, both those to her husband John overseas, and those sent home when she lived in London, recount people, places, and events familiar to her, affording history a first-hand look at the era.
3. Abigail expressed her opinions strongly in her letters, and it is possible that both her husband and son were influenced by her ideas.

Eli Whitney 13

1. Making products from interchangeable parts led to mass production in manufacturing.
2. In South Carolina, Whitney learned about the need for a better cotton gin. He designed such a gin, becoming an inventor rather than a lawyer.

3. Others stole the design for Whitney's gin, and, even though he did get a patent, there was very little he could do about stopping others from producing their versions of his invention.

Sacajawea 14

1. Sacajawea provided a symbol of the expedition's peaceful intent; she could also translate for the party, and guide them through territory with which she was familiar.
2. She found that her brother, from whom she had been separated, was now chief of the Shoshones. Because of his position, he was able to give the help Sacajawea requested.
3. A couple used to living in a frontier wilderness might find the unaccustomed noise, crowds, and other normal city conditions uncomfortable.

Robert Fulton 15

1. As the Industrial Revolution progressed, Fulton became more interested in the design and building of machines.
2. Fulton faced two problems with his submarines: he couldn't provide underwater propulsion, and he could find no one to fund more experiments.
3. Although the Clermont's initial voyage was rather short, it demonstrated that the steamboat could move against both the water current and the wind. In so doing, Fulton began the changeover to a new age of commercial navigation.

Paul Cuffe 16

1. During one of his voyages, Cuffe was taken prisoner by the British. Not wanting to repeat the experience, he tried farming.
2. Cuffe believed that African Americans would never enjoy full freedom in the United States.
3. He built a successful shipping business in a time of strong racism, and devoted himself to helping free African Americans better their lives.

Prudence Crandall 17

1. Rather than dismiss Sarah Harris, Crandall expanded her school to include 20 more African American girls.
2. First the citizens attempted social pressure, then they had a law passed that outlawed her school, then they resorted to physical intimidation.
3. The law was not in effect when Crandall opened her school; it was created merely to provide a "legal" reason to close the school. It was an *ex post facto* law.

James Fenimore Cooper 18

1. Cooper began his career as a novelist when he was 30 years old in response to a challenge from his wife.
2. Reviews of *Precaution* were not favorable; Cooper then stopped imitating popular English

novels, and wrote instead on American themes, creating American characters.

3. When Cooper returned from Europe he discovered that the respect once due him as a wealthy landowner had disappeared due to the growth of the ideals of Jacksonian democracy. *The American Democrat* was Cooper's response.

Osceola 19

1. Osceola plunged his knife into a treaty that the U.S. government wanted him to sign.
2. In order to get Osceola out of the Everglades, Jesup raised a flag of truce. Instead of honoring the truce, however, Jesup had Osceola arrested and imprisoned.
3. Rather than ending the Seminoles' resistance, Osceola's death prolonged their resistance for four additional years, costing the federal government high losses of men and money.

John C. Calhoun 20

1. After the War of 1812, Americans were very patriotic and nationalistic, thinking of the country as a whole. By 1850, Americans were thinking more in terms of the interests of the section in which they lived.
2. Calhoun had at first favored the tariff, because it helped the country's manufacturers as a whole. But when the North prospered from the tariff, and the South did not, Calhoun began to work against the tariff.
3. Calhoun resigned his Vice Presidency and took a Senate seat to defend southern interests, he pushed for the annexation of Texas as a slave state, he defended the institution of slavery, and he opposed the Compromise of 1850.

William Lloyd Garrison 21

1. Garrison refused to compromise on any of his opinions; he used harsh, antagonistic language toward those with whom he disagreed.
2. Garrison refused to accept political action as a means to abolishing slavery, and he tried to link the abolitionist movement with other reforms.
3. Before the war, Garrison had seen secession as a solution to the problems of the Union; after the war began, however, he believed that it would lead to abolition.

