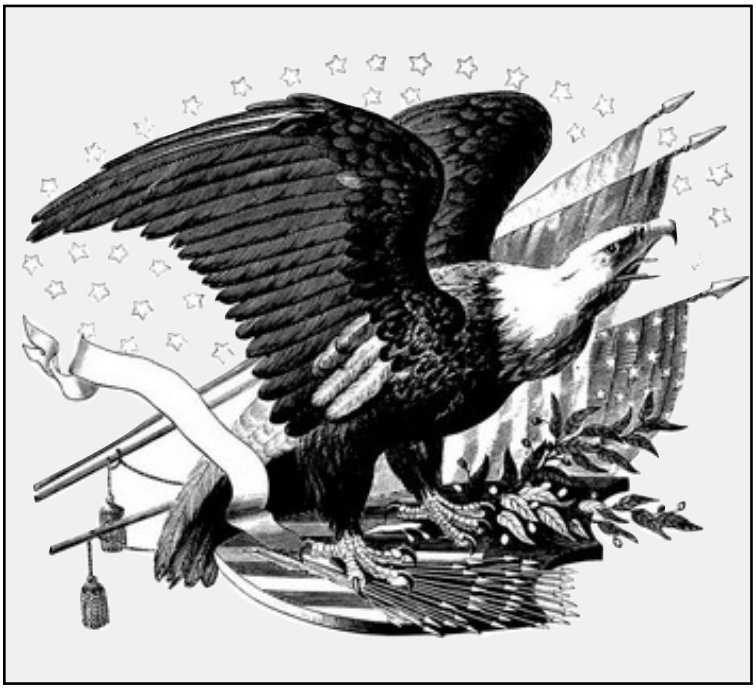
The Discovering of America
1524-1789

The People, Places and Principles of America



Chapter 3

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Chapter 3

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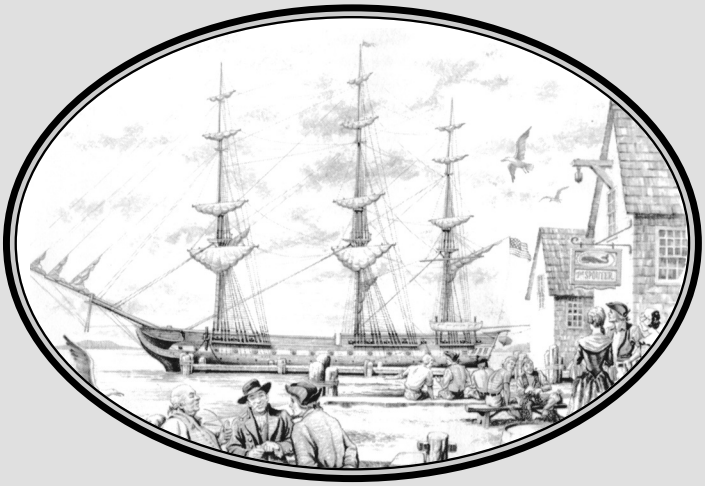
The Discovering of America 1524-1789

Chapter 3

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"Knowing the past enables youth to walk boldly and wisely into the future."

—Ronald Johnson, C. Ph.D.



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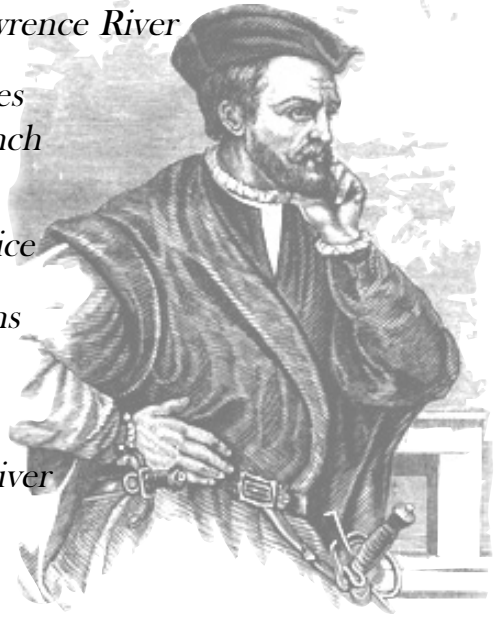
Chapter 3
Time Line 1524-1789

Use this timeline for referencing important dates throughout the chapter.

1524 *Giovanni da Verrazano Reaches New World*

1534 *Jacque Cartier Discovers St. Lawrence River*

1608 *Samuel de Champlain Establishes Quebec as First Permanent French Settlement in North America*



1639 *First Official Colonial Mail Service*

1663 *First Book for American Indians Published in America*

1673 *Marquette, Joliet Explore Northern Part of Mississippi River*

1682 *William Penn Establishes Pennsylvania Colony as a "Holy Experiment."*

1683 *La Salle Explores Entire Mississippi River*



1690 *First American Paper Mill*

1700 *Jethro Tull Invented Seed Drill; Charles Townshend Developed Crop Rotation Concept*

1722 *First Outdoor Sports Club Established*

1730s-40s *"Great Awakening"*

1754-63 *French and Indian War*

1776-1783 *War for Independence*

1789 *George Washington Elected First President of the United States*

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The Discovering of America



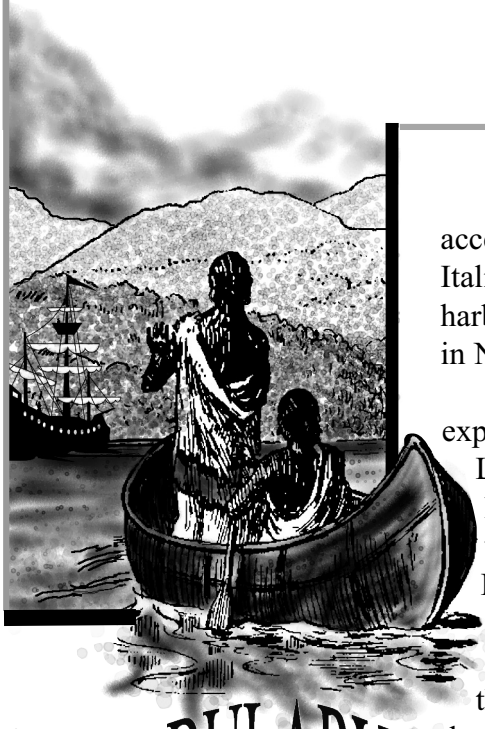
Topic 1
Discoveries & Explorations

Chapter 3

Section One

Topics 1-5

LA SALLE AND OTHER FRENCH EXPLORERS



While the English were exploring along America's East coast, French explorers were attempting to gain access to middle America. In 1524, Giovanni da Verrazano, an Italian national sailing under the French flag, reached New York harbor, describing it as a "beautiful lake." The Verrazano Bridge in New York is named after the Italian explorer.

Ten years after the voyage of Verrazano, another French explorer, Jacques Cartier, sailed into the mouth of the St. Lawrence River on the east coast of Canada. He thought he had found the Northwest Passage to the Orient, but rapids and whirlpools halted his journey. Cartier called the land New France, but his efforts to build a colony were unsuccessful and he returned to his homeland.

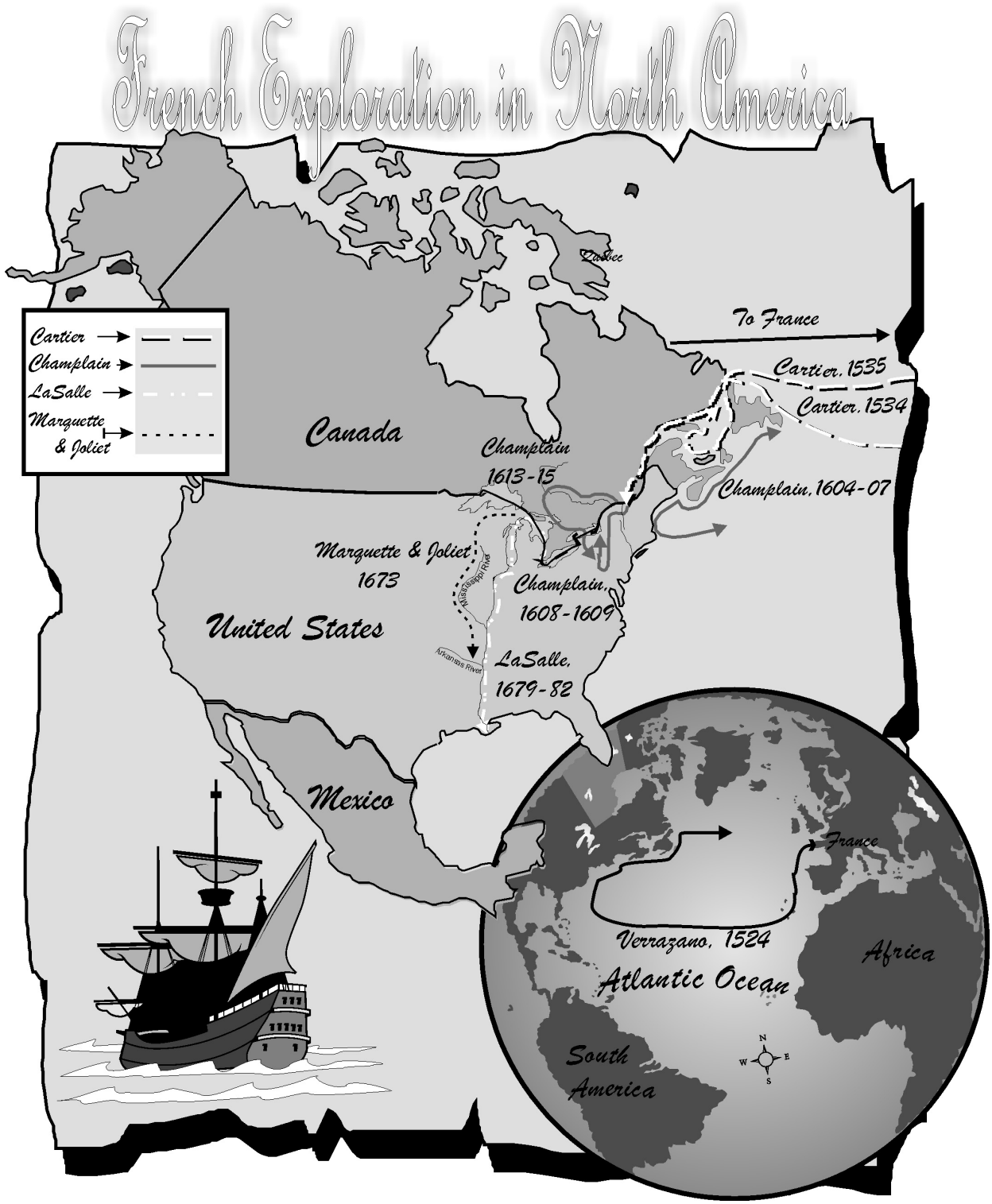
In 1562, French explorer Jean Ribault sailed up the St. John's River with two small ships, claimed for France the area near present day Jacksonville, Florida, and designated a spot for a future colony. He may not have known that all of Florida already had been claimed for Spain in 1513 by Ponce de Leon, Spanish governor of Puerto Rico. In 1564, René de Laudonniere arrived in Florida with two hundred settlers, many of whom were protestant Huguenots in search of religious freedom. (Between 1560 and 1598, Catholics in France waged several wars of religion against protestants. The worst of these, in which 27,000 Huguenot men, women and children were killed, is known as the St. Bartholomew's Eve Massacre in 1572.)

Huguenot refugees established La Carolina in Florida at the location previously selected by Ribault. It was barely a year old when Spanish forces from St. Augustine destroyed the French colony. Some Frenchmen escaped to retaliate against the Spanish; however, French colonization efforts in Florida were never resumed.

Samuel de Champlain founded the first permanent French settlement in America. In 1608 he sailed up the St. Lawrence River and established the city of Quebec on a rocky ledge above the river. The city grew powerful because it controlled passage on the river.

VOCABULARY

Expedition: a journey made by a group of people for a specific reason
Calculations: careful thinking through, deliberate planning
Mutiny: open rebellion of sailors/soldiers against lawful authority
Archaeologist: one who specializes in studying, locating, and digging up remains of the past
Marine: having to do with the sea or ocean
Unique: one of a kind; something rare or unusual
Artifacts: items made by people


French Exploration in North America
Cartier
Champlain
LaSalle
Marquette & Joliet
Quebec
To France
Cartier, 1535
Cartier, 1534
Canada
Champlain 1613-15
Champlain, 1604-07
Marquette & Joliet 1673
Mississippi River
Champlain, 1608-1609
United States
Arkansas River
LaSalle, 1679-82
Mexico
France
Verrazano, 1524
Africa
Atlantic Ocean
South America
N
W
E
S

C3 MAP 1

Gold from the New World had made Spain rich, but the French earned money with furs from animals of the cold north. Prized in Europe for their warmth, beaver pelts also made clothing look expensive. In the best fur-trading years, more than 100,000 beavers were trapped. In 1693, four hundred Indian canoes loaded with furs floated into the city of Montreal above the St. Lawrence River rapids.

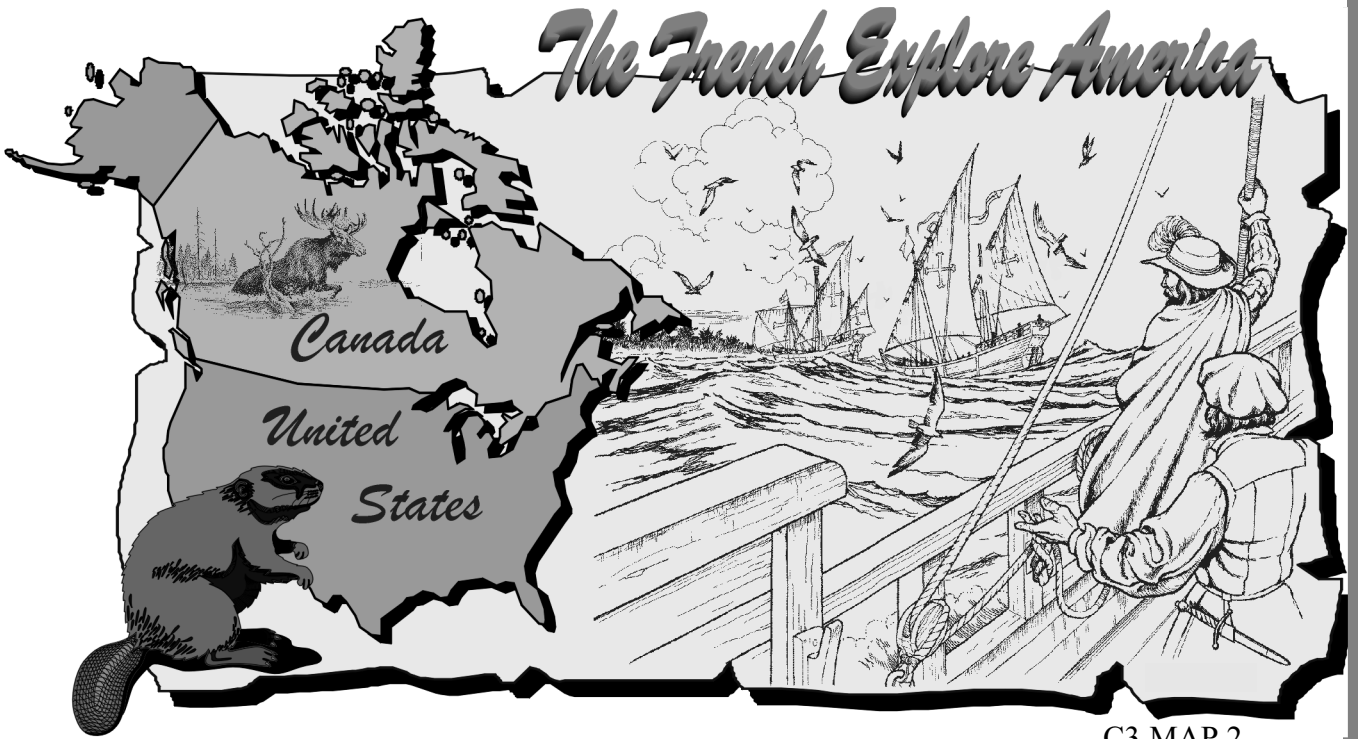
French fur traders followed the retreating animals deeper and deeper into the wilderness. They walked, rode, snow-shoed, sailed, or paddled amazing distances. These men roamed into the far western regions that became Canada and the Rocky Mountains in what is now the United States.

French Jesuit priests were very dedicated missionaries who also made some outstanding discoveries along their wilderness trails. These Jesuits took the message of the Bible to the Indians and tried to protect them from dishonest fur traders. Educated priests mapped the new land and wrote detailed reports, read by the French.

In 1673, Father Marquette set out with fur-trader Joliet and five other Frenchmen. They left a tiny settlement along the Great Lakes and traveled by canoe until they reached the Mississippi River. They went south nearly to the Arkansas River. When celestial navigation indicated that Father Marquette's party was very near the spot where De Soto died in 1541, the ***expedition*** turned back because the French did not want to encounter any Spaniards. By this time, the Frenchmen were certain the great Mississippi River emptied into the Gulf of Mexico.

Ten years later, a French explorer named La Salle sailed from the north down the entire Mississippi to the Gulf of Mexico. He named the area "Louisiana" in honor of Louis XIV of France. Wanting to control the middle of the New World, La Salle and other Frenchmen dreamed of making a vast empire along the Mississippi River.

With support from his King, La Salle again set sail from France in 1684. His four ships carried provisions and colonists. On



C3 MAP 2

this expedition, he entered the Gulf of Mexico and tried to find the Mississippi River from the south, but La Salle's ***calculations*** were wrong. When his ship was blown off course into Matagorda Bay, between Galveston and Corpus Christi, Texas, La Salle mistook the entrance of Matagorda Bay for the mouth of the Mississippi River. La Salle landed on the coast of Texas, where he built a temporary settlement called Fort St. Louis.

The La Salle expedition suffered the loss of one ship in a storm and another to capture from Pirates. Only the third ship returned to France. La Salle's fourth ship, the *Belle*, went aground. With no way to save the provisions, the French explorer watched helplessly as his vessel was swallowed by the sea where it remained undisturbed for 300 years. La Salle was not able to keep his crew focused on their objective, and during a ***mutiny*** La Salle was killed.

In recent times, details from colonists' diaries inspired the search for La Salle's sunken ship. Barto Arnold, an ***archaeologist*** of the Texas Historical Commission, searched for 17 years. Using satellite technology, he located the *Belle* in the summer of 1995. The historical gold mine was buried beneath only two feet of sand. Much of the ship's hull had survived intact. Even jars and dinner plates were found unbroken. Divers brought up pottery, bells, buckles, and a cannon marked with the crest of a French admiral from the 1600s. Historians noted that some pewter plates were stamped "*L.G.*" Records revealed that Sieur Le Gros had been in charge of the supplies for La Salle's expedition. When Le Gros died from a rattlesnake bite, his personal property had become La Salle's. These details let archaeologist Arnold know his many years of hard work had paid off. He had finally found the *Belle*.

The French ship was an important ***marine*** archaeological discovery. A relatively light vessel weighing about 65 tons, the *Belle* could carry 30 to 40 passengers. Its structure was unusual in that its two masts supported square sails. This ***unique*** design identified the *Belle* as a "Barque Longue" type of ship, a style little known in archaeological circles and the only one of its kind ever discovered in America. ***Artifacts*** from the ship are on exhibit at the Corpus Christi Museum of Science and History.

Archaeologist Arnold's commitment to his search has given American history a rare treasure. Historians have learned what French settlers brought with them to start new colonies, as well as goods they expected to trade with Indians. This salvage project provided valuable knowledge about La Salle's history-making voyage and about life in the New World during colonial times.

While the French concentrated on exporting furs from America, the English were busy establishing 13 Colonies along the eastern seaboard. Those original 13 Colonies were the foundation for America's political, economic and religious principles.

