

**Minnesota State University Moorhead**  
**History 101: Critical Issues in U.S. History**

**Fall 2024**

**Instructor:** Dr. Sean Taylor

**Meeting Time and Place:** Ma 173, MWF, 11:00-11:50.

**Office:** MA 374F

**Phone:** 477-2814-note, email is a much faster way to get in touch with me.

**e-mail:** [sean.taylor@mnstate.edu](mailto:sean.taylor@mnstate.edu)

**Zoom Address:** Zoom-<https://minnstate.zoom.us/my/seantaylormsum>

**Office Hours:** MW 8:30-9:45, 12:30-1:30-2:45, F 8:30-9:45, and online by appointment.

**Web Address:** There is a D2L site set up for this course, if you are registered for the course it will show up automatically.

*“It is the mark of an educated mind to be able to entertain a thought without accepting it”—Aristotle*

**Description:** This course aims to develop students' critical thinking and multicultural skills by using four case studies in American history. The case studies offer the opportunity for the student to experience the history of multicultural America through engagement with primary and secondary sources in a variety of written and oral exercises.

LASC GOAL 2: Critical Thinking

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

I guarantee this class is like no other you have ever attended. Over the course of the semester you will find yourself in Puritan Massachusetts, antebellum Georgia, and in World War II America. In each of these scenarios lecturing will be used extremely sparingly, often one or two sessions, to set the stage. Instead, you will use primary sources readings to critically examine the issues before us and try to make some sense of the questions these historical instances raise.

### **Required Texts:**

- **“Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty”**. Jace Weaver & Laura Adams Weaver, University of Georgia. ISBN 9780393640915.
- ***The Cherokee Nation and the Trail of Tears (The Penguin Library of American Indian History)*** Paperback – June 24, 2008 by [Theda Perdue](#) (Author), [Michael Green](#) (Author) ISBN 9780143113676.
- **“Trial of Anne Hutchinson Game: The Trial of Anne Hutchinson: Liberty, Law and Intolerance in Puritan New England,”** by Michael P. Winship and Mark C. Carnes. ISBN 9780321332288
- ***The Puritan Dilemma***, Edmund Morgan. ISBN 9780673393470

### **Suggested Text**

- *The Holy Bible: Containing the Old and New Testament, authorized King James Version*. (Note: the KJV is the only acceptable version of the bible, for the purposes of this course and will be available online. In addition, there are several good app versions you can download for free)

### **Academic Expectations (Read Carefully)**

*Types of Assignments:* all writing assignments—both in and out of game settings (60%), and, discussion/participation—both in and out of game settings (40%).

### **How to “React to the Past”**

Listed below are the general parameters the instructor will use for assessing the game.

- Active participation in class debates
- Active participation in Angel discussion forum debates
- Demonstrate a familiarity and understanding of assigned texts
- Demonstrate an awareness of philosophical issues the game addresses
- Demonstrate an awareness of the historical context of the game
- Initiative in game (propose legislation, form alliances, undermine opponents...)

### **Excellent *class participation* work will be characterized by the following:**

—Stays in character, demonstrates enthusiasm for the role and creativity in depicting it.

—Demonstrates knowledge of the historical figure or type through such defining details as the particular character's gender, race, class, age, status in the community, religious beliefs. Demonstrates some understanding of the character's demographic, and what the status of such a person might likely have been. (Knowledge of the character's profile can demonstrated by such factors as costume; makeup; mannerisms; speech characterized by appropriate word choice or diction; understanding of conventions relating to gender, class, race, marital status, age, religious or philosophical adherence, and/or other identity markers of the time and place.)

—References key issues impacting the character and the decision, thereby demonstrating a broad preparation for the role; effectively quotes Plato or other contemporary primary sources in oral and/or written communications.

—Is persuasive in prepared speeches and in spontaneous oral participation, demonstrating the ability to sway other characters toward his/her point of view.

—Engages in active listening of other character's speeches, and shows flexibility in adapting his/her own responses in character to the developments and plot twists that ensue.

