**Topic Ideas**

**“Exploration, Encounter, Exchange in History”**

*Your topic must be an American who explored between Colonial Times and 1920. Remember that many types of exploration are possible – geographic, political, military, artistic, scientific, social, and even moral. Here are some ideas; many others are possible.*

**Early Explorers of the East Bay**

**Corporal Domingo Alviso** and his family *explored* with the De Anza expeditions that brought the first Spanish into California. He married Maria Bernal, and received the Rancho Rincon land grant. The town of Alviso is now part of San Jose. Many Alvisos still live in Livermore, on family land on Almond Avenue. <http://www.milpitashistory.org/alviso/alviso.html> <http://www.historysanjose.org/neighborhoods/alviso/index.html> <http://www.sfgenealogy.com/spanish/anzaexp.htm>

**Guillermo Castro** ranched on most of the land in Castro Valley and Hayward. *Encountering* hostile squatters and lawsuits after the Gold Rush, he began eventually lost most of his land and *exchanged* his life in California for Chile. The remains of his home are under the Hayward City Hall.

**Mary Ellen “Mammy” Pleasant** *encountered* discrimination and successfully sued desegregate streetcars in San Francisco in the 1860’s. A successful African American businesswoman, she *exchanged* oppression for some equality.

**Mariano Guadalupe Vallejo** *encountered* conflict with US settlers in Mexican California who they would not follow Mexican law. He *explored* possible solutions with the Mexican government but could not prevent the *exchange* of territorial control from Mexico to the US.

**John** **Lewelling**: *explored* opportunities in California after *exchanging* his life in Iowa for a farm in San Lorenzo.  He became a pioneer winegrower in the Napa Valley, where his descendants, who would be easy to contact for interview, still own the vineyards he established there.

**Harry Morse**, sheriff of Alameda County in 1864, *explored* widely in California, *encountering* many horse and cattle thieves. In the 1880’s he opened a detective agency and tracked down notorious bandits while *exchanging* the ways of the Wild West for law and order.

**Augustin Bernal** *explored* the California hills and became the first white settlersettler in Pleasanton. His adobe house still stands on Foothill Boulevard.

**William Hayward** *explored* worthless gold mines, *encountered* hard work on the Castro ranch before purchasing land, opening a store and finally *exchanging* poverty for town life in what would be called Hayward.

**Luis Peralta** *explored* the northern migration from Mexico, becomingrancher 8,000 head of cattle and 2,000 horses. He *encountered* many lawsuits and unfair *exchanges* after the Mexican War and the Gold Rush, but managed to maintain his home and community center.

**Andrew Ohleson** *explored* opportunities in California after the Gold Rush and eventually started a salt business on the Hayward shoreline. *Exchanging* his Swedish name for the English “Oliver,” he established the Oliver Salt Works and encountered good fortune.

**Joseph and William Hunt** *explored* opportunities in fruit-packing in Sebastopol in 1888, moving it to Hayward in 1895. They soon *encountered* a community of people who *exchanged* farm work stable factory jobs. The company merged with Wesson and finally ConAgra.

**Robert Livermore** *explored* and settled in 1839 with a partner, Jose Noriega, on the Rancho Las Positas. They raised sheep and cattle. Livermore was hospitable to gold rush settlers and never turned away a traveler in need. [www.lhg.org](http://www.lhg.org)

**William Mendenhall** *explored* with Fremont to conquer California in 1846. In 1869, he founded a town, naming it after Livermore in honor of his kindness. His negotiated the railroad spur that connected to the transcontinental railroad. [www.elivermore.com](http://www.elivermore.com)

**Carl Wente** *exchanged* a life in Germany for a winery in Livermore in 1883, *explored* new methods of farmingeven though he *encountered* business challenges during Prohibition.. Family members continue to run the winery today.

**James Concannon** left a life in Ireland to *explore* opportunities with a winery in 1883; it is one of the oldest in California. He *exchanged* commercial sales for making altar wines for the Catholic Church after *encountering* difficulties during Prohibition.

**Wong Kim Ark** *explored* legal methods to retain his U.S. citizenship, after he was arrested in 1895 upon returning from a trip to China. The Supreme Court agreed that the 14th Amendment granted him citizenship, because he was born in the U.S., even though he was of Chinese descent.

**Other California Explorers**

**The Donner Party** *explored* a new route to California in 1846, *encountered* a heavy snowstorm at Donner Pass, and *exchanged* civilization for cannibalism before they were rescued.

**Leland Stanford** *explored* railroad opportunities, *encountered* political as California governor and founder of Stanford University, finally *exchanging* a roughneck western outpost for a powerful, prosperous state.

**John Swett**, known as the “Horace Mann of the West” *explored* changesin education. As California’s Superintendent of Schools in 1863, he made school free for all students of all race. Unlike Mann, Swett had been a teacher.

**Joaquin Murrieta,** angry about the murder of his sister and the loss of a California mining claim after the Mexican War, *exchanged* a peaceful life for attacks on white American camps.

**Commodore Robert F. Stockton** arrived in Los Angeles with three frigates and 1500 troops. When Mexican General Castro *encountered* the show of force, he retreated, leaving his artillery behind. Stockton’s naval victories resulted in an *exchange* of territorial identity from Mexican to US.

**Father Junipero Serra** and other **Spanish Catholic Missionaries** in the Americas *explored* new lands, *encountered* new people, and *exchanged* many old practices for new ones.

**James Marshall** *encountered* gold at Sutter’s Fort in 1848 and soon thousands were *exchanging* safe lives in the East to *explore* risky fortune-hunting in the West.

**Exploration, Encounter, Exchange in Colonial Times**

**St. Augustine, Florida,** founded by Spanish *explorers*, is the nation’s oldest city founded by Europeans.

**Roanoke** settlers *explored* a New World, *encountered* Croatoan Natives,and *exchanged* life for death*.*

**William Bradford,** a signer of the Mayflower Compact, *explored* governance of Plymouth Colony as governor for 30 years, *encountering* conflict, and *exchanging* Old World security for New World freedom.

