“... the MOST FUN I have ever had as a teacher.”
—David Henderson, Trinity College

“... the most ABSORBING and ENGAGING teaching I have ever done.”
—Elizabeth Robertson, Drake University

REACTING TO THE PAST

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W. W. NORTON + BARNARD

We the People

2018 2019
“This is the best educational experience I have ever delivered to our students.”
—Tracy Lightcap, LaGrange College

“[It] is an ingenious pedagogy for engaging students. . . . Shy students became confident speakers, and isolated students became friends.”
—Blaine Greteman, The New Republic

“Reacting has pushed my students to new levels of inquiry and analytical sophistication. Just as significantly, it’s broadened their own sense of their academic potential.”
—Abigail Perkiss, Kean University

“This is the most absorbing and engaging teaching I have ever done. Most students get deeply involved, and keep in touch with me and with each other long after the course is over. . . . Students engage each other with a passion I have rarely seen in a classroom.”
—Elizabeth Robertson, Drake University

“It’s the most rewarding teaching you can do, because students will take ownership of their learning.”
—Jeffrey Hyson, Saint Joseph’s University

“This pedagogy shows more promise for learning than any other I have used.”
—Suzanne Marilley, Capital University
Reacting to the Past is an award-winning series of immersive role-playing games that actively engage students in their own learning. Students assume the roles of historical characters and practice critical thinking, primary source analysis, and argument, both written and spoken.

Motivates students to actively learn by making history come alive

In Reacting to the Past, students take charge of their own learning by assuming roles in a historical game they will want to win. They must adhere to the beliefs and worldview of their historical figure, but they are not limited by a script—they must devise their own means of expressing ideas in speeches or other public presentations.

Games made easy with new and enhanced resources

The Norton originals in the Reacting to the Past series now follow a clear five-part structure in a stunning new design. This brings a much-demanded consistency to the series, making it easier for new instructors to learn and experienced instructors to teach multiple titles in succession.

A proven approach for skill building, supported by a national network of engaged teachers

Students develop primary source analysis, public speaking, writing and argument, critical thinking, problem solving, leadership, and teamwork skills. Reacting to the Past has been supported by organizations such as the Teagle Foundation and the U. S. Department of Education for its innovative approach to teaching and learning.

The Reacting to the Past series was developed under the auspices of Barnard College, which hosts an annual institute where interested faculty can learn more about the series by playing condensed versions of the games. To learn more about the annual faculty institute and other events, visit REACTING.BARNARD.EDU

To see videos of students and instructors talking about Reacting to the Past, go to WWNORTON.COM/REACTING
Forest Diplomacy: Cultures in Conflict on the Pennsylvania Frontier, 1757

NICOLAS W. PROCTOR, Simpson College

Forest Diplomacy draws students into the colonial frontier, where Pennsylvania settlers and the Delaware Indians (or Lenâpé) are engaged in a vicious and destructive war. Using sources—including previous treaties, firsthand accounts of the war, controversies over Quaker pacifism, and various Iroquois and Lenâpé cultural texts—students engage in a Treaty Council to bring peace back to the frontier.

- **Factions** include Lenâpé (or Delaware) Indians, the Iroquois League (including some interpreters), and two groups of Pennsylvanians: the Proprietary Faction (who control the provincial charter, and who generally favor peaceful interaction with the Indians) and the Pennsylvania Assembly (generally more hawkish, with exclusive power over finances).

- **Characters** include Teedyuscung, the Delaware war captain; Conrad Weiser, the official Iroquois interpreter for the Treaty Council; and Benjamin Franklin, called an imperialist by some.

- **Sources** include the key treaties between Pennsylvania settlers and Indians. Supplemental documents include John Woolman’s “Epistle from the Society of Friends” (1755)—which describes colonial-Indian relations—and the Great Law of the Iroquois League—which describes Iroquois law and customs.

- **How to win?** The focus of the game is a treaty council in 1757 that seeks to end conflict on the frontier. Understanding cultural conventions becomes an essential element in peacemaking, which can be difficult given the divisiveness of issues like scalping, the liquor trade, captive-taking, cultural assimilation, and the seizure of land. When negotiations conclude, players must attempt to uphold whatever agreements they forged, lest the treaty collapse amid renewed violence.