### **Keeping score:**

**A-level** - Correct, unexpected, and/or amazing speeches or comments (see above).

**B-level** - Correct, expected speeches or comments.

**C-level** - Correct, reiterated speeches or comments.

**D/F-level** - Factually incorrect, off-topic, or out-of-character speeches or comments.

***Class participation = 35% of your course grade***

### **Writing for Reacting to the Past**

*Each student is responsible for turning in **TWO** writing assignments per game, each approximately 800-1000 words.*

### **Excellent *written work* will be characterized by the following:**

- **Argument:** Paper has a clear argument or point of view. If article is in support of a specific measure, this is explicitly and clearly expressed. Other types of written work, Broadsides, for example, will be graded on separate, posted, criteria.
- **Evidence:** Paper makes meaningful use of primary source course texts; this means not only using quotes and ideas but also explaining how these quotes and ideas support your argument. All evidence is properly cited. The best papers will employ evidences from multiple sources; excellent papers may demonstrate outside research/reading.

- **Analysis:** The paper shows critical analysis and thoughtful reflection. The paper goes beyond mere summary of the course texts and game materials; it shows evidence that you have thought about the topic, considered different viewpoints where appropriate, and created an original and persuasive interpretation of the relevant issue(s).
- **Historical context:** Paper shows understanding of your character, the overall historical context, and appropriate game events and context. (Includes all the relevant class participation criteria for portrayal of your character.)
- **Proofreading:** Paper is written with excellent grammar and punctuation and is without proofreading errors.

***Written work = 55% of your course grade***

### **A Note About Writing**

You are being evaluated on your ability to think for yourself, to apply complex ideas to material, and to express yourself. In order to evaluate your abilities, **your work must be your own work**. Use of Artificial Intelligence (AI): Where possible, student work will be automatically scanned by the software of [Turnitin.com](https://www.turnitin.com). In addition to searching for matches between the submitted work and material submitted at other universities and all information published on the Internet, Turnitin will evaluate the work for signs of artificial intelligence (AI) writing. Turnitin will inform the instructor of the result of this evaluation, but students are not show this result.

Please note that recent changes to Grammarly makes it a form of AI, and anything rewritten by Grammarly might be flagged as AI.

Additionally, AI often inserts sentences from published documents into what it produces, creating direct plagiarism. Therefore, use of Grammarly and other forms of AI will place you at high risk of violating the university's Academic Honesty Policy (linked above). Be sure you understand the academic standards of presentation, originality, and documentation of sources before you employ AI in your writing.

If you use AI or Grammarly, you must alert the instructor of its use. This is done in the list of sources at the end of your document. You must list the program used and the precise prompt(s) you gave to the program.

No more 5% of your text can be generated by AI.

**Attendance:** I do not have a grade for attendance. I will take attendance each class period, but that is so I can keep track who was in class on a given day. **I cannot emphasize how important it is for you to be in class and ready to go each day.** When I figure your participation grade for each unit **I do refer to see how many time you might have missed class.** This includes non-game days--yes, the learning continues when we are not directly involved in the games. So, the grade is based on participation, but you cannot participate if you are not in class.

**Grading:** Numerical grade levels are as follows: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62) F (below 60).

A=Outstanding competence

B=Above satisfactory competence

C=Satisfactory level of competence

D=Marginally satisfactory level of competence

F=Unsatisfactory level of competence

LATE WORK raises the issue of fairness for students who complete all assignments on schedule. Therefore students will not be permitted to MAKE-UP assignments, papers, or projects without a university-approved legitimate reason, and discussion with the professor PRIOR to the scheduled due date. In accordance with university policy, students who miss class because of a university-sponsored activity, or illness, will be permitted to submit assignments after the due date, without penalty. NOTE: Technical problems with personal computers or other electronic equipment or media will not automatically be accepted as a legitimate reason for lateness. Unexcused LATE PAPERS, WRITINGS or PROJECTS will be penalized one letter grade per day they are late. Failure to complete major assignments and papers will result in an F course grade.

**Academic Honesty:** Don't cheat as I will use every means at my disposal to punish academic dishonesty. Note that plagiarism is often the area students run into problems.