**Squanto**, a Native American who had lived in England for 15 years before *encountering* the Pilgrims in America, was a *esplored* diplomacy between the his native tribe and the whites and *exchanged* conflict for a 50-year peace.

**Puritans and Native Americans** in New England *encountered* cultural differences and *exchanged* both ideas and trade goods.

**Captain John Smith** *explored* Chesapeake Bay as a founder of Jamestown, the first successful white settlement. He *encountered* both support and resistance from Natives and later *exchanged* his role as a colonial leader for that of writing his adventures.

**Pocahontas**, the daughter of a Native American chief near Jamestown, *explored* relationships with colonists, marrying tobacco developer John Rolfe.

**John Winthrop** *exchanged* his identity as an Englishman to become the Massachusetts governor who gave the famous “City on a Hill” sermon in 1630.

**Roger Williams** *explored* independent religious ideas, *encountered* resistance from Massachusetts church officials, and *exchanged* his home for a new one in Rhode Island in 1636, where he practiced religious tolerance and separation of church and state.

**Anne Hutchinson,** an unorthodox female religious thinker*,* also *explored* new territory after *encountering* resistance from Massachusetts. A poet, writer, wife, and mother, she *exchanged* strict religious doctrine for ideas of liberty and women’s equality.

**William Penn**, the Quaker founder of Pennsylvania, *explored* a religious freedom and practiced fair *exchanges* with Native Americans he *encountered*.

**Metacom** *encountered* aggression from the English, who called him King Philip, *explored* possibilities for fair *exchange*, and finally died during King Philip’s War.

**Mary Rowlandson** was abducted during King Philip’s War, *encountered* a new culture, *exchanged* her skills for her life, and after her release *explored* a new form of literature, the captivity narrative, writing a best-selling book about her experiences.

**Increase Mather** *explored* new ideas about basic political rights on a trip to England where he *encountered* the Glorious Revolution. British citizens and American Colonists *exchanged* oppression for more fair treatment.

**Englishman John Locke** *explored* a natural rights philosophy *encountering* tyranny. He *exchanged* a theory of absolute monarchy for limited government.

**Pontiac** *exchanged* peace for war after *encountering* colonial encroachments on Native American land. He *explored* diplomatic solutions, including the British Proclamation of 1763 limiting settlement west of the Appalachians.

**John Peter Zenger**, a newspaper publisher, *encountered* censorship when he criticized the British governor. He *explored* his rights in court and *exchanged* oppression for a freedom of the press in the British colonies.

**Exploring Revolution and Exchanging Tyranny for Liberty**

**Patrick Henry** *encountered* tyrannical taxes and *explored* support from colonists by thundering “Give me liberty or give me death!” He *exchanged* peace for revolution.

**George Washington** *explored* independence both politically and militarily, *encountering* challenges from the hostile British and the quarrelsome new Americans. More than once he *exchanged* the quiet of Mt. Vernon for the challenges of leading a new nation.

**John Adams** encouraged revolution so that the country could *exchange* its colonial identity for independence.

**John and Abigail Adams** *exchanged* letters as he *explored* opportunities to build a new nation and she *encountered* methods of building patriotism at home.

**Mercy Otis Warren** *explored* American political thought by writing anti-British propaganda and plays with political themes. She *encountered* opposition from some Patriots when she *exchanged* traditional views for a specific vision of freedom that historians call anti-Federalist.

**James Otis**, a prominent Boston lawyer, *explored* new methods of political organizing. He coined the expression “Taxation without Representation is Tyranny” He protested eloquently against British searches in colonists’ homes and favored basic rights for African-Americans. Struck down by lightening in 1783, Otis at least lived to see the British surrender in 1781.

**Thomas Paine** *explored* revolutionary ideas in two countries – America and France. His pamphlet *Common Sense* roused Americans to *exchange* tyranny for independence and *The American Crisis* inspired many to stick out the war’s darkest hours. Paine *encountered* support for *The Rights of Man,* which outlined the philosophical foundations of the French Revolution but *encountered* resistance for *The Age of Reason,* which rejected many conventional Christian doctrines. He escaped the guillotine only by a bureaucratic fluke.

**Benjamin Franklin** *explored* American unity earlier than other colonial politicians. His first plan *encountered* opposition, but he later *exchanged* failure for success, convincing the colonies to declare revolution, negotiating French military support, and writing the Constitution.

**Paul Revere**, *explored* methods of organizing Revolution through the Boston Sons of Liberty. With two others, he rode to warn Lexington and Concord that the British were coming, *encountering* arrest along the way. He also publicized the Boston Massacre with his engraved print of the slaughter. He helped America *exchange* its status from dependent colonies to an independent nation.

**Samuel Adams**, John Adams’ cousin, *explored* routes to Revolution through the Boston Tea Party and other aggressive protests. A fiery orator, when he *encountered* resistance he convinced many to *exchange* passivity for action.

**Ethan Allen** *explored* New Hampshire’s Green Mountains with a small militia unit, successfully capturing Fort Ticonderoga and giving the Patriots a large supply of artillery. He *encountered* opposition by Loyalists but *exchanged* dominance by the wealthy for the rights of ordinary people.

**The French nobleman Marquis de Lafayette** *explored* French support for the American Revolution and later kicked off the French Revolution. He *encountered* opposition from radicals and *exchanged* his own liberty for years of imprisonment to bring freedom to two continents.

**Baron von Steuben**, a German, *explored* the new efforts at revolution and *encountered* an undisciplined mess. He helped Washington *exchange* a ragtag group of volunteers for a professional army.

**George Rogers Clark** *explored* the West, *encountering* potential for military victory and *exchanging* a wilderness for US Territory. He stated, “If a country is not worth protecting, it is not worth claiming.”

