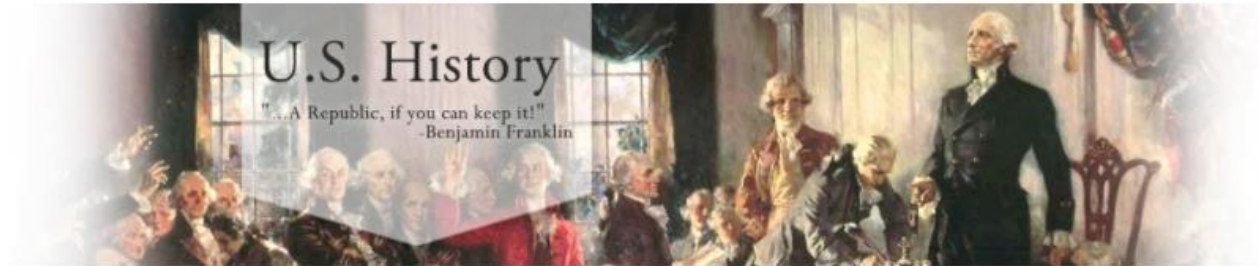




**GLOBAL**  
EDUCATIONAL VENTURES, LLC

- **Sample Course Materials**



### **Course Description**

This course is a survey of American History framed by original source documents. This course allows both teacher and student the opportunity to view history through a contemporaneous lens.

### **Rationale**

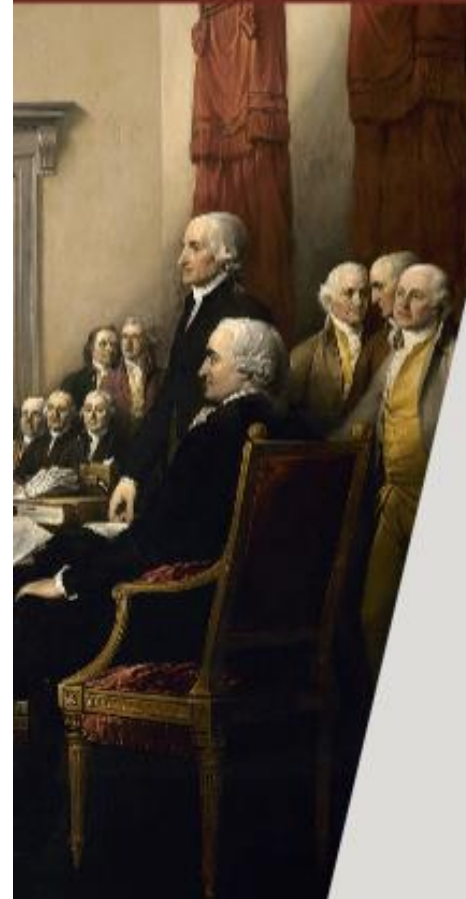
This course fills a significant need for objectivity by utilizing historically-significant, time-relevant documents. Such documents grant students a unique glimpse at the distinctive features of American History, including American Exceptionalism, our Constitutional Republic, unalienable rights, and free markets. Commentary that cloaks such discussions in subjectivity can be avoided. By organizing the course predominantly around original source documents, students are free to be educated in history, rather than indoctrinated in ideology.

[\*\*Start Here\*\*](#)