### **1. Academic Integrity:**

**From the student handbook:** "Failure to show integrity in meeting academic obligations includes but is not limited to cheating, plagiarism, and the unauthorized use of materials prepared by another person. The term "cheating" includes, but is not limited to:

- a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
- b. dependence upon the aid of sources (beyond those authorized by the instructor) in writing papers, preparing reports, solving problems, or carrying out other assignments, including any work created by any form of **artificial intelligence**, unless expressly approved by me; or,
- c. the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
- d. the advertisement, solicitation, or sale of term papers or research papers.

The term "plagiarism" includes, but is not limited to:

- a. the use, by paraphrase or direct quotation, of four or more words of the published or unpublished work of another person without full and clear acknowledgement via quotation marks and citation, a consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism; or
- b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- c. See the [student handbook](#) for more information.

## **Accessibility Statement**

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodations for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or [accessibility@mnstate.edu](mailto:accessibility@mnstate.edu) (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a Request for Accommodations form online at <https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/> or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at [Charles.Eade@mnstate.edu](mailto:Charles.Eade@mnstate.edu). Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

## **Sexual Violence Prevention Statement**

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students' safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Title IX Coordinator, [petsrnlly@mnstate.edu](mailto:petsrnlly@mnstate.edu); 218.477.2967, or Ashley Atteberry, Director of Student Conduct & Resolution; [ashley.atteberry@mnstate.edu](mailto:ashley.atteberry@mnstate.edu), 218.477.2174; both located in Flora Frick 153. Additional information is available at: [www.mnstate.edu/titleix](http://www.mnstate.edu/titleix)



# Unit 1: Critical Thinking

You must click on the links below to see what is up for each day. Please note there is often more than one link to click for any given day--don't forget to look at all of them!

100 % 6 of 6 topics complete

8/26 Course Introduction

Web Page



8/28 Argumentation for Reacting

Web Page



This will be one of the few lectures I give in this class, but it's an important one. Learning the art of argumentation is of critical importance in this day and age. Charges of "fake news" fly around, people deny the obvious, and seemingly anything goes when arguing a point. This lecture will help you understand how to argue your point forcefully, with evidence. [See below for pdf.](#)

ALSO for 8/28: Arguments.1 PDF file for the "Argumentation for Reacting" lecture

PDF document



[This is for the lecture above.](#)

8/30 Argumentation--what is it and how does it work?

Web Page



[Click on the link and follow the directions for class. Don't forget to print the file and bring it to class.](#)

---

## 9/2-LABOR DAY



Web Page



While there is no class today, you should spend the time reading and contemplating the work others have done so we can have this day free.

---

## 9/4 Reacting to the Past Warm Up Game--



"Bomb the Church"

Web Page

Today we will spend some hands on time with arguments and argumentation in class.



## Unit 2: Japanese Internment

The goal of this unit is **two-fold**. *First, to examine* a part of American history often either left out, or superficially covered in high school classes. *Second*, this unit is your first real opportunity to **examine primary and secondary sources and use them to discuss questions** related to an historical question. Note that assignments are divided between lecture, readings, and discussions. **Lecture and readings provide background** to the material while **discussion assignments are for in-class discussion**. In all cases the work is to be completed by the date associated with it.

100 % 7 of 7 topics complete

Preparatory Lecture: The Japanese in America Outline-- to be accomplished on your own by 9/6



PDF document

You should **read through** this preparatory information for an overview of the history of Japanese in America **before** we start discussing the material. There is no audio with the lecture so you can proceed through the lecture at your own pace. Look carefully at the two weblinks below as there is a lot of information to help you understand the period. **As always**, taking notes is a good thing since the majority of you will not remember what you read without help.

Preparatory Reading to be accomplished by 9/6-- "Exploring Japanese American Internment."