**John Paul Jones**, a naval commander, *encountering* the British Navy, who sunk his ship *exchanged* defeat for victory, shouting, “I have not yet begun to fight!”

**Francis Marion**, “the Swamp Fox,” *encountered* British troops during guerrilla raids in the South. His *explored* new methods of defeating a more powerful enemy and helped *exchanged* tyranny for liberty.

**Nathanael Greene** *exchanged* pacifist Quaker principles to serve as a general in the Continental Army.

**Henry Knox** *explored* the route to move artillery from Ft. Ticonderoga to Boston. *Encountering* the cannon on Dorchester Heights, the British general *exchanged* determination for despair, and Boston was liberated.

**Exchanging A Weak Confederation for a Strong Constitution**

**Daniel Shays** *encountered* unacceptable state tax policies and *exchanged* loyalty for rebellion. As a result, the nation *explored* possibilities for stronger government, writing the Constitution.

After the Revolution, **Elizabeth Freeman** *explored* legal routes to freedom by suing in a Massachusetts. Many other blacks then *exchanged* slavery for freedom in New England.

**James Madison**, primary author of the Constitution, *explored* many political strategies to create a strong federal government with protection for individual rights. *Encountering* some opposition, he *exchanged* ideas through compromise. He also served as the fourth president.

**John Jay** *explored* avenues for peace with Britain after the war, *encountered* opposition after negotiating Jay’s Treaty, and helped *exchange* weak for strong government by co-authoring the Federalist Papers with Hamilton and Madison.

**George Mason** *exchanged* a too-powerful federal government for a balance of individual protections by demandingthe Bill of Rights. Having written the Virginia Declaration of Rights in 1776, he believed that explicitly stating individual rights provided important legal protection.

**Thomas Jefferson**, the nation’s third president, *explored* a vision of freedom now shared by all Americans. He wrote the Declaration of Independence and the Virginia statute of religious freedom. He founded the University of Virginia. *Encountering* the contradictions of slavery, though, he did not *exchange* their bondage for liberty.

**James Callender**, publisher of the *Aurora*, a newspaper favoring Jefferson, often *encountered* opposition from supporters of Adams and Hamilton. He *exchanged* insults between the two factions and *explored* what has become party politics.

**Alexander Hamilton** *explored* the potential of a new nation both militarily and politically. He served in the Revolution and later helped to frame the Constitution, *exchanged* economic recession for prosperity as the first Secretary of the Treasury. *Encountering* opposition, he lost his life in a duel.

**John Marshall,** Chief Justice from 1801-1835, *exchanged* a weak judicial branch for a strong Supreme Court with the full power of judicial review.

**Encountering Opposition in the Early 1800’s**

**Andrew Jackson** *explored* military methods of strengthening the nation both in the War of 1812, when he defeated the British at the Battle of New Orleans and in the Seminole War, when he seized Florida from the Spanish. *Exchanging* military for political power, as president he *encountered* and overcame opposition from both Congress and the Supreme Court.

**Stephen Decatur** *encountered* pirates raiding American ships on the African coast near Tripoli. Sailing off after his successful venture, he shouted, “Our country, right or wrong!” He *exchanged* a weak American military for patriotism and naval strength.

**Oliver Hazard Perry** *encountered* the British Navy on the Great Lakesin the War of 1812. He *exchanged* despair for confidence, crying “Don’t give up the ship!”

**Francis Scott Key** negotiated a prisoner *exchange* with the British during the War of 1812. *Encountering* heavy artillery fire, he remained on an enemy ship overnight and wrotewhat is now the national anthem.

**James Monroe** *explored* American regional power with the Monroe Doctrine, a firm policy against European involvement in North and South America.

**African-Americans Exchange Bondage for Citizenship**

**Stono Rebellion**leader Jemmy “Cato”, a literate African, *exchanged* submission for revolt. Whites *encountered* a flurry of similar rebellions and *explored* new restrictions on slave activities and owner’s treatment of workers.

**Nat Turner,** *encountering* white cruelty and inspired by a religious vision, *exchanged* life for death after leading a slave uprising. Afterward, some whites *explored* increased activism against slavery, becoming abolitionists, and others further restricted black activity.

**Sojourner Truth** *explored* more equal roles forblacks and women. *Encountering* skepticism, she gave her famous “Ain’t I A Woman?” speech.

**Frederick Douglass**, a former slave and a famous abolitionist, *explored* a variety of political routes to abolish slavery. He traveled widely in the US and in Great Britain, where he *encountered* respect and equality. After the Civil War, he *exchanged* his role as an agitator for a government appointment.

**Harriet Tubman**, often called “Moses,” *explored* many paths to safety on the Underground Railroad, helping more than 300 people *exchange* slavery for freedom. She guided federal troops during the Civil War, *encountering* dangerous Confederates and slaves needing freedom.

**William Still**, a free African American, *encountered* and assisted many fugitives through the Pennsylvania Anti-Slavery Society. He *exchanged* assistance, money, and food in return for the stories of each person freed. His book, “The Underground Railroad Records” *explores* the many avenues people followed to freedom.

**Dred Scott**, a slave, *explored* a legal route to freedom: he sued in court and lost. His *encounter* forced the court to put in writing what many believed but would not say aloud: black people could never be citizens. Many whites then *exchanged* their passive positions for political activism, hastening the Civil War.

**Robert Smalls,** an enslaved river pilot, stole a Confederate ship and *exchanged* his role as a slave for service in the Union military. He later served in both the South Carolina State Assembly and the US Congress..

**Robert B. Elliott** *explored* new roles for African-Americans after the Civil War, serving as South Carolina’s Attorney General and a member of Congress. After whites regained power in 1877, he *encountered* resistance and *exchanged* his public roles for private life.

**Susie King Taylor** *explored*service as a Civil War nurse and laundress in the nation’s first African American regiment. She also *encountered* opportunities toteach soldiers to read and published her own memories before her death.