Sojourner Truth 22

1. Truth had many surnames, all given to her by her different slaveholders. When she was emancipated, she changed her first name and chose her own last name.
2. Truth was like both Garrison and Douglass in that her speeches often antagonized crowds, who tried to prevent her from preaching. Unlike them, she advocated nonviolent methods to abolish slavery.

3. Truth used much of the money she earned to buy gifts for soldiers and to help escaped enslaved people find jobs, food, clothing, and homes, she gathered supplies for African American regiments, she counseled emancipated African Americans in Washington, she traveled South after the Civil War to investigate the treatment of emancipated enslaved people, she challenged the legality of Washington, D.C.'s segregation policies on public transportation, and she continually lectured on racial issues and women's rights.

Sarah Hale 23

1. Hale became a writer to support her five children when she was left a widow.
2. Hale wrote most of each issue herself and did not allow any controversial topics in the magazine. Therefore, the magazine reflected only her own ideas and points of view.
3. Although Hale believed that women belonged in the home, she also believed that they needed an education. In addition, she supported women in medicine, believing it unnatural that male doctors should care for women. She also urged her readers to exercise, eat well, and dress sensibly.

Brigham Young 24

1. Young wanted to lead the Mormons away from persecution.
2. Young had colonists establish towns throughout Utah's Great Basin region, he sent missionaries around the world to seek new recruits, he instructed all Mormon farmers on irrigation techniques, and he supplied each Mormon town with skilled workers.
3. Most settlers in Utah were of the Mormon religion, and followed Young's leadership without question, because he was the head of the Mormon church.

Harriet Beecher Stowe 25

1. Stowe and her family were opposed to the Fugitive Slave Act of 1850; at her family's promptings, Stowe wrote the novel in protest.
2. The book became a bestseller, with Northerners finding the characters and plot sympathetic, and Southerners finding the book inflammatory and biased.
3. Both books were about a highly controversial topic on which almost everyone had an opinion. Proslavery readers could read the books and condemn Stowe for her misrepresentations; antislavery readers could read her book and find material to support their cause.

Julia Ward Howe 26

1. Howe had been visiting a Union army camp, and she wanted to try to capture the emotions of the soldiers she had seen there.
2. Although Howe took up lecturing about various issues in her later years, many people came not to

hear her lectures, but to see and hear the author of “Battle Hymn of the Republic.”

3. The popularity of “Battle Hymn of the Republic” was so great that Howe became a celebrity, forcing her husband to acknowledge her career.

Thomas “Stonewall” Jackson 27

1. Jackson’s nickname from the fact that during the Battle of Bull Run, his men saw him standing still, courageously refusing back down in the face of the enemy.
2. The two men’s fighting methods complemented each other: Lee planned brilliant, daring strategies; Jackson executed brilliant and daring maneuvers.
3. Jackson’s record for the two years he was in the field—continual victories against often overwhelming odds—demonstrated his outstanding military ability.

Thaddeus Stevens 28

1. Stevens’ political career focused on, and was driven by, his hatred of slavery and the need to abolish it.
2. The Radical Republicans saw the war as a chance to eradicate slavery; the Republican majority saw the war as a fight to restore the Union.
3. Stevens served without fee as lawyer to fugitive enslaved people; he refused to sign Pennsylvania’s constitution; in Congress, he opposed any extension of slavery to the western territories and attacked the institution of slavery; he worked to have the defeated South governed by Congress; he helped get the 14th amendment passed.

Hiram Revels 29

1. Jefferson Davis left his seat to serve as President of the Confederacy during the Civil War.
2. Revels was a minister who had organized African American regiments for the Civil War. He worked with the Freedmen’s Bureau and in local politics in Natchez Mississippi.
3. Revels probably realized that the Democrats would regain power in Mississippi politics. He campaigned for the Democratic Party and secured his position at Alcorn College.

Chief Joseph 30

1. Chief Joseph knew that he and his small band of Nez Percé could not hope to defeat the army.
2. Under the non-treaty policy, Native Americans refused to sign a treaty and leave, but they did nothing to provoke a confrontation with the whites. The government did not accept this course of action; through General Howard, the government demanded that the Nez Percé relocate.
3. The killings of white settlers by Nez Percé braves destroyed Chief Joseph’s chances of leaving Oregon peacefully; he was forced to flee because of retaliation by Howard; he and his people were

eventually taken prisoner because they had stopped to rest, exhausted after their thousand-mile trek.