Link

**Click and read** the Introduction to "World War II incarceration" in the Densho Project

The Densho Project

9/6 Discussion--Working with Primary Documents: Executive Order 9066 and understanding Equal Protection



Web Page

*Korematsu v. the United States*

**"Citizenship has its responsibilities as well as its privileges, and in time of war the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger."**

**Justice Black, speaking for the majority**

**This case explores the legal concept (read link) of equal protection before the law, a fundamental right in the US.**

After Pearl Harbor was bombed in December 1941, the military feared a Japanese attack on the U.S. mainland. The U.S. government was worried that Americans of Japanese descent might aid the enemy. In 1942, President Franklin D. Roosevelt signed an executive order forcing many people of Japanese descent living on the West Coast to leave their homes and businesses and live in internment camps for the duration of the war. Fred Korematsu, an American citizen of Japanese descent, was arrested and convicted of violating the executive order. Korematsu did not believe his arrest was fair. He challenged his conviction in the courts saying that Congress, the president, and the military authorities did not have the power to issue the relocation orders, and that he was being discriminated against based on his race. The government argued that the evacuation was necessary to protect national security. The federal Appeals Court agreed with the government. Korematsu appealed to the U.S. Supreme Court. The Court agreed with government and stated that the need to protect the country was a greater priority than the individual rights of the people of Japanese descent forced into internment camps.

*Having read the above lectures and assignment as background, we will now begin to talk about the issue of Japanese Internment.*

Today's assignment focuses on **Executive Order 9066**, issued by President Franklin Roosevelt in February, 1942--just two months after the Japanese Navy's devastating attack on Pearl Harbor.

First, read the Executive Order. Pay attention to details like why it is being issued, what perceived threats the government basis its decision on, and what, if any, limitations the order has, **if any**. **After you have read the order**, answer the questions at the top of the page. You **do not** have to write it in the form of an article, as the directions say, but do **type** them out and bring them so you can refer to them. I will collect them at the end of class, so make certain your name, HIST 101, and the date are at the top of the page.

To help you with class participation, make sure you **print the Executive Order** and **come prepared** to discuss.

---

9/9: A Question of Loyalty

Updated ✓

PDF document

**Click to read the PDF file (bring it to class)** and think about what you might do if you were in this situation. What are the questions being asked of the internees? What do you think the government is trying to get at by asking these question? Do the questions contain any "trick questions"? If yes, how are they "trick questions" and how do they how might the answers be used by the government?

---

Discussion for 9/11--Political Cartoon  
Analysis



Link

*This exercise allows you to examine alternative sources for understanding the internment of Japanese Americans. You will use the discussion tool in D2L to record your answers. **This is located under Communications-->Discussions on the navigation bar at the top of the page.***



## Image 2



9/13 Discussion based on "Did the Court Err in Korematsu"?



Web Page

Our final discussion on Japanese Internment asks you to think about the Court's decision in *Korematsu*. Taking in to consideration all the material you have read for this unit, *did the Court err in it's 1944 Korematsu decision?* (Read this page for the entire question).

You should bring the discussion with evidence from the week's readings in hand (notes on a tablet, written notes, thoughts laid out in an outline, etc). You will answer the questions, and then open to a larger conversation. I will be looking

**for active participation** from each and every individual in the group so figure out how you can participate.

### **Participation tips:**

*Not everyone is comfortable talking in class, however, there are steps you can take to make it easier, and more comfortable, for you. My absence allows us to try a different way of communicating--writing, instead of speaking.*

1) Look at the readings in advance and decide where you stand on the issue. Did the Supreme Court make a mistake?

2) Write down the evidence in the discussion that makes you think that way, *specifically* referring to the source or sources to support your stand.

3) Decide in advance what points you want to make and write them down. Often students think about this, but in the heat of the moment they forget what they want to say. Having it written down in front of you helps because you might be able to link what you thought to what someone else is saying and add to their conversation.

4) Read what others have posted, and respond to a few of your colleagues, agreeing, or *respectfully* disagreeing.