ISBN 978-0-393-67378-4 • PAPERBACK • JULY 2018

To learn more and download the Gamemaster’s materials, visit WWWNORTON.COM/RD/FORESTDIP
Frederick Douglass asks students to confront an explosive question: How, in a nation founded on ideas of equal rights and freedom, could the institution of slavery become so entrenched and long-lasting? How was slavery justified, and how was it criticized? At a literary forum, students consider the newly-published Narrative of Frederick Douglass and hold a hearing on John C. Calhoun’s view of slavery as a “positive good.” Finally, players address the US Constitution, its original protections of the slaveholders’ power, and the central question: Are Americans more beholden to the Constitution, or to some “higher law”?

- **Factions** include proslavery “Defenders of the Constitution”—the entrenched, respectable, and often powerful proponents of American slavery—and the Abolitionists—a small but dedicated movement calling for slavery’s immediate and universal abolition.

- **Characters** include William Lloyd Garrison, David Walker Jr., and Elizabeth Cady Stanton (Abolitionists); Senator Henry Clay and Roger B. Taney (Defenders of Slavery); and Charles Dickens, Horace Greely, and Senator David Webster (Independents).

- **Sources** include John C. Calhoun’s speech “Slavery as a Positive Good” (1837) and selections from William Lloyd Garrison’s The Liberator.

- **How to win?** Through participation in the series of meetings that compose the game, students must grapple with the explosive question of slavery and accomplish their characters’ personal victory objectives. Independent characters, whose motives vary, can swing the balance either way.

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/DOUGLASS
The Needs of Others is set in the UN in 1994, where diplomats learn of violence in Rwanda. Representing UN ambassadors, human rights organizations, journalists, and public opinion leaders, students wrestle with difficult questions based on an unsteady trickle of information: Should the UN peacekeeping mission be withdrawn or strengthened? Is the fighting in Rwanda a civil war, or something else? Does the UN have an obligation to intervene?

- **Factions** include ambassadors to the United Nations and their advisors, representatives of human rights organizations, journalists, and representatives of public opinion.

- **Characters** include the Secretary-General of the UN, various UN Security Council officials and their advisors, an Associated Press journalist, a senior member of the Human Rights Watch, and a Red Cross official.

- **Sources** include various resolutions adopted by the UN, such as the “Convention on the Prevention and Punishment of the Crime of Genocide,” and excerpts from philosopher Michael Walzer’s book *Just and Unjust Wars: A Moral Argument with History Illustrations* (1977).

- **How to win?** Only representatives of the UN Security Council may vote on whether to intervene in the ongoing conflict. Journalists, members of public opinion, and representatives of NGOs must find ways to sway UN votes after deciding for themselves whether intervention is necessary.

*To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/RWANDA*
Kentucky, 1861: Loyalty, State, and Nation

NICOLAS W. PROCTOR, Simpson College
MARGARET STOREY, DePaul University

Kentucky, 1861: Loyalty, State, and Nation pulls students into the secession crisis following Lincoln’s 1860 election. During a special session of the Kentucky legislature, set against the looming threat of violence, students grapple with questions about the future of slavery and the constitutionality of secession.

► Factions include Unionists, Secessionists, and Neutralists.

► Characters include Governor Beriah Magoffin (Neutralist); Inspector General Simon Bolivar Buckner (Neutralist); the Louisville Attorney, a staunch unionist; and the Fire-Eater, a radical Democrat (Secessionist).

► Sources include readings by a variety of antebellum political thinkers such as Abraham Lincoln, John C. Calhoun, Frederick Douglass, and Stephen Douglas.

► How to win? Unionists and Secessionists must sway Neutralists to their side to keep Kentucky in the Union or secede, but there are also numerous role-specific Victory Objectives, e.g. defending one’s honor or keeping the state’s railroads in operation. Students can progress toward victory by giving speeches on the legislature floor, publishing newspapers, dueling adversaries, and raising militias.

ISBN 978-0-393-63968-1 • PAPERBACK • 2017

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/KENTUCKY
The Constitutional Convention of 1787: Constructing the American Republic

JOHN PATRICK COBY, Smith College

The Constitutional Convention of 1787: Constructing the American Republic brings to life the debates that most profoundly shaped American government. As representatives to the Convention, students must investigate the ideological arguments behind possible structures for a new government and create a new constitution.

- **Factions** include Nationalists, Moderate Nationalists, Confederalists, and Moderate Confederalists.

- **Characters** include George Washington (Nationalist); Alexander Hamilton (Nationalist); Benjamin Franklin (Moderate Nationalist); John Lansing Jr., a wealthy landowner and the mayor of Albany (Confederalist); and Roger Sherman, a drafter of the Declaration of Independence and the Articles of Confederation (Moderate Confederalist).

- **Sources** include readings on different forms of government by thinkers such as John Locke, Montesquieu, Thomas Paine, Thomas Jefferson, and John Adams.

