

# Modern U.S. and World History

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with literary notes by Rea Berg

A Literature Approach  
for High School

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# How to Use this Guide

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

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

This study is comprised of the following five historical periods:

**Part I:** Antebellum and the Civil War.

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

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

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

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

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

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

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

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

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

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

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

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

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

## 1850: Historical Background

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

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

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

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

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

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

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

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

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



# Part I

## Antebellum and the Civil War

### Literary Keys: *Uncle Tom's Cabin*

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

### *Uncle Tom's Cabin* by Harriet Beecher Stowe A study in Freedom and Prejudice

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

#### Lesson I

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

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



Related Link



•For a short, but informative, historical overview of slavery in the Commonwealth of Kentucky, see: [explorekyhistory.ky.gov/items/show/180#.VNVRCKKrT\\_M](http://explorekyhistory.ky.gov/items/show/180#.VNVRCKKrT_M).

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

## Lesson 2

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

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

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

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

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

## Lesson 3

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

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

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

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



# Part V

## The Struggle for Freedom in the Twentieth and Twenty-First Centuries

### THE FIGHT AGAINST COMMUNISM

Communism is the belief that a nation's government should own the means of producing goods—in effect, eliminating privately-owned property. The Korean War was fought to prevent the spread of this belief. Following WWII, Korea had been split in half, between Russia and the United States, along the 38th parallel. Communist Russia supported North Korea and the U.S. supported South Korea. Neither North nor South was content with the status quo, and in the years leading up to the war, thousands of soldiers were killed along the Parallel. With the support of Communist Russia, North Korea invaded the South in 1950 in an attempt to spread communism. The U.S. was unwilling to yield South Korea to North Korea and their Russian supporters, and thus began the first conflict of the Cold War.

“I remembered how each time that the democracies failed to act it encouraged the aggressors to keep going ahead. If the Communists were permitted to force their way into the Republic of Korea without opposition from the free world, no small nation would have the courage to resist threats and aggression by stronger Communist neighbors.”—President Harry Truman

#### Lesson 104

1. a. Read Chapter 8 of *A History*, from page 320 to the break in the middle of page 360.
- b. Read and/or listen to General MacArthur's farewell speech to Congress here: [www.americanrhetoric.com/speeches/douglasmacarthurfarewelladdress.htm](http://www.americanrhetoric.com/speeches/douglasmacarthurfarewelladdress.htm)
2. Answer any one of the following questions in the notebook:
  - i. What do you think of Congressman Lyndon Baines Johnson's declaration, “*We in America are the fortunate children of fate*” (321)?
  - ii. What do you think of the Allies' initial claim of the right to reparations from Germany? Why do Britain, France, and the United States change their stance on this?
  - iii. What tactics do the Soviets continue to use to consolidate control amongst their many satellite nations in eastern Europe?

“IN MY GENERATION, THIS WAS NOT THE FIRST OCCASION WHEN THE STRONG HAD ATTACKED THE WEAK....COMMUNISM WAS ACTING IN KOREA JUST AS HITLER, MUSSOLINI, AND THE JAPANESE HAD ACTED TEN, FIFTEEN, AND TWENTY YEARS EARLIER. I FELT CERTAIN THAT IF SOUTH KOREA WAS ALLOWED TO FALL, COMMUNIST LEADERS WOULD BE EMBOLDENED TO OVERRIDE NATIONS CLOSER TO OUR OWN SHORES.”

—PRESIDENT HARRY TRUMAN



iv. Based on your knowledge of what happens to India and Pakistan at partition, why do you think these nations vote against the proposal to create a Jewish and an Arab State in a divided former Palestine? Are you surprised by what happens when the British withdraw?