LIFE PRINCIPLE

"The ability to accept responsibility is the measure of a man."
– Ray L. Smith



The Discovering of America



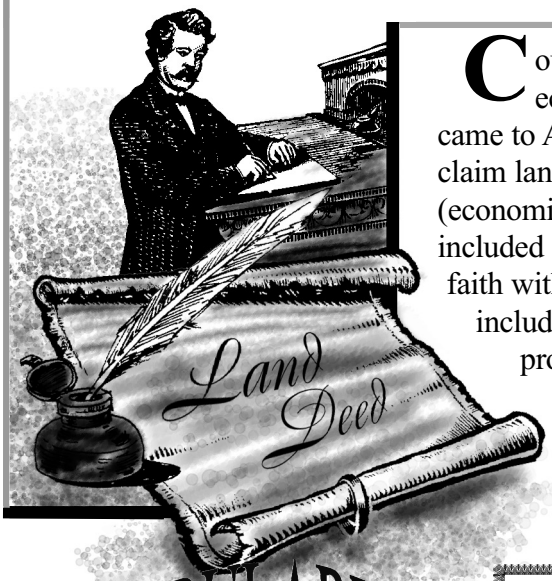
Topic 2
Government & Economics

Chapter 3

THE ORIGINAL THIRTEEN

Section One

Topics 1-5



Courageous people came to America in search of religious, economic and political freedom. Earlier Spanish explorers came to America for all three reasons: to spread their religion, to claim land for Spain (political), and to search for gold (economic). Religious reasons for English and French protestants included escape from European persecution, and sharing their faith with the Indians. Economic reasons for the colonists included starting businesses, owning land, and enjoying any profits their hard work produced (free enterprise system). Political reasons sometimes included prisoners being sent to colonize America. This group included those in "debtor's prison" due to inability to pay their debts. Georgia Colony originated in this manner.

VOCABULARY

Republic: a nation in which citizens elect representatives to manage a government, usually headed by a president
Doctrine: core beliefs; that which is taught as truth
Ethic: a system of conduct; formal rules of right and wrong
Diversity: differences between people or nationalities
Distinctives: characteristics or practices which distinguish a person, place, or thing from another
Dissenters: people who opposed the rules or beliefs of a state church
Prominent: well known; important
Theologian: an expert on Christian religious issues
Cornerstone: a foundation stone at the corner of a building; basic beliefs on which any system is founded

*New England & Middle Colonies Established

New England	Founded By	Reasons
Massachusetts	Pilgrims, 1620 (Plymouth)	Religious
	Puritans, 1630 (Massachusetts Bay)	Religious
New Hampshire	John Mason, 1623	Religious, Political
Rhode Island	Roger Williams, 1636	Religious
Connecticut	Thomas Hooker, 1636	Religious, Economic
Middle Colonies	**Founded By**	**Reasons**
New York	Dutch West India Company, 1624 (Duke of York, 1664)	Economic Economic
New Jersey	J. Berkely, J. Carteret, 1664	Economic
Pennsylvania	William Penn, 1682	Religious
Delaware	Swedish, 1638 English, 1664	Economic Economic

***founded by English unless otherwise noted**

Many found what they were seeking, but life was not easy. The wise ones learned to be content because their hardships produced perseverance; perseverance built character; and character brought hope. Perseverance, character, and hope were all instrumental in establishing America as a great nation. These values are still important in America.

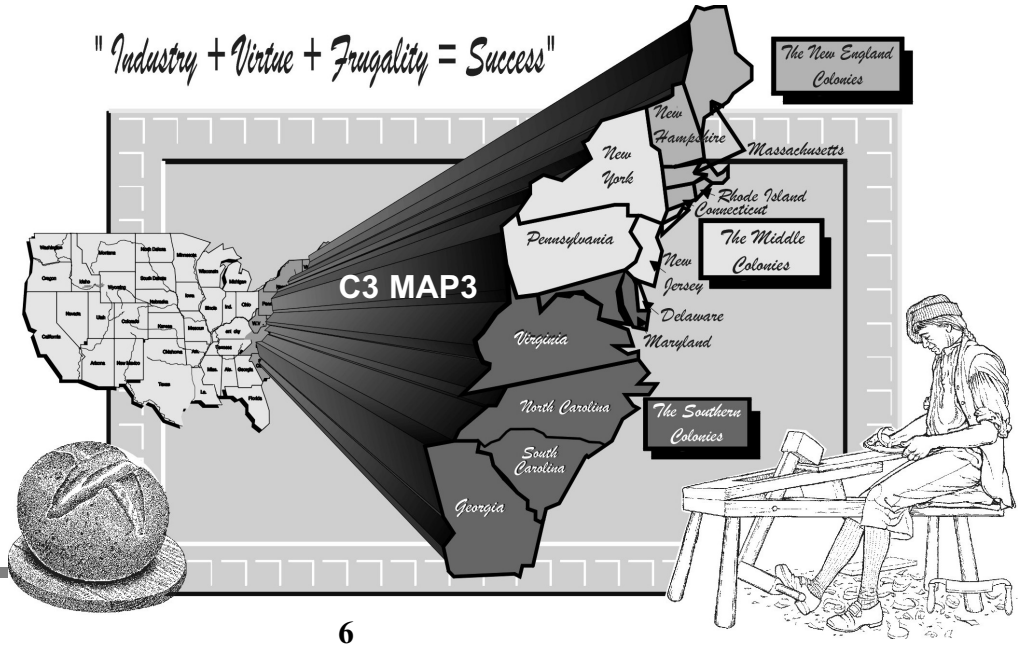
Between 1607 and 1733, England founded thirteen Colonies along the East coast of America. These have been divided into three groups according to geographical location: New England Colonies, Middle Colonies, and Southern Colonies. The colonies were also referred to by other terms: Royal, Proprietory, and Self-governing. *Royal Colonies* were governed directly by the King of England through a governor. *Proprietary Colonies* were owned by companies or individuals and operated according to a charter (written guarantee of rights) from the king. *Self-governing Colonies* functioned under a charter by which they could elect their own governors and other officers. All thirteen Colonies, however, remained under British control until the Colonists declared their independence in 1776.

Government involvement in the New England Colonies was characterized by town meetings. In 1638, representatives from the Connecticut Colony (population of about 800 people) met and drafted the first written constitution in the English Colonies. Their action was inspired by an eloquent sermon about the Biblical basis of government given by their founder, Thomas Hooker.

The preamble they drafted expressed the Colonists' reasons for creating the document: *"...when a people are gathered together, the word of God requires that to maintain the peace and union of such a people, there should be an orderly and decent government established according to God...."* This was followed by the Colonists' desires and goals: *"...to maintain and preserve the liberty and purity of the Gospel of our Lord Jesus...which...is now practised amongst us."* Adopted in 1639 and known as the Fundamental Orders of Connecticut, the eleven-point document gave every citizen the right to vote and hold office. (You may view the entire document in your Student Resource Kit.)

Thomas Jefferson called New England towns *"little **republics**, the best schools for political liberty the world ever saw."* Political ***doctrine*** grew out of the Puritans' religious doctrine, which was based on the "priesthood of every believer." The belief that individuals could read and interpret the Bible for themselves led Puritans to conclude that individuals could also govern themselves. Self-government in New England, although still subject to the king's approval, set the stage for the United States republic.

The Puritans also gave America the Protestant Work ***Ethic***, which states: "*Industry + Virtue + Frugality = Success."* In other words, working hard, developing strong moral values (like honesty), and using money wisely brings success. Some modern Americans have



drifted away from the work ethic, but the Puritans' ideas were effective and have much value today in keeping America strong.

Because poor soil made farming unprofitable in New England, occupations like fishing, shipbuilding, and fur trading became the economic base.

The Middle Colonies may best be known for Manhattan Island, which the Dutch bought from the Canarsie Indians for a few trinkets worth about $24.00. The Dutch established a trading post on the island called *New Amsterdam,* which later became a thriving seaport known as *New York City*. Although the Dutch later lost New York to the English, they left a legacy of hard work and the present-day customs of Easter eggs and Santa Claus. The Dutch thrived in New York, along with immigrants from various European nations. This ***diversity*** brought numerous occupations, languages, cultures, churches and religious ***distinctives*** to America.

The Middle Colonies' main food crop was grain, which gave them the nickname *Bread Colonies.* Expanding seaports also provided colonists with various employment opportunities in such enterprises as warehouses, taverns, blacksmith shops, shoe cobblers, clothiers, print shops and a host of other occupations.

The Southern Colonies' economy depended mostly on slave-based agriculture. Southerners raised tobacco, rice, indigo, and cotton on their plantations or small farms. Few towns existed, thus large plantations became centers for political and social exchanges. The King of England ruled the Southern Colonies, some of which were considered "royal" Colonies. Virginia voters elected representatives called the Burgesses, which answered to a governor and council, but the King had the final say. The House of Burgesses first convened, or met together, in 1619; this marked the beginning of representative government in America and the New World. The purpose of this body was to make laws "for the good of the colony." Burgesses engaged in public debate of differing view points. One hundred fifty-seven years later, in 1776, the House of Burgesses became the first colonial legislature to adopt a Bill of Rights.

The heritage of the United States was founded in the original thirteen Colonies, whose distinctives combined to produce an independent spirit based upon a strong work ethic and grounded in belief in God. Out of the original thirteen Colonies would emerge the most effective government system the world has ever witnessed—a government of the people, by the people and for the people. **One Colony in particular, Pennsylvania, set the direction America would pursue regarding the harmonious mix of religious values and government policies.**

***Southern Colonies Established**

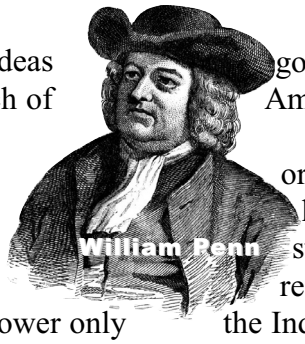
Southern	Founded By	Reasons
Maryland	Lord Baltimore (1634)	Religious
Virginia	Virginia Company (1607)	Economic
Carolinas (divided into North and South Carolina, 1712)	eight English nobles (1663)	Economic
Georgia	James Oglethorpe (1733)	Political, Economic

***founded by English unless otherwise noted**

THE PENNSYLVANIA MELTING POT

Not much about the Quaker Colony of Pennsylvania was ordinary, from the way it began to the ideas of the man behind it.

Pennsylvania was founded by William Penn in 1682. Penn was not a typical English reformer. As a Quaker, he believed that all people had the *"Inner Light of God."* His concepts of tolerance, truth, and peace meant everyone was equal; including blacks, Indians, and women. Penn was also a pacifist who did not believe in fighting.



William Penn's unusual ideas were not acceptable to the Church of England. When he published a pamphlet that was critical of the church, Penn was imprisoned in the infamous Tower of London, where many religious ***dissenters*** had lost their lives. Time in the tower only strengthened Penn's faith.

Charles II, King of England, owed a debt to Penn's father who was a ***prominent*** English ***theologian*** and writer. As repayment, Penn was given property to establish a settlement in America. The new Colony became known as Penn's *Holy Experiment.* Penn's dream was to found a colony where all people would be welcome. The land he received from Charles II was well forested and larger than England and Wales combined.

A sensible constitution, drafted by Penn, and his offer of 50 acres to every male settler helped the Colony prosper. His frame of government included guaranteed religious freedom for all citizens, an elected assembly and council, and traditional English liberties.

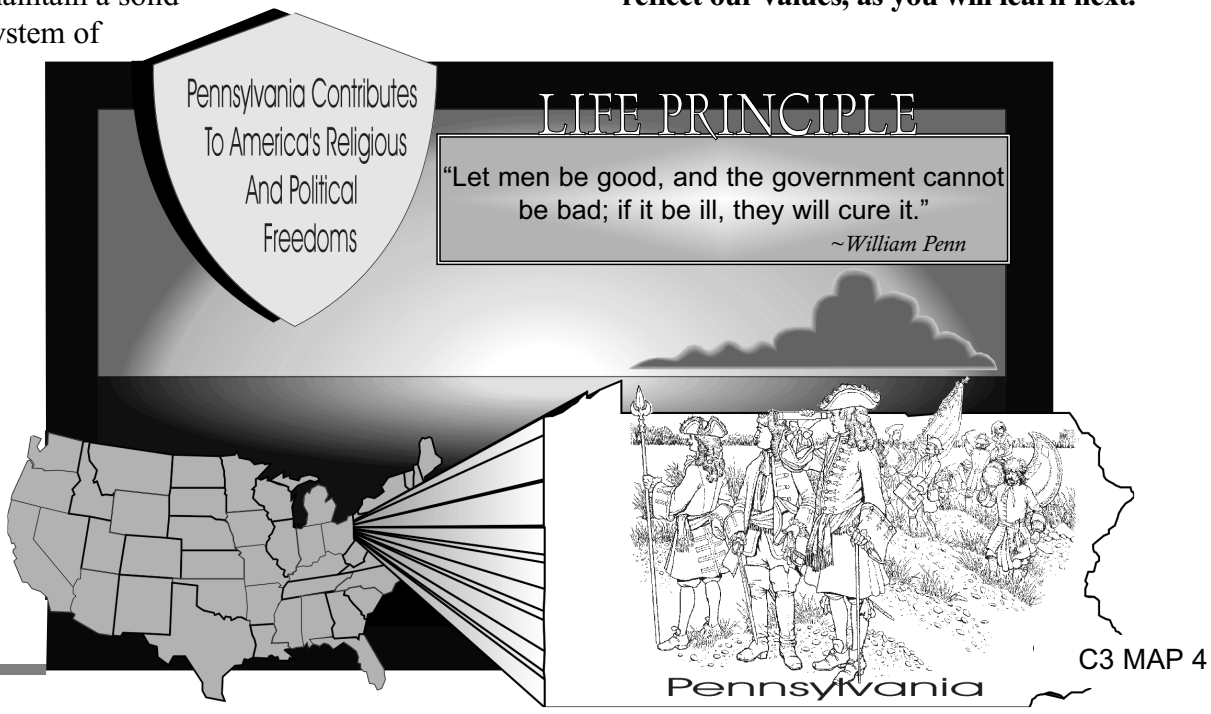
"Let men be good," Penn said, *"and the government cannot be bad; if it be ill, they will cure it."* The belief that people with integrity can be trusted to develop and maintain a solid system of government is still the ***cornerstone*** of America's political system.

William Penn believed that the land originally belonged to the Indians. When he laid out Philadelphia, Penn made sure the Indians were properly reimbursed for their property. By treating the Indians fairly, Penn put his beliefs about respect for all men into practice. Philadelphia became the center of life in Pennsylvania.

News of the "Holy Experiment" spread when Penn sent descriptive brochures to Europe. Thousands of people came to experience life in Pennsylvania. Immigrants from many lands enriched the "melting pot" with their ideas, cultures, and languages.

The religious and political freedoms on which Pennsylvania was founded are still central to the American way of life. Penn's emphasis on equality, truth, and peace are as relevant today as they were in the 1600s.

Our principles and values affect everything we do. Looking at history offers a glimpse of the people and principles that make America great. Americans still have opportunity to choose the principles by which to live. The choices Americans make today still determine the legacy for future families. Even our choices of recreation and leisure reflect our values, as you will learn next.



C3 MAP 4

The Discovering of America



Topic 3
Sports & Recreation

Chapter 3

RECREATION IN EARLY COLONIAL AMERICA

Section One

Topics 1-5





Many early European settlers came to America to avoid religious persecution, thus the original Colonies were founded as ***havens*** of religious freedom. Naturally, churches sprang up in the new land. Colonists kept Sunday as a special day, spending time with their families and attending worship services.

In addition to being places of worship, colonial churches were centers for community gatherings. Townspeople constructed their first buildings to accommodate worship services. If a school or general store was built first, worship services were held there. Meeting together to worship God and study the Bible was very important to early Americans. Even before public buildings were built, church services were held in homes.

Rural settlers attended Sunday services in the nearest village. Because they had to travel so far, families usually spent the whole day in activities associated with their church. Friendship was a ***priority*** to early colonists. Sunday gatherings gave people opportunities to talk and laugh, get to know each other, and catch up on news.

European settlers in America surrounded themselves with friends. They were accustomed to the friendship and support of neighbors when times were hard. Remembering their own hardships or loneliness, settlers were quick to reach out to newcomers. Life was easier when colonists shared their resources, their work, their good times, and their sorrows.

People power was an important resource in the Colonies. When a big job was more than one family could do alone, neighbors gathered to complete the work. Knowing the value of recreation, colonists combined work with play whenever possible. They labored together to accomplish a task, and enjoyed games, contests and other recreation at the same time. Building a barn (*"barn-raising"*) or a house (*"house-raising"*) were two such times when families had fun while

VOCABULARY

Havens: places of safety and shelter
Priority: having to do with order of importance, the first or most important person or thing has priority over others
Backbone: most important part, strength of character
Hybrid: a mixture
Venison: deer meat
Jigging: a very fast dance with quick, jerky movements

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doing a project. During breaks, men and boys challenged each other to foot races or competed in shooting and wrestling matches.

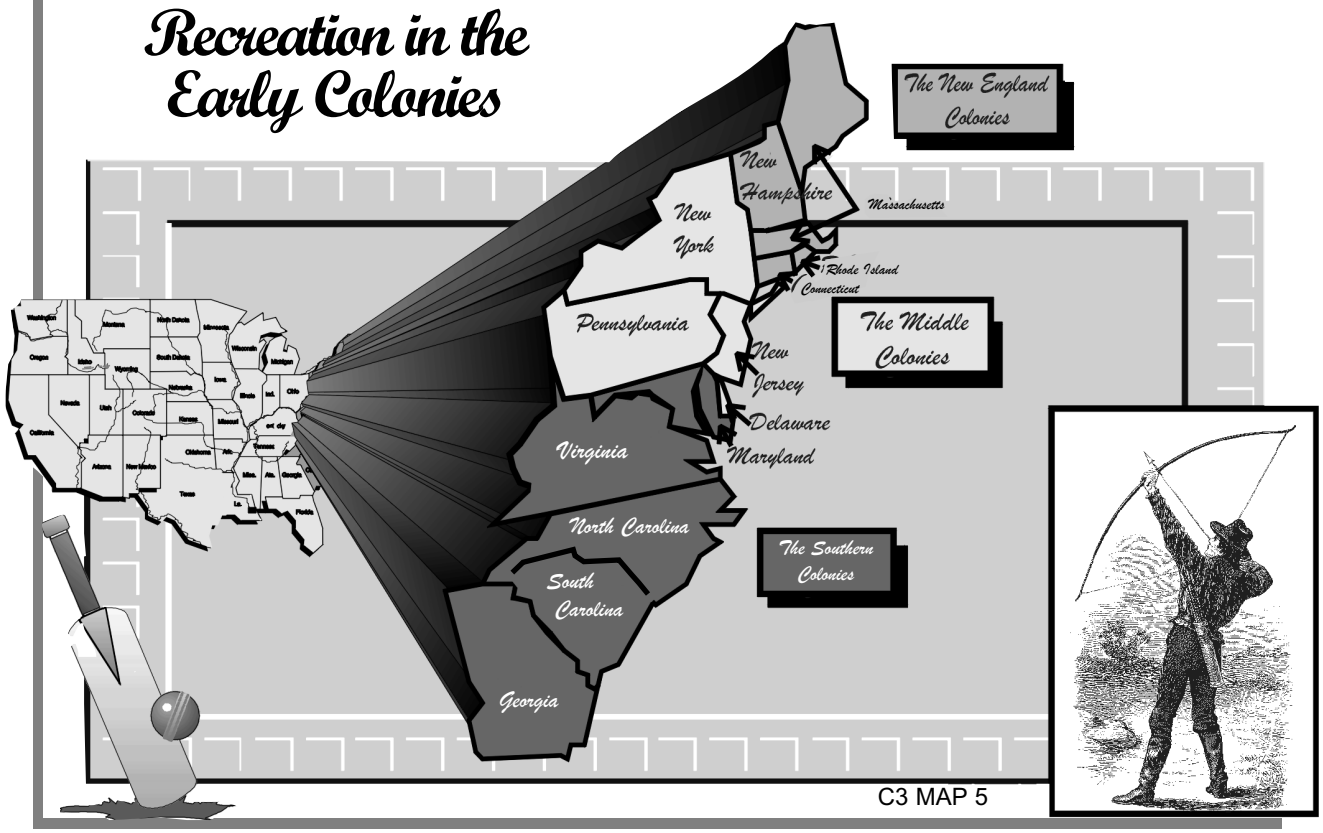
Neighbors banded together for work sessions called *bees,* helping each other with jobs that would have taken one family months to complete. Collective support was the ***backbone*** of colonial America. Bees provided good times of recreation as well as productive work. When the work was done, the settlers ate together and celebrated with music and dancing. Young people met other young people at community bees, and, under the supervision of their parents and older adults, established relationships that sometimes led to romance and marriage.

Weddings were one of the most joyous celebrations. Small communities did not celebrate weddings often, so when one did take place, everyone was invited. Great preparation went into the event, and a Pilgrim wedding was a day-long celebration. Some celebrations stretched into several days. Wedding guests welcomed a rare time to visit and celebrate, enjoying festive meals, dancing, and games.

Daily life afforded scarce time for leisure among hard working pilgrims. Recreation was often limited to an evening at the neighbor's cottage. Pilgrims enjoyed the simple experience of meeting around a fireplace to tell stories and recall adventures from the Old World in England.