Helen Hunt Jackson 31

1. Jackson turned to writing to help her overcome the unhappiness caused by the deaths of her first husband and two sons.
2. Jackson wrote *A Century of Dishonor* to expose the mistreatment of Native Americans.
3. Fearing that *A Century of Dishonor* would not be widely popular because of its scholarly treatment, Jackson wrote *Ramona* to present the mistreatment of Native Americans by the government in a way that would be understandable and popular with the American reading public.

Frederick W. Taylor 32

1. Taylor sympathized with exhausted workers trying to meet the demands of their bosses, and he wanted to know how much work a person could reasonably be expected to do.
2. “Scientific management” was the accurate, careful investigation of the number of movements a worker took to do a task, how long each movement took, and the manner in which different moves and/or equipment could help a worker do a task more efficiently.
3. Some workers might find Taylor’s studies threatening because a time study, although it might increase efficiency, might also eliminate jobs by finding a more efficient method that required fewer workers.

Leonora Marie Kearney Barry 33

1. Barry was paid just 65 cents for a week’s work at a factory. She felt that she was being exploited and joined the union for protection.
2. Barry’s reports of the conditions under which most women and children worked caused the Pennsylvania legislature to pass a law in 1889 requiring state investigation of all the state’s factories.
3. Barry believed that, in a home with a husband, he should be the one to work and support the family. This belief caused her to quit her job in 1890 when she married a second time.

Samuel Gompers 34

1. By challenging the young Gompers’s thoughts, Laurrel forced Gompers to clarify his ideas, establish goals, and find methods of achieving those goals.
2. Gompers developed a practical outlook about union goals: better wages, improved working conditions, and greater worker benefits within the capitalist system.
3. Both unions were working toward better conditions for laborers; the Knights of Labor admitted both skilled and unskilled workers, and did not use strikes as a method to win its

demands. The American Federation of Labor admitted only skilled workers and used the strike system to win its demands.

Susan B. Anthony 35

1. Lucretia Mott, Amelia Bloomer, Lucy Stone, Elizabeth Cady Stanton
2. These amendments extended rights to formerly enslaved people, making women the last significant group to face these legal discriminations.
3. Answers will vary. Those who support the idea that leaders of the women's movement really achieved women's rights should include that Congress resisted extending rights to women, and someone had to take the lead in insisting on change. Those who argue that the changes were inevitable should include the economic developments of the early 1900s that gave women more independence and the increased educational opportunities that prepared women for political participation.

Thomas Nast 36

1. Tammany Hall, run by William Marcy Tweed in New York City.
2. An illustration is simply a picture that adds meaning to the text, while a political cartoon usually expresses a point of view.
3. Because Thomas Nast was free to publish his opinions in political cartoons, the people became aware of the corruption in their local government. If freedom of the press did not exist, corrupt government could go unchallenged.

W. E. B. Du Bois 37

1. Pan-Africanism is the belief that all African Americans should work to conquer prejudice.
2. The NAACP was an organization created to help African Americans secure civil and political rights, which came from Du Bois's belief that African Americans should openly strive for their rights.
3. Washington believed that African Americans should pursue a practical education to achieve economic prosperity and try to get along with whites. Du Bois thought that African Americans should be able to pursue a college education and actively pursue their rights.

Mary Elizabeth Lease 38

1. The speech seconding the nomination of James B. Weaver for President.
2. The Populists supporters decided to back the Democratic candidate, William Jennings Bryan.
3. In most states women could not vote or hold office.

Miguel Antonio Otero 39

1. He was the youngest person to be a governor of the territory.

2. They felt that the Mexican population might not support fighting against Spain.
3. (a.) Otero recruited many New Mexicans for the Rough Riders. (b.) Otero's opposition to Roosevelt's forest policy caused Roosevelt not to appoint Otero governor in 1908.