ERA

# 1

## Celebrate America



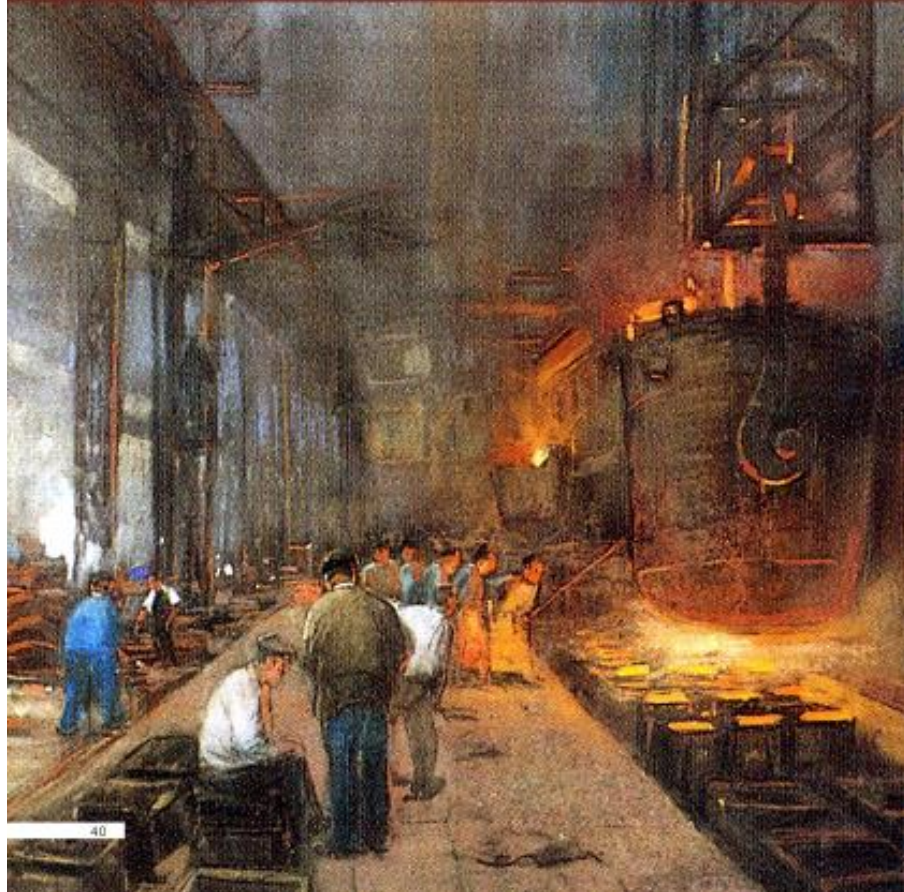
SECTION 1  
1-1: A Brief History of the  
American Revolution

SECTION 2  
2-1: How Did We Get Here?

← *Signing of the Declaration of Independence*

ERA

# 2 The Industrial Revolution



**SECTION 1**  
**1-1:** Business and Industry  
**1-2:** The Rise of Labor Unions

**SECTION 2**  
**2-1:** Industry and the Environment  
**2-2:** Gilded Age Politics

**SECTION 3**  
**3-1:** The New South  
**3-2:** The American West

**SECTION 4**  
**4-1:** Immigration and American Backlash  
**4-2:** Native American Conflict

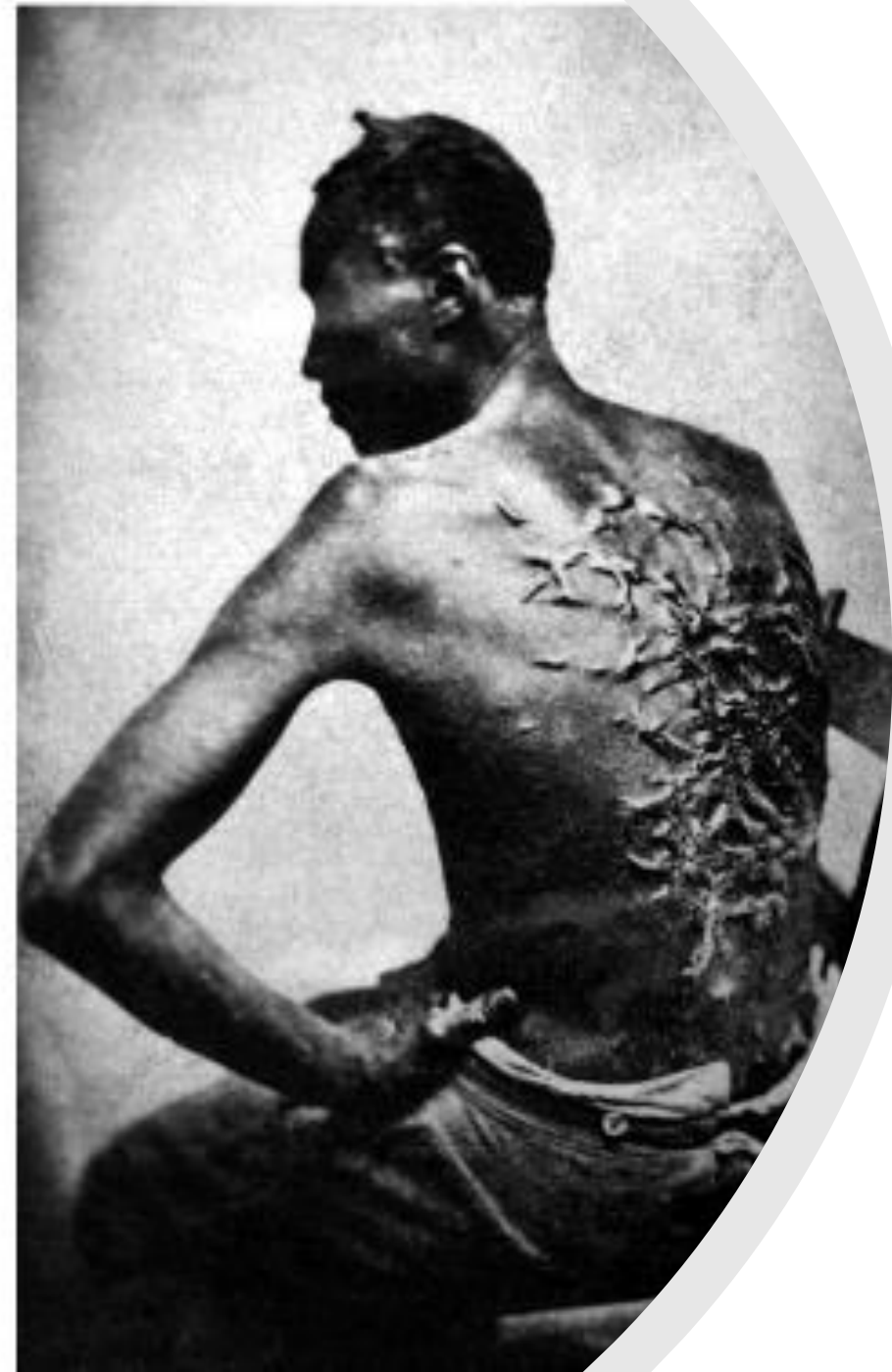
**SECTION 5**  
**5-1:** Farmers and Farmers' Alliances  
**5-2:** The Populist Party and the Election of 1896