Children in colonial times worked hard, but they still had fun. They played more games and had fewer toys than contemporary youth. Youth activities followed the seasons, too. In good weather, colonial children played outside games like hopscotch and tag, or shot marbles made from stone, clay, and china. They played ball, blew soap bubbles, jumped rope, flew kites, and spun tops. In winter they ice-skated on frozen ponds and sledded down snowy hills.

When the weather was too cold to play outside, children liked to play board games and work puzzles. Girls enjoyed dolls. Most of their dolls were homemade, but some dolls had



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originally been fashion models for dressmakers. In early America, most toys were handmade, though some children owned doll tea sets or toy soldiers brought to America from England. Boys carved whistles, slingshots, and bows and arrows with their jackknives. Young children were not the only ones who played. Teenagers enjoyed outdoor games like hoop rolling, badminton, and a game called trap ball. For young men between the ages of ten and sixteen, recreation included mastering the skill of archery, which was necessary for hunting animals to help feed the family. Adults played dominos, board games such as chess or checkers or engaged in organized hunting and fishing expeditions—which later developed into sports clubs. An example of this was a Philadelphia fishing club established in 1722, which became the first American outdoor sportsmen's association.

Organized sporting events developed very early in the Colonies. Horse racing was the first. In 1665, the governor of New York established a horse race course, outlined the rules, and offered prizes to winners. In 1668, the winner of a horse race received the first sports trophy in America—a silver piece, handmade by a colonial silversmith.

Other colonial sports evolved over time. Dutch settlers in America played a game called *kolven* in which they whacked a ball around. Kolven may have been an early version of golf or ice hockey. The Dutch also brought outdoor *bowling* to New York in the 1600s. Bowling became so popular that some businesses even provided flat plots of grass so customers could have bowling greens. Another colonial sport was the Indian game of *Lacrosse*, in which players were divided into two teams and used rackets to relay a ball through the air and into the opponent's goal net. *Cricket*, another ball and stick game, was brought to America from England in the mid-1700s and remained popular for about 100 years. In 1751, cricket teams from New York and London, England played what was probably the first international sporting match in which an American team was involved.

After 1720, recreation expanded to include musical functions. People began to place value on owning musical instruments. Groups of neighbors and families regularly gathered to practice hymns and folk songs or to attend public concerts and operas.

Sports and recreation provided shared experiences for players as well as spectators. Sharing positive interaction in work or play strengthened people of all ages. Celebrating good times together added refreshment and encouragement to colonial communities.

In the next vignette, you will learn how Pilgrim communities celebrated successful harvests and how those celebrations eventually became America's oldest traditional holiday.

THANKSGIVING CELEBRATION

The American observance of the holiday known as "Thanksgiving" is a ***hybrid*** of several historical traditions. One such influence was the Pilgrim's common practice of setting aside a special day for prayer and thanksgiving whenever they felt God had been particularly good to them. Another ancient tradition practiced by early colonists was the English *Harvest Festival*.



When crops were harvested, the Pilgrims celebrated by holding a feast. Wives and daughters supplied delicious meals of stuffed turkey, ***venison***, goose, stewed pumpkin, beans, corn, salads, soup, clams, stuffed cod, eel pie, wild berries, fruit tarts, lobster, fruit, and wine.

When dinner was over, activities and games



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began. Pillow fighting was a favorite among children. In the Pilgrim version of this game, two children straddled a log suspended from posts. Opponents then pounded each other with pillows until one fell off the log. Pilgrim men and women played tug of war and often engaged in ***jigging*** contests.

They also performed a formal dance exhibition accompanied by music from a lute, a pear-shaped stringed instrument which was played much like a guitar.

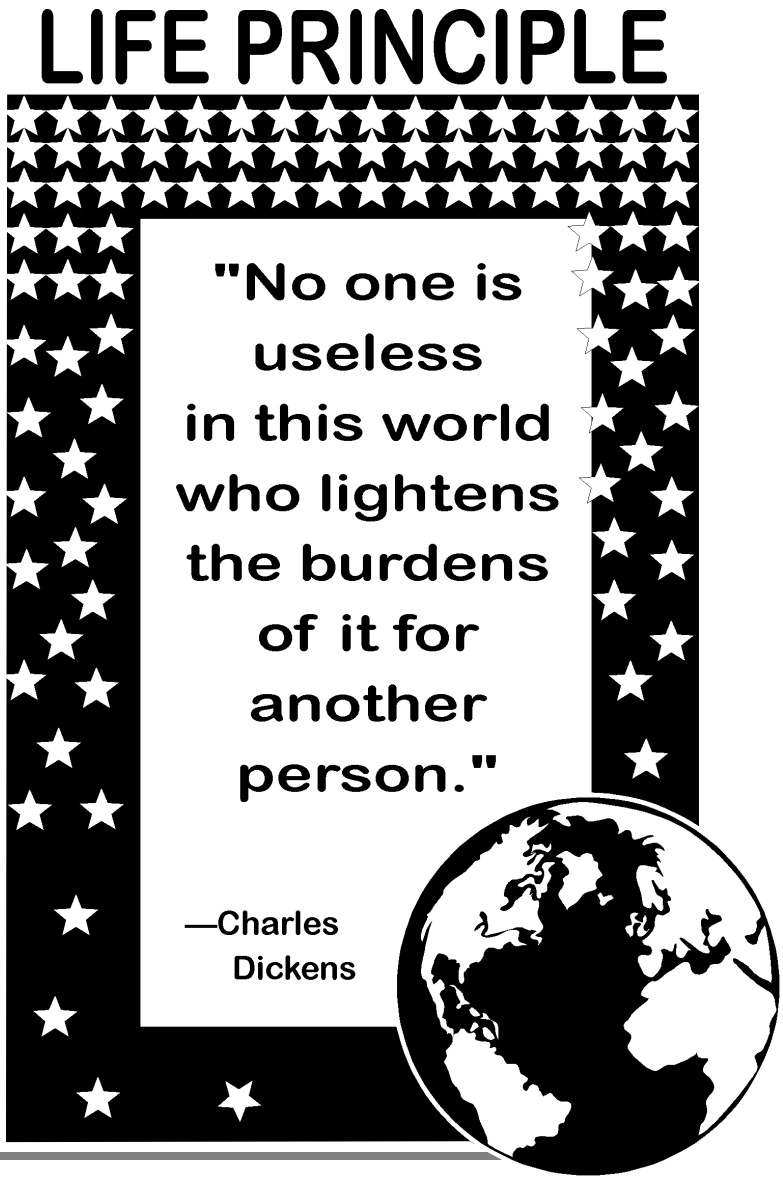
Men also enjoyed "tossing the caper," a game of strength to see who could pick up a large log, balance it on one end and throw it the farthest. Another activity popular among men and boys was "exercising of arms." The men lined up with their muskets and, on command, fired at wooden targets.

Indians often watched all the merriment and participated with great interest. They performed tribal chants and dances for the colonists and demonstrated their archery skills. The colonists and Indians often enjoyed joint wrestling matches and foot races.

The Thanksgiving celebration often went on for three or four days. It was a time of great joy and social enjoyment for the hard-working Pilgrims. It was also a time of religious expression. A usual custom was to call everyone to a time of prayer and giving of thanks to God.

Later in American history, Presidents George Washington and James Monroe declared similar observances. In 1863, President Abraham Lincoln proclaimed a national day of thanksgiving to be held on the last Thursday in November. Americans have celebrated the Thanksgiving holiday ever since.

Sharing news with friends and neighbors was a highlight of colonial feasts. In the next topic you will learn how a colonial bride celebrated her wedding.



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The Discovering of America



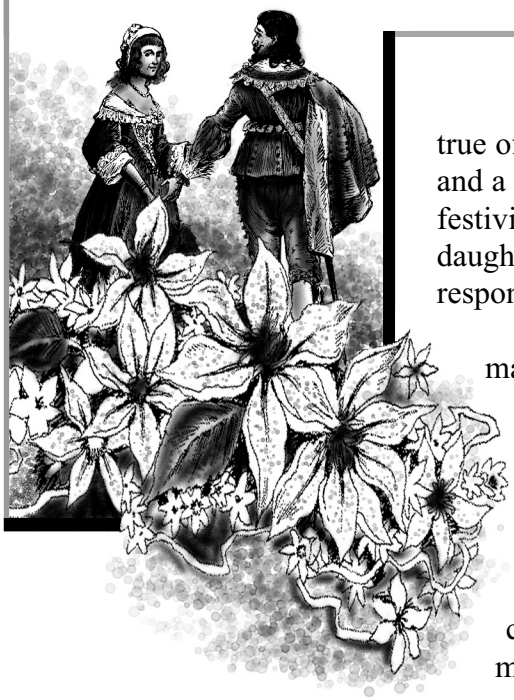
Topic 4
Family & Home

Chapter 3

Section One

Topics 1-5

HERE COMES THE BRIDE!



The customs and traditions of marriage can be unique to a particular people and time in history. Such was true of the Puritans in the mid-1600s. For them, life was hard and a wedding celebration was one of few occasions for fun and festivity. A wedding also marked the time when sons and daughters left the care of their parents to set up home responsibilities for their own families.

A young woman remained under her father's care until married, assisting with household chores and helping to raise and nurture younger siblings. Even after the wedding, couples usually lived with the bride's parents through the first winter.

Just as her father had, the bride's husband would be responsible for making all major decisions in the home. A new bride's life would continue much the same as it had—cooking, cleaning, tending children, gardening, soap making, and candle making.

On the day of a wedding, the bride and her maidens (unmarried friends) gathered together in the morning and danced at one end of the village. On the other side of the village, the groom's friends had fun playing pranks on him, such as tossing him up and down in the air. Around 1 p.m., everyone began dressing for the wedding. Normally, the bride wore her hair up on her head, but since the wedding marked her last day as a maiden, she wore her hair down. A wreath of flowers and herbs called a *chaplet* were placed on her head.

The wedding party marched through town, ending up at the governor's house. There, the wedding ceremony was performed as civil recognition that the couple was lawfully married. After 1686, ministers performed weddings.

After the ceremony, the couple was pronounced man and wife. Then, a small cake was broken over the bride's head. The cake pieces were thrown out to the crowd. Wheat was scattered about as a sign of fertility for the new couple. Next, the bride threw her garter to the unmarried men at the ceremony.

Another popular ritual was the kissing circle. All the men formed a circle, and the bride kissed each one. She kissed her

VOCABULARY

Integrity: honesty; remaining true to moral principles
Courtship: supervised activities for couples engaged to marry
Hope chest: a chest in which an unmarried woman collects items to furnish a home when she marries
Permanency: a long-lasting condition
Fidelity: faithfulness; loyalty

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father last, then went to her husband. The final event of the wedding ceremony was a special dance celebrating the new couple's life together. Everyone danced around the bride and groom who danced in the center. Then there was more dancing, singing, games, and toasting for hours before the tired but happy couple retired to the bride's parents' home.

Even though American colonists did not arrange marriages for their children, parents did exercise responsibility to approve potential wives and husbands. Puritan families believed they should allow marriages only of couples who demonstrated moral ***integrity*** and social responsibility. Puritan fathers valued the opinions of neighbors and often consulted with other church members on the marriages of children. Sometimes, families might decide the couple needed to wait, and the period of engagement could last several years.

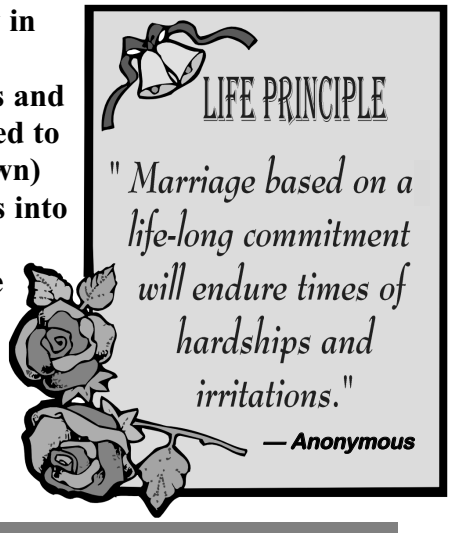
The Puritans practiced a specific code of conduct concerning ***courtship***. Certain evenings were set aside for *"calling,"* a time when a boy could visit the home of a girl. Walking together alone at night was strictly forbidden by law! This may seem harsh, but Puritans experienced few premarital pregnancies. Couples married only after a time of courtship had allowed the man and woman to know each other's strengths and weaknesses.

From girlhood until their wedding days, young women collected items in a ***hope chest***, also referred to as *"the home of her hopes."* Linens, needlework and other items might be given to the young girl at birthdays and other special occasions. Although each father might give his daughter a wedding present, the European custom of providing a "dowry" (money or goods given to a new husband by the bride's family) was not practiced in colonial communities.

One special gift presented to many young brides was a "monkey spoon". On the spoon was an engraving of a monkey drinking from the goblet, symbolizing festivity, and a heart on the handle. A picture of the couple, their names, and the wedding date were engraved below the monkey. The gift symbolized the ***permanency*** of marriage. Divorce was not a choice. Commitment and ***fidelity*** helped couples maintain their marriages for life.

As soon as the wedding celebration was over, the Puritans resumed their daily lives of hard work. Lost in thought while milking cows, tending fires, or preparing meals, young men and women in those early Colonies probably pondered the question: "Who will be next to marry?"

Newlyweds usually lived with the bride's parents for a number of months while the new couple arranged to build their own home. No houses were available to rent or buy in early colonial times. Friends and relatives helped to "fell" (cut down) trees, saw logs into lumber, and build a simple cabin. You will visit one of these cabins in the next topic.



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The Discovering of America

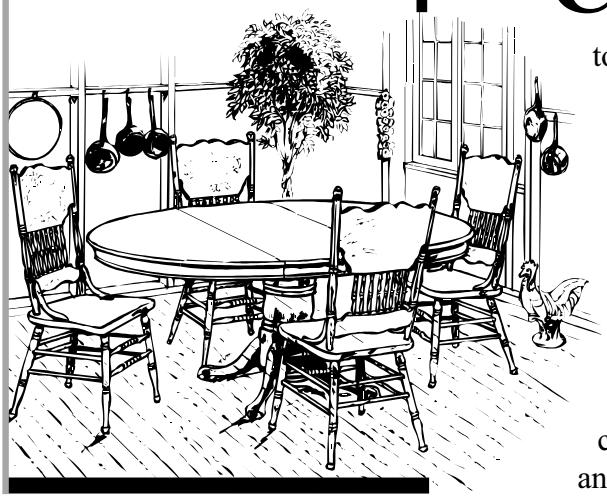
Topic 5
Art, Architecture, Fashions & Furniture

Chapter 3

Section One

Topics 1-5

MORE THAN JUST SHELTER



Colonial settlers built their first homes with logs. However, without sawmills and woodcrafting tools, settlers usually constructed crude structures similar to Indian huts. Early colonial communities were clusters of wigwams made from grass mats, deerskins, tree boughs, or tree bark. In the late 1620s, according to one settler, *"there were thirty home buildings of Europeans on the island of Manhattan, and all but one of them were of bark."* Harsh winters and hot summers encouraged the industrious settlers to design homes similar to their European dwellings. Gradually, colonial communities began to resemble those of England and Holland. As better tools became available, talented craftsmen built furniture and household items.

John Adams, the man who would become America's third president, lived in a modest English style house. John and his wife Abigail began their marriage in a small two-story cottage made of whole logs covered with clapboards (boards that were thicker at one edge than the other) used as siding. On the ground floor, the Adams' house had a single room called the "fire room" with a vast chimney at one end. The bedroom, or sleeping loft, was upstairs. The Adams' bedroom furniture was beautifully handcrafted from oak. Their four poster bed was sandwiched between a night stand with candles and a small dressing table fitted with drawers and a mirror. Opposite the bed, a fireplace hugged the wall, with two matching chests of dark cedar on either side. Two English sketches of hunting scenes adorned the walls above the chests.

Behind the bedroom was a small "borning room", or nursery, for infant children. Abigail Adams also used her borning room as a study where she wrote patriotic and inspirational letters at her French *escritoire*, or writing desk. It was probably at this small writing table that Abigail wrote: *"A patriot without religion in my estimation is as great a* ***paradox***

VOCABULARY

Paradox: a statement of opposites or seeming contradictions
Gridiron: a grill made of a network of parallel iron bars or heavy wires for broiling meat or fish
Chafing dish: a serving dish or pan with a small candle under it to keep food warm at the table
Drop-leaf table: a table with a hinged, flat piece to extend the surface of the table
Cane-bottom chairs: chairs with seats made of woven stems of certain tough-fiber plants such as cane or bamboo

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as an honest man without the fear of God." A mahogany bookcase imported from Europe displayed collections of novels, political ideas, her father's sermons, and selections of American history.

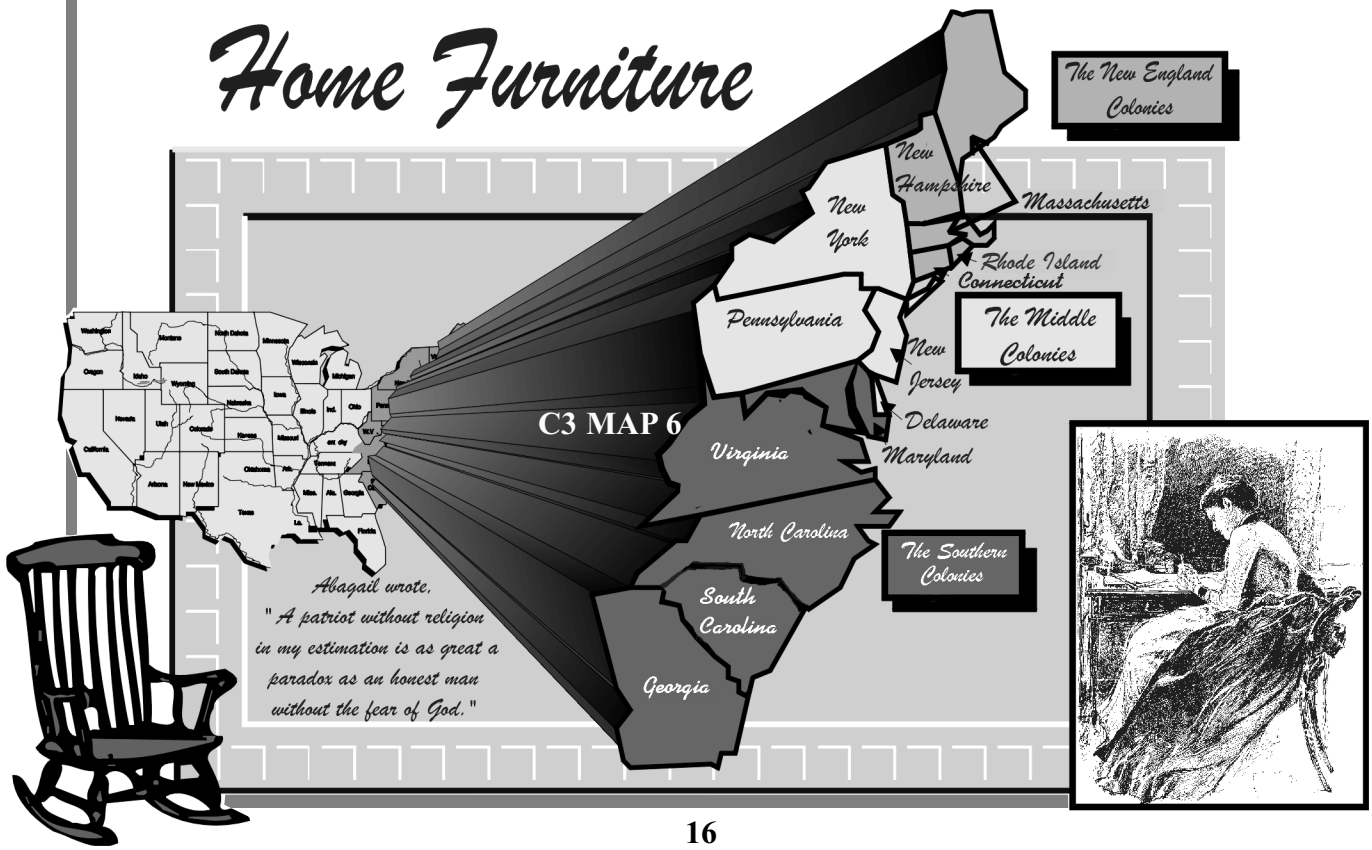
Leading from the bedroom to the downstairs kitchen was a pie-shaped staircase. The kitchen was stocked with an iron potato boiler, pots, skillets, toasting forks, teakettles, ***gridirons***, warming pans, brass and copper ***chafing dishes*** to keep meals warm at the table, a four-legged baking kettle, and a long-handled shovel and rack used to place food into a Dutch oven (a large metal cooking pot heated with coals).

Near the down stairs fireplace was a ***drop-leaf table*** with ***cane-bottomed chairs***. The wooden leaves on each side of the table could be raised or lowered depending on the number of guests to be seated at a meal. John and Abigail Adams owned another popular piece of furniture—a rocking chair.