Jane Addams 40

1. The Hull House was a social settlement center that addressed the needs of the community, such as providing medical and childcare facilities, a gymnasium for youth, boarding clubs for girls, and a school where immigrants could learn English and vocational skills.
2. Addams got the idea for Hull House by viewing the Toynbee Hall while touring in Europe.
3. Answers may include that her life showed that women can play a direct role in solving problems in society.

William Jennings Bryan 41

1. Farmers and debtors tended to support Bryan.
2. Those who wanted the government to mint unlimited amounts of silver believed that increasing money in circulation would make it easier to pay back loans.
3. Bryan allied himself with farmers and debtors. He also tried to defend beliefs held in much of rural America, in the Scopes and other trials.

Gifford Pinchot 42

1. The Department of the Interior
2. Some businesses cut down trees without planting new ones and did not support conservation.
3. Answers will vary but may include: Conservation has developed along with free enterprise in the United States throughout the 20th century.

Ida B. Wells-Barnett 43

1. *A Red Record* is an account of three years of lynchings.
2. They wanted to stop her from printing an antilynching column.
3. Both Du Bois and Wells confronted racial prejudice by writing and speaking out against injustice.

Jim Thorpe 44

1. He won the decathlon and the pentathlon in the 1912 Olympics.
2. He participated in a semi-professional baseball league.
3. Thorpe was extremely good at many sports, and chose to concentrate on becoming a great athlete, rather than a scholar.

Louis Brandeis 45

1. He served from 1916 to 1939.
2. Social and economic factors were more important than legal precedents.

3. He argued that the Court should consider the effect of working long hours on women. In so doing it would keep pace with the economic and social changes of industrialization.

Alvin York 46

1. He joined a church that believed killing was wrong.
2. In order to think about whether he could participate in the war.
3. Answers will vary but may include: the death of his father, falling in love with a woman of deep religious convictions, changing his lifestyle and attending church, and being drafted into the army.

Jeanette Rankin 47

1. World War I - 57, World War II - 1
2. She believed that the people would not vote for her after she cast the only vote against the United States' declaration of war.
3. Answers will vary according to the student's opinion.

Carrie Chapman Catt 48

1. She was a high school principal, a superintendent of schools, an editor, and a lecturer.
2. The "Winning Plan" involved lobbying Congress for a constitutional amendment, while lobbying the states for laws giving women the right to vote, so that states would elect members of Congress who favored the amendment and would later provide the votes to ratify it.
3. Catt spoke for woman suffrage in Iowa, then she became president of the National American Woman Suffrage Association. She worked to win the vote for women in New York, then took over leadership of NAWSA again and developed "Winning Plan."

Clarence Darrow 49

1. Eugene V. Debs and William Haywood
2. They had been driven to kidnap and kill by forces beyond their control.
3. Answers will vary, but should consider the environmental influences upon people and each individual's responsibility for their own actions.

Marian Anderson 50

1. She was denied the opportunity to sing at the DAR's concert hall in Washington, D.C., so Eleanor Roosevelt arranged for her to sing at the Lincoln Memorial.
2. When she traveled she was denied equal accommodations.
3. In 1955 Marian Anderson was given a standing ovation at the Metropolitan Opera before she sang, in 1957 the State Department sponsored her tour, President Eisenhower made her a delegate to the United Nations, and in 1963 President

Johnson awarded her the Presidential Medal of Freedom.

Ernest Hemingway 51

1. His first job was at a newspaper and he was a foreign correspondent in Paris after World War I. He covered foreign wars as a journalist.
2. His writing style was spare and simple, free of heavy language and long sentences. He used mostly nouns and verbs for a lively, active voice.
3. Hemingway's experiences with war helped him focus on themes where an individual tries to understand life's meaning during a time of violence. The main character attempts to deal with violence with a strong personal code of courage, professionalism, and skill.

Frances Perkins 52

1. She volunteered at Hull House in Chicago.
2. She investigated working conditions as a member of the Consumer's League; she investigated hazardous working conditions and influenced New York legislation; she served New York State as labor commissioner.
3. Answers will vary but may include: to help the less fortunate, to improve conditions for working people, generally to serve people.