← The Industrial Revolution was a period of great economic, industrial, and technological growth in the U.S.

...respective Numbers, which shall be determined according to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.

The three-fifths rule is often misunderstood. It was debated at the Constitutional Convention as a means of compromise for calculating the number of Congressional Districts each state would receive, as well as the apportionment of their respective taxes. The Southern delegates preferred to count nonvoting slaves as full persons, because it would give them greater population, and in turn, more Congressional Seats. This would have resulted in the South having greater representation, and more votes, in the House of Representatives. The Northern states wishing to prevent this inflation of Congressional districts by the South were also concerned that if slaves, who could not vote, were still counted as whole persons in calculating the number of Congressional seats in the House of Representatives, an additional incentive to import more slaves would also result.

By itself, however, the three-fifths compromise for representation could not receive approval. Consequently, Senator Morris of Pennsylvania added a provision for taxation proportionate to Representation. This



circuit was **Frederick Douglass**, a former slave who had escaped from a plantation in Maryland. In his lifetime he wrote several “slave narratives,” as they were called, describing his poor treatment while a slave and his efforts to become free. Slave narratives like those of Douglass were frequently bestsellers in the 19<sup>th</sup> century, making the public more aware of the situation. Another popular speaker was **Sojourner Truth**, who was originally named Isabella Van Wagenen. She was a former slave from New York who had escaped to freedom in 1826.

In fact, the anti-slavery movement had many female supporters and speakers who traveled across the country and even across the Atlantic to share their views. At the time, this was considered by many to be inappropriate; women were frequently not allowed to speak before a mixed audience of men and women. When women attended anti-slavery lectures and conferences, they were often sent to the balcony where they could watch and listen but not speak. The situation became so divisive that Garrison eventually had to create a new anti-slavery society that also allowed women a public voice.

Two women who had been told to remain silent were Lucretia Mott and Elizabeth Cady Stanton. They shared their frustrations with each other about their situation and the role of women in American society. Their discussions led to the organization of a convention in Seneca Falls, New York, to discuss the equality of men and women.

Both women and men attended the **Seneca Falls Convention** in July 1848. Even anti-slavery speaker Frederick Douglass came to support the women involved. Out of this meeting came the Declaration of Sentiments and Resolutions, a document that deliberately patterned itself after the Declaration of Independence. “We hold these truths to be self evident,” it said, “that all men *and* women are created equal” (emphasis the author’s). It then described how men had prohibited women from owning property, having a voice in government or in the courts, and other areas. Above all, women at Seneca Falls began to speak for the right of women to vote, and men like Douglass, Garrison, and others supported it.

The women’s rights movement, as it was originally called, divided the opinions of men and women across the United States. While some supported its conclusions, many Americans – both men and women – rejected the idea of women’s equality in society. Nevertheless, the women’s rights movement continued to grow throughout the century.

