

CHRIST AND THE AMERICAS **HISTORY LESSON PLAN**

Introduction

History is, perhaps, one of the most difficult subjects for Catholics to come to complete agreement on, not for lack of accord on doctrine and principles, but for varying interpretations of practical and prudential actions and judgement. Anytime humans and their actions come into play, we must bear in mind that, even amongst the Mystical Body of Christ, the effects of Original Sin remain. Accordingly, there are a number of Catholic history books available, all written from greater or lesser differing perspective. Our Lady of Victory chose Anne W. Carroll's new *Christ and the Americas* only after a careful review of the many other Catholic texts covering American History. We believe we have found the very best Catholic history of the Western Hemisphere currently available. Nevertheless, we ask that you carefully read the explanatory notes below before turning the book over to your child, **especially the "Parental Issues" section at the bottom of p. 4.** As always, your comments and suggestions are welcome.

In addition to *Christ and the Americas*, we have also implemented (in weeks 20 and 21) *Catholics of the Confederacy*, a pamphlet offering a brief overview of the many Catholic priests and laity involved in the War Between the States.

IMPORTANT NOTE: KEEP THESE FIRST FOUR PAGES; DO NOT RETURN THEM TO OLVS WITH LESSON PLANS.

Assignments

At the end of each chapter, there are review questions which are to be answered by the student as directed in this lesson plan. Since there are more weeks in the school year than there are chapters in the book, some chapters will be spread over two weeks. When this occurs, only the questions referring to that portion of the week's assigned reading will be completed in that week. Follow the directions in this lesson plan carefully, and send work, as directed, to the OLV tutor, preferably every two weeks. Completion of projects are not required, but may be assigned by the parent or in-home tutor as extra outside work.

PLEASE ENSURE THAT THE ASSIGNED QUESTIONS ARE FULLY ANSWERED IN COMPLETE SENTENCES. The student may use the book to answer end-of-chapter review questions, but **neither book nor notes of any kind may be used when taking tests.**

An Answer Key for Christ and the Americas is available from OLVS. We strongly recommend that you purchase it, if you have not already, to assist you in grading your child(ren)'s work. **The answers in the Answer Key are more detailed than the student's response need be.** As long as the student's response agrees substantially with the Answer Key, it should be graded accordingly. PLEASE MAKE SURE THAT THIS ANSWER KEY IS KEPT IN A CONFIDENTIAL LOCATION (WHERE ALL ANSWER KEYS SHOULD BE KEPT). Even the most honest students can be tempted to cheat.

Quizzes, Tests and Grading

Quizzes and tests will be administered as indicated in these lesson plans, and sent to the OLVS tutor for grading. Quiz answer keys are provided only for the purposes of a study guide for the Quarter Test, since the corrected quiz will not be returned in time for the student to use to prepare for that quarter's test. Again, **neither book nor notes of any kind may be used when taking tests.** For enrolled students (students whose parents are paying tuition for them), the completed tests are to be sent to the OLVS tutor for grading. The OLV tutor will base the weekly grades on grades of the textbook assignments, and quarterly grades will include an appropriate value for the quarterly tests, as well. The first quarter, mid-term, and third-quarter tests will cover material from those respective quarters only, while the final test will be comprehensive, that is, based on the material covered during the entire year. It is highly recommended that you save all your written assignments and tests, so that these may be used for study aides in preparation for the tests. These graded papers will then be forwarded to the parent/in-home tutor by the OLVS tutor at the end of

each quarter. (The only difficulty will be that the fourth quarter graded papers which have been sent to the OLV tutor, will not be returned in time for the student to study those in preparation for the comprehensive Final Test. It would therefore behoove students to keep copies of the fourth quarter work being sent to OLV, to have a complete file.) It is recommended that the student keeps these together in a journal format (three-hole folders in various colors for loose leaf paper are available for fifteen cents each from OLVS). **Familiarity with the major reviews at the end of each Unit is an excellent preparation for the quarter, mid-term, and final tests.**

Explanatory Notes

Even in the best of textbooks -- and Mrs. Carroll's Christ and the Americas is one of the finest on the history of the Western Hemisphere -- there are some points which merit greater discussion or explication. Of the topics treated so adeptly by Mrs. Carroll in this well-researched book, OLVS believes it is important to bring out the following elaboration on certain issues covered in this excellent text.

History of Man. The textbook states that the Neolithic Revolution in the New World occurred around 2500 B.C.; however, the Church has generally taught, based on Holy Scripture, that man was created sometime around 4000 B.C. Any check of a Douay-Rheim version of the Bible will give a detailed timeline of the history of Man. Some may argue that this is not *ex cathedra* teaching; however, as a constant teaching, it is part of the Deposit of Faith, and therefore we owe to it our assent. Accordingly, any date postulated by anthropologists and/or archæologists which places man on the earth before 4000 B.C. must not be accepted uncritically. The textbook's statement that the Neolithic or Agricultural Revolution occurred in the Old World around 9000 B.C. is a guess on the part of anthropologists, and has no basis in Scripture.