- **How to win?** Each faction can achieve victory by the creation of a Constitution that hews closely to its beliefs regarding the role and structure of government. Players gain points toward individual Victory Objectives by attaining leadership posts within their factions, convincing the Convention to accept certain key ideas, or gaining the upper hand in personal rivalries.

ISBN 978-0-393-64090-8 • PAPERBACK • 2017

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/CONCON
Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty

JACE WEAVER, University of Georgia
LAURA ADAMS WEAVER, University of Georgia

Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty envelops students in the treaty negotiations between the Cherokee National Council and representatives of the United States at Red Clay, Tennessee. As pressure mounts on the Cherokee to accept treaty terms, students must confront issues such as nationhood, westward expansion, and cultural change.

► **Factions** include the National Party, Treaty Party, Whites, and Indeterminates.

► **Characters** include John Ross, principal chief of the Cherokee Nation (National Party); John Ridge, the highly educated leader of the Treaty Party; John Schermerhorn, the US treaty commissioner to the Cherokee (Whites); and Will Rabbit, a blacksmith and member of the National Council (Indeterminate).

► **Sources** include legal texts such as Supreme Court cases and writings about Indian removal by figures including Andrew Jackson, John Ross, and Elias Boudinot.

► **How to win?** Either the National Party or Treaty Party must gain control of the National Council. If a treaty is to be signed, terms must be negotiated with the Whites and approved by the Council. As with the other games, individual roles have their own personal Victory Objectives that students pursue through persuasive speeches, bribery, or even assassination.

ISBN 978-0-393-64091-5 • PAPERBACK • 2017

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/REDCLAY
Patriots, Loyalists, and Revolution in New York City, 1775–1776 draws students into the chaos of a revolutionary New York City, where Patriot and Loyalist forces fight for advantage among a divided populace. Confronted with issues like bribery, the loss of privacy, and collapsing economic opportunity along with ideological concerns like natural rights, the philosophical foundations of government, and differing definitions of tyranny, students witness how discontent can lead to outright revolt.

- **Factions** include Patriots, Loyalists, Moderates, and the Crowd.
- **Characters** include historical leaders like James Delancey (Loyalist) and Robert Livingston, Jr. (Patriot), as well as poor whites, women, and slaves (the Crowd).
- **Sources** include:
  - John Locke’s *Second Treatise of Government* (excerpts)
  - Contemporary pamphlets and essays, including Thomas Paine’s “Common Sense,” James Chalmers’ “Plain Truth,” and Samuel Johnson’s “Taxation No Tyranny”
- **How to win?** Students fight for political control of New York City. Only the elite vote in the Provincial Congress, so others must find other ways—including petitions, pamphlets, mob action, and smuggling—to make their voices heard.

ISBN 978-0-393-93889-0 • Paperback • 2015

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/PATLOY
Greenwich Village, 1913: Suffrage, Labor, and the New Woman immerses students in the radical possibilities unlocked by the modern age. Exposed to ideas like woman suffrage, socialism, birth control, and anarchism, students experiment with forms of political participation and bohemian self-discovery.

- **Factions** include Suffrage, Labor, and Bohemians.
- **Characters** include “Big Bill” Haywood (Labor); Margaret Sanger (Bohemian); Emma Goldman (anarchist “wild card”); and Maud Preston, “General” of the Suffrage Faction (Suffrage).
- **Sources** include readings by a variety of thinkers in three main factions, such as:
  - Women’s Rights and Suffrage: Elizabeth Cady Stanton, Jane Addams
  - Labor and Labor Movements: Karl Marx, Elizabeth Gurley Flynn
  - Bohemia: The Spirit of the New: Emma Goldman, Margaret Sanger
- **How to win?** The Suffrage and Labor factions must convince the Bohemians to support their cause. Students accrue points by demonstrating various forms of political participation such as rallies, *tableaux vivants*, and speeches.

*isbn 978-0-393-93890-6 • PAPERBACK • 2015*
The Threshold of Democracy: Athens in 403 BCE

Fourth Edition

Josiah Ober, Stanford University
Naomi J. Norman, University of Georgia
Mark C. Carnes, Barnard College

The Threshold of Democracy: Athens in 403 BCE re-creates the intellectual dynamics of one of the most formative periods in western history. In the wake of Athenian military defeat and rebellion, advocates of democracy have reopened the Assembly, but stability remains elusive. As members of the Assembly, players must contend with divisive issues like citizenship, elections, re-militarization, and dissent. Foremost among the troublemakers: Socrates.