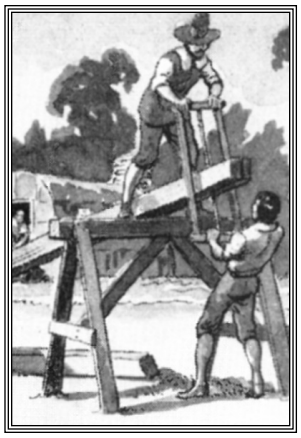
Benjamin Franklin is credited with inventing the rocking chair in the 1760s. Wanting to create a comfortable chair for mothers and their babies, Franklin fashioned a chair on pieces of wagon wheel rims. Because of its comfort, the rocking chair was considered the best chair in the house. A host who offered his guest the rocking chair was considered kind and generous.

Since the ground floor of the Adams' house was one single room, the kitchen and dining areas took up most of the space. Two walnut wing chairs faced the fireplace. The wing chairs were named for their curved sides and cushioned backs. A calico or linen valance hung on the edge of the mantel shelf. Long poles of stringed peppers, dried apples, and rings of other dried fruits and vegetables draped across the top of the room and over the fireplace. Pots and kettles hung from metal hooks and rods on either side of the fireplace.

The kitchen and lower level of nearly every colonial home was the only room that was comfortable during winter months. Water would freeze quickly if left standing



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in the upstairs bedrooms. John Adams so *"dreaded the bleak New England winter, that he longed to sleep like a door mouse every year, from autumn to spring."*

Window coverings in early colonial houses were made of oiled paper until glass was affordable. Glass was held in the window frames with nails. The glass was heavy with diamond shaped panels set in lead. Shutters, or movable covers, were nailed beside the windows for easy closure at night and in bad weather.

Front doors were carved from oak, handcrafted with leaf and branch designs. Latches or knobs of heavy brass with wrought iron or polished brass knockers adorned the front doors.

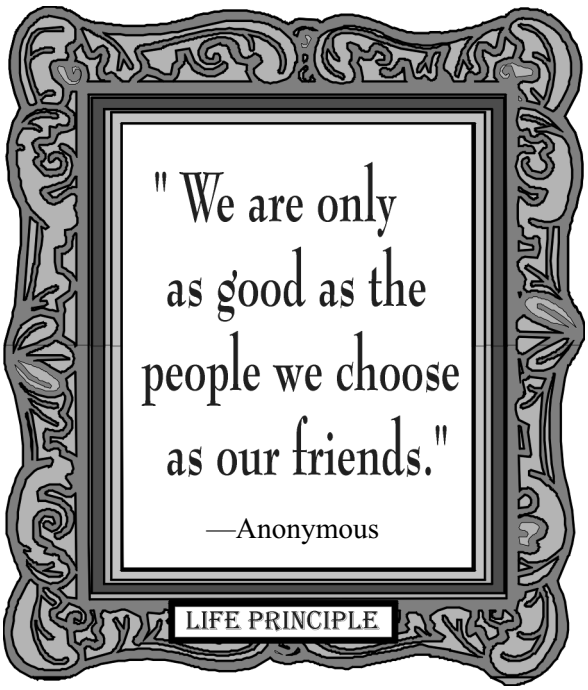
English style houses were not the only European style on the early American countryside. Farmhouses resembled Dutch designs with walls built of stone and covered with sharp pitched straight roofs made of clay or wooden slats from nearby trees. The height of pitched roofs provided ample walking space for a loft area. In addition to the distinctive pointed roof, each Dutch farm house included a front door cut into two halves, each opening independently. The two-piece Dutch door is still popular in homes and businesses throughout America.

Like the ground floor of the English house, the first level of Dutch farmhouses focused on the fireplace. In cold winter months, activities such as spinning thread, making candles, mending clothes, repairing harnesses, and other tedious chores were done in front of the only source of heat—the fireplace.

Most farmhouses were surrounded by other buildings—the smokehouse for preserving meats, a spring house built around a fresh water spring, a lofty barn for livestock, a privy or outdoor toilet, and an icehouse where items could be stored for cooling. Every outer building had a purpose to help the farmer and his family survive during harsh winter and summer months.

By the end of the 1760s, colonists had progressed from living in bark wigwams to residing in stately two-story wooden or stone houses resembling those of their homelands. These substantial dwellings offered a sense of permanency and security while colonists adapted to America's frontier and carved out a new nation.

Colonists were creative with their simple, limited resources. As you will read in the next topic, colonial women also learned how to cook well with simple utensils.



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The Discovering of America

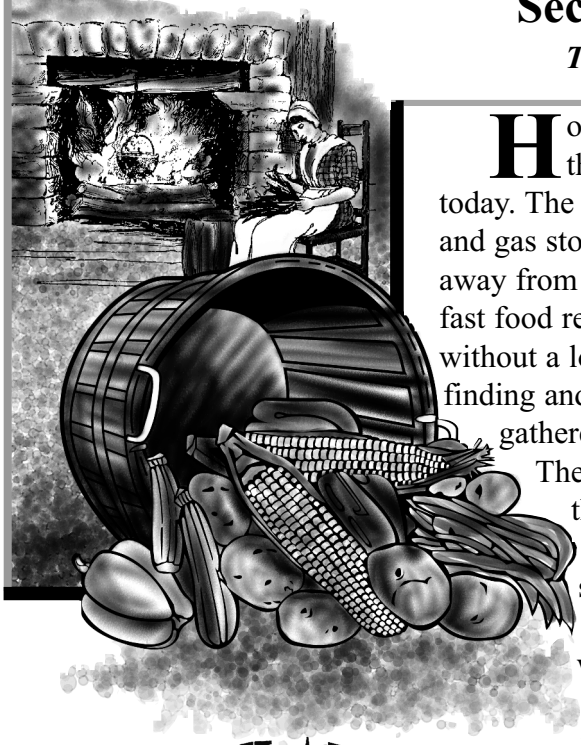
Chapter 3

Topic 6
Food

Section Two

Topics 6-10

YOU COULD EAT IT IF YOU COULD CATCH IT!



How the Pilgrims and early colonists prepared and ate their food was very different from our eating customs today. The things we take for granted—running water, electric and gas stoves, refrigerators, and microwaves—were a long time away from being invented. There were no grocery stores and no fast food restaurants. Colonists had plenty of food, but not without a lot of hard work. Pilgrims spent much of their days finding and preparing food. It had to be hunted, picked, caught, gathered or grown, then prepared under difficult conditions.

The kitchen, or "common room," as it was called back then, was the center of the home. It was a place to cook and serve meals, but it also served as the home's heat source. Stone fireplaces, usually around 8-10 feet wide with openings up to five feet tall, covered an entire wall. All cooking was done over an open fire, so most cooking utensils had large handles. Meals were cooked in big iron pots. A frequently served dinner was *"spoon meat,"* a stew of meat, fish, or vegetables, perhaps flavored with salt, pepper, or spices. Have you ever eaten a New England boiled dinner? This still popular dish of ***corned beef***, cabbage, carrots, parsley, and turnips is one of the "spoon meats" colonists enjoyed.

The English born settlers loved meat. Most of their meat was salted, pickled, then stewed. Roasted meat was a rare treat. It was cooked on a *spit*, a slender pointed rod for holding meat over the fire. Iron legs called andirons supported each end of the spit. Roasted deer was a special treat. Children usually had the job of turning the spit so the meat would cook evenly. Other regular menu items were turkey, chicken, goose, rabbit, pork, and seafood such as fish, clams, oysters, crabs, and eel.

Colonists acquired a taste for fruit and vegetables in their new land. While they mainly used fruit to make cider, hunger frequently forced colonists to eat plums, wild berries, and other fruits as well.

VOCABULARY

Corned beef: beef preserved in a strong salt solution, may have spices added
Porridge: (or pottage) a thick soupy substance of grain or vegetables and meat
Compensate: to use a substitute in place of a preferred item
Improvise: to find a creative solution for a need
Maple sugar: a pale brown sugar made by boiling maple syrup, which is made from maple tree sap

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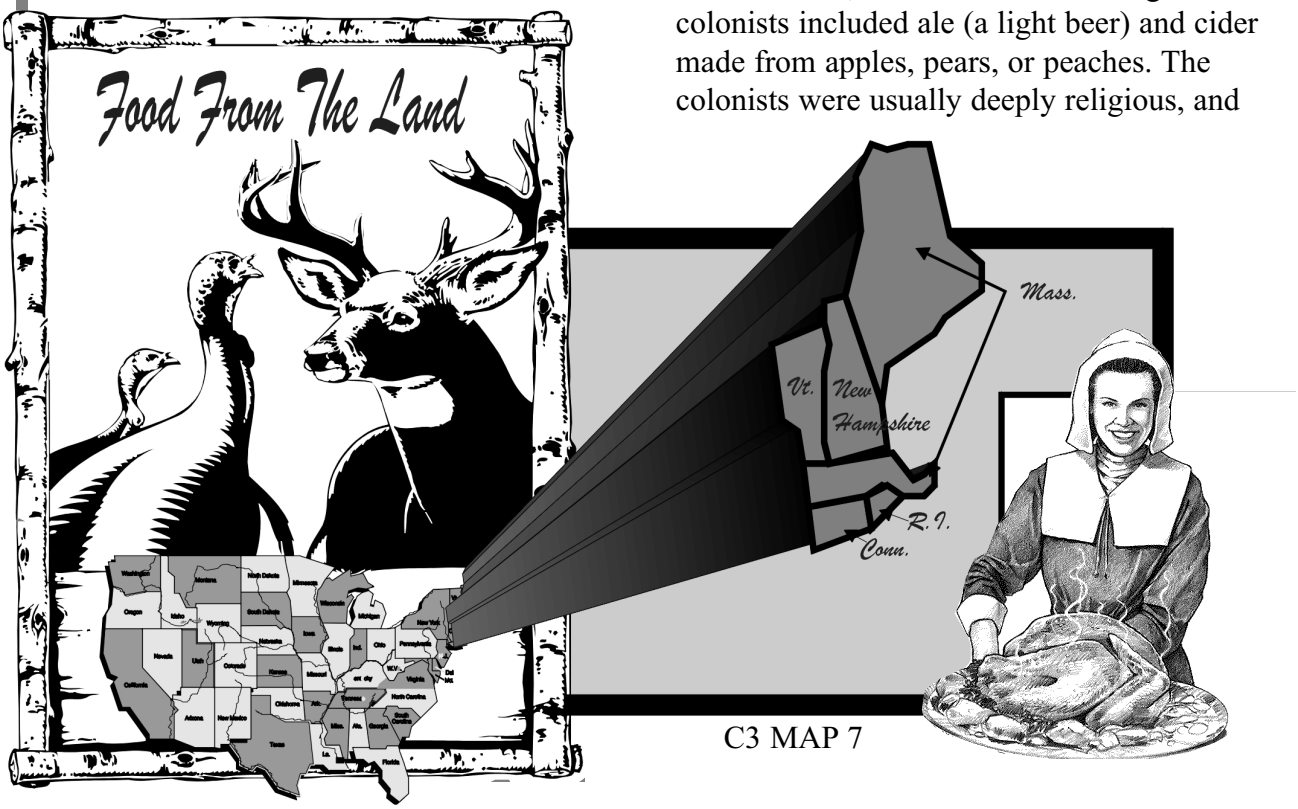
Traditionally, colonial wives used vegetables as seasonings or table decorations, but sometimes a vegetable such as corn was the only food. Families quickly learned to enjoy their vegetarian meals, spiced with pepper, ginger, mace, cloves, cardamom, and cinnamon. Corn, beans, squash, and pumpkin grew well, so they became regular items on New England dinner tables. Beans were often cooked in large batches of ***porridge*** and kept for several days. You may have heard the rhyme, *"Bean porridge hot, bean porridge cold, bean porridge in the pot, nine days old."*

Colonists also loved bread. Because wheat would not grow well in some New England areas, families ***compensated*** with breads made from cornmeal. Cornmeal pancakes, or *johnnycakes*, were very popular and served with most meals. Johnnycakes were originally called *journeycakes* because they were practical food during times of traveling. Another favorite was *hoecakes*, small round loaves cooked on the edge of a hoe stuck into the hot ashes near the fire.

Colonists were very fond of pudding, a favorite dessert in their native England. If colonial wives lacked the ingredients to make pudding, they ***improvised*** with *hasty pudding*, a cornmeal mush usually served with ***maple sugar*** or molasses and butter. Hasty pudding was a regular item on most dinner tables. Here is one original recipe: *Bring a container of water and some salt to a boil in a heavy saucepan. Slowly pour in some yellow cornmeal, stirring all the while till the mix becomes thick enough so a spoon will stand up in it. Ladle the pudding into four small bowls. Drop some butter onto each portion, then sprinkle on ground nutmeg and some molasses. Serve hot.*

As dairy cattle herds increased, milk and milk products became available. Colonists combined milk with cornmeal, eggs, spices, molasses, and butter to make a baked dessert called *Indian pudding,* which might have been served following a meal of baked beans, brown bread, and pickles.

Because water sources were often contaminated, common drinks among colonists included ale (a light beer) and cider made from apples, pears, or peaches. The colonists were usually deeply religious, and



C3 MAP 7

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over drinking, or drinking to excess (drunkenness), was rare. Colonists also drank milk, although most of the family cow's milk was reserved for the children and was also used for making butter and cheese.

In the early years, when colonists were hard at work building homes and other buildings, families often did not take time to sit down at meals. The dinner table was just some boards placed across barrels, with the cooking pot in the middle. Everyone gathered around and helped themselves, while standing around the makeshift table.

Everyone at early New England tables did not have individual plates. Instead, family members shared a wooden bowl called a *trencher*. Poor families without trenchers used dried pieces of bread as plates. After eating the main course, each person would eat the "plate."

While knives and spoons were fairly common, forks were not common. Most food was eaten with fingers. That is why people were given large linen napkins with which to protect clothing and wipe fingers. These napkins were so large they often hung down to diners' knees. Neck napkins evolved into colorful neck ties worn by gentlemen.

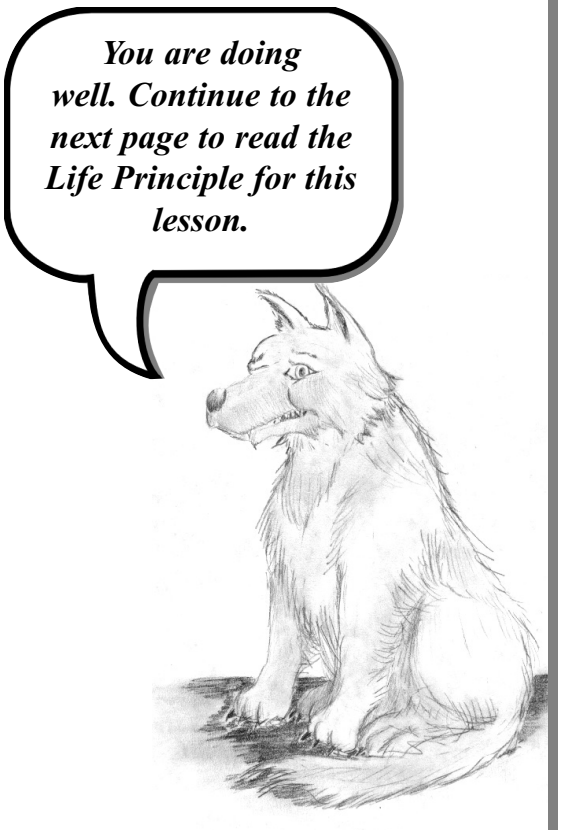
Children usually ate while standing for two reasons: chairs were uncommon, and only ill-mannered children sat when adults were in a room with a limited number of chairs. Sometimes children had their own smaller table.

A large bowl of salt for seasoning was placed in the center of the table. Guests were seated "above the salt," or near the head of the table. Children and other guests were seated "below the salt," or on the opposite end of the table.

Colonists did not know about germs, so drinks were often passed around the table in a family cup. After the meal was finished, trenchers and cups were simply wiped and placed back on the shelf for the next meal. Sharing dishes and utensils made cleaning up simpler, especially for families who had to carry water from a distant well or stream.

The next time you pop a burrito in the microwave, have a hot pepperoni pizza delivered to your door, or "drive through" for a hamburger, perhaps you can appreciate your modern kitchen and the food which you did not have to catch or harvest from outdoors.

Meal preparation was not the only awkward routine common among colonists. In the next topic, you will learn how providing light and heat required long hours of preparation. Wood had to be chopped, split and stacked. Candles had to be made well in advance of the times they were needed.



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LIFE PRINCIPLE

"The surest way to remain hungry is to sit around waiting for a free meal."



—Anonymous

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The Discovering of America

Topic 7
Light & Energy

Chapter 3

Section Two

Topics 6-10

DRIPPING CANDLES



You can probably imagine a cool autumn morning in New England as children awaken to sounds of their mother arranging great metal pots on chairs and the table. While their mother might have shown less enthusiasm for the task at hand, the children would probably have moved with a lighter step. Some of their regular chores would be suspended to make time for the busy job ahead. The change in routine would be exciting as the family prepared to make candles.

Candle making in colonial America involved mother and children in an exhausting day of hard work together. Their task was vitally important for family survival through the next year. Most homes today use candles as gifts or decorations rather than for necessities. But back in early America—long before electricity was discovered—candles were a vital household item. Candle production usually happened each year in the fall.

Even though a colonial mother might announce one morning that candle making would take place the next day, preparations had been underway for several months. The family saved many pounds of beef and mutton fat to make tallow, a waxy substance that is an essential ingredient for candles, and during the summer, children gathered silver ***silk down*** from the milkweed plant which was spun into candle wicking.

On candle making day, the first chore was to melt the tallow with equal amounts of hot water in a great iron kettle which hung by a crane over the fireplace. An older child swung the kettle over the fire . . . back and forth in a slow and steady rhythm so the melting fat would not burn.

Meanwhile, two chairs in the kitchen or an adjacent room were placed back to back with two poles hung over the tops, parallel to the floor. Fifteen to eighteen inch sticks called candle rods were spaced horizontally across both poles. Six or eight wicks hung from each rod.

VOCABULARY

Silk down: silky, fluffy, threadlike fibers from the seed pods of certain plants
Molds: a hollow shape made of various materials in which something is formed
Mantel: shelf over a fireplace
Chandeliers: large light fixtures which hung from the ceiling
Tedious: long, boring, may require exactness

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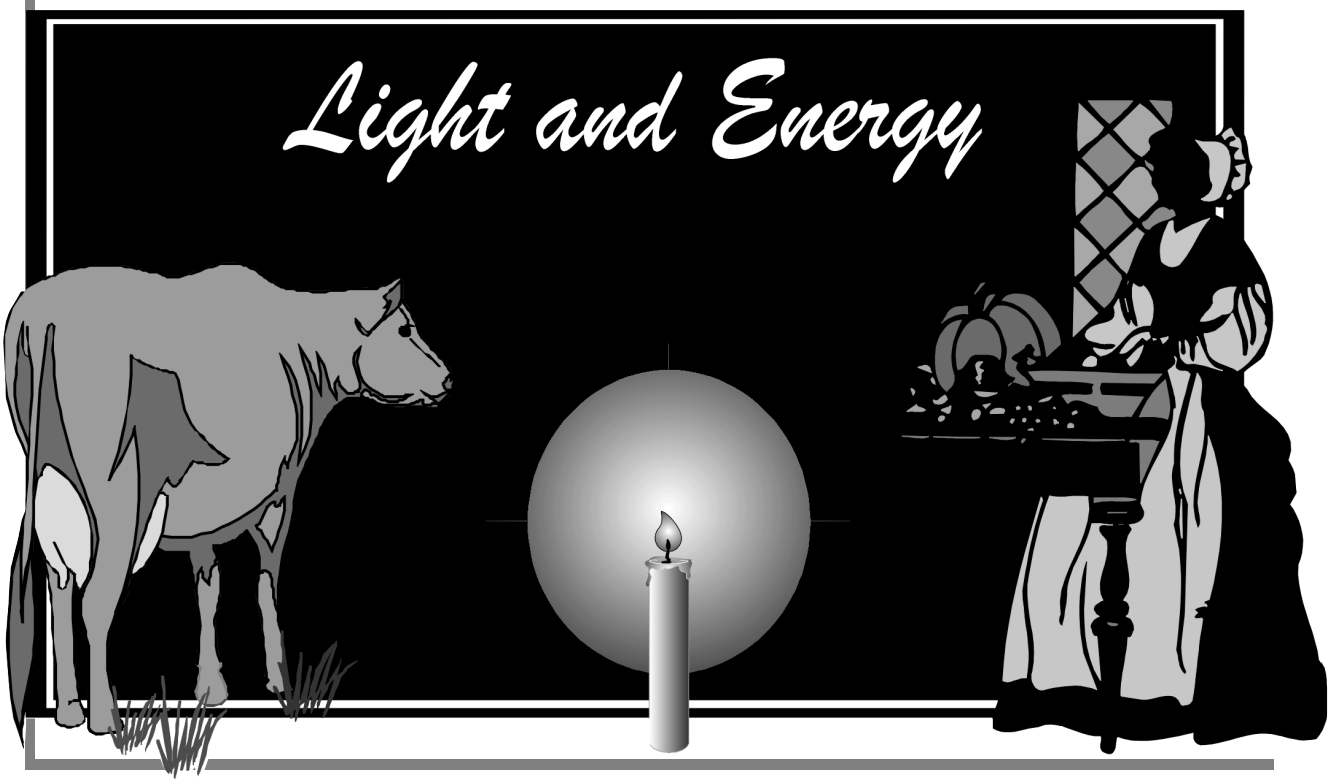
Making the wicks was usually the children's job. Each wick was cut to twice the length of the desired candle, twisted hard one direction, doubled, then twisted hard the other direction and finally looped over the candle rod.