Langston Hughes 53

1. He was elected class poet and editor of the yearbook.
2. It fulfilled a need for expression, because he wrote poetry that did not earn him much money.
3. He tried to communicate that their heritage was valuable and that they should see being African American as beautiful.

Benjamin Oliver Davis, Jr. 54

1. They were a unit of African American pilots in World War II.
2. He and other African American pilots flew 60 combat missions, shooting down enemy aircraft without losing one American bomber.
3. Answers will vary but may include the following reasons: Important goals of recognizing achievement and ability will become less significant if capable people are denied opportunity because they are minorities; the main motivation for fighting for a democracy will be undermined; the principles of the Declaration of Independence will be ignored; some potential leaders will never be discovered.

Luis Muñoz Marín 55

1. The United States appointed the governor.
2. He rejected becoming an independent nation or statehood.
3. Answers will vary, but may include: If Puerto Rico were independent, it would be able to direct its own affairs, but it would lose the economic

advantages and protection of being a commonwealth. If Puerto Rico became a state, its Hispanic culture might be weakened or absorbed.

Ralph Ellison 56

1. He was interested in music and architecture.
2. The theme was African American identity in a white-dominated society. The novel focused on a man who had been denied an identity and therefore feels invisible.
3. Answers will vary.

Margaret Bourke-White 57

1. She photographed industrial architecture and machinery.
2. She decided to photograph the people in the Montana towns as well as the dam under construction.
3. A photojournalist can raise the readers' awareness of the subject photographed while bringing a sense of reality to the subject.

Vladimir Zworykin 58

1. He was born in Russia.
2. Two important inventions were the iconoscope and the kinescope.
3. Answers will vary but may include: Commercial television is "free," making it available to almost everyone. It presents a variety of entertainment programs and responds directly to viewer interests. However, commercial television has become largely an entertainment medium, failing to provide many cultural or educational programs. It is dominated by the need to make money, and it presents a somewhat distorted image of life.

Rosa Parks 59

1. The NAACP is an association that works to secure full civil and political rights for African Americans.
2. Parks refused to move from her seat on a bus for a white man at the request of the driver.
3. The Supreme Court's ruling ended segregation on all public transportation.

Flannery O'Connor 60

1. O'Connor explores the topics of religion and the conflicts between the old South and modern times, such as racism, lack of education, and gender issues.
2. O'Connor uses characters to reflect the nature of the South. Her characters are often strange and act in absurd or surreal ways, often turning violent. These strange behaviors reflect the complexities of Southern society as O'Connor sees it.
3. The South has a distinct character that grew from its history and its people, and it is rich in tradition and culture. The heat and dense vegetation of the

South makes it an intense setting. Individualism, a connection to the land, and strong religious beliefs combine to create complex characters.

Walt Disney 61

1. He first appeared in *Steamboat Willie*.
2. He launched a television show and amusement parks.
3. Answers will vary but may include: a. Disney's creativity in cartooning was unique. b. The various ventures in which Disney was successful show that he knew what the public wanted. c. In an era when technological innovation was a key to success, Disney's passion for new cinematography raised him above all competitors. d. Disney was more than a cartoonist and innovator; he had all the qualities of a good businessman: ambition, sense of public needs, willingness to take risks, and vision.

Martin Luther King, Jr. 62

1. The Montgomery bus boycott brought King national attention.
2. Dr. King believed in nonviolent demonstrations, while white moderates wanted to use only legal channels and some African American activists were in favor of violent confrontations.
3. Answers will vary but may include: Laws already existed to protect civil rights, but in many instances the laws were ignored or circumvented. Nonviolent demonstrations would draw attention to the problem and force the communities to change. Violence, however, might have the opposite effect intended, as many people who might otherwise support civil rights would refuse to support violent confrontations.

Robert F. Kennedy 63

1. He graduated from Harvard and received a law degree from the University of Virginia.
2. Liberal Democrats, supporters of civil rights, people who opposed the Vietnam War.
3. Being a brother to the President gave Robert name recognition and appointment to political office. However, he did have to prove himself to many people who believed that he was appointed Attorney General just because he was a relative.