- **Factions** include Thrasybulans, Pericleans, Solonian Aristocrats, Followers of Socrates, and Indeterminates.
- **Characters** include Thrasybulus, a radical democrat; Anytus, a veteran of the Peloponnesian War; Callias, a rich mine owner; and Crito, a friend of Socrates.
- **Sources** include:
  - Plato’s *Republic*, annotated and edited in five parts for this edition
  - Supplemental texts by Thucydides, Plutarch, and Xenophon
- **How to win?** Players win if, at the end of the game, they have accomplished their main objectives. Most players are members of one of four factions, and victory for one player in the faction usually (but not always) means victory for all. Everyone must engage the tenets of a variety of competing political philosophies, but in a chaotic political situation, intrigue and backroom deals may carry the day.

isbn 978-0-393-93887-6 • paperback • 2015

To learn more and download the Gamemaster’s materials, visit WWNORTON.COM/RD/ATHENS
Rousseau, Burke, and Revolution in France, 1791 plunges students into the intellectual and political currents that surged through revolutionary Paris in summer 1791. As members of the National Assembly gathered to craft a constitution for a new France, students wrestle with the threat of foreign invasion, political and religious power struggles, and questions of liberty and citizenship.

- **Factions** include conservative clergy and nobles, moderate Feuillants, radical Jacobins, and the unruly Crowd of Paris.

- **Characters** include King Louis XVI of France, the Archbishop of Paris, Maximilien Robespierre, and Jean-Paul Marat, a leader of the crowd.

- **Sources** include:
  - Jean-Jacques Rousseau’s *Social Contract* (excerpts)
  - Edmund Burke’s *Reflections on the Revolution in France* (excerpts)
  - Supplemental texts from contemporary thinkers, including Montesquieu and Voltaire
  - Decrees passed by the French National Assembly

- **How to win?** Players must persuade the National Assembly to pass a Constitution and other laws that will help realize their vision for France. But not all characters have a voice in the Assembly, so they must make their voice heard through other means—perhaps more radical.

ISBN 978-0-393-93888-3 • PAPERBACK • 2015

To learn more and download the Gamemaster’s materials, visit WWWNORTON.COM/RD/ROUSSEAU
Student Game Book

Each student receives a game book outlining the historical context, game premise, central debates, rules, and companion texts and primary source readings. Key features to the Norton editions of *Reacting to the Past* include:

- A stunning design and clear five-part organization makes the books easier to teach than ever. The structure is: Introduction, Historical Background, The Game, Roles and Factions, and Core Texts.
- Reading support for primary-source documents in Part 5, Core Texts:

Explanatory **headnotes** frame each source.

**ELIZABETH CADY STANTON**


Obtain a copy of the Declaration of Independence and compare it with Stanton’s Declaration of Sentiments. What has Stanton taken verbatim? What has she added? While Stanton clearly argues to grant women the franchise (the vote), does her Declaration of Sentiments suggest even more extensive changes to the American way of life? Make a list of any additional demands that may be stated or suggested in this speech.

But there is one writer, and, perhaps, many who do not write, to whom the contraction of these pernicious privileges appears very dangerous, and who startle at the thoughts of “England free, and America in chains.” Children fly from their own shadow, and rhetoricians are frightened by their own voices. Chains is, undoubtedly, a dreadful word; but, perhaps, the masters of civil wisdom may discover some gradations between chains and anarchy. Chains need not be put upon those who will be restrained without them. This contest may end in the softer phrase of English superiority and American obedience.

We are told, that the subjection of Americans may tend to the diminution of our own liberties; an event, which none but very periscacious politicians are able to foresee. If slavery be thus fatally contagious, how is it that we hear the loudest yelps for liberty among the drivers of negroes?

**Sidebar annotations** highlight key arguments or turning points. **Footnotes** clarify unfamiliar names, places, or events.
Marginal features like **Tips, Warnings, and Key Term definitions** in the student game book highlight key information, making it easier for students to get into the game.

**TIP**
Players should make every effort to submit material to *The Masses*. But remember: submission does not mean automatic publication.

**WARNING** If Emma favors a faction, she can double its total points. All Villagers need to take note of “this dangerous woman.”

**Mercantilism** is an economic philosophy based on the idea that national wealth is built through a positive balance of trade—more exports than imports—with the rest of the world.

Chronologies, maps, and newly rewritten historical narratives help students retain historical ideas.
Gamemaster Materials
This downloadable .zip folder, unique to each game and written by the game authors, contains essential resources for running a Reacting to the Past game. It includes three pieces:

- An **Instructor’s Guide** includes a helpful outline of class sessions and tips for running a student-led classroom. For each class session, instructors will find guidance including: reading assignments, writing assignments, suggestions for classroom activities, discussion topics, and an index of handouts.