**Ida B. Wells**, an African-American journalist, *encountered* terrorism by the KKK and *exchanged* fear for courageous efforts to stop it.

**Booker T. Washington**, an African American, *explored* educational opportunities for blacks by founding the Tuskegee Institute. He *encountered* opposition from those who believed that job skills were not enough, that the country should *exchange* segregation for equality.

**W.E. B. Dubois** *explored* legal action as a way to overcome segregation and the racism many *encountered.* He founded the NAACP, which is still active in civil rights law, *exchanging* oppression for equality.

**Mary Church Terrell,** the first black woman to earn a college degree, *explored* education, civil rights, and women’s suffrage.

**Encountering Conflict Between North and South**

**Henry Clay** *encountered* conflict over slavery and *explored* solutions through compromise, writing both the Missouri Compromise, which postponed the Civil War by 40 years, and the Compromise of 1850. After his death, the nation *exchanged* peace for war.

**Daniel Webster**, a Massachusetts senator, *explored* many ways to hold the Union together, *encountering* much praise for his “Liberty and Union” speech when South Carolina opposed a tariff, but *exchanging* support for criticism when he voted for the Compromise of 1850 and the Fugitive Slave Act.

**Lewis Tappan,** a wealthy New York businessman,*explored* legal defenses for the escaped slaves on the ship *Amistad.* They were eventually freed and allowed to return to Africa. He also founded the American Anti-Slavery Society, *exchanging* haphazard assistance for fugitives for an organized and well-funded abolitionist movement.

**Harriet Beecher Stowe** galvanized the nation to take action against slavery with her novel *Uncle Tom’s Cabin.* Many readers *exchanged* passive sympathy for political action.

Harriet’s father, **Lyman Beecher,** was a teacher and minister whose students *exchanged* moderate for radical views in the growing the abolition movement.

Harriet’s brother, **Henry Ward Beecher,** was a prominent Brooklyn abolitionist preacher who *explored* many methods of stopping slavery, including raising money for weapons to be used in “Bleeding Kansas.” The guns were called “Beecher’s Bibles.” He also held mock slave auctions, *exchanging* donations for free slaves. His church also started the American Missionary Association.

**John Brown,** a white abolitionist, *explored* radical opposition to slavery. *Encountering* pro-slavery opponents in Kansas, he killed them. Believing that slaves should rise up and fight, he organized an attack on the U.S. arsenal at Harper’s Ferry and *exchanged* his own life to publicize his cause. A few months later, Civil War broke out.

**Thomas Wentworth Higginson,** a member of the “secret six” Transcendentalists who supported John Brown, did not run away when Brown was arrested, instead announcing his support while the other five abandoned him. Higginson later *exchanged* his back-stage role to lead the first an African American regiment in the Union Army, *exploring* South Carolina rivers and *encountering* slaves who could be free. Surprisingly, Higginson also helped to publish the poetry of Emily Dickinson after her death.

**Elijah Lovejoy** *encountered* violent mobs when publishing anabolitionist newspaper. After his printing presses were repeatedly destroyed by pro-slavery mobs, in 1837, he *exchanged* his passive role to fight back and was killed. His brother **Owen** **Lovejoy** carried on in his memory*, exploring* politics, becoming a founder of the Republican Party and serving in Congress.

**James Birney** was another abolitionist publisher. *Exploring* politics, he twice ran for president on the Liberty Party ticket. Along with **Salmon Chase** (who later became Lincoln’s Secretary of the Treasury), he provided legal defenses to fugitive slaves.

**Quakers** *explored* a new faith, believing in the individual conscience and the equality of all people. They made a difference in ending slavery and establishing women’s rights.

The **Grimke** sisters began as abolitionists but realized that women needed more rights in order to be effective politically. They became early *explorers* in both movements, *encountering* fierce resistance when they spoke publicly. They *exchanged* is subservience for freedom among women and blacks.

**Theodore Weld** edited an abolitionist newspaper, *The Emancipator.* *Encountering* many skeptics, he also wrote *American Slavery As It Is,* full of proof and handy facts to support abolitionist arguments. He married Angelina Grimke and supported Abraham Lincoln, who finally *exchanged* bondage for freedom among African-Americans.

**William Lloyd Garrison** *explored* new territory in journalism with his abolitionist paper, *The Liberator*. *Encountering* a promising young former slave, he launched the career of Frederick Douglass, who *exchanged* his private life for a public career.

**Stephen Douglas** *encountered* Lincoln as an opponent. He debated Lincoln at least seven times, winning re-election to the Senate in 1858 but losing in the presidential race of 1860. Douglas carefully articulated pro-slavery arguments that pushed Lincoln to develop his anti-slavery policies.

**Charles Sumner,** a US Senator, *exchanged* civility for personal attacks during an anti-slavery speech. *Encountering* Sumner at his desk later,a pro-slavery opponent beat him unconscious in the Senate during a debate. He recovered, supported Lincoln during his presidency, and *explored* methods of enforcing black rights after the Civil War.

**Exploring the Civil War**

**Abraham Lincoln** *explored* political alternatives before joining the Republican Party, *encountered* a divided President during the Civil War, and *exchanged* his life in order to emancipate the slaves. He left a nation both united and free..

**Salmon P. Chase** *explored* legal remedies for slavery, defending fugitive slaves in court, forming the “Free Soil” party, serving as Secretary of the Treasury under Lincoln.

**Edwin Stanton,** Lincoln’s Secretary of War, *encountered* a bureaucratic mess and *exchanged* it for administrative efficiency. He *explored* new military technologies and successfully implemented black military service.

**William Henry Seward** *explored* abolitionist efforts in the Senate, as governor of New York, and as Lincoln’s Secretary of State. He also purchased Alaska.

**Thaddeus Stevens**, Pennsylvania congressman, *explored* methods of abolishing slavery, *encountered* resistance from those who would compromise to avoid war, and finally, *exchanged* black slavery for citizenship with 13th and 14th.