Henry B. Gonzalez 64

1. The House Assassinations Committee and House Banking, Finance and Urban Affairs Committee
2. He lost two important elections before winning a seat in the House. He fought against privately owned satellite communications until he won and he kept alive interest in the murder of a federal judge.
3. He favored a bill to end the poll tax, opposed closing of schools in Texas during disturbances over integration, opposed privately owned

satellite communications, and he supported increased funds for housing.

Gloria Steinem 65

1. She wrote articles as a freelance writer.
2. *Ms.* was the first women's magazine that was entirely owned and operated by women.
3. She tried to get women to run for political office, worked for the Equal Rights Amendment, gave lectures, appeared on television talk shows, and wrote books and articles.

Ralph Nader 66

1. Nader used his college education to challenge General Motors. He wrote *Unsafe at Any Speed* and became nationally known.
2. They used investigations, reports, lawsuits, and lobbying the government.
3. Answers will vary but should consider the reasons why the government should or should not regulate corporations to protect the consumer.

Norman Mineta 67

1. It began early in 1942 after Japan bombed Pearl Harbor.
2. He became active in San Jose's Japanese American Citizens League, which led to the Human Relations Commission, city council, and then his election as mayor.
3. Answers will vary but may include: Democracy in America has not worked perfectly: sometimes rights of individuals and groups have been violated. Democracy has permitted an open discussion of wrongs and an attempt to establish justice and equality.

Ruth Bader Ginsburg 68

1. An early inspiration in Ginsburg's life was her mother.
2. In 1993 Ginsburg was appointed Associate Justice of the United States Supreme Court by Bill Clinton.
3. Answers will vary.

Toni Morrison 69

1. Toni Morrison has won the Pulitzer Prize for fiction and the Nobel Prize for Literature.
2. A cultural identity is a sense of who one is and how one belongs in society.
3. Answers will vary but may include how, since African Americans have been enslaved and segregated from white society, they have been denied their own culture and history by the white majority.

Steven Jobs 70

1. They built it in Steven Jobs's garage.
2. Steven Jobs was not a very good manager.
3. Answers will vary but may include: Skills for design and building a computer require an

understanding of math, physics, and electronics, creativity, ability to concentrate on details, and ability to work alone. Skills necessary in managing a large corporation are understanding of math and business, knowledge of consumer needs, ability to organize many different tasks, ability to work with people and to delegate responsibility.

Janet Reno 71

1. Reno was the state attorney for Dade County, Florida—the highest legal office in the county.
2. The Attorney General must execute the laws of the United States.
3. Answers will vary but may include: The Federal Bureau of Investigations solves bank robberies and kidnapping cases. The Drug Enforcement Agency pursues drug dealers. The Bureau of Prisons manages thousands of prisons around the country. The Immigration and Naturalization Service controls how many people cross U.S. borders.

Amy Tan 72

1. The second generation to live in the United States usually learns English faster and assimilates more quickly into American culture.
2. Tan uses the first person voice, which is often used in American literature, while the third person voice is generally used in Chinese literature. Also, the concepts of analyzing one's history or creating one's life how one wants it is usually a feature of American literature rather than Chinese.
3. Being raised in the United States and studying English and linguistics, Tan was well-assimilated into American culture. However, she was also taught Chinese traditions by her mother and traveled to China with her.

Condoleezza Rice 73

1. Condoleezza Rice first served in Ronald Reagan's presidency.
2. Rice currently serves as the Secretary of State, which involves advising the President on foreign affairs and carrying out the President's foreign policy.
3. Answers may vary.

Hillary Clinton 74

1. Hillary Clinton served on two important governmental committees, worked as a lawyer, served on corporate boards, and worked with programs for children.
2. She was very open and vocal about issues and took an active public role shaping governmental policy.
3. Answers will vary. Those who support the statement may claim that she was never elected to office and therefore should have no power. Those who refute the statement may say that First Ladies have always been involved and she was only being public about it.