

**A CONCISE SCHOOL  
HISTORY OF THE UNITED  
STATES, BASED ON SEAVEY'S  
GOODRICH'S HISTORY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649036165

A Concise School History of the United States, Based on Seavey's Goodrich's History by Charles Augustus Goodrich & L. J. Campbell

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**CHARLES AUGUSTUS GOODRICH & L. J. CAMPBELL**

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SCHOOL HISTORY  
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UNITED STATES

BASED ON  
SEAVEY'S GOODRICH'S HISTORY

BY  
L. J. CAMPBELL

*With Maps and other Illustrations*

BOSTON:  
BREWER AND TILESTON.  
NEW YORK: J. W. SCHERMERHORN & CO  
PHILADELPHIA: ELDREDGE AND BROTHER  
1872.

KD 43976



Entered, according to Act of Congress, in the year 1870,  
BY BEEWER AND TILESTON,  
In the Office of the Librarian of Congress, at Washington.

ELECTROTYPED AT THE  
BOSTON STEREOTYPE FOUNDRY,  
29 Spring Lane.

## P R E F A C E .

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In preparing this little book, the writer has endeavored to relate briefly, but clearly and accurately, the leading events in the history of our country. Much care and labor have been expended, with the view not only to make a judicious selection of facts, but to present them in such a form as to render the work acceptable as a lesson-book.

The effort has been made not only to avoid statements erroneous in themselves, but also those which might lead to wrong inferences, or in any way give false impressions; and although events are concisely narrated, yet their relative importance has not been overlooked.

The writer believes that the history of our country deserves a prominent place in the school-room; but he is aware of the fact that the time which can be devoted to this department of study in common and grammar schools, and even in academies, is, in most cases, very much limited. Therefore, without intending to dwarf his book to a size which would admit but little more than a full chronology, he has kept the narrative within such bounds that the recitation of only two pages a day would take the learner to the end of it in less than half a year.

The work differs from many other school histories especially in a more sparing use of dates, and in the omission of less important details, such as the losses in indecisive or minor battles. The History is divided into five Periods, and at the close of each, except the last, is found a chapter describing the condition of the country. In these chapters much important information is given, which should not be passed over by even the smallest histories.

The questions at the foot of the pages have been carefully prepared.

Those teachers — and there are many such — who prefer to frame their own questions, will, it is believed, find an advantage in the plan which has been adopted, of printing the leading or key words of the paragraphs in a more conspicuous type. This feature, by bringing out prominently the leading topics, seems also well fitted to assist the learner in preparing his lessons.

The teacher, it is suggested, should not require the scholar to commit to memory and recite the language of the text, word for word, but rather to gain clear and accurate ideas of the subject, and to express them in his own language.

The maps, with which the work is fully supplied, should be put to constant use in the preparation of the lessons. It will be a most profitable exercise for the scholars to draw maps upon the blackboard, showing the positions of the places named in each lesson.

Chronological Reviews have been scattered throughout the book, one at the end of each Period. These are designed to be studied and faithfully committed to memory. Some useful tables have been inserted after the narrative of the events; also the Declaration of Independence and the Constitution of the United States. To the latter, questions have been added, and such explanation of terms and other information as might be needed.

Attention is particularly called to the Review Questions at the close of the book. These are of the utmost importance for enabling scholars to group events and gain a more comprehensive view of them. They may be put to use after an entire Period has been studied, or sooner, at the teacher's discretion.

This History is based, in part, on the excellent larger history prepared, a short time before his death, by that experienced teacher, Mr. William H. Seavey, late principal of the Girls' High and Normal School of this city. Mrs. Wm. H. Seavey has aided in the preparation of this volume, especially by valuable suggestions and criticisms.

L. J. C.

Boston, September 1, 1870.



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## THE NORTHMEN IN AMERICA.

MORE than six hundred years before Columbus sailed to America, the Northmen, bold sea-rovers, discovered Iceland, an island remote from their home in the north of Europe, and peopled it. These colonists went from Norway. Only a few years after they began to colonize this island, one of their vessels was driven, by storms, farther to the west, and came in sight of Greenland.

A little more than a hundred years later, in 986, Eric (*ĕr'it*) the Red sailed from Iceland, and established a colony in Greenland. A very few years afterwards an Icelander, named Biörn (*be-urn'*), seeking Greenland, was driven far out of his course by northern gales, and saw a much more southern land, covered with forests. This was some part of the *north-eastern coast of the American continent.*

Afterwards exploring and trading voyages were made from Greenland and Iceland to the unknown country in the south-west. The first explorers, who went out in the year 1000, named the most southern tract which they visited, Vinland, from finding there vines and grapes. Their Vinland was, it seems, the *southern coast of New England.*

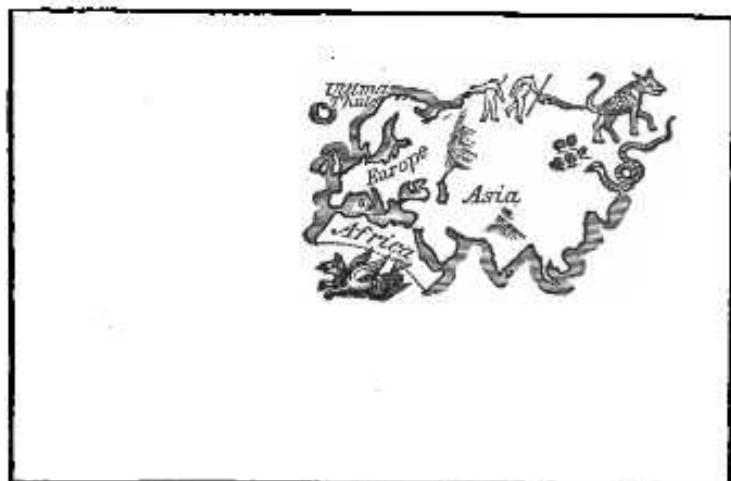
The Northmen found savage tribes in the new countries, probably the same race called by other discoverers, at a much later date, Indians. They trafficked with the savages for furs and skins, and from the "endless forests" collected wood; but no permanent settlements were made. Those formed in Greenland disappeared, after some centuries, swept away, it is believed, by epidemics and conflicts with the savages. For a long time the country was lost sight of, and remained to be discovered anew.

We should remember that the Northmen did not know that they had discovered a New World. They supposed the strange lands they had found, to be part of Europe.

MAPS OF THE KNOWN WORLD.



THE KNOWN WORLD IN THE 19TH CENTURY.



THE KNOWN WORLD IN THE 15TH CENTURY.

The old geographers used to place upon their maps figures of strange animals and headless men, as above, to denote that the regions thus marked were unknown, and supposed to abound in horrible monsters.