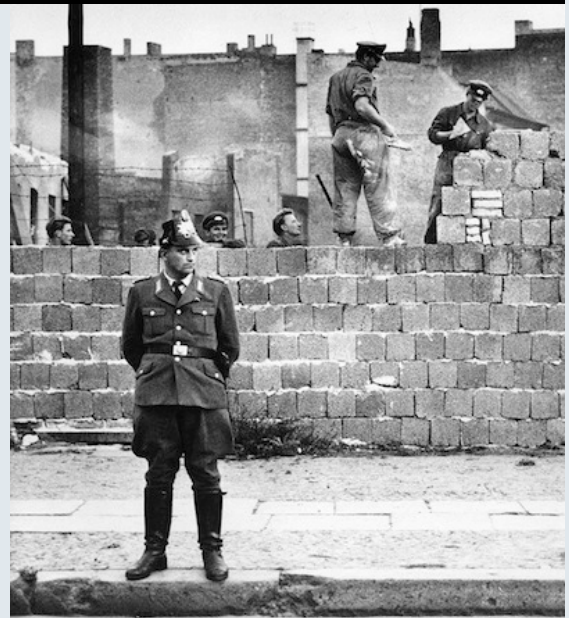
v. Investigate the Berlin Airlift. Give a detailed explanation as well as your thoughts on its appropriateness and degree of success.

Finally, answer the following in the notebook:

With whom do you agree in the way the Korean Conflict should be fought: General MacArthur, or President Truman? Why?

#### Related Links

- To browse a map of the Berlin airlift, link here: [www.pbs.org/wgbh/amex/airlift/map/index.html](http://www.pbs.org/wgbh/amex/airlift/map/index.html).
- To read transcripts of Senate Permanent Subcommittee on Investigations hearings, led by Joseph McCarthy, link to: [www.senate.gov/artandhistory/history/common/generic/McCarthy\\_Transcripts.htm](http://www.senate.gov/artandhistory/history/common/generic/McCarthy_Transcripts.htm).
- Though not required, we suggest reading Chapter 7 of Volume 5 of *A Basic History of the United States States: The Welfare State, 1929–1985* by Clarence B. Carson. Carson provides insightful analysis of the United States' responses to Communist aggression in both China and Korea.



A West Berlin police officer stands in front of the concrete wall dividing East and West Berlin at Bernauer Strasse as East Berlin workers add blocks to increase the height of the East German barrier. Photo taken October 7, 1961. Link here to see iconic photographs of the history of the Berlin Wall: [www.boston.com/bigpicture/2011/08/remembering\\_the\\_divide.html](http://www.boston.com/bigpicture/2011/08/remembering_the_divide.html).

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."—Chief Justice Earl Warren, Majority Opinion in *Brown v. Board of Education I*

"The Courts will require—a prompt and reasonable start toward full compliance—and enter such orders and decrees—as are necessary and proper to admit to public schools on a socially non-discriminating basis with all deliberate speed the parties to these cases..."—Chief Justice Earl Warren, Majority Opinion in *Brown v. Board of Education II*

"Dulles told the conference that the fundamental difference between the Western participants and the Soviet Union 'revolved around the question of whether it was right, or indeed safe, to give men and nations a genuine freedom of choice.'"

## Lesson 105

1. In preparation for reading define: defoliants, obsolescent.
2. Read Chapter 8 of *A History*, from the break in the middle of page 360 to page 398. Note: it is important to know that Senator Joseph McCarthy does not "set up" the House Un-American Activities

Committee, as Gilbert asserts in *A History* (366). The House founds HUAC in 1938, almost a decade before Wisconsin citizens elect McCarthy to the Senate.

3. Answer any one of the following questions in the notebook:

i. Compare the conditions of the various Japanese internment camps in which Louis Zamperini is held captive with conditions in Dr. Mayo's description of North Korean imprisonment.

ii. How does Prime Minister Dr. Malan's government respond when the South African Supreme Court declares his apartheid measures unconstitutional? Where have we seen this action and these measures before?

iii. Why might East Germans resent the government for keeping wages the same, but ordering workers to increase productivity?

iv. Are the risks of harmful radioactive exposure worth the benefits nuclear technology provides as both a source for weapons and energy production? Defend your answer.

v. Do you believe the use of violence by the African National Congress against the government and civilians, which precedes the arrest of Nelson Mandela, to be legitimate?