One by one, each candle rod was dipped into the pot causing a thin layer of tallow to cling to the wick. A wooden tray underneath caught the drippings. By the time the last candle rod was dipped and placed back over the poles, the first set of wicks had a hardened layer of tallow on them and were ready to be dipped for the second layer. On and on this process went, usually taking all day, until all candles were the proper thickness and length. The person had to dip the wicks slowly to prevent the brittle candles from cracking. A good candle maker could make 200 candles in a day.

Few colonial housewives had money to purchase imported tin or pewter candle ***molds***. When money was available, colonists preferred to purchase hollow molds with tapered tubes open at one end. A wick extending from a wire or nail was run down the tube, and the melted tallow was poured in. The candle wax shrank slightly when it hardened, making the candles easy to remove without damage. Molds held 6 to 20 candles and greatly reduced the time and work necessary for making candles.

Finished candles were carefully packed in special boxes, covered with straw or wood chips and then stored in a dark cool place to keep them from melting or turning color. A common practice was to store several candles for immediate use in a metal candle box placed on the fireplace ***mantel***.

While tallow candles burned longer and brighter than rush or Betty lamps, they still smoked and smelled. Vastly better were bayberry candles. Still popular today, bayberry candles are made from a bush commonly grown along the Atlantic coast. Each fall, children picked the grayish-white, waxy berries of the bayberry bush. The berries were boiled in a kettle until the fat



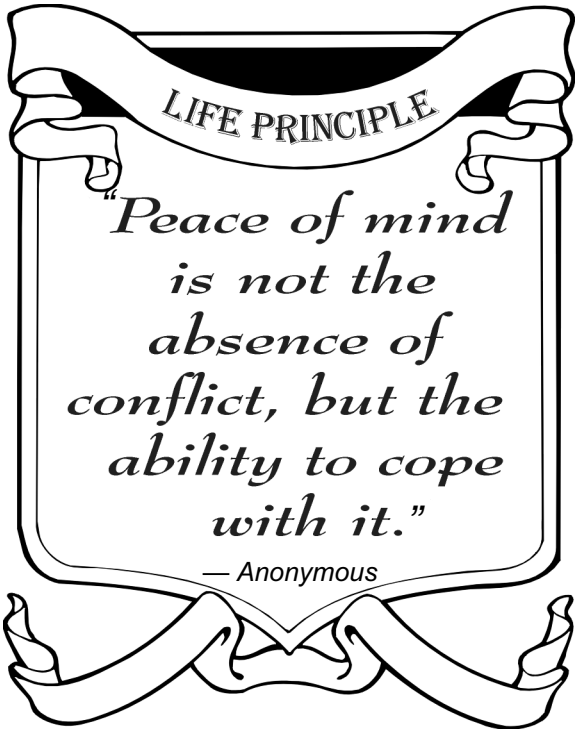
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floated to the top. This fat was skimmed off and left to harden. The resulting tallow was a dirty green color at first, but through more melting and refining it turned a transparent green. These fragrant, higher-quality candles did not easily bend or melt in the summer. Extremely popular, bayberry candles were eventually exported to England and other countries.

In the early 1700s, an unusual source for manufacturing higher quality candles was found in colonial America. A waxy substance called *spermaceti*, extracted from oil in the heads of sperm whales, was pressed and made into candles that did not smoke or drip. Each of these candles gave out more light and produced four times the flame of three tallow candles. Spermaceti candles were manufactured and sold in large quantities to wealthy people.

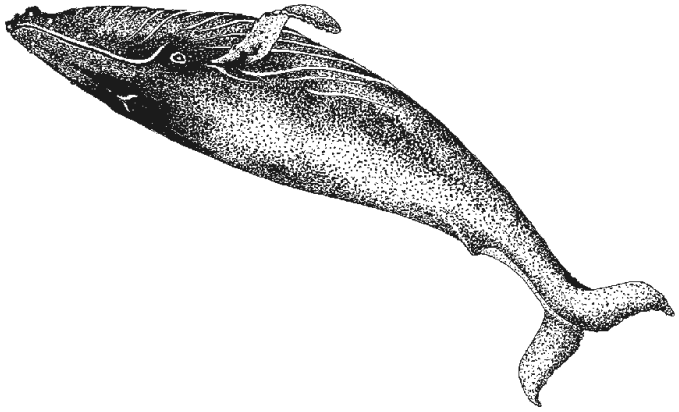
Because of the time required to produce them, using candles efficiently was considered very important. Various sizes, shapes, and styles of candleholders were used in colonial homes. Candles were kept in holders on tables, attached to walls, and even hung from the ceiling in crude ***chandeliers***. As bigger homes were constructed, the need for candles increased. Up to 50 candles might be used for lighting during one evening in very large homes.

Making candles was a *tedious* and tiring task, but colonial women and their children took comfort in the results of their labor. All the hard work allowed them to continue their favorite nighttime activities such as needlework, family Bible readings or writing of letters. Men and older boys did the heavier work of farming and tending large farm animals. Some men went into the more dangerous jobs of commercial fishing and whaling, as you will learn in the next topic.

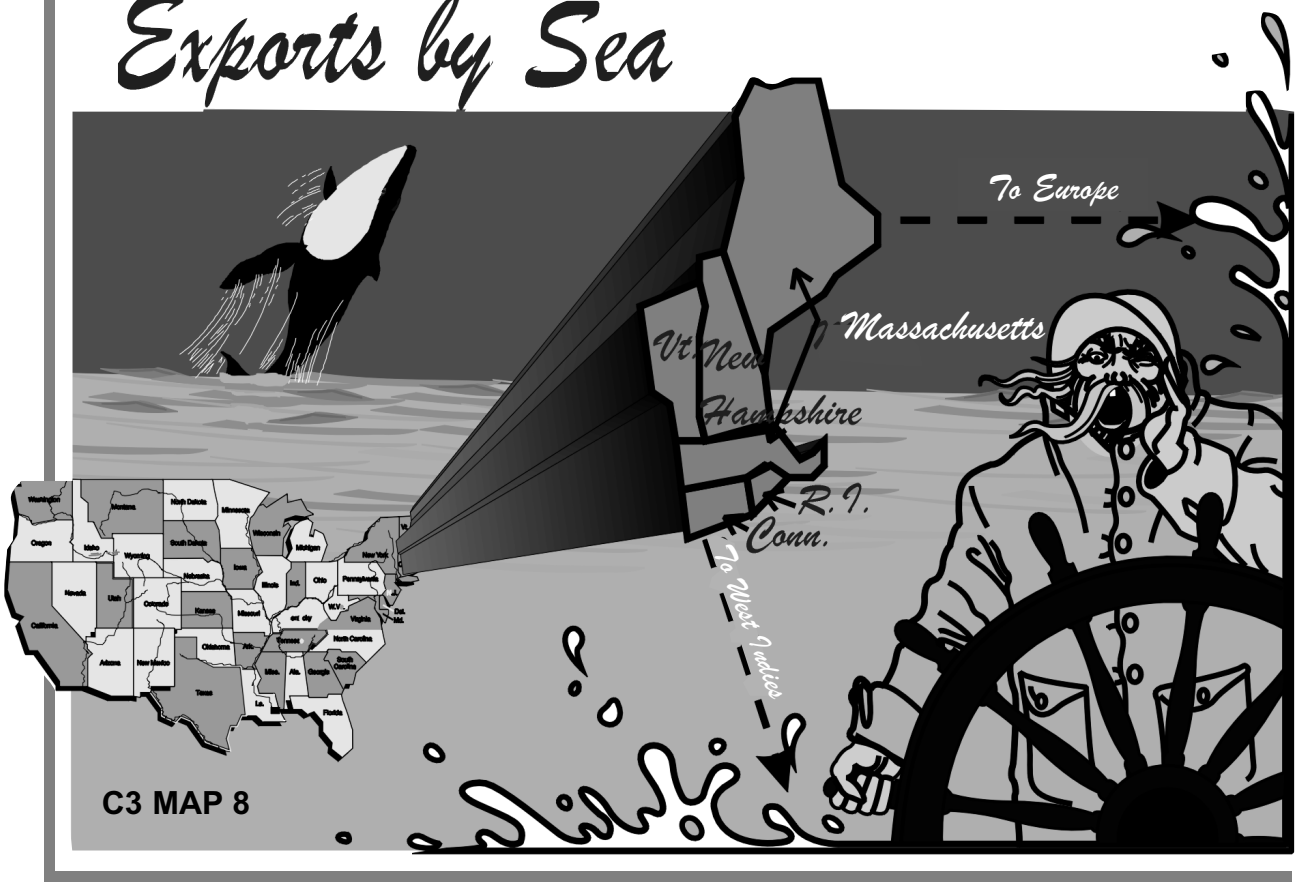




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Exports by Sea



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The Discovering of America



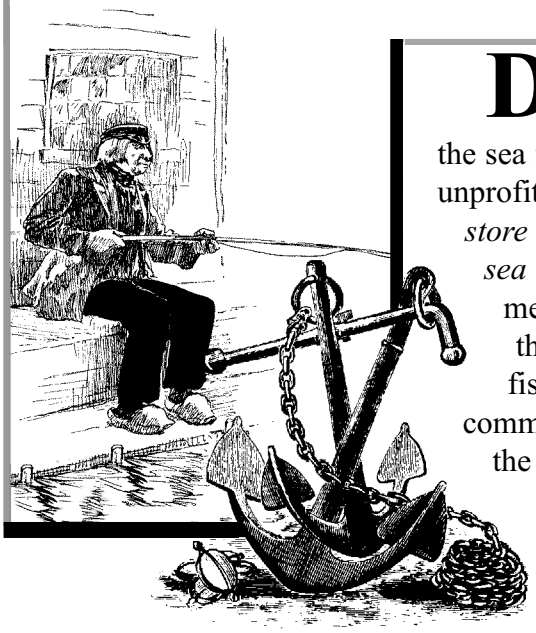
Topic 8
Industry & Medicine

Chapter 3

Section Two

Topics 6-10

LOOKING TO THE SEA



Difficulty was often the mother of invention in colonial America. Industrious New England settlers looked to the sea for a living when thin, rocky soil made farming unprofitable. According to one early colonist, *"Here is a good store of fish if we had the boats to go eight to ten leagues to sea to fish in."* Creative colonists did not wait for English merchants to solve America's problems. They simply met the European demand for fish by developing a major fishing industry. By 1650, fishing became the primary commercial business in New England. Twenty-five years later, the waters off New England were dotted with 600 vessels and 4,000 Colonists engaged in cod fishing.

The largest and thickest fish were difficult to preserve so they were consumed locally. The remainder of the catch was dried and salted for export to Europe or the West Indies. Another inhabitant of the ocean—the whale—has long captured the imagination of land dwellers. Until recent years, the whale—that huge and awesome creature immortalized in Herman Melville's book, *Moby Dick*—was of enormous economic value in many cultures. Whaling for meat and oil played an important role in cultures, ranging from the Eskimos of the Arctic to the Basques of Spain and France, who became the first commercial whalers during the 12th and 13th centuries.

During the 1600s, a modest number of Atlantic bowhead whales were harvested along the New England coast. Whalers returned to shore after they captured a whale to have the oil extracted from the ***blubber***. Later, when ***rendering*** could be done on shipboard, whaling voyages lasted as long as four years, or whatever length of time it took to fill the ship's oil casks. Life on a whaling ship was rough, dirty, and dangerous. At each port, some crew members would desert. Those who stayed with the job received a percentage of the profits, called a *lay.* This could be a considerable amount of money, and some whalers returned home relatively rich. When the sperm whale was discovered

VOCABULARY

Blubber: whale fat, from which oil for lamps was extracted
Rendering: removing (oil) by melting (whale) fat
Reputed: something that is thought to be a certain way
Sloop: a single-masted sailing vessel
Seaworthy: a vessel capable of withstanding severe storms at sea

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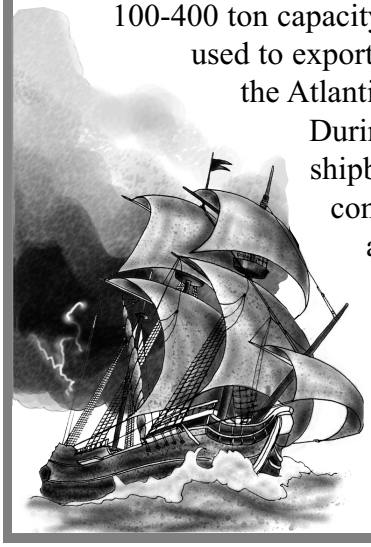
further offshore in the early 1700s, the U.S. whaling industry expanded dramatically. Uses for whale oil—such as lamp fuel, soap, paint, lubricants, cosmetics, and shoe polish—were almost endless.

In colonial times women wore tight undergarments, called corsets, designed to produce smaller waists. Corset stays were made of flexible bones from the mouths of baleen whales.

Another product was ambergris, an odorous substance found in the intestines of sperm whales. Oddly enough, this smelly stuff was used in the manufacture of perfume.

Spermaceti, a white waxy substance found in whales, was a primary ingredient in candle making. From oil to perfume, and candles to corset stays, the whale was a major contributor to the life and economy of colonial America.

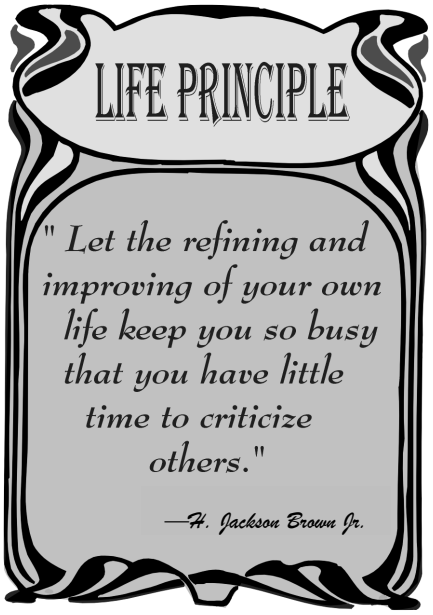
In the 17th and 18th centuries, New England whalers were ***reputed*** to be the most skilled in the world. The primary whaling port was New Bedford, Massachusetts. As might be expected, fishing and whaling spurred the development of shipbuilding, another industry which gained critical importance during the 17th and 18th centuries. Between 1769 and 1771, the shipyards in Massachusetts, Rhode Island, and New Hampshire may have built as many as 250 wooden *"*topsail ships*"* of 100-400 ton capacity. These ships were used to export products across the Atlantic Ocean.



During the same period, shipbuilders also constructed approximately 500 ***sloops*** and schooners. Abundant lumber and naval supplies speeded the production of ***seaworthy*** vessels at about half the cost of English ships. As a result, the American shipbuilding industry soon surpassed that of England itself.

Just as fishing and whaling spurred shipbuilding to new heights, related industries grew up around shipbuilding. Craftsmen looking for work—carpenters, joiners, caulkers, shipwrights, rope makers, blacksmiths, and sail makers—found plenty to do in colonial shipyards. Skilled tradesmen discovered that lazy hands made a man poor, but diligent hands brought wealth. Today, the sea remains an important part of the American industrial scene. And though much in America has changed since colonial days, diligent hands still bring wealth to those who want to work.

While colonists valued hard work, they also realized the importance of educating their children. Even though colonists often lived apart from neighbors, learning to read and write was considered important and taken seriously even if it had to be learned at home. In the next topic, you will learn how students learned in a colonial one-room school house.



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The Discovering of America



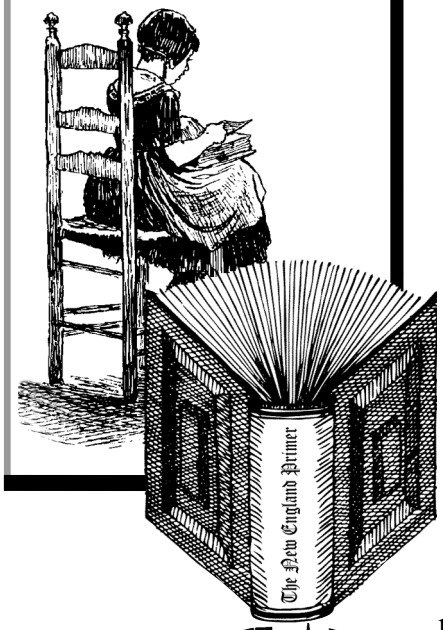
Topic 9
Education, Music & Literature

Chapter 3

TUTORS AND THE 3 R'S

Section Two

Topics 6-10



VOCABULARY

Catechism: a series of questions, usually about the Bible, and the answers to them
Boarding school: place where students lived while they learned
Masters: male teachers, also called *"school masters,"* in early schools
Primer: a beginner's book in learning to read curriculum
Propagating: increasing in number or intensity, multiplying, reproducing or extending

Puritans who came to the new land in the 1600s were highly educated. Having studied with fine tutors and attended great universities in England, they knew Greek and Latin and had read many books. The old languages enabled Puritans to study the important ideas of Greeks and Romans. Puritans who settled in New England brought their strong desire for education. The most frequently read book was the Bible which was taught to all Puritan children.

Religion was an important part of the Puritans' daily lives. Twice a day, families gathered in their homes for prayers and Bible reading. Children repeated oral questions and answers about the church and the Bible. Today, some churches still use this method, called a ***catechism***, for religious instruction.

Puritan parents believed that educating their children built strong communities. They knew that a good education equipped their children to continue the Puritan way of life. Strong communities needed strong minds. Also, a strong government would need wise, educated leaders. As early as the 1640s, the government of Massachusetts Bay Colony made a law that fined families if their children did not know the basic principles of religion and civic law.

In 1647, the Puritans created a law that required every community with 50 or more families to provide a place where children would be taught reading and writing. Every town of 100 families had to support a Latin grammar school to prepare boys for the university. Local taxes funded these schools, but students still paid tuition and fees. Sometimes only wealthy families could send their children to school. Later, the law was changed and all children had the same opportunity. These important first laws laid the foundation for tax-supported public education in America. The Latin Grammar School still exists in Boston. It is a famous school where serious students prepare for college.

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Reading and Writing

Middle and Southern Colonies, where taxation was not common, had no organized way of educating their children. Families on plantations lived far apart from each other. No money was collected for public schools. Parents who wanted their children to learn more facts than parents could teach had to find alternatives. Sometimes wealthy families hired private tutors. Other parents sent children back to England for further education in ***boarding schools***. A few boarding schools operated in Virginia. One school printed an ad in 1769 which stated two ***masters*** *"taught the English grammar, the art of spelling and writing,"* also Latin, Greek, and *"various branches of arts and sciences, such as geography, logic, navigation, surveying, etc..."*

In the 1600s, very young children learned their ABCs from *horn books*. These were shaped like wooden paddles with the alphabet and the Lord's Prayer printed on them. They were covered with thin sheets made from the horns of animals so children could see the letters but not smear them with wet fingers.