**Frederick Douglass:** *A former slave who had escaped from a plantation in Maryland, wrote several “slave narratives,” describing his poor treatment while a slave and his efforts to become free, making the public more aware of the situation*



↑ Frederick Douglass

**Sojourner Truth:** *A former slave from New York who had been freed several years before and became a powerful and popular voice for men and women alike*



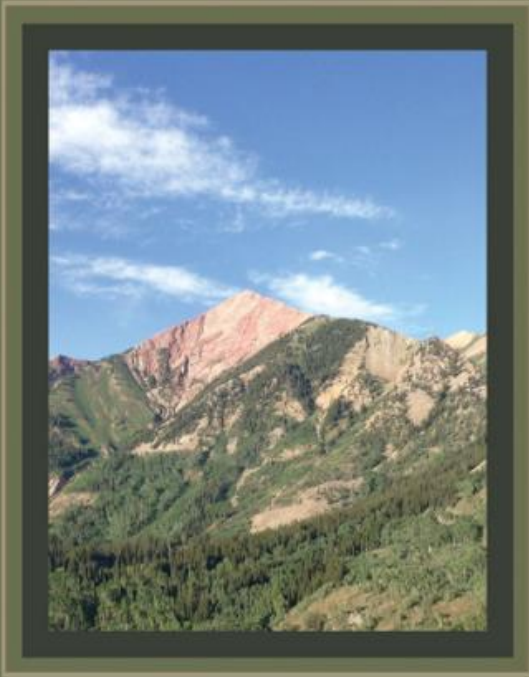
↑ Sojourner Truth

**Seneca Falls Convention:** *The first women’s rights convention held in New York in July 1848*

An honors level U.S. Government Course that rivals Advanced Placement but without any liberal progressive indoctrination. It is just pure education founded upon original sources.

Attributes of  
America

*Understanding Our Constitutional Republic*



U. S. Government

## CHAPTER THREE : HOW LAWS ARE ENACTED

### ORIGINAL SOURCES:

Article I, Section 5 of the Constitution

Article I, Section 7 of the Constitution

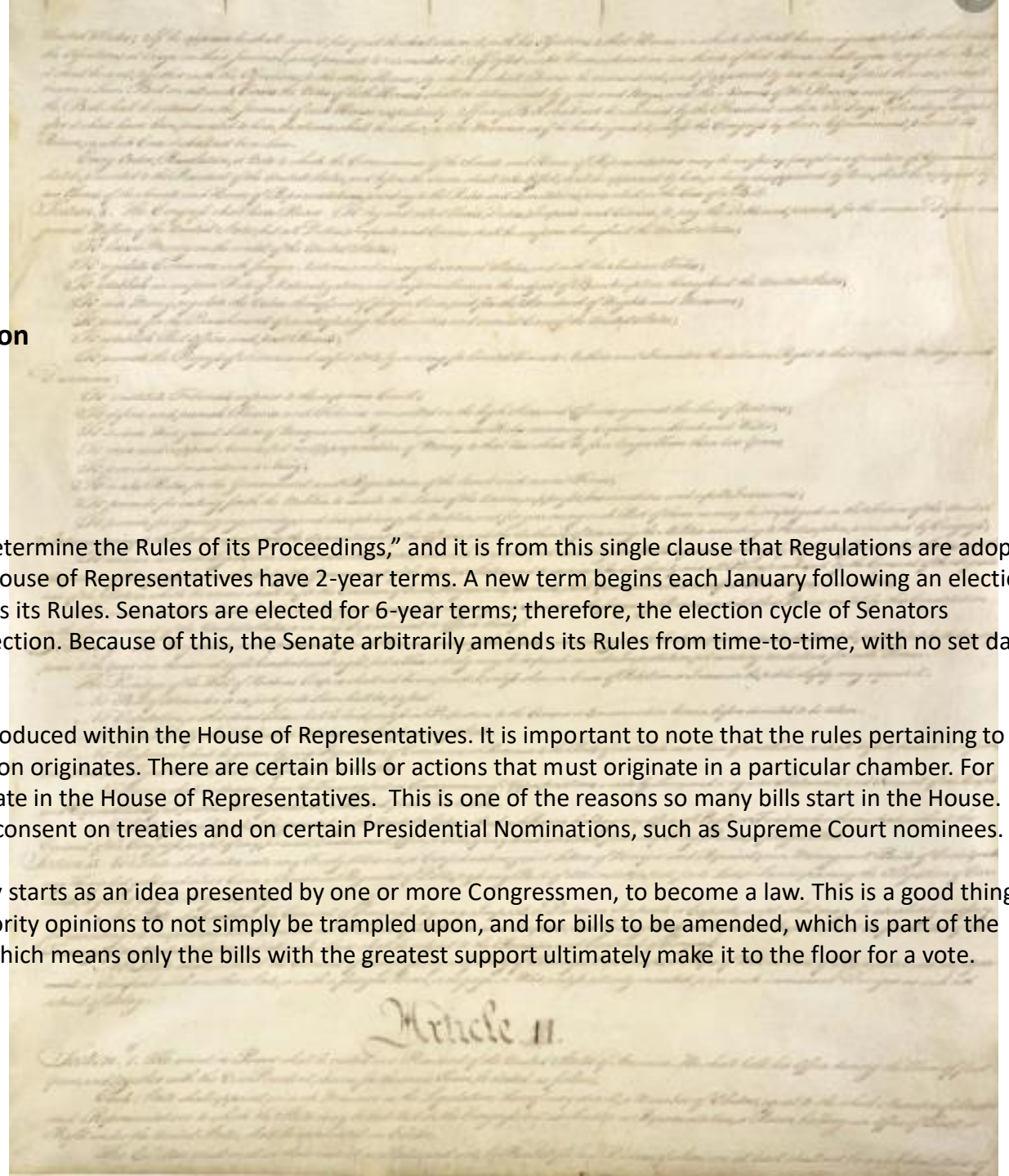
Article II, Section 2, Paragraph 2 of the Constitution