Finally, answer the following question:

What is your opinion of the question "... of whether it was right, or indeed safe, to give men and nations a genuine freedom of choice" (375)?



Related Links



•To read a transcript of Thurgood Marshall's arguments in the first *Brown v. Board* case, 1952, link here: [www.lib.umich.edu/brown-versus-board-education/oral/Marshall&Davis.pdf](http://www.lib.umich.edu/brown-versus-board-education/oral/Marshall&Davis.pdf)

•For a copy of Khrushchev's "Secret Speech," in which he denounces Stalin's "cult of personality," link here: [legacy.fordham.edu/halsall/mod/1956khrushchev-secret1.html](http://legacy.fordham.edu/halsall/mod/1956khrushchev-secret1.html). Do you find it interesting the way he describes Lenin before he denounces Stalin's "cult of personality"?

•For important facts on the work of Nelson Mandela and the African National Congress prior to his imprisonment, link here: [www.crisismagazine.com/2013/nelson-mandela-a-candid-assessment](http://www.crisismagazine.com/2013/nelson-mandela-a-candid-assessment).

## THE LITTLE ROCK NINE

These students enrolled in segregated Little Rock Central High School in 1957, sparking the Little Rock Crisis. An order from the governor, who opposed desegregation, initially prevented the students from attending the school. President Eisenhower overruled the Governor and sent the U.S. Army to restore order and enforce the ruling of *Brown v. Board of Education*, which found segregated schools to be unconstitutional. To learn more about this watershed event visit: [www.history.com/topics/black-history/central-high-school-integration](http://www.history.com/topics/black-history/central-high-school-integration).



“[...]to secure and protect the territorial integrity and political independence of any nation or group of nations requesting such aid against overt armed aggression from any nation controlled by international Communism.”—President Eisenhower in his request to Congress for armed force against Communist aggression.

## Lesson 106

1. Read Chapter 9 of *A History*, from page 399 to the first break on page 434.
2. Answer any one of the following questions in the notebook:
  - i. Research the Little Rock Nine. Why are they important in the history of the United States? What becomes of them after Central High School?
  - ii. Research the Great Leap Forward and give an assessment of it. Pay careful attention to its consequences.
  - iii. Investigate the takeover of Cuba by Fidel Castro. Who is responsible for the conditions which allow this takeover to happen?
  - iv. Study Soviet poet Yevgeny Yevtushenko and *Babi Yar*. Is Yevtushenko courageous for penning this poem?
  - v. Explore the Cuban Missile Crisis. What is your assessment of how President Kennedy and his advisers handle this crisis?



Related Links



- To read the text of Kennedy’s speech to Congress requesting funding for a trip to the moon, link here: [www.space.com/11772-president-kennedy-historic-speech-moon-space.html](http://www.space.com/11772-president-kennedy-historic-speech-moon-space.html).
- To read the text of Kennedy’s televised speech to the American people upon discovering Russian nuclear missiles in Cuba, link here: [www.historyplace.com/speeches/jfk-cuban.htm](http://www.historyplace.com/speeches/jfk-cuban.htm).

## THE SPACE RACE

As the Cold War went on, a new source of tension between the United States and the Soviet Union emerged—space exploration. In 1957, the Soviets launched Sputnik, the world’s first satellite, into Earth’s orbit. Sputnik was launched into space by a Soviet R-7 intercontinental ballistic missile, one many Americans believed capable of delivering a nuclear warhead to the U.S. The next year President Eisenhower created the National Aeronautics and Space Administration (NASA), dedicated to space exploration. The Space Race had begun. Over the next several years each power made substantial and bold advancements in their space capabilities. In

1962, President John F. Kennedy made the proclamation that the U.S. would land a man on the moon by the end of the decade. The Soviet Union, split over the importance of space exploration and a moon landing, did not match the U.S. effort to fulfill JFK’s promise. On July 20, 1969, Apollo 11 astronauts Neil Armstrong, Buzz Aldrin, and Michael Collins made a successful landing on the moon. Neil Armstrong became the first man to walk on the moon, and famously stated this act to be “one small step for man, one giant leap for mankind.”