**Ulysses S. Grant** *exchanged* anonymity for fame with his successful Civil War campaigns as he *explored* a simple philosophy of war: “Find out where your enemy is; get there as quick as you can; hit him as hard as you can; and keep moving on.” After the war, as president, he *encountered* resistance from the KKK, which he was able to overcome, and from political corruption, which defeated him.

**Jefferson Davis** *explored* leadership of a rebel nation, the Confederate States of America. He *encountered* a fight from the north and *exchanged* success for failure.

**Robert E. Lee** *exchanged* his service to the US for the Confederate forces. *Encountering* enemy forces that out-numbered him, Lee *explored* ingenious military strategies, extending, but not winning the war. Seized by the north, his plantation became Arlington National Cemetery.

Union General **William Tecumseh Sherman** *encountered* a highly resistant Southern civilian population and *explored* the theory of “total war” when he demoralized the South with his highly destructive March to the Sea. He *exchanged* defeat for victory.

**David Glasgow Farragut,** the Union admiral who won battles at New Orleans and Mobile Bay *exchanged* a united, confident enemy for a divided and weakened south, helping achieve a Union victory.

**General Butler** *explored* military emancipation by establishing the “contraband of war” policy, meaning Union troops could shelter any African American fugitives they might *encounter*. Congress later endorsed these practices, and Lincoln *exchanged* the military policy with the more formal Emancipation Act.

**Clara Barton** *explored* new roles for women by nursing directly on the battlefield, where she *encountered* many dangers. She later *exchanged* her role as a nurse for administration, when she founded the Red Cross.

**Encounters Between Whites and Native Americans**

When Europeans first *explored* the New World, their *encounters* with native people resulted in an *exchange* of diseases.

The **Ojibwe**, Great Lakes Indians, *exchanged* furs for trade goods from 1600's to almost 1900, eventually losing their land to the lumber and copper industries.

The **Comanche** regularly attacked Spanish missionaries, *explorers,* and later Mexican and Texan ranchers. *Encounters* sometimes led to peaceful *exchange,* but often to kidnapping and violence.

**Tecumseh,** a Shawnee chief, *explored* political methods of uniting and protecting Native American land claims. *Encountering* his tribe when Tecumseh was away on a diplomatic mission, US troops defeated them. Tecumseh *exchanged* life for death at the Battle of the Thames in 1813.

**John Ross** was an educated Cherokee who *explored* legal methods to secure Cherokee rights to their land. He lobbied in Washington, where he *encountered* opposition, litigated in the Supreme Court, and, finally *exchanging* hope for resignation, walked the Trail of Tears with his people. He served as chief in Indian Territory, always attempting peaceful negotiation in the face of tragic betrayal by the national government.

The **Indian Removal Act** of 1830 forced Native Americans to *exchange* their lands for unknown territory west of the Mississippi River.

**Chief Red Cloud** (1822 – 1909) *explored* ways of protecting Sioux hunting grounds.

**General Custer** *explored* cavalry techniques against both the Confederates and against Native Americans, finally dying at the Battle of Little Bighorn.

**Crazy Horse and Sitting Bull** successfully opposed Custer when they *encountered* him in battle. After temporary successes, they *exchanged* victory for defeat and lost their land.

The Apache lost their native lands with the surrender of **Geronimo** in 1886.

**Chief Joseph** of the Nez Perce (1840 -1904) *exchanged* his determination to defend his people for a vision of peace, saying “I will fight no more forever.”

**Chief Washakie** (1808 – 1900) of the Shoshone *encountered* and assisted many whites who were *exploring* the Oregon Trail. He signed the 1863 Treaty of Ft Bridger, guaranteeing safe passage in *exchange* fora 3 million acre reservation in1868.

**Chief Plenty Coups** (1848 – 1932) of the Crow *encountered* a vision telling him the buffalo would be *exchanged* for cattle. He cooperated with cavalry and military and gave his home to government on his death. It is a state park.

**Helen Hunt Jackson (**1830-1885) *explored* opportunities to improving Native American living conditions. *Encountering* a history of broken promises, she wrote her expose “A Century of Dishonor” and was able to *exchange* some injustices for improvements*.*

**Edward Curtis (**1868-1952) *explored* Native Americans’ way of life through photography. In the process, he *exchanged* his children, his health, and his money for a large body of work preserved in the Smithsonian. *(NY Times 6/7/2015)*

**Exploring the West**

**Daniel Boone** *explored* The Wilderness Road, leadingpioneers into Kentucky. He liked and respected the Indians but *encounters* were not always peaceful; he lost members of his own family to Indian attack. During the Revolution, Boone *exchanged* his role as a frontiersman for that of a soldier.

After the Louisiana Purchase, **Merriwether** **Lewis and William Clark** *explored* the new territory, *encountered* both native people and natural wonders, and began *exchanges* that changed the West forever.

**Sacagawea** *explored* with Lewis & Clark, carrying a baby on her back.

After the expedition, **William Clark** had a successful career as governor of Missouri and an Indian negotiator.

**Zebulon Pike** *explored* new trails to the West. He *encountered* the tallest mountain in Colorado, now called Pike’s Peak.

**John Colter**, an *explorer* with Lewis and Clark, was the first to *encounter* the beauty of Yellowstone and the Grand Tetons. He *exchanged* a civilized life to become a Mountain Man.

**Morris Birbeck** wrote in *Notes on a Journey in America*, 1815. "Americans are a migrating people, and even when in prosperous conditions can contemplate a change in situation." He *exchanged* a prosperous life in England to found a community in Illinois.

**John Jacob Astor** *encountered* opportunities in the American fur trade, hired men to *explore* the wilderness, and *exchanged* thousands of animal furs for a vast fortune in New York real estate.