20<sup>th</sup> Amendment to the Constitution

Article I, Section 5, of the Constitution states that: “Each House may determine the Rules of its Proceedings,” and it is from this single clause that Regulations are adopted that govern how a law is to be enacted by Congress. Members of the House of Representatives have 2-year terms. A new term begins each January following an election year, odd numbered years. It is at this point that each House establishes its Rules. Senators are elected for 6-year terms; therefore, the election cycle of Senators alternates, so there is no set term where all 100 Senators are up for election. Because of this, the Senate arbitrarily amends its Rules from time-to-time, with no set date for amendment.

While a bill may originate in either chamber of Congress, most are introduced within the House of Representatives. It is important to note that the rules pertaining to the enactment of a law differ, depending upon which chamber the legislation originates. There are certain bills or actions that must originate in a particular chamber. For example, bills that effect either revenue or **appropriations** must originate in the House of Representatives. This is one of the reasons so many bills start in the House. Meanwhile, the Senate is vested with the authority to give advice and consent on treaties and on certain Presidential Nominations, such as Supreme Court nominees.

The reality is that it is a rather difficult process for a bill, which basically starts as an idea presented by one or more Congressmen, to become a law. This is a good thing. It means that there is ample time for various voices to be heard, for minority opinions to not simply be trampled upon, and for bills to be amended, which is part of the fine-tuning process. At any moment during the process a bill can die, which means only the bills with the greatest support ultimately make it to the floor for a vote.







# MY LIBERTIES

Civics content that equips students with an understanding of how our government should function.



## Basic Principles of Our Constitutional Republic

In 1776 the Declaration of Independence Created us as one Nation during the fires of Revolution. [1] Subsequently, the Constitution was adopted to sustain, improve and ultimately perfect our already existing union. Its adoption replaced the ineffective Articles of Confederation.

The Preamble of the Constitution explains, "We the People, in order to form a MORE PERFECT UNION..." In short, the goal of drafting and adopting the Constitution was perfecting the existing union, not creating it. The union had already been created through the Declaration of Independence in 1776. Our nation was in its 12th year of existence when the Constitution was

written. If you count inclusively from 1776 to 1787, that is 12 years. It was in September of 1787 that the Constitutional Convention adjourned and agreed to send the Constitution to the states for ratification. This occurred in the 12th year of our young nation's existence. This explains why the Constitution itself references being done in "...the Independence of the United States of America the Twelfth."

The Declaration of Independence created us as one nation. It was in our twelfth year of existence that the Constitution was drafted as the new Rule of Law to govern our already existing Republic. The reason this is important to understand is that every American citizen needs to know that our Declaration of Independence is still relevant to our rights and liberties. This means that we can only be properly governed when our laws align with the principles clearly stated in the Declaration.

The Constitution only replaced the Articles of Confederation; it did not replace our Declaration of Independence. Therefore, the unalienable rights listed in the Declaration are rights that can neither be taken nor given away. These are rights that were anticipated by the framers to be protected by any governing authority in order for such government to be viewed as legitimate. The Declaration makes this clear by defining the proper role and function of government, "...to secure these [unalienable] rights governments are instituted among men, deriving their just powers from the consent of the governed."

- GEV's civics content educates its students on basic principles that are not included within other civics courses, content which is crucial to an understanding of how our government SHOULD function.



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