# Answer Key

## Lesson 1

3. a. Ensure that students back their position with strong evidence. Common responses could include the fact that neither men are humane because they deal and trade in humans; or that, indeed, they are somewhat humane in their cultural context, as they try in small ways to make slaves' lives less miserable.

b. The following are two of several possible responses: if a master were to sell a slave or some of his slaves to a different master, he could not be completely sure of the treatment that slave might receive. With this understanding, perhaps it is not kindness to treat slaves with any measure of kindness. On the other hand, as long as the slave is under the master's control, the master can control how the slave is treated.

c. Students might point out that as Mr. Harris believes that he has a right to do with his property what he wants, he does not want to lend out George to the factory owner. Also note the feeling of "inferiority" that suddenly arises in Mr. Harris because of what he sees on his visit to George's factory. As for whether he is correct that it is a free country, students could point out that the country is free, to a certain point: Mr. Harris is free to do with his property what he wants, yet George, a man himself, is property. There is a double standard at play.

d. Many slave owners and proponents of slavery during that time use the Scriptural injunction, "Slaves, obey your masters" from Colossians 3 and Ephesians 6, to justify their actions. However, the entire historical context of the passage talks about how slaves and masters are to live together as newfound Christians. Accordingly, Ephesians 6:9 gives an injunction to earthly masters to treat their slaves in light of the knowledge that God is master of both slaves and masters on Earth. Stowe depicts this double standard in the Shelby's system of slavery, and in particular, the specific slave-master relationship that George Harris endures. If necessary, point out this specific passage to the students for consideration and to spark discussion.

e. The stakes of George's plan are high. He could perhaps gain his freedom, but he could potentially lose both his family and his life. Ask student to consider having to make this very decision.

## Literary Analysis

a. George Harris uses the following biblical allusions: he describes his life as "bitter as wormwood" (60), quoting Proverbs 5:4; swears that he wishes "he had never been born" (59), quoting Job Chapter 3; and finally, forewarns Eliza that a "sword will pierce through your soul" on account of the love she bears her precious son (63). George is quoting the prophet Simeon when Simeon consecrates the infant Jesus in the temple, a foreshadowing of the death Jesus would suffer.

b. The following passages indict Mr. Haley's "humaneness" while he talks about his traffic in the sale of human beings: "It's always best to do the humane thing sir, that's been my experience" (47), and "I lays it all to my management sir, and humanity, sir, I may say, is the great pillar of my management" (47). Haley supports his view of himself as a humane person by trying to talk the brutal Tom Loker into "a little humanity" rather than "crackin'" the heads of his victims, and Haley's coup de grace is "If there's anything that I thank the Lord for, it is that I'm never nowadays cruel" (48, 80).

## Lesson 2

3. a. Perhaps Mrs. Shelby is a fool, since she does not account for the fact that slaves might be taken from her or need to be sold because of debt or financial need. Or the greater foolishness might be thinking that she could, by her efforts, make a slave's condition better than if he or she was free. The student could point out that though she is foolish, she is a kind fool, because if slavery exists then at least she tries to better her slaves' conditions.

b. Students can refer to Jesus, or Sydney Carton from *A Tale of Two Cities*, or any other examples of people that lay down their lives for others.

c. It is especially hypocritical that Mr. Shelby cares for his honor in the sale of Tom and Eliza, but not in the matter of his earlier promise to Tom to free him one day.

d. Students may argue that Mrs. Shelby's instructions are a start to her atonement or that it is simply still not