**All of this boils down to the active reading we talked about in the first week. I want to take this opportunity to emphasize participation grades are worth quite a bit in this class are based on you all talking. You can all do this, but it requires you coming to class prepared (or online in this case) and ready to give it a try.**

---

Moving on to Unit 3, Cherokee Removal



Web Page

**Unit 3 is our first Reacting to the Past game. Visit the unit and see where and what you should begin reading to prepare for this class. We will spend about one month on this unit.**



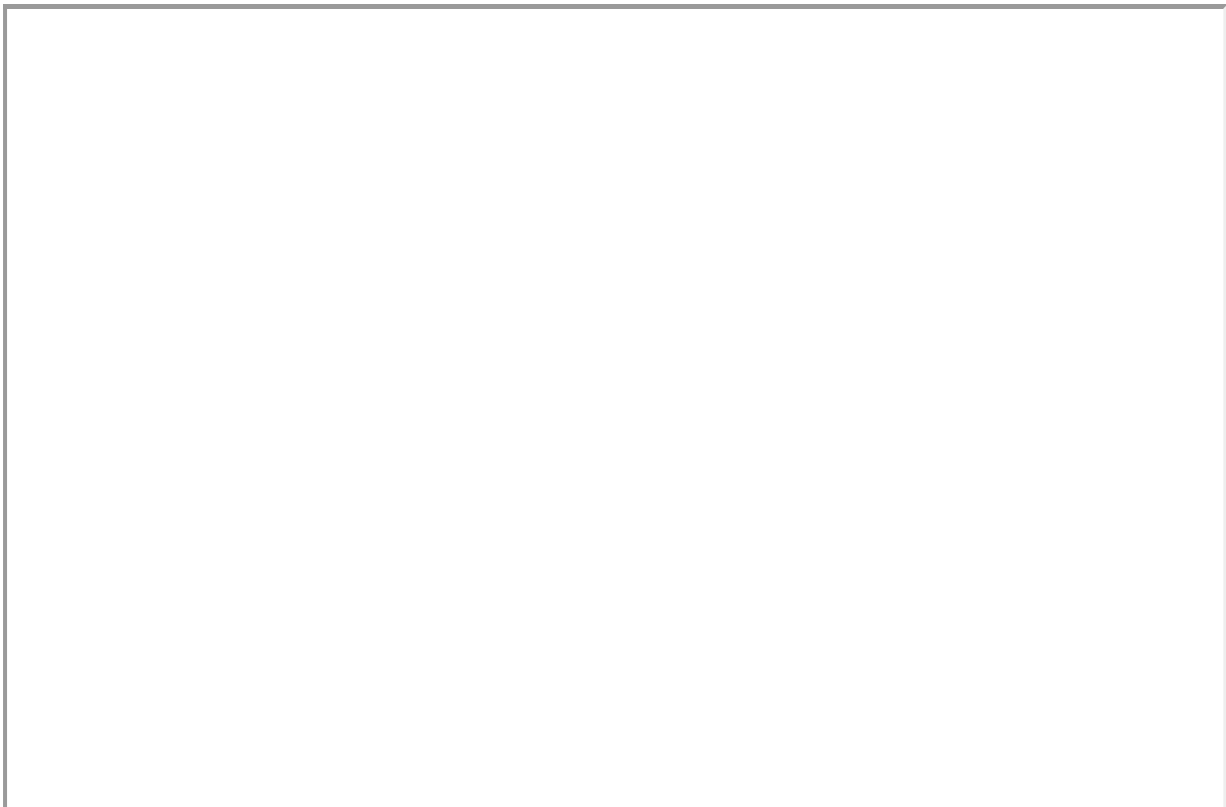
# Unit 3: Cherokee Removal

**Note: these dates are tentative and subject to change at the whim of the instructor or the Cherokee National Council.**

**16 September:** You use today to read the introduction and pp.1-105 in *The Cherokee Nation and the Trail of Tears* in Perdue and Green by this point. Quiz due next Sunday.

**18 September:** You don't have to write anything today. Instead, view a portion of the video "We Shall Remain" on the Cherokee removal. Watch until about 43:45, making sure you take good notes to help you understand the period.

**We will discuss the film briefly, and then talk about what RTTP is all about. Make certain you have read the Introduction and first chapter of the *Red Clay* RTTP game book.**



**20 September:** "Speaking to Connect" in-class activity--make sure print and read the sheets found at Speaking to Connect-Lamboy handout.pdf for today's class. Also, keep reading the primary source material at the back carefully, take notes so you can make arguments.