In 1812 Robert Stuart of ASTOR'S Men travels the South Pass, establishes the **Oregon Trail.**

In 1822 William Ashley and Andrew Henry recruit 100 Mountain Men for the fur trade. Among them was **Jim Bridger**, who discovered the Great Salt Lake.

The first fur trade **Rendezvous in Wyoming** was in 1825, where the trappers *exchanged* furs. The last Rendezvous was in 1840 as the fur trade declined.

**Jedediah Smith** was the first to travel overland to California, *exploring* the South Pass.

In 1841, the first wagons on the **Oregon Trail** *explored* a route to California. Pioneers *encountered* unknown dangers and *exchanged* a settled life in the East for new opportunities in the West.

**Kit Carson** *explored* the West before and during the Mexican War, assisted the US in New Mexico during the Civil War, and attempted to make Indian policy a little more humane after the war. He was central in *exchanging* the western wilderness for a settled country.

**John C. Fremont** *explored* a route to California with Kit Carson in 1843, *encountering* Native Americans resistance and ultimately, in 1846, *exchanging* territory from Mexico to the US.

**John O'Sullivan** coined the phrase “Manifest Destiny” in an 1845 newspaper article, encouraging people to *explore* the West, *encounter* new opportunities, and ultimately *exchange* peace for the Mexican War to gain new territory.

The 1862 **Homestead Act** encouraged thousands of Americans to *exchange* a settled life in the East for an opportunity to own land in the West, *exploring* new regions and *encountering* unknown dangers.

*Encountering* New Spain: **Manifest Destiny** and the Treaty of Guadalupe Hidalgo.

When **Brigham Young** *explored* the West, he *encountered* both challenge and opportunity, leading to an *exchange* of an identity of outcasts for a new civilization.

When the **Fancher-Baker Party** *explored* trails to California through Utah in 1857, they *encountered* resistance from John Doyle Lee and Native Americans, *exchanging* life for death in the Mountain Meadows Massacre. (Lee was convicted in 1877 and executed.)

**Sam Houston** *encountered* the Mexican Army during the fight for Texan independence and *explored* politics as its president and a representative in Congress. He was critical in Texas *exchanging* its identity from Mexican to US.

**James K. Polk** provoked the Mexican-American War through a border conflict. As a result, one-third of the US territory *exchanged* ownership.

**General Winfield Scott** successfully *explored* a route to conquer Mexico City in the Mexican-American War. Previously, he enforced the *exchange* of native territory during the Indian Removal from Georgia. Scott’s military service includes *encounters* with both the ethical and unethical aspects of power.

**Exploring a New Country: Immigration**

**Ellis Island** was the entry point for millions of immigrants *exploring* a new life in America from 1892 until the 1950’s.

**Angel Island** was an entry point for Asians from 1892 until at least the 1930’s.

**Irish** immigrants escaping a potato famine in the 1840’s *explored* opportunities, *encountered* prejudice, and *exchanged* a largely rural life for big-city industry.

**German** immigrants fleeing a failed revolution in 1848 likewise *explored* opportunities. Their presence was so important that Lincoln purchased a German-language newspaper to help his political campaign.

The **Chinese Exclusion Act** of 1880 limited the number of Asians who could *explore* America, *encounter* a new way of life, and create cultural *exchanges.*

**Exploring Social Change**

*Exploring* new duties for a new nation after the Revolution, Democratic-Republicans *encountered* a new role for women: **Republican Motherhood**.

**Lucretia Mott** *explored* opportunitiesfor women’s rights. She *encountered* opposition but *exchanged* silence forpolitical participation.

**Margaret Fuller** *explored* new ideas about transcendentalism and women’s roles. A newspaper correspondent and a spokesperson for women’s education, she died in a shipwreck in New York Harbor.

**Dorothea Dix** *explored* new treatment for the mentally ill and *encountered* little opposition from the Massachusetts State Assembly with her proposals. During the Civil War, she *exchanged* her role of a reformer to head of the nursing staff.

**Jane Addams** *explored* the conditions of cities and *encountered* many needs among poor women. She founded Hull House and similar urban support agencies.

**Nellie Bly**, *explored* the world through investigative journalism, *encountered* a need for more humane treatment of the poor, and *exchanged* an ordinary life for celebrity status.

**Elizabeth Cady Stanton and Susan B. Anthony** *explored* many paths toward women’s rights, *encountered* resistance from both men and women, and *exchanged* very limited women’s roles for expanded opportunities.

In 1869, the **Territory of Wyoming** granted women the right to vote.

**Carrie Nation** *explored* radical methods to defeat alcohol. Finally, the nation *exchanged* a policy allowing drinking for Prohibition, but it was repealed.

**Carrie Chapman Cat, Alice Paul and Lucy Burns** successfully *explored* new methods of political pressure to obtain women’s right to vote. They *encountered* opposition, but were willing to *exchange* imprisonment for a final victory with the 19th Amendment.

***Reynolds v. United States****:* George Reynolds *encountered* a conflict between his belief in polygamy and US law. The Supreme Court *explored* the relationship between religious liberty and marriage before ruling against polygamy.

**Horace Mann** *explored* new methods for education to reform society on the first Board of Education of Massachusetts. He called public education “the great equalizer.”

**Upton Sinclair** *encountered* an irresponsible big meat-packing industry and *explored* its disgusting conditions in his novel *The Jungle.* As a result, The Food and Drug Act *exchanged* dangerous businesses for a safe, government regulated food supply.

**Big Business *Encounters* Labor Reformers and Progressives**

**Teddy Roosevelt’s** *explored* a wider role for government: he employed “gunboat diplomacy” to intimidate other nations into compliance; he signed the first national parks legislation; he regulated big business after *encountering* abuses. His presidency *exchanged* conservative for progressive policies, creating a stronger national government.

**John Muir** *explored* the disappearing natural world, *encountering* inspiration, introducing Teddy Roosevelt to Yosemite, and promoting policies that *exchanged* an exploitative national policy for one that sometimes attempted to preserve the environment.