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**MATERIALS FOR IN-CLASS ACTIVITIES**

It is recommended that table tent name cards be produced, brought to class, and placed before student seats. Such cards help students remember who the delegates are, and such cards effectively oblige students to address each other by their in-game names. Printed on each card should be the name of the delegate and the state he represents.

The Gamemaster may wish to create three cards for use in deciding the fates of ingénue delegates unsuccessful in securing loans (see “Loan Agreements” later in this guide). The cards should read “Change of Lodgings,” “Debtor’s Prison,” and “Early Departure.”

The Gamemaster will also need a die and a pair of dueling pistols! See “Hamilton Duel” later in this guide.

**CLASS SIZE AND ROLE SELECTION**

The game has **four faction roles** of Nationalists, Moderate Nationalists, Moderate Confederates, and Confederates; in some places these are identified as N, MN, MC, and C, respectively. The following table correlates the size of the class with the number of faction roles in use.

Table 1. Class Size and Faction Roles in Use

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**Role Sheets** give students their new identities (1 per student). Students will find biographical information, suggestions for further reading, some role-specific assignments, and, most importantly, the secret Victory Objectives that they need to achieve to win.

---

**Role Sheets**

**ROSS FACTION: NATIONAL PARTY**

**Elijah Hicks**  
Editor of Cherokee Phoenix; 39 years old; John Ross’s brother-in-law

You are the editor of the Cherokee Phoenix, the national newspaper of the Cherokee Nation. You were given this position by Principal Chief John Ross three years ago, in 1832, after Elias Boudinot resigned. You were a member of the 1831-32 delegation to Washington City, and you have also been on subsequent delegations. You follow John Ross closely in national political matters. You are, in fact, his brother-in-law.

By direction of Ross, pro-Removal materials have been forbidden from appearing in the Phoenix since you assumed the editorship. It is Ross’s policy to maintain a united front, and you agree with it. Your job, in some sense, depends on it. You are keenly aware, however, that former editor Boudinot and the Ridge faction are agitating against this policy. (Really, they want Boudinot reinstated.) You hear rumors that a resolution may be introduced at council to this effect. If such a resolution is introduced, you must speak against it and set forth the wisdom of the current rule. There is a need for an appearance of unity before the United States and the state of Georgia, and the Phoenix is published in both English and Cherokee. Also, you do not want ordinary citizens during this time of crisis to be misled by the lies and half-truths of a tiny minority.

**OBJECTIVES**

1. **Cherokee get to remain in their homeland.**

   **Main Objective**
   The ultimate objective—staying in your homeland—means, in the short run, defeating the treaty offered by Schermerhorn and the general government. Alternatively, you may be able to work out some other arrangement with the federal government and Georgia that will permit the Cherokee to remain in place. This might avoid the need to vote on the treaty terms. If neither of these is possible, you may try to negotiate a moratorium in which the federal government and Georgia agree to table the issue of Cherokee Removal for some period of years, the longer the better.

2. **Get the United States to restore annuity payments.**

---

**Sample Quiz**

1. The Cherokee faction that favored abandoning Cherokee lands in the East in exchange for land in the West became known as
   a. the Guidelines.  
   b. the Pro-Removers.  
   c. the Treaty Party.  
   d. the Progressives.  
   e. none of the above.
Charles Darwin, the Copley Medal, and the Rise of Naturalism, 1861–64
MARSHA DRISCOLL, Bemidji State University
ELIZABETH E. DUNN, Indiana University, South Bend
DANN P. SIEMS, Bemidji State University
B. KAMRAN SWANSON, Harold Washington College
ISBN 978-0-393-93726-8 • PAPERBACK • 2014

Confucianism and the Succession Crisis of the Wanli Emperor, 1587
DANIEL K. GARDNER, Smith College
MARK C. CARNES, Barnard College
ISBN 978-0-393-93727-5 • PAPERBACK • 2014

Defining a Nation: India on the Eve of Independence, 1945
AINSLIE T. EMBREE, Columbia University
MARK C. CARNES, Barnard College

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MICHAEL P. WINSHIP, University of Georgia
MARK C. CARNES, Barnard College
ISBN 978-0-393-93733-6 • PAPERBACK • 2013

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FREDERICK PURNELL, JR., Queens College
MICHAEL S. PETTERSEN, Washington and Jefferson College
MARK C. CARNES, Barnard College
ISBN 978-0-393-93734-3 • PAPERBACK • 2014

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