# Glossary

aberration—an unwelcome divergence  
 ablutions—ceremonial cleansing acts  
 abrogated—overturned, annulled  
 absconded—to have escaped in a secret manner, especially to escape detention  
 addled—confused, unable to think clearly  
 adroit—skillful with the hands or mind  
 albumen—the white of an egg, or its inherent protein  
 alderman—an elected official of a local governmental council  
 ambushade—an ambush  
 anodyne—deliberately inoffensive  
 anon—*archaic* momentarily, soon  
 antipodes—*Greek* points of the earth completely opposite from one another  
 apoplectic—affected with or showing signs of a stroke; also, intense anger  
 apoplexy—*archaic* brain hemorrhage or stroke and its accompanying debilitation  
 apothegms—maxims, aphorisms  
 aquiline—curved, as an eagle's beak  
 arnica—a medicine made from the daisy-like arnica, primarily used to treat bruises  
 arpeggio—notes of a chord played in ascending or descending order  
 Artemisia—aromatic, bitter-tasting plant of the Daisy family  
 asafetida—a stinking resin gum obtained from the roots of an herbaceous plant  
 aspirants—persons with drive to achieve a goal  
 assiduously—diligently, perseveringly  
 astrakhan—a dark, curly fleece from Central Asian lambs; or a cloth imitating such  
 atavistic—of or relating to reversion to something in the distant past  
 au fait—possessed of good knowledge  
 aught—*archaic* all  
 auspicious—favorable or advantageous to success  
 autocracy—a system of government controlled by one absolute ruler  
 auxiliary—supplementary or supportive  
 avuncular—of or relating to an uncle  
 badinage—banter, witty conversation  
 baldaquin—a decorative canopy that covers an altar or throne  
 baleful—threatening harm; or, destructive  
 ballyhoo—excessive marketing; or, to promote excessively  
 banditti—robbers, especially those that travel in a gang  
 barkers—*informal* those who call out to attract the public to a show or attraction  
 barometer—instrument measuring atmospheric pressure  
 bawdyhouse—*archaic* brothel  
 beau—a male admirer

beetling—overhanging, protruding eyebrows  
 besom—wigs tied around a larger stick and used as a broom  
 bigamists—those who take a second person in marriage when already married  
 bigboled—large-stemmed and/or large trunked, as of a tree  
 billets—small metallic bars in a helpful shape for further processing  
 bivouac—a camp without cover or shelter, used by the army  
 blighty—a wound of a British World War I soldier serious enough to send him home  
 blotter—a police charging book  
 bobby—*informal dated British* for police officer, akin to American “cop”  
 bog-myrtle—sweet gale, a shrub growing in marshy or boggy areas  
 bonhomie—good-naturedness  
 boor—a ruffian, brute  
 bosun—a ship's officer in charge of the crew and all equipment  
 boudoir—*humorous* a woman's private room or bedroom  
 breviary—a book containing liturgical services for the day  
 bridgehead—a strong position secured by an army inside enemy territory  
 brigantine—a sailing vessel with two masts  
 brindle—a brownish color, often streaked with other colors  
 brogan—a tough, coarse, ankle-high leather shoe  
 brusque—blunt in manner or speech  
 budgerigars—small, chattering Australian parakeets  
 burs—washers on the heads of rivets  
 cadaverous—bearing resemblance to a corpse  
 cadged—asked for or obtained something to which one is not entitled  
 caisson—a chest or wagon used to hold or transport  
 calaboose—jail, especially a local one  
 calomel—mercury chloride, used as an insecticide and fungicide and formerly as a laxative  
 cambric—a light, closely-woven fabric made of white linen or cotton  
 canaille—*derogatory French* the common folk, the masses  
 canted—to be slanted or tilted; to talk about hypocritically  
 cantle—the back of a horse's saddle that is both raised and curved  
 caparisoned—of a horse, covered decoratively  
 capriciously—unpredictably  
 carbolic—poisonous compound carbolic acid that, when diluted, is antimicrobial  
 catafalque—an ornate wooden platform for the coffin of a dignitary  
 catatonic—in a state of unresponsive stupor; relating to this state