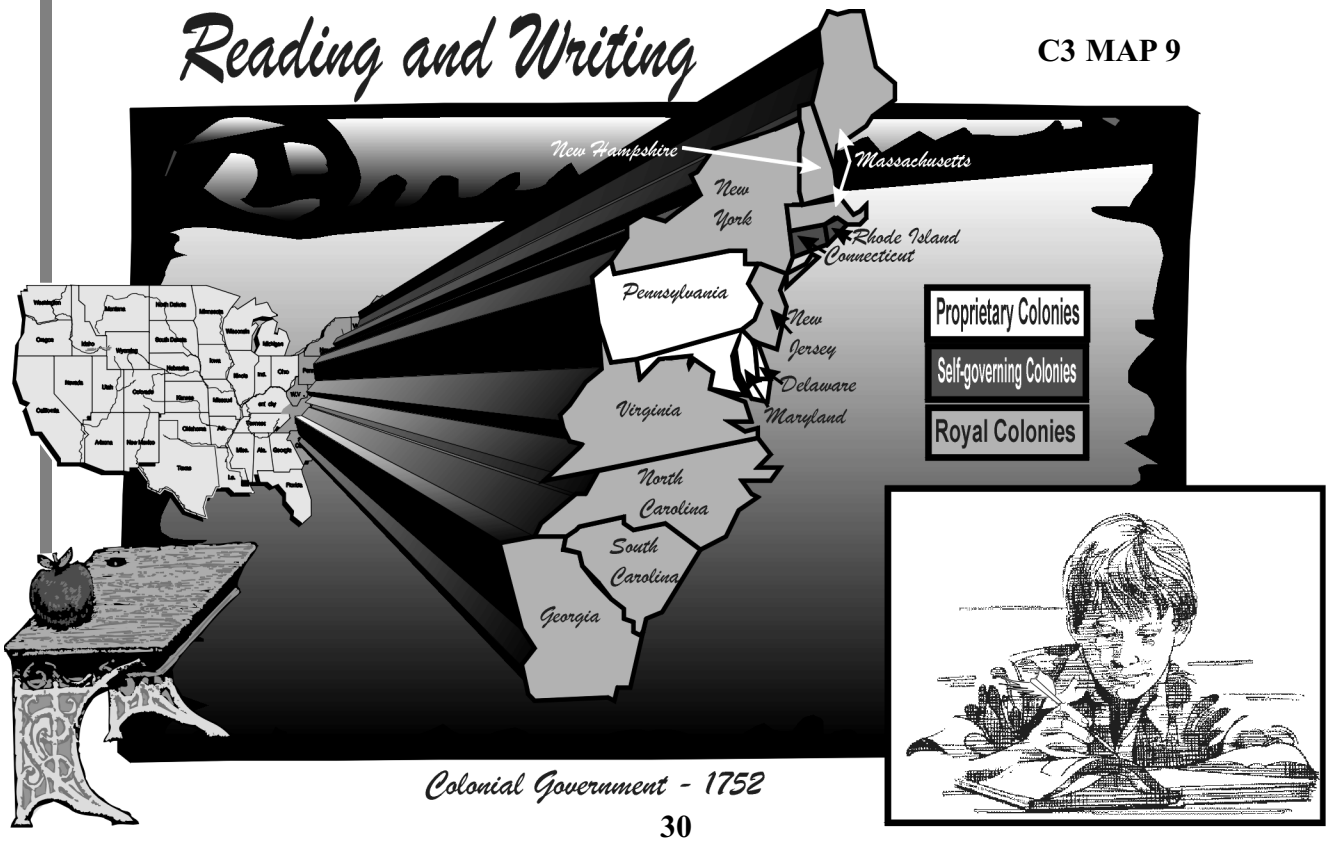


horn book

The *New England* ***Primer*** taught older children the ABCs using pictures and rhymes. Pictures were often of Bible scenes with names which the children knew. Wise sayings helped children train their minds and build strong character. From the time the Puritans began using it, the *New England Primer* sold over 500 million copies.

Most colonial children probably never forgot their school days. Schools usually were in session all year. The day ran from 6 a.m. to 11 a.m. and 1 p.m. to 4 p.m. in winter and to 5 p.m. in summer. The small schoolhouse was usually about 18 feet wide by 20 feet long with low ceilings and few

C3 MAP 9



Colonial Government - 1752

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windows. Buildings were hot in summer and cold in winter. A single stove heated the room in winter. Students who sat near it roasted their skin, and those at a distance felt their noses turn blue from cold air.

Students had to provide their own school supplies. Before steel pens became common in about 1850, parents made writing pens by sharpening goose feathers with a pen-knife. Homemade ink was produced from powders, dyes, berries, or the boiled bark of a swamp maple tree. Ingredients in old ink recipes included salt to prevent mold in hot weather. A few drops of Brandy were added as antifreeze in the cold winters.

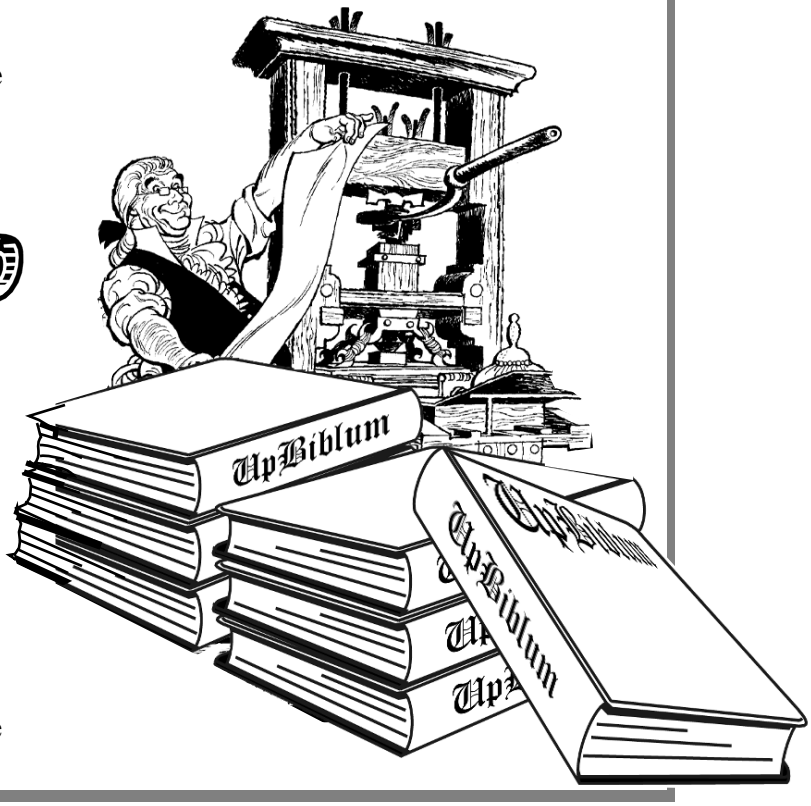
Lessons in the colonial schools included at least two of "the three R's:" reading and 'riting. The third R, 'rithmetic, often depended on the skills of the schoolmaster. In 1789, math became a legally required subject in Massachusetts along with English, spelling, and decent behavior.

Puritans believed in educating their children. Their ideas and laws built a strong foundation for public education. They pioneered a system Americans still value—making a good education available to everyone. In the next vignette, you will study about the first book printed in colonial America.

THE FIRST BOOK PUBLISHED IN AMERICA FOR INDIANS

In 1629, serious-minded Puritans from England started communities in Massachusetts based on Biblical guidelines. Ministers led churches, built schools, and organized government. John Eliot was one of those early ministers who fervently believed that the Bible was the true source of knowledge. He also believed the Bible should be made available to all people, including Indians. Eliot respected Indians as human beings and wanted them to know the Scriptures. He set out to find a way to give Indians equal access to Bible teachings.

As John Eliot visited tribes who spoke Algonquian, he realized that he must first learn their language. He became friends with an Indian named Cockenoe who had been captured in 1637 and put to work on a colonial farm. Cockenoe could speak and even read English. He helped Eliot learn the Algonquian language. After two years of tedious work, Eliot had translated the Ten Commandments and the Lord's Prayer into Algonquian. When Eliot discovered that the Indians *"had a habit of compressing complex ideas into a single word,"* he spent much time learning to think the Algonquian way. Sometimes he walked sixty miles into the wilderness, often dressed like the Indians he hoped to teach. In the cold or rain, he stopped to rest in their wigwams. Year after year, John Eliot worked at translating the Bible into



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Algonquian. He was convinced that Indians who knew the Bible would be a dramatic force for good in America.

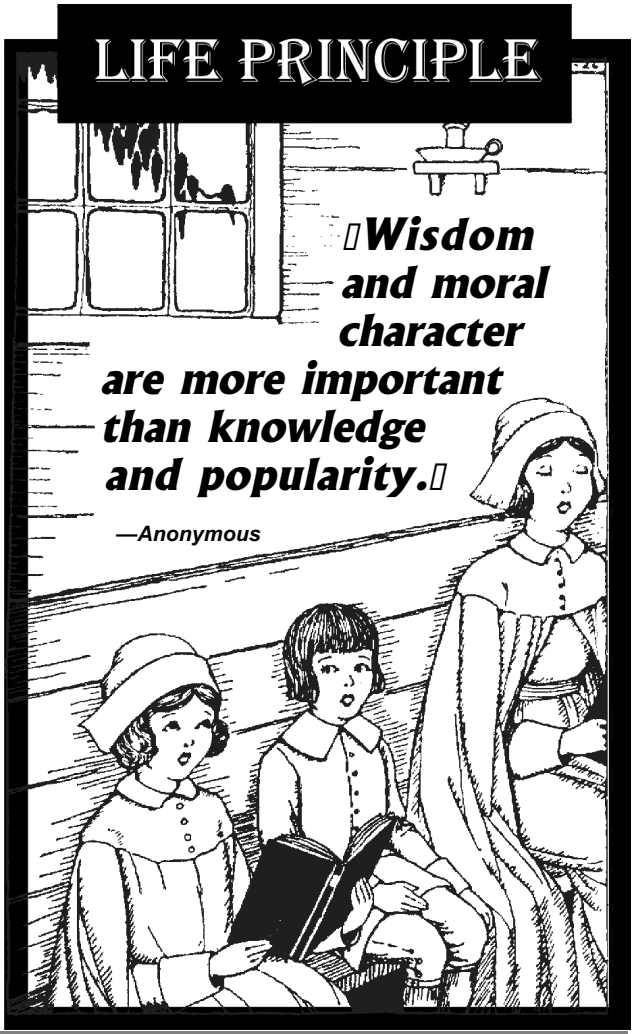
After years of hard work, John Eliot published an Indian Bible called *UpBiblum.* It rolled off the press at Harvard College in 1663 and was the very first literature book published in America. Two hundred copies were bound in soft leather and given to Indians in New England.

American Indians who believed what Eliot taught became known as *"Praying Indians."* These men and women became leaders and accomplished much good. They laid out streets in their community and fenced and planted their fields. Some Christian Indians became teachers and ministers.

John Eliot wrote about his work among the Indians, and people in London, England who read his reports formed a corporation that sent money to help Eliot's work. This group, *"The Society for Promoting and* ***Propagating*** *the Gospel of Jesus Christ in New England"* recognized that the *UpBiblum* had become an effective tool for expressing Christianity among Indians.

As a true friend to Indians, Eliot helped them by valuing their language and taking time to learn it. His example is still followed today. About 3,000 people in various organizations devote their lives to Bible translation works. For example, the Wycliffe Bible Society has over 1,500 Wycliffe workers stationed around the world, serving 330 tribes in 16 countries. Some statistics estimate that over 90 percent of the world's population has access to the entire Bible, while over 97 percent have access to at least part of it.

Because of the patient example of John Eliot, millions of people have access to a Bible in their own language. While books are a major means of communication, in the next vignette you will learn how colonists communicated with letters and how the American postal system developed.



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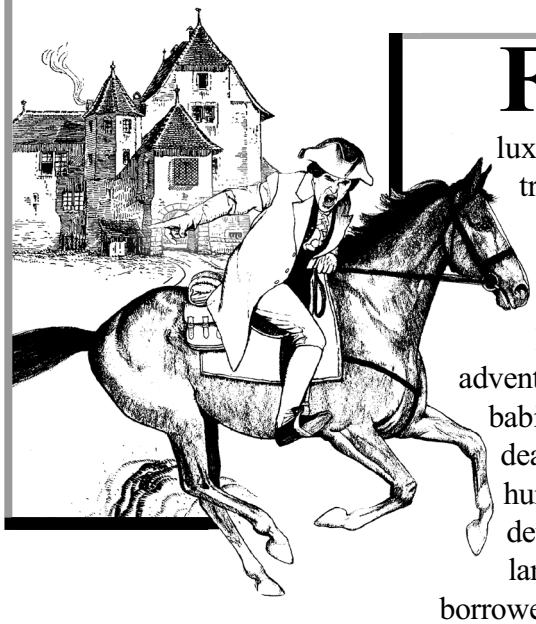
The Discovering of America

Topic 10
Communication

Chapter 3

POSTMEN AND GOOSE FEATHERS

Section Two
Topics 6-10



Fast, inexpensive communication by mail is taken for granted today, but colonial Americans did not have that luxury. Telephones were not available to use nor could travelers hit the "start" button on a fax machine or deliver a message by E-mail as we can today. Sending letters by colonial postmen was the only way to communicate over distances.

Early colonists liked to communicate about their American adventures. Letters related jubilant news of good crops or new babies, distressing accounts of ***epidemics*** and heartbreaking deaths, ***intriguing*** stories of camps in wild country and daring hunts. Scenes from daily lives were reported—often in great detail—to families and friends in European homelands. By lamplight and campfires, often with homemade ink and borrowed paper, America's forefathers wrote about life in the New World to people back home. Doing their best to keep up with friends in other parts of the country, early Americans jotted notes or wrote long, elegant ***epistles***. Letters mailed in America today require few days to travel great distances. In colonial times, letters required months to arrive at their destinations.

Letter writing was an involved task requiring great resourcefulness. Paper was expensive and often hard to find. Most paper was made from ***flax*** and cotton fibers, which were mixed with water, pressed out over cloth, and left to dry into sheets. Not until the 18th century did paper manufacturers start using the more plentiful wood pulp. The first American paper mill appeared in Philadelphia in 1690.

The most common writing instrument was the hollow stalk of a goose feather. Pens had to be dipped often in ink and controlled so the ink would not blob on the paper. Ink was made from such natural sources as nuts, berries, roots, powder, and even soot from burned wood.

Letter writers often conserved space by writing down the page, turning the letter upside-down and then continuing their message by writing in-between the lines already there. Now you

VOCABULARY

Epidemics: rapidly spreading diseases affecting many people at once
Intriguing: stimulating curiosity and interest
Epistles: letters or other forms of written communication
Flax: a plant whose fibers are used to make linen cloth and paper
Inn: a colonial motel, sometimes called a *tavern*, in which food and drink were also served

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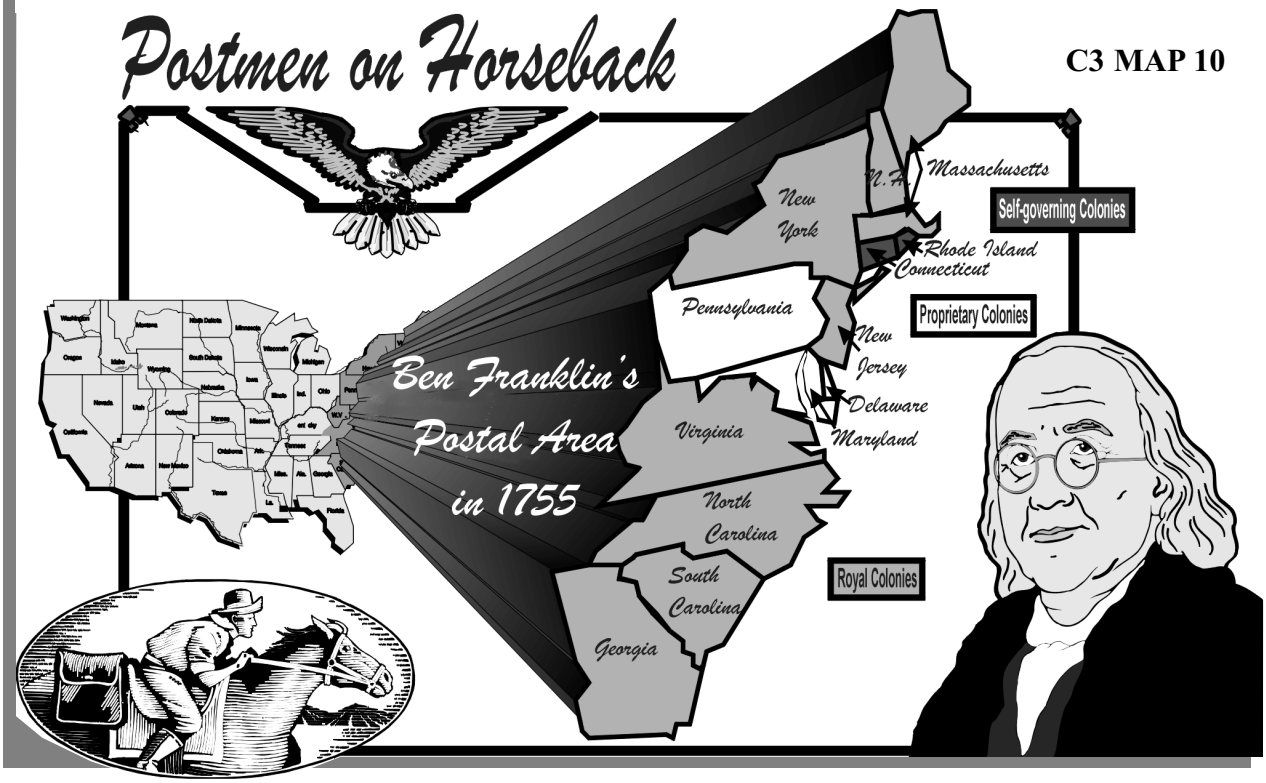
know how the phrase *"reading between the lines"* originated.

Receiving a letter in colonial times was a significant event. Letters were often read aloud to the family. An official mail service to deliver these precious pieces of correspondence was established in 1639 by the General Court of Massachusetts. A Boston ***inn*** was designated as the drop-off point for mail coming in and going out. The inn owner received a penny for every forwarded piece of mail. Other systems existed in the Colonies, but the risk of actually getting mail delivered was always high.

The first regular mail service between New York and Boston was launched New Year's Day, 1673. Carrying two bags of letters and packages, the postman left New York City and did not change horses until he arrived in Hartford, Connecticut. He was also responsible for checking the condition of all ferries, water crossings and roads. Consequently, mail delivery required about a month between the two cities. The postman deposited the mail at a designated inn, where anyone could rummage through the letters. Colonists who received mail paid the postman, and the fees were quite high. In 1691, England took charge of mail service in the Colonies, creating a more centralized system with an official postmaster. By 1760, postmen made eight mail deliveries each year between Philadelphia and the Potomac River area—if enough mail was collected to justify the trip.

Finally in 1775, the postal service greatly improved when the Continental Congress paid Benjamin Franklin $1,000 a year to direct the American postal system. Among his many other contributions to America, Franklin would later be called the "Father of the U.S. Postal Service."

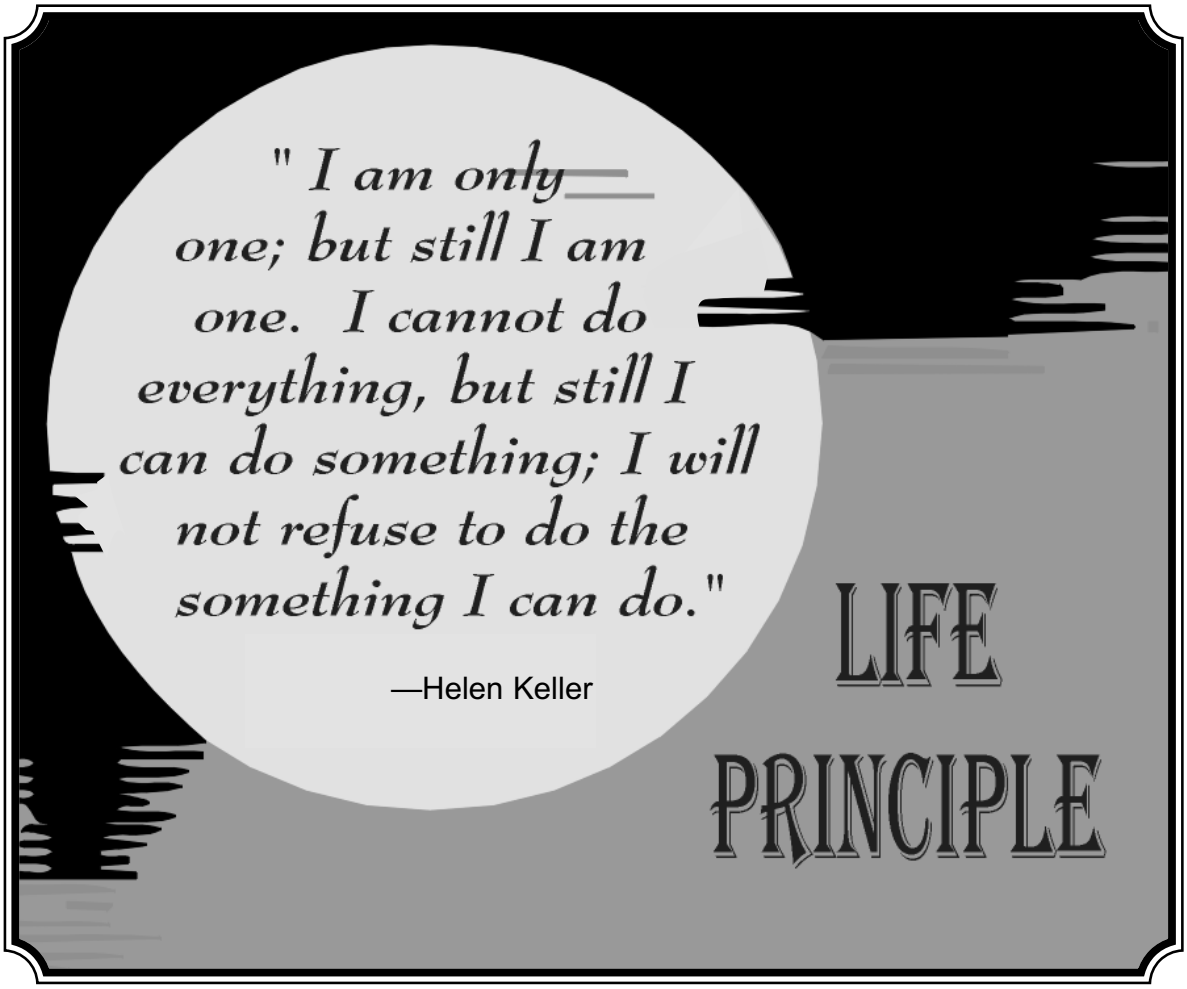
Franklin, already experienced in the postal business, proved quite an innovator in getting mail delivered quickly and reliably. He streamlined accounting procedures, mapped out shorter routes, and developed more efficient mail-sorting systems. Under Franklin's direction, mail from Boston to Philadelphia arrived in three weeks instead of the usual six.