Legitimacy of Government. On p. 107, Mrs. Carroll writes: "We need to be reminded that all authority comes from God, and if authority is not exercised in harmony with God's law, then it is not legitimate." While it is true that all authority comes from God, it does not follow that that authority will be used wisely, prudently, and in accordance with His laws. Furthermore, it is simply not true to say that if the authority abuses his power, or does not govern in accordance with God's laws, he is, *ipso facto*, no longer a legitimate authority. There has never been even a hint of this in any Catholic teaching. On the contrary, we Catholics are required to submit to all laws, properly promulgated by a lawfully constituted governing body, which do not require us to do anything specifically immoral or against the Holy Faith.

We are not allowed to declare our government "illegitimate" by virtue of the fact that the laws of our land do not reflect God's laws. By any test of authority, the laws of Rome of the first three centuries could not be described as being in accordance with divine law. Yet, none of the Fathers of the Church ever so much as suggested that Rome's authority was illegitimate, and could therefore be thrown off. In the thirteenth century, Frederick the Great described himself as the "Antichrist," yet popes and bishops continued to regard him as the legitimate Hohenstaufen monarch (even after he was excommunicated). Our own beloved United States, is perhaps the most decadent society in the history of civilization; yet, no reputable Catholic leaders or theologians have even so much as hinted that the United States is without a legitimate authority. In fact, the Vatican maintains diplomatic relations with dozens of nations around the world (including our own), whose laws and practices are antithetical to the Catholic Faith, and when the Holy Father met our own President Clinton at Denver International Airport on his last visit to America, Pope John Paul II was simply quoted as saying to our Chief Executive, "Respect Life." Accordingly, we cannot say that authority not exercised in harmony with God's law, is illegitimate.

The Civil War. In chapters 15, 16, and 18, the reader frequently receives the impression that the War Between the States, or the Civil War, was chiefly fought over the issue of slavery. In fact, slavery was not the paramount issue, being eclipsed by the differing constitutional interpretations of "states rights" and the deep-seated disagreements on tariffs. Indeed, that horrible fratricidal conflict we call the Civil War resulted from the diametrically opposed views of Northerner and Southerner on the original intent of the framers of the U.S. Constitution, a philosophical disagreement which had been simmering since before the Constitution came into

existence, and which became more public during the presidency of Andrew Jackson. It also must be stated, in fairness, that there were “hard-liners” on both sides of the Mason-Dixon line, men who refused to seek political compromises for the common good of the nation, as good Christians should. Still, in Basic American Government, the highly respected historian, educator, researcher, and author, Dr. Clarence B. Carson, plainly states that the “proximate cause of the conflict was the nature of the Constitution.” Dr. Carson’s main focus is on “the impact of the Civil War and its aftermath upon the Constitution: its content, its meaning, and its application or interpretation.” Dr. Carson continues:

The decision to use force in an attempt to preserve the Union hardly resolved all constitutional questions; it raised many others...How could war be made against a portion of the people and states of the Union in accord with the prescribed relations of the Constitution? . . . The dominant forces in the Union . . . ran roughshod or trampled under foot opposition views on the Constitution. (320)

While there were certainly many people on both sides of the Mason-Dixon line genuinely opposed to slavery, the phony Northern concern for the “plight of the poor Negro,” made into a *cause célèbre*, is revealed for the subterfuge and hypocrisy that it was when one looks at how the Northern industrialists treated their factory workers, a large proportion of whom were poor Catholic immigrants. These workers were literally slaves to the industrialists, but unlike in the South, where most plantation owners cared well for their workers, the industrialists of the North knew, at any time, that another boatload of free labor would always be arriving in Northern ports to replace the countless who died of a multitude of diseases in the sweatshops and mines of the North. There are many kinds of slavery.

The conduct of the war became downright immoral as the Northern army destroyed and pillaged wherever it went on Confederate soil. General Sherman may have the distinction of being the first general in the history of post-Thomistic warfare who flagrantly violated every aspect of the Just War teaching of the Church, and in a most barbarous manner. Ordering into exile whole urban populations, Sherman burned their cities to the ground. He made a policy, through explicit and standing orders, of plundering and stealing the stores upon which rural families were to have been dependent to make it through the terrible winter of 1864-1865, and cut a swath of devastation from thirty to sixty miles wide along the 300 miles from Atlanta to Savannah. Sherman then marched his plundering horde into South Carolina, where they were compared to “Goths” by Northern newspapermen. Brutalities and atrocities of every type were actually documented, *inter alia*, in the numerous extant letters of Union officers, whose consciences were piqued by the orders they were carrying out. Generals Grant and Sheridan also waged war upon the civilian population of the South (particularly in the Shenandoah Valley of Virginia), clearly intending to exact revenge upon the Confederacy.