**23 September:** Be prepared to **discuss** these primary sources found in your game book.

- John Ridge, "Letter to Albert Gallatin"
- Elias Boudinott, "An Address to the Whites" May 26, 1826

**25 September**

- Andrew Jackson, Excerpt from the 1st Annual Message to Congress
- Andrew Jackson, Excerpt from 2nd Annual Message to Congress

**27 September**

- Georgia General Assembly, Georgia Indian Laws December 1829, 1830
- Lewis Cass, "Removal of the Indians"

**30 September:** We will discuss the de Toqueville, Story, and Kent readings. You **should be finished** with all the sources at this point.

**2 October:**

A discussion of sovereignty and the Cherokee in preparation for the Hermitage Debate.

Read:

- *Cherokee Nation v. The State of Georgia*
- *Worcester v. Georgia*
- United States Congress, *Indian Removal Act*
- **Game preparation and set up.** Faction meetings and strategy planning. Those playing roles in the Hermitage debate meet with me.

**4 October:** Pre-Game fictional debate-The *Hermitage Debate*: The day starts with President Andrew Jackson welcoming the participants of the

debate. Please consult the manual for your role in this debate. Jackson will moderate the debate, calling on individuals to discuss the question at hand (*see page 36 in the student manual*). Readings from the primary documents will help you all to understand these questions. Again, I urge active reading so you have a good overview of pertinent sources.

**7 October: First Game Day (please note I reserve the right to adjust these meetings as needed)**

**It is October 1835 and the first day of the National Council.** Hundreds of people have arrived in the village to see the business of the Cherokee government conducted.

- We will **start with** (8-10) minute faction meetings (absolute time limit, strictly enforced). Note: *Short* faction meetings can be called should the need arise.
- **Commissioner Schermerhorn should have presented Chief John Ross with a letter from President Jackson prior to the start of the session.**
- **John Ross calls the assembly to order and delivers his "State of the Nation"** address. He will then inform the assembly of the President's letter and read Jackson's letter to the assembly.
- Ross will note **representatives from the U. S. government are present** to present the treaty.
- All petitioners speak at the discretion of the chair, but in good Cherokee tradition all get to have their say at the podium.
- After presentation of the treaty **open discussion of treaty begins**, centering on the wisdom of removal verses staying ensues.
- Other issues?.

**11 October: First Game Day, continues...**

Since a 50 minute class period is a short amount of time, and students often need time to get used to playing, each game day will last 2 class days in this game.

**14 October: *Fall Breather, no class. Keep talking to each other***

**16 October: Second Game Day**

Faction meetings for first 8 minutes. After the faction meetings, John Ross (or whomever is Principal Chief) should call the National Council to order. He should remind the councilors where they are in the process. Barring subsidiary issues, debate should resume on removal and the treaty terms.

**18 October: Second Game Day, continues...**

**21 October: Third Game Day**

Faction meetings and debate continue...**No class** on Friday as. I will be presenting at a conference.

**23 October: Third Game Day, the game ends today!!!!**

End of game, vote taken on Treaty and other miscellaneous issues addressed.

**October 25: No Class, start reading Anne Hutchinson.**

**28 October: Game post mortem. In class viewing of film "We Shall Remain: Trail of Tears" and discussion of the game.**

**Reflective writing on Cherokee game. Please see the assignment located in the Reflective Essay assignment on the left margin of this page.**

Today's class will consist of a discussion of your Cherokee reflective essays.

**Want to see where you all have been for the last month?  
Click on the videos below:**

New Echota VIRTUAL REALITY: Outside the Council...



New Echota VIRTUAL REALITY: Inside the Council ...



Outside the Cherokee Print Shop | New Echota VIRT...



This was the New Echota print shop where the Cherokee Phoenix, the first Native American newspaper, began publication in February of 1828.

Note-we will be transitioning to the Anne Hutchinson game this week

so you should start reading that game book, along with Edmund Morgan's *Puritan Dilemma*.

Make certain you take good notes and are able to discuss the readings. I promise you with will be an intellectually

challenging game, very different from Red Clay.