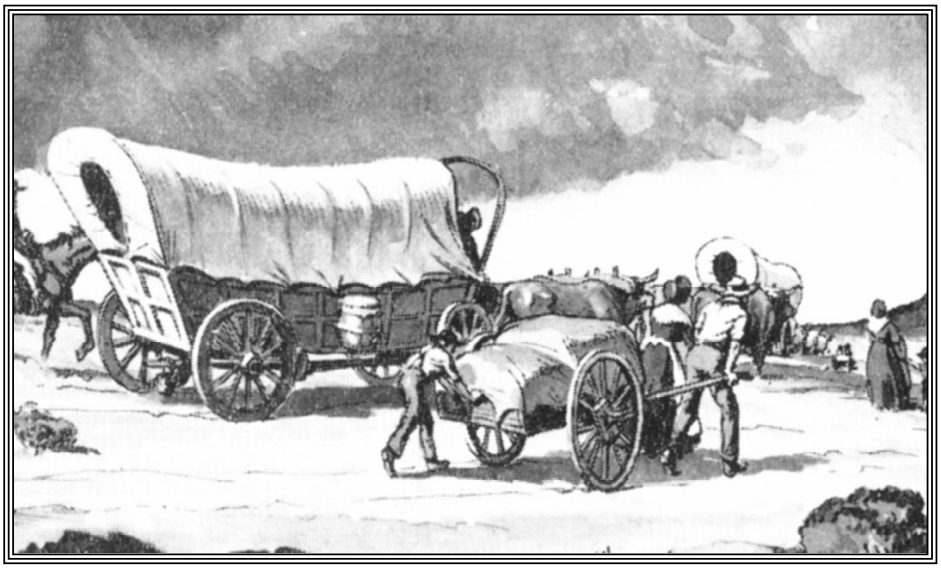
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In 1778, during the War for Independence, the Articles of Confederation provided for government control of the postal service in all categories of Colonies—whether Self-governing, Royal or Proprietary. Greater improvements in the mail system were made after America gained independence from England. Today, Americans can receive letters sent through the postal system overnight, or E-mail or fax them over telephone lines within seconds.

Letters sometimes arrived from more adventuresome friends or relatives who had gone to investigate land "beyond the next mountain." Reports of new opportunities spurred families to load up their wagons and head for the setting sun. You will read about wagons in the next topic.

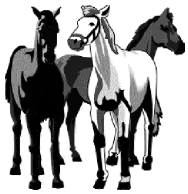


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The Discovering of America



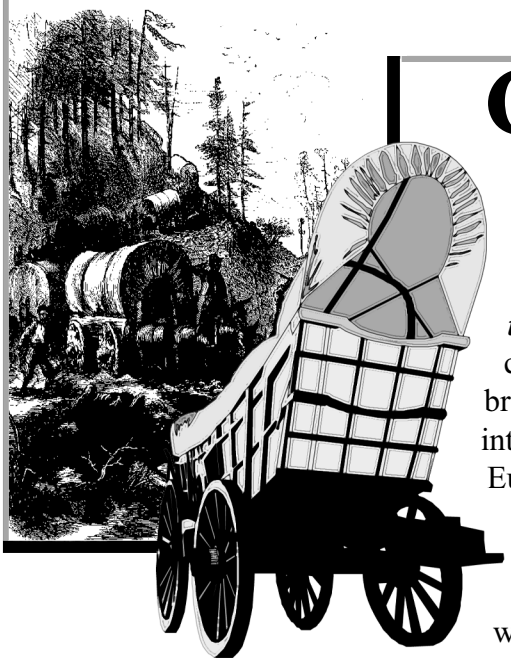
Topic 11
Transportation

Chapter 3

"SAILING" ON LAND

Section Three

Topics 11-15



Colonization in America marched slowly westward. Inland towns developed as the demand for crops increased. Farmers found abundant land but ***inadequate*** transportation, which meant fewer goods from Europe reached the interior. Inland settlements were vital to merchants in seaport cities. Interior farmers gathered ***tallow*** and ***beeswax*** for manufacturing candles, and raised crops of grain, ***hemp*** and flax for export. Interior trappers brought valuable furs of mink and beaver for manufacturing into coats and hats to be shipped from coastal cities to Europe. Trade flowed both ways as inland towns depended on seaports for tools, food and cloth.

When horseback riders could not carry enough supplies in their saddlebags, goods were shipped in wagons drawn by horses or oxen. Wagons could transport goods even in bad weather. A Pennsylvania newspaper article in the 1760s estimated that 7,000 to 8,000 wagons carried products between Lancaster and Philadelphia, the nearest seaport city.

Freight costs were expensive. Transportation for limes and raisins cost nearly $10 per crate or sack. To pay for goods, colonists used English dollars called *pounds.* Three English pounds equaled about $10 by present day standards. Freight expenses forced colonists to discover more economical means of getting products to market.

Large wagons were good for transporting products over rough ***terrain***, but narrow, iron-rimmed wagon wheels ruined unpaved streets and roads. Travelers resented the damage. On wet roads, the thin wheels sank into the mud and formed deep ruts. When the roads dried, the ruts made riding rough and uncomfortable.

Snow and mud made roads almost impassable during winter months. One solution was to cover muddy roads with logs placed close together. Even a short distance of one mile required many men, animals, and hours to cut and place the trees. The road from Lancaster to Philadelphia was more than 100 miles

VOCABULARY

Inadequate: not enough
Tallow: melted hard fat from sheep or cattle used in making soap, candles, etc.
Beeswax: wax secreted by bees, from which they construct their honeycomb; also used in candle making, etc.
Hemp: a tall plant with very tough stalk fibers, cultivated extensively for making rope, heavy string, and coarse cloth
Terrain: an area of land
Ingenious: very clever, skillful
Wrest: to take over by force

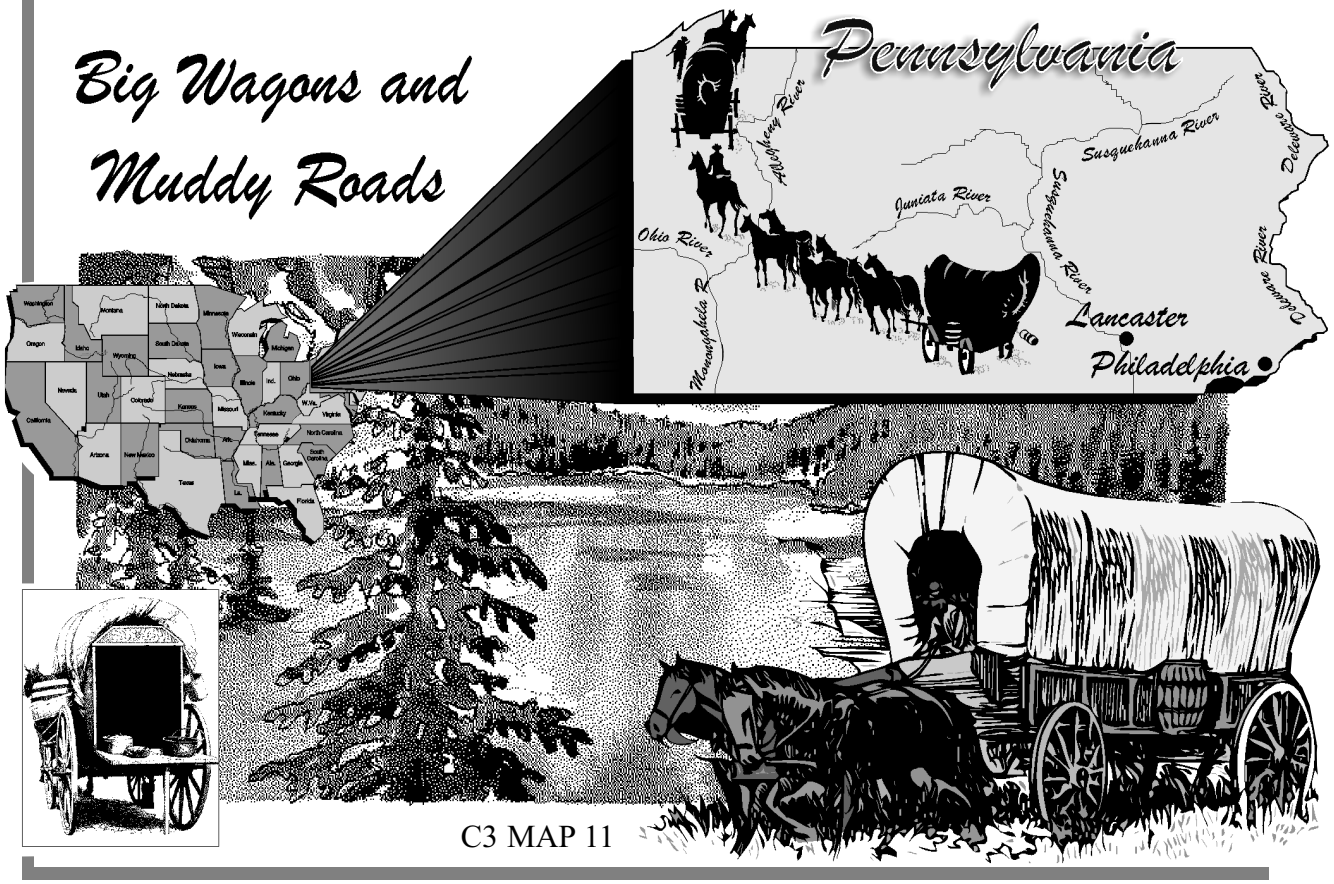
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long. The logs looked like the *wales* (ridges) on corduroy cloth, so the roads were called "corduroy roads." Some people complained the corduroy roads were as bumpy as dirt roads, but in rainy weather, wagon wheels did not get stuck.

Some creative German immigrants from the town of Lancaster, Pennsylvania helped solve the need for improved transportation. These colonists were experienced wagon builders. They used their knowledge to design and construct superior wagons to transport freight on the crude interior roads. The main part of the German wagon was not a rectangular box like other wagons. This wagon bed looked more like a boat with a bottom that sagged in the middle. This ***ingenious*** design prevented the freight from shifting during transport. Using durable wood from native oak and hickory trees, which covered the Pennsylvania hillsides, wagon builders constructed beds that could support up to five tons, or 10,000 pounds, of freight.

Wagon designs continued to be modified as manufacturers gained more experience with equipment and materials. Originally, freight wagons had no driver's seat. The driver usually walked or rode horseback near the left side of the wagon. Later, some wagons were fitted with a seat called a "lazy board" which pulled out from the left side, where a driver operated brakes and reined the horses. Wider wheels that would not sink deep in the mud eventually replaced the narrower wheels. Smaller front wheels that turned directly under wagon beds were added, enabling drivers to make sharper turns. Wooden strips were attached in several high arches over the tops of wagons, then covered with white homespun hemp cloth to protect products from weather.

These improved wagons were highly prized by colonial merchants. Cargo did not



C3 MAP 11

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slide around or get damaged by rain, and the wider wheels made travel possible in any weather. People began calling the new style wagons "Conestoga wagons," because the Conestoga River snaked across the Lancaster area where the wagons were built.

Creative shippers added attractive colors to their wagons by painting the wagon beds blue and the wheels, brakes, and axles bright red. You can imagine these wagons rolling across America, with their white tops looking like the sails of ships.

Improved roads and wagons caused the transportation industry to boom in Lancaster, creating great demand for jobs. A record of businesses in 1759 listed 27 carpenters, 11 blacksmiths, and 8 wheelwrights involved in constructing wagons and related items. Lumberjacks cut trees for lumber. Freight haulers brought the lumber to carpenters. Carpenters built the beds, blacksmiths shod the horses, and wheelwrights made the wheels. Farmers raised hemp for the covers, and bred strong horses and oxen to pull the heavy loads.

The Conestoga wagons became young America's most valuable overland vehicle. Only ships could carry larger loads than the famous wagons. They hauled tobacco in the South and farm-fresh fruits and vegetables to big city markets. Later, modified Conestogas, which were nicknamed "prairie schooners," transported pioneer families across miles of open prairies to new homesteads. With white tops ruffling in the wind, the sturdy Conestoga wagons rumbled along rural roads and westward trails for 100 years.

As British colonists moved westward, however, they encroached upon French fur trappers, who depended on the unsettled wilderness for beaver, fox and mink pelts. As a result, quarrels over property rights broke out between the French and English, which led to the French and Indian War.

The differences in transportation modes affected war strategies of the two rivals. The French built Ft. Duquesne (current location of Pittsburgh, Pennsylvania) at the juncture of three rivers. This fort protected French boats and prevented British access by water to the surrounding area. British soldiers could approach it only by land. Determined to ***wrest*** control of the fort in 1755, General Braddock, the British officer in charge of the assault on Ft. Duquesne, built roads through the countryside. He then enlisted the help of more than 200 farmers who owned the famous Conestoga wagons. Braddock paid the owners to transport war supplies, such as muskets, gunpowder and cannonballs, as well as food, medical supplies and clothing. Even though General Braddock lost his life in the war, people traveled "The Braddock Roads" long after the war was over. Years later, the same roads were used to sustain America's freedom as General George Washington, equipped with Conestoga wagons, transported military supplies for colonial patriots during the War for Independence.

Conestoga wagons illustrate how the talents and hard work of a few individuals can create a better quality of life for thousands of people. Colonial transportation improved when German wagon builders utilized their knowledge and skills. Their ideas were expanded by other creative colonists, and the rewards of their efforts multiplied as these sturdy road warriors literally transported America.

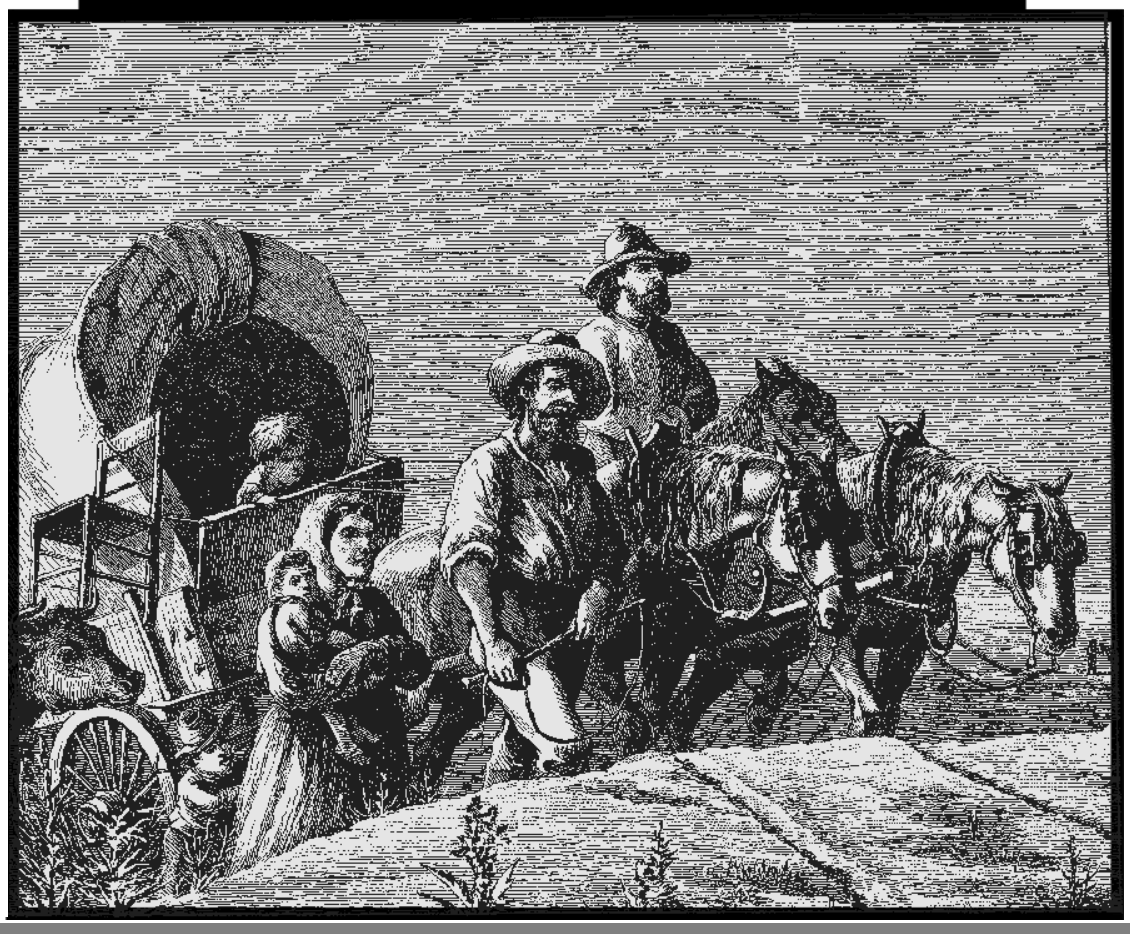
Often colonists were forced to move west. Their land simply "gave out" and refused to produce crops. Poor agricultural practices in New England accelerated westward migration of hundreds of families. In the next topic, you will learn about farm life in early America.

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LIFE PRINCPLE

"Whatever you do or dream you can do — begin it. Boldness has genius and power and magic in it."

—Goethe



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The Discovering of America

Chapter 3

Topic 12
Agriculture

TWENTY ACRES AND A PLOW

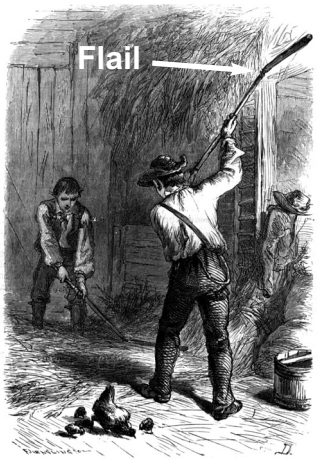
Section Three
Topics 11-15



"*Use it up, wear it out. Make it do, or do without.*" Farm life was tough in the New England Colonies of Massachusetts, Rhode Island, New Hampshire, and Connecticut. The thin top soil was full of rocks. Harsh winters and short growing seasons did not accommodate farming. The typical size of a farm in 1700 New England was about twenty acres. The farmer, his wife and children had to work long hours to raise enough grain and vegetables to feed the family and their farm horses, pigs, cattle, oxen, and sometimes sheep. In the Thirteen Colonies, farming methods were simple [illegible] Farmers used heavy wooden plows to break up [illegible]anting. Two men and four oxen usually guided [illegible] through the hard soil. Planting was done by casting seed along ***furrows***. Smaller farm jobs, like cutting stubborn roots out of the ground, were performed with a tool called a ***mattock***. Wooden hoes were used to chop weeds.

In 1700, a man named Jethro Tull invented the first American farm machine, called the ***seed drill***. This invention enabled farmers to place a greater quantity of seeds in the ground faster and more uniformly. Mr. Tull's seed drill enabled farmers to produce enough grain for export to Europe.