**George Bird Grinnell** *explored* the West with the Pawnee Indians, was a naturalist on Custer’s first trips to the Black Hills, founded the Audubon Society, and attempted to save the buffalo from extinction. Like Muir, he helped America *exchange* its view of nature from exploitation to conservation. http://www.pbs.org/harriman/1899/1899\_part/participantgrinnell.html

**William Walker** *explored* and conquered parts of Latin America, attempting to create new slave states and establish profitable trade routes to California in the 1850’s. After *exchanging* his status from businessman to President of Nicaragua, he *encountered* the US Navy and was defeated. American slavery opponents now knew their adversaries would stop at nothing to expand profits.

**Cornelius Vanderbilt** *explored* competitive practices in both steamboat shipping and railroads. He would slash prices so his opponents would go broke, and then he would gobble up their businesses.

**Financial Tycoon J.P. Morgan** *encountered* political as well as business challenges when the country faced a financial crisis in 1893. His personal credit backed several banks and even the US government until the crisis passed. He *exchanged* national financial stability for public fear of tycoons.

**John D. Rockefeller** *explored* opportunities in oil, *encountering* and defeating competition. His unbridled success inspired antitrust legislation as the nation *exchanged* a philosophy of unlimited capitalism for one of regulation.

**Ida Tarbell** *explored* the methods of Standard Oil (Rockefeller’s company). *Encountering* questionable business practices, she *exchanged* traditional writing for something new: investigative journalism. Her work resulted in the break-up of Standard Oil and additional anti-trust legislation.

**Eugene Debs** *explored* Socialist Party ideas and contrasted them with capitalist US practices. *Encountering* injustice, he said capitalism was unfair; it was like a race between a railroad and a man pushing a wheelbarrow. He *exchanged* his work for labor unions to promote the Progressive and later the Socialist political parties, gaining some rights for labor.

**Mother Jones** *explored* opportunities for workers and agitated for social services. A fiery speaker, she often *encountered* trouble with the law but sometimes *exchanged* injustice for better conditions for workers.

**Lewis Hine** *explored* the world of child labor through photography, *encountering* many dangerous conditions. His publications launched a political movement to *exchange* child labor for education.

**Jacob Riis,** a photographer, *explored* urban poverty in his book *How The Other Half Lives.* His efforts improved housing for poor immigrants in New York City a century ago.

**Florence Kelley** *encountered* injustices for American workers. Due to her efforts, many *exchanged* a 12-hour for an 8-hour workday. Although white, she was a founding member of the National Association for the Advancement of Colored People (NAACP).

**Samuel Gompers** *explored* many possibilities for improving conditions for American workers, finally founding the American Federation of Labor. His efforts allowed many to *exchange* very low wages for the power of collective bargaining.

**Thomas Nast**, the cartoonist, *explored* the corrupt practices of Boss Tweed and other New York City politicians. *Encountering* a culture of deal-making that sometimes helped ordinary people and sometimes did not, he *exchanged* secrecy for publicity, resulting in some public improvements.

**Exploring Foreign Affairs**

**Commodore Perry (1853)** *explored* open relations with Japan so that Americans would have the right to commercial and cultural *exchanges* with Asia. Previously, he had modernized the navy to use steam ships.

**John Hay** *exchanged* a closed for an Open Door Policy with China. As a young man, Hay had served as Lincoln’s secretary; he wrote a biography about that experience.

**President Woodrow Wilson** *explored* an expanded role for the United States in world affairs, encouraging the nation to *exchange* isolationism for engagement. *Encountering* complex challenges after World War One, he proposed the League of Nations and drafted His the Twelve Points for effective foreign involvement.

**Exploring New Art Forms**

**Phyllis Wheatley,** an African American, *explored* literature, learning to read and write poetry. She wrote a poem for Washington celebrating the flowering of equality that occurred in northern states after the Revolution.

**Charles Wilson Peale**, a portraitartist, *encountered* Washington and other founders of the country. He *explored* the roots of the new nation, starting a museum in Philadelphia and leaving a visual record of the founding generation.

**Gilbert Stuart** also *explored* the founding era through portraits painted of many founders, including Washington and Adams.

**Ralph Waldo Emerson** *explored* new ways of thinking, creating the Transcendentalist movement. He taught that *encounters* with a natural spiritual state can transcend the physical. Emerson *exchanged* trust in authority for faith in the influence of nature and the individual conscience.

**Henry David Thoreau** *explored* political applications of Transcendentalist ideas, opposing both industrialism and the Mexican-American War and coining the term “Civil Disobedience.”

**Henry Wadsworth Longfellow,** a 19th century poet and patriot, *explored* new forms of narrative poetry, writing “Paul Revere’s Ride,” “Annabelle Lee,” and many others. He *exchanged* reverence for British literature for pride in American art forms.

**John Ward Dunsmore** (1856-1945) *explored* American history through painting Revolutionary War subjects. He left a patriotic interpretation of the founding era of the country.

**F A Rinehart** (1861-1928) *explored* and photographed the West. He *encountered* a culture that was quickly passing away and *exchanged* his family and fortune for a chance to preserve it.

**Albert Bierstadt and Thomas Moran** *explored* Yellowstone, *encountered* magnificence, and *exchanged* artistic creations for the founding of Yellowstone, the nation’s first National Park, in 1872.

**Geoge Caleb Bingham** (1811-1879) *explored* the American West through oil paintings, *encountering* fur traders, riverboats, and country politicians. Some of his works are in the DeYoung Museum in San Francisco and many are in the traveling exhibit “Navigating the West”.

**Winslow Homer** (1836-1910) *explored* many artistic techniques, beginning by illustrating the Civil War for Harper’s Magazine. As a journalist he had *encountered* Army camp life and surrounding civilians, both black and white. Later he *exchanged* many illustrations forfine art oil paintings.