But it was in the political arena where the North would truly make the South pay dearly. The term “Reconstruction” would have been laughable, had the consequences for the South not been so tragic. Before the end of the war, Lincoln had met with a Southern peace delegation, and promised them that plantation owners would be indemnified for the loss of their slaves. He also vowed a complete re-integration into the Union with no penalties or pre-conditions. After Lincoln’s death, the only person in Washington who seemed to have remembered the late President’s words, “With charity towards all, with malice towards none,” was the new President Johnson. But Congressional Republicans were in control of the government, and they not only brought the South to its knees, but successfully intimidated the Executive and Judicial branches. For his attempts to lend some dignity to a real reconstruction of the South, Johnson became the one and only President to be impeached (although unsuccessfully). The South, the Constitution, and, for that matter, the United States of America, would never again be the same.

FDR and Catholic Americans. In Chapter 22, the author implies (p. 332) that FDR had Catholic support in the 1936 election. However, it is not at all accurate to speak of the Catholic vote lining up completely behind Roosevelt in this and subsequent elections. In fact, Catholics generally were wary of Roosevelt, whose war-mongering and socialist tendencies were becoming more clear, and they tended to share Fr. Charles Coughlin’s attitudes. If many Catholics voted for FDR in 1932, intent on giving him the benefit of the doubt, by the 1936 and 1940 elections, his support among Catholics had eroded to a relatively insignificant number. Catholics knew what powers operated behind the man Roosevelt, and,

accordingly, Italian immigrants, for example, nicknamed FDR “the buffoon,” the name commonly used by Italian-Americans of Little Italy in Baltimore and other large Eastern cities when speaking of that President. In response, and in a little-known episode of history, these same Italian-American communities were subjected to persecutions by FDR at the outbreak of hostilities with the Axis Powers, with hundreds of American citizens of Italian (and German) extraction branded as “Fascists” and “Nazis”, and rounded up and placed into concentration camps at numerous Army installations, some for the duration of the war. It is another myth propagated by the politically correct historians that only Japanese-Americans were targeted with this type of discrimination and persecution, and one can still find men of German and Italian extraction living in the rapidly disappearing ethnic enclaves of the East Coast, who willingly discuss their days of incarceration at such places as Fort Holabird, Maryland.

Parental Issues

Even though this book is intended for a high school readership, some issues discussed in the text might not be appropriate for tenth-graders without parents first discussing them with their children. Accordingly, we ask that you, as the parent, decide if it is prudent to let your child read these sections:

- (1) On pp. 183 - 185, the Donner tragedy is discussed, including the fact that some members of the Donner party resorted to cannibalism to stay alive;
- (2) On pp. 187 - 189, it may be best to delete the section on Maria Monk. Students will not be required to answer the question (#3, p. 195);
- (3) On p. 411, there is a discussion of artificial birth control and the encyclical, *Humanae Vitae*;
- (4) On pp. 417 - 420, there is an in-depth discussion on the *Roe v. Wade* abortion decision, and there is a question in the end-of-chapter review questions (#10, p. 426), which you may choose to skip;
- (5) On p. 424, there is a fairly explicit description of the “partial-birth” abortion procedure.

CHRIST AND THE AMERICAS
HISTORY LESSON PLAN

Student's name: _____
Street Address: _____
City/State/Province: _____
Zip/Postal Code: _____
Parent's Name: _____

ASSIGNMENTS: **WEEKS 1 - 2**

Text - Christ and the Americas, Anne W. Carroll, TAN Books and Publishers, © 1997

Use EZ Grader for finding grades of each written and oral assignment, and fill in each grade in the corresponding space to the right.

ANSWER ALL QUESTIONS IN COMPLETE SENTENCES.

			<u>Grades</u>
<u>1st week</u>	Text	Read and study Chap. 1, pp. 1 - 18. Answer Review Questions pp. 18 - 19: #s 1 - 5, in writing; (Send this graded paper to school) #s 6 - 12, in writing; #s 13 - 15, orally.	_____ _____ _____

Week 1 Time: _____

<u>2nd week</u>	Text	Read and study Chap. 2, pp. 20 - 33. Answer Review Questions, p. 33: #s 1 - 5, in writing; #s 6 - 10, in writing. (Send this graded paper to school.)	_____ _____
-----------------	------	---	----------------

Week 2 Time: _____

Comments: _____

For use by OLVS tutor only: History - Week 1 _____ Week 2 _____