Harvesting of most crops was done by hand with a *scythe*, a long, curved blade fitted to a wooden handle. After harvesting, wheat and other grains were ***threshed***. The grains were beaten with wooden ***flails*** to separate the kernels of grain from the ***chaff***. The grain would then be tossed in the air on a windy day. The wind carried away the chaff, leaving behind the heavier kernels for exporting and for baking bread.



America was such a big country that early colonists neglected to take care

VOCABULARY

Furrows: long, narrow grooves cut in the ground by a plow or hoe
Mattock: a pick-ax shaped tool with sharpened edges, used for loosening soil or chopping roots
Seed drill: an agricultural machine which uses a series of *"drills"* and *"presses"* to open the ground, drop seeds and cover them with dirt
Thresh: to beat grain with a flail; to separate the grain from the chaff
Flail: a tool used for threshing grain
Chaff: the outside covering of grain
Spawned: produced, brought forth
Crop rotation: a system of changing the type of crops planted in fields each year to replenish soil nutrients
Nitrogen: an element in soil that is essential for healthy plant growth
Involuntary Servitude: slavery

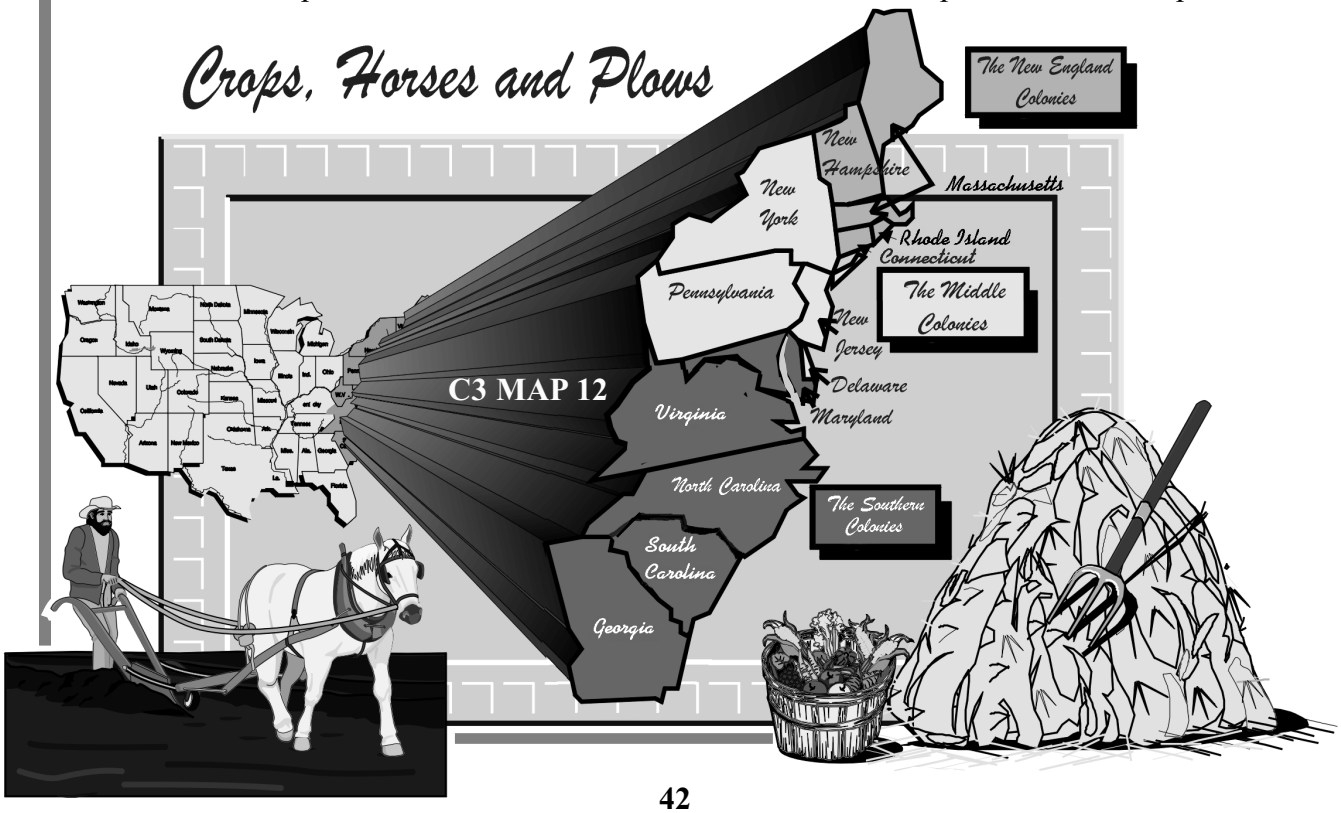
of their land. Over worked soil was merely abandoned in favor of nearby open meadows. Such wasteful practice was harmful to the soil. By the 1690s, much of the farm land was unfit for profitable agriculture.

The need for better farming methods ***spawned*** colonial initiative. In the early 1700s, an industrious Englishman named Charles Townshend developed the concept of ***crop rotation***. He observed that crops either used nutrients or added them to the ground. For example, corn depletes soil of a nutrient called ***nitrogen***. Mr. Townshend learned to grow corn in a field one year and plant a different crop there the next year. His practice of crop rotation helped replace nitrogen in the soil.

As other colonial farmers adopted the *Townshend system,* they would cultivate four different crops in separate fields, then every spring they would rotate their fields by planting a different crop in each field. Before applying the practice of crop rotation, farmers could not raise enough hay to feed their livestock through cold winters. Farmers were forced to kill most of their cattle for food each fall. Crop rotation allowed farmers to grow all the hay needed, increase the size of livestock herds, and live on one site rather than move to new locations.

The Middle Colonies were the states of New York, New Jersey, Pennsylvania, and Delaware. Weather in the Middle Colonies was milder than in New England, and the rainfall was more plentiful. The Middle Colonies became known as the *Bread Basket* states because they produced so much grain. Grain was exported to other Colonies, as well as to England and the West Indies. The Middle Colonies also produced fruits, vegetables, meat and dairy products. Their farms were larger than those in New England, but not nearly the size of farms in the South.

The Southern Colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia. The land was rich and farmable, and the weather was suited for agriculture. Large farms called *plantations* soon developed in the Southern Colonies. Plantation lifestyle was like a small city. Owners grew or made almost everything needed to support resident families. Each area of the South specialized in a crop suited



to area weather and soil. Tobacco was the main crop in Maryland, Virginia, and North Carolina. South Carolina and Georgia produced rice and *indigo*, a plant used to make blue dye.

Large plantations, often of more than a thousand acres, enabled farmers located near rivers to export products to northern Colonies or to England. A lot of manual labor was needed to support Southern plantations. Owners obtained laborers by entering into contracts with indentured European servants. This practice presented a new problem. Every few years a plantation owner had to train new workers when the indentured servants earned their freedom from indenture. Because the work was backbreaking and hot, owners had a difficult time finding men willing to indenture themselves to work in the plantation system. Unfortunately, plantation owners discovered that the European and African practice of ***involuntary servitude*** solved the labor problem in colonial America.


Tobacco Plant

In 1619, while the Jamestown Colony was being settled, an important event took place that forever altered the future of America. A trading ship on its route from West Africa to Europe, anchored off the coast of Jamestown. Governor John Rolfe was called to speak with the ship's captain who was short on provisions and offered twenty black slaves in trade for corn and flour.

How different American history might have been if Governor Rolfe had declined the trade or given the slaves their freedom once the exchange was made. The moral decisions men and women make seldom affect only themselves. This is an example of a decision that had far-reaching results. Had John Rolfe foreseen the horrors America would suffer, he might have turned his back on the trade offer. Yet, he held the common worldview that slavery was an acceptable practice. He made the trade and inadvertently involved America in the business of slavery.

Africans were physically more accustomed to the hot Southern climate than were European indentured servants. At first, slaves were treated like indentured servants, and many were granted freedom when their contracts were fulfilled. Gradually, however, as plantation owners became more and more dependent on slave labor, the phrases "servants for life" and "perpetual servants" began to appear on their agreements. By 1661, African men, women, and children were commonly purchased from Muslim slave traders who supplied workers for America's farms and plantations.

By 1700, plantation owners were completely dependent on black slaves for maintaining plantation production. Negroes born on plantations were trained in skills such as carpentry, masonry, smithing and field work, but not taught to read or write. Accustomed to making money on crops produced by slave labor, plantation owners did not consider how agriculture could survive without involuntary servitude. The sad consequences of slavery were not anticipated and would come at a great price to America!

In spite of slavery, the 13 Colonies grew strong. Instead of giving up when the soil was hard or the weather freezing cold or blazing hot, determined farmers overcame the obstacles. They learned how to practice effective agriculture. Their enterprising natures found ways to market farm products to Europe. Colonists progressed from nearly starving to barely surviving, and from barely surviving to exporting surplus goods and developing industries whose products offered profitable livelihoods.

Americans owe a debt of gratitude to those early colonists for their hard work

and initiative. While they planted crops, they also planted seeds of the promise of freedom and independence. This promise would one day also include the African slaves. Next, you will read about a sermon that changed America.

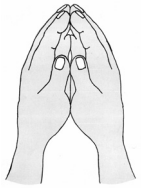


"Successful people grow where they are planted rather than whining for green pastures elsewhere."

—Farmer's Proverb

Life Principle

The Discovering of America



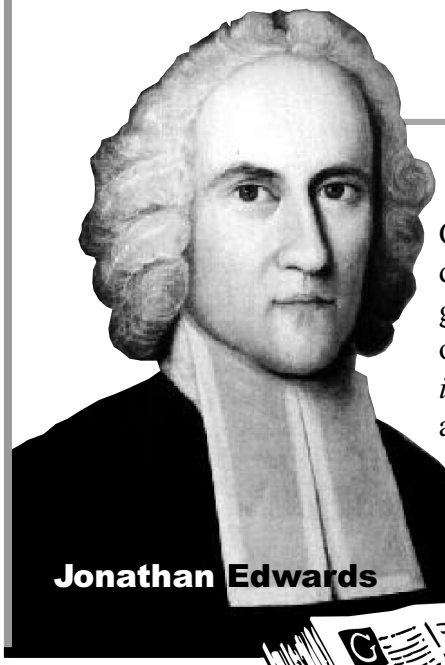
Topic 13
Religion & Celebrations

Chapter 3

Section Three

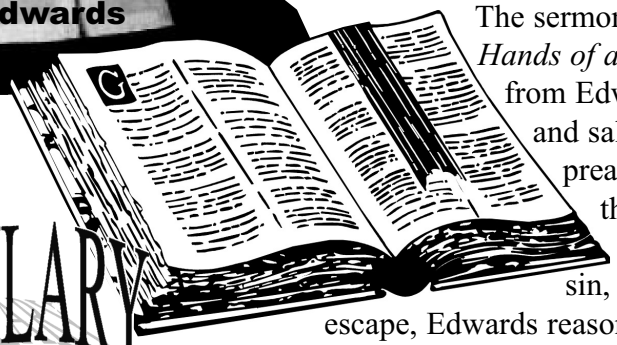
Topics 11-15

THE SERMON THAT CHANGED AMERICA



Jonathan Edwards

The church service was anything but boring. It was July 8, 1741 in the small village of Enfield, Connecticut. On that day, Reverend Jonathan Edwards delivered a famous sermon. He preached coolly, without gestures or emotion, staring at a rear wall so intently that one observer remarked, "*He looked on the bell rope until he looked it off."* You would not expect such a style and message to make a dramatic impact on people. But it did. As Edwards preached, many in the congregation began to cry, groan, and even scream. At one point, Edwards stopped speaking to ask for silence.



The sermon, entitled "*Sinners In the Hands of an Angry God,"* did not vary from Edwards' usual message of sin and salvation. The stern, six-foot preacher summarized the Biblical theme that all people are under divine judgment because of sin, or wrong-doing. The only escape, Edwards reasoned, was to repent—ask for forgiveness and flee to the mercy of God.

Even before Edwards was born in 1703, religious ***disinterest*** was ***engulfing*** colonial America. The original Pilgrims were dead, and their children and grandchildren were settling into lives of adventure, relative comfort and prosperity. As one fish merchant put it, *"My father came here for religion, but I came here for fish."*

Then in the 1730s, a spark of religious interest ignited into a flame. A series of ***revivals*** broke out, awakening people from their spiritual slumber with intense emotion. Worshippers flocked to churches, wanting to assure their relationship with God. Jonathan Edwards was not the only preacher to spread religious fires, but he became one of the most famous. In 1734, he preached a series of sermons against the idea that good works could earn favor with God. The only way to salvation,

VOCABULARY

Disinterest: A lack of interest in something
Engulfing: overflowing, swallowing up
Revival: a time of spiritual awakening, regaining spiritual consciousness
Seaboard: the coast of a country
Great Awakening: a time of religious renewal in the American colonies
Droves**:** huge crowds
Tuberculosis: a lung disease that usually causes death
Ironically: contrary to what would be expected

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Edwards argued, was to turn from sin and rely totally on God by faith.

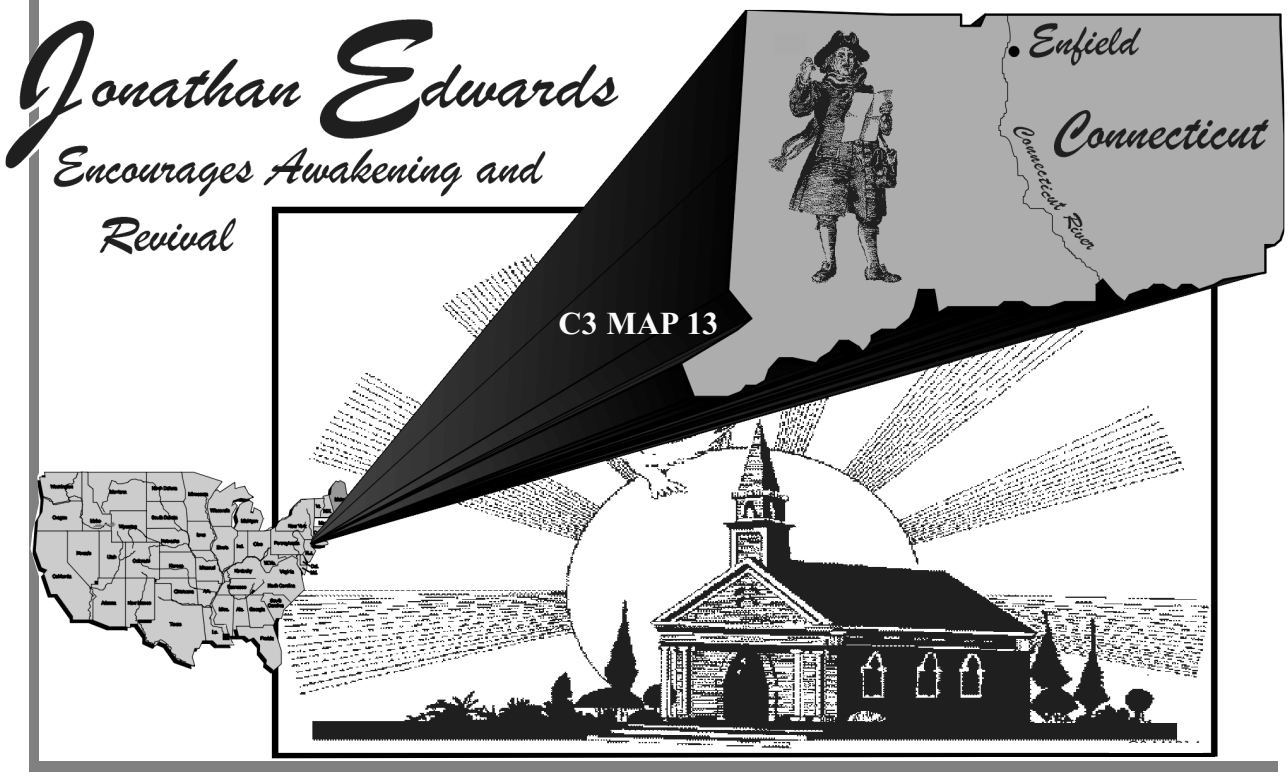
Edwards did not simply manage the revival from his church in Northampton, Massachusetts. Concerned about youthful waywardness in his town, the preacher began visiting young people in their homes. He also traveled to Connecticut, where the revival was spreading, and preached there.

The American revival received assistance from a commanding preacher named George Whitefield who came from England to visit the Colonies. Only 25 years old, Whitefield combined raw preaching power with youthful energy. In 1740 he traveled up and down the Atlantic ***seaboard*** from Maine to Georgia, preaching to multitudes of eager listeners. In the fall of that year, Whitefield made a circuit of New England, addressing crowds of up to 8,000 every day for a month. When Whitefield spoke in Philadelphia, Benjamin Franklin was amazed that the young preacher could be clearly heard at the farthest point of an estimated crowd of 20,000—and that was before amplifiers! Franklin and Whitefield later became good friends.

The ***Great Awakening*** had a far reaching effect on America's Founding Fathers. Whitefield's wide-ranging travels across the Colonies bound families and communities together as never before. Colonists again began to practice Christian distinctives of prayer and service to their neighbors. Whitefield's tireless example inspired young men to travel the frontier, spreading Christianity to people of every ethnic group—whites, blacks, and Indians.

When Edwards read his famous sermon in 1741, the Great Awakening was reaching its highest point. The Great Awakening also fanned an interest in higher education. ***Droves*** of young men decided to become preachers (pastors, ministers) and new colleges and universities were organized to meet the need. Among the Christian institutions founded to train ministers were Harvard, Yale, William and Mary, and Princeton.

Little did Jonathan Edwards realize the impact of his sermon when he preached



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to the Enfield congregation that hot summer day in 1741. Six years later, he wrote an account of the Great Awakening aptly titled, *The Surprising Work of God.* A year later, with the revival still in force, Edwards again took up his pen. He wrote that if the revival continued, it *"would make New England a kind of heaven upon earth."*

The Great Awakening made a powerful impact on colonial America. It brought hope and unity to the scattered Colonies. Soon after the revival ended, the Colonies would stand united to fight a war with England. About a quarter-century later, the young nation would stir under a Second Great Awakening, pushing Christianity into a vast and rough western frontier. In the next vignette, you will read about a preacher to the American Indians.



People who enjoy camping will tell you there is nothing like sleeping under the stars . . . the soothing chirp of crickets . . . the cool breeze drifting through their tents. But for one man in colonial America, sleeping out-of-doors was not recreation—it was his mission.

The young man's name was David Brainerd. He worked for only four years among the Indians, but long after his death Brainerd's diary impacted America.

David Brainerd was born in Connecticut in 1718 and attended Yale college. A brilliant man, he could have pastored any number of important churches in New England, but because Brainerd did not want to wear fine clothes and be praised by men, he chose to go where people had never heard about God. Brainerd believed his life was not to be spent for his own enjoyment, but poured out in loving sacrifice. Striking into the *"howling wilderness,"* Brainerd preached to the Indians with the help of a faithful Indian interpreter named Tattamy.

Brainerd's mission was difficult. His diet was poor, consisting mostly of boiled corn and starchy pudding. He usually slept outdoors on the rough and damp ground. The young preacher was nagged by loneliness and a terrible lung disease called ***tuberculosis.*** Traveling an average of 100 miles a week on horseback, Brainerd kept a careful diary of his travels. Reading his account, you can almost feel the pains of his aching teeth, sore joints and burning chest, and his deep commitment to God.

Brainerd's health was not his only problem. He faced hostile Indians and settlers who resented his compassion toward the Indians, but the backwoods pastor kept preaching, a firm believer that Indians had souls, were worthy of decent treatment, and deserved an opportunity to embrace the Christian faith.

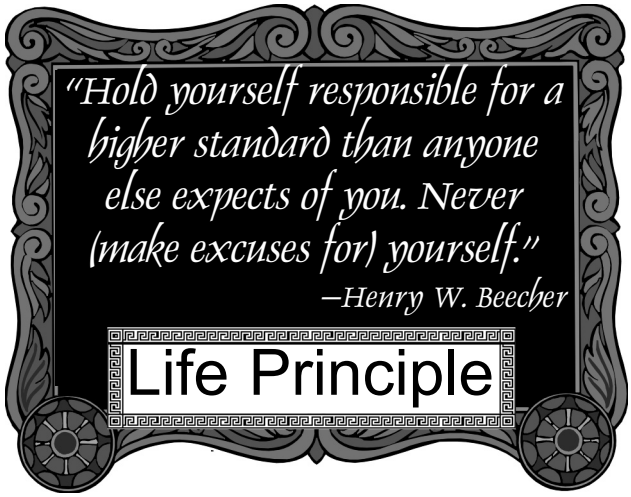
Jonathan Edwards learned of Brainerd's faithful ministry and became a personal friend. Edwards believed that Brainerd's example would change America for the good. In 1747, however, at the age of 29, Brainerd died of tuberculosis while in Edward's home.