100 % 13 of 13 topics complete

### Class Game Papers

I will post all game papers here as I receive them in the D2L assignments folder. You may use these papers to either support, or challenge, the ideas put forth in them. **Please note** that the basis of Reacting to the Past is discussion and argumentation, so it is expected you will respond to what your colleagues say in class. The papers in this section will not have grades or markings on them. To see individual comments and grading for your work, see the re-uploaded file I post with your grade.

Version 2 Treaty from 10/11

Web Page



treaty draft from Mr. Schermerhorn

Word Document



Student Papers

Web Page



## Understanding Primary Sources

Web Page



## Game Roles and Names Fall 2024

Web Page



Your names and roles are posted.

### Supplemental sources that may help you in the game.



#### Digital Version of the Cherokee Phoenix

Link



#### The Cherokee Indians Speak to the U.S. Government

Link



#### CHEROKEE PHOENIX Volume I, No. 1 Thursday, February 21, 1828 Page 3, col. 2b-4

Link



#### Storrs, William. House of Representatives, Representative Mr. Storrs on the Indian Removal Act of 1830, 21 Congress, 1 session, Register of Debates

Link



#### Emerson, Ralf Waldo. "III Letter to President Van Buren."

Link



---

**THE CHEROKEE NATION v. THE  
STATE OF GEORGIA**

[Link](#)



---

**Worcester v. Georgia, 1832**

[Link](#)



---

**Supplemental Readings**

[PDF document](#)





# Unit 4: Trial of Anne Hutchinson

## Game Set-up

**30 October:** Lecture on Puritan life in England and North America. Read the very following short digital chapters on New England History, and The puritan and his God. Both of these texts **can and should be used in playing the game** and should appear in your papers, where applicable.

**1 November:** Discussion of the game book. **You should have read the entire book and focused on the rules of the game** and, most importantly, the Puritan understanding of **salvation**. **You need to be fluent in this**, how do the orthodox Puritans know they are saved? How about the antinomian faction lead by Anne Hutchinson, how do they understand the nature of their salvation? Hint, "Two paths to assurance," p. 39 (or 40 in some editions) is your friend in this game--it won't give you all the answers, but it does explain what you believe. Make sure you come to class with discussion questions that **YOU** have.

**3 November:** Discussion of Morgan's *The Puritan Dilemma*. Click here for study questions to help you understand the material. **Hand out game roles. Election of John Winthrop as Governor of your colony.**

**6 November:** Continuation of our discussion and set up. Make certain you have read the complete version of "A Model of Christian Charity" (see below).

**Likewise, take a look at the other material below as they will help you play the game.** Things to continue to think about--how do the orthodox Puritans know they are saved? How about the antinomian faction lead by Anne Hutchinson. Hint, p. 39 (40) is your friend in this game--it won't give you all the answers, but it does explain what you believe.

**8 November:** Continued discussion of game material with an emphasis on conversion narratives. Revisit the "Applied Theology" section of chapter 3, "The puritan and his God" in *Puritanism: A Very Short Introduction* (click the link to the book and read chapter 3, and as much otherwise as you want) as

we will talk about these items in class. Also, faction meetings, I meet with the immigrants.

**The Game-this is a tentative schedule, subject to the whims of the Almighty and the Gamemaster (not necessarily the same thing)**

**11 November: No School, Veteran's Day**

**13 November: Game Day 1**

**15 November: Game Day 2**

**17 November: Game Day 3**

**20 November: Game Day 4**

**25 November: Game Day 5**

**Thanksgiving Break**

**2 December: -Game Day 6**

**4 December: Post Mortem or more game days, as needed**

**6 December:**

**9 December: AH vote**

**100 % 11 of 11 topics complete**

Student Game Writings

Web Page



Interpreting a Puritan Conversion Narrative

Web Page



Useful bible verses

Web Page



---

Searchable King James Bible

Link



---

Updated (Annotated) Trial Transcript

Web Page



---

Hutchinson Game Names

Web Page

Open this file to see who is in your faction.



---

TULIP-Puritan Theology

PDF document



---

Puritan Dilemma Discussion Questions

Web Page



---

Apocalypticism Explained

Web Page



---

John Winthrop, A Modell of Christian  
Charity (1630)

Link



---

Colonizing Experiences USE

PDF document