**Eastman Johnson** *explored* the U.S. through oil painting and *encountered* enormous change: enslaved people were becoming free (“Negro Life at the South,” “A Ride for Liberty”); soldiers were leaving and coming home (“The Girl I Left Behind Me,” “The Pension Claim Agent”).

**Mary Cassat,** daughter of a Pennsylvania railroad tycoon, traveled to France and *explored* French art. She *encountered* the rise of Impressionism, becoming an accomplished artist still widely exhibited today.

**Frederick Remington** (1861-1901*) explored* the art of the West, *encountering* rich Native cultures that have since disappeared.

**Louisa May Alcott** *explored* the changing roles of women in her novels *Little Women, Little Men*, and was the first woman in Massachusetts to register to vote (even though it was illegal). During the Civil War, she *exchanged* her role as a writer for a nurse, *encountering* an illness that nearly killed her..

**Edgar Allen Poe** *explored* a new genre of horror stories and poems, including “The Raven.”

**Emily Dickinson’s** *explored* intensely personal, accessible poetry. *Encountering* strong emotions, she *exchanged* formal for informal, expressive in verse.

**Stephen Foster** *explored* American folk music. *Encountering* both black and white musical styles, his songsinclude both the minstrel and sentimental tunes. “Camptown Races,” “Beautiful Dreamer,” “Blue-Tail Fly,” and “Swanee River” are among his most famous songs.

**Matthew Brady** *explored* the use of photography for personal and political purposes. *Encountering* the destruction of the first modern war, his Civil War photographers brought battlefield images to people far from the fighting. Many *exchanged* a romantic for a more realistic picture of war.

**P.T. Barnum** *explored* the commercial possibilities of popular entertainment. Besides founding his famous circus, Barnum served in the Connecticut State Legislature, where he voted to ratify the 13th Amendment.

**Walt Whitman** *explored* a completely new form of poetry: “free verse.” *Encountering* a nation’s grief over Lincoln’s death, he wrote “Captain, O My Captain” and “When Lilacs Last in the Dooryard Bloomed.” Whitman’s work *exchanged* old-fashioned, European styles for a new, American literature.

**Europeans Who Explored America**

**Alexis de Tocqueville** traveled from France to America to study prisons. He *explored* for more than a year and published “Democracy in America,” describing his *encounters* with equality.

**Charles Dickens,** the famous British writer, *explored* America twice (1842 and 1867), *encountering* many differences. Poverty disappointed him on his first visit, but in 1867 he *exchanged* his criticism for praise.

**Antonin Dvorack**, the Czech composer, spent three years (1892-1895) in America, *exploring* its music. He wrote his famous “New World Symphony” and promoted African-American music, which he believed most Americans unjustly ignored.

**Paul Durand-Ruel** brings French Impressionist art, still unappreciated in Europe, to America, where many *explore* its beauty. He *encounters* wealthy buyers and even Europeans *exchange* their disdain for understanding.

**Jenny Lind**, the “ Swedish Nightingale” *explored* America on a wildly successful music tour in the 1850’s.

**Exploring New Technology**

***Gibbons v. Ogden,*** an 1824 Supreme Court case, *explored* theConstitution’s commerce clause and determined that states could not limit steamboat traffic. Businesses *exchanged* cronyism for competition.

**Robert Fulton** *explored* new technologies for the steamboat. Farmers *encountered* new opportunities to farm farther west, since they could more easily ship products to eastern markets.

**The Erie Canal** allowed many more people to *explore* opportunities in the Great Lakes region, *encounter* new people and places, and *exchange* labor and products.

**The National Road** **(Cumberland Road)** *explored* government’s potential for supporting economic development through infrastructure. Beginning in 1811, the road connected the Ohio River and the Potomac.

The **Baltimore and Ohio Railroad** allowed for commercial *exchanges* as people *explored* new opportunities in the West.*.* The B&O was the first inter-city railroad and sustained many raids during the Civil War.

**The Mullan Road** in Montana, completed in 1862, linked the states of Washington, Idaho, and Montana, allowing settlers to *explore* the West. http://www.nytimes.com/2015/05/25/us/in-montana-john-mullans-name-demands-notice-on-a-trip-through-time.html?\_r=0

**The New York Stock** ***Exchange***: Money as Power.

**Samuel Slater and Francis Cabot Lowell** *exchanged* life in Britain to startfactories and mills in New England. They *explored* new ways to organize workers and *encountered* early support and later resistance to industrial life.

**Mill Girls** *explored* life in factory towns.

**Eli Whitney** *explored* efficient manufacturing with interchangeable parts. *Encountering* very slow cotton harvesting methods, he invented the cotton gin, making cotton more profitable, encouraging more westward movement and increasing slave labor.

**Samuel Morse** invented the telegraph, the first long-distance electronic communication system, allowing Americans to *exchange* messages from coast to coast by 1861.

The **Transcontinental Railroad,** completed in 1869, allowed large numbers of people to *explore* the West, *encounter* opportunities for business, and *exchange* their farm goods for products they needed.

In 1874, **barbed wire** limited the traditional free *exploration and encounter* in the West; ranchers *exchanged* liberty for protected property.

**Thomas Edison** *explored* scientific innovation, *encountering* electrical principles that allowed *exchange* of darkness for light.

**Nikola Tesla** *explored* electricity, *encountering* the patterns of alternating and direct current, eventually *exchanging* work for Edison with vigorous competition.

**Alexander Graham Bell** *explored* the world of sound to help the deaf and *encountered* the principles of the telephone.

**Andrew Carnegie**, *explored* the Bessemer process for making steel, becoming extremely wealthy. He *encountered* resistance to his harsh policies from labor unions; he called in troops and shot striking workers. He also *exchanged* some of his wealth for build libraries across the U.S.

**Henry Ford** *explored* new mass production techniques, *exchanging* individual craftsmanship for the assembly line. *Encountering* a labor shortage, he raised wages, creating a well-paid, stable work force, and a more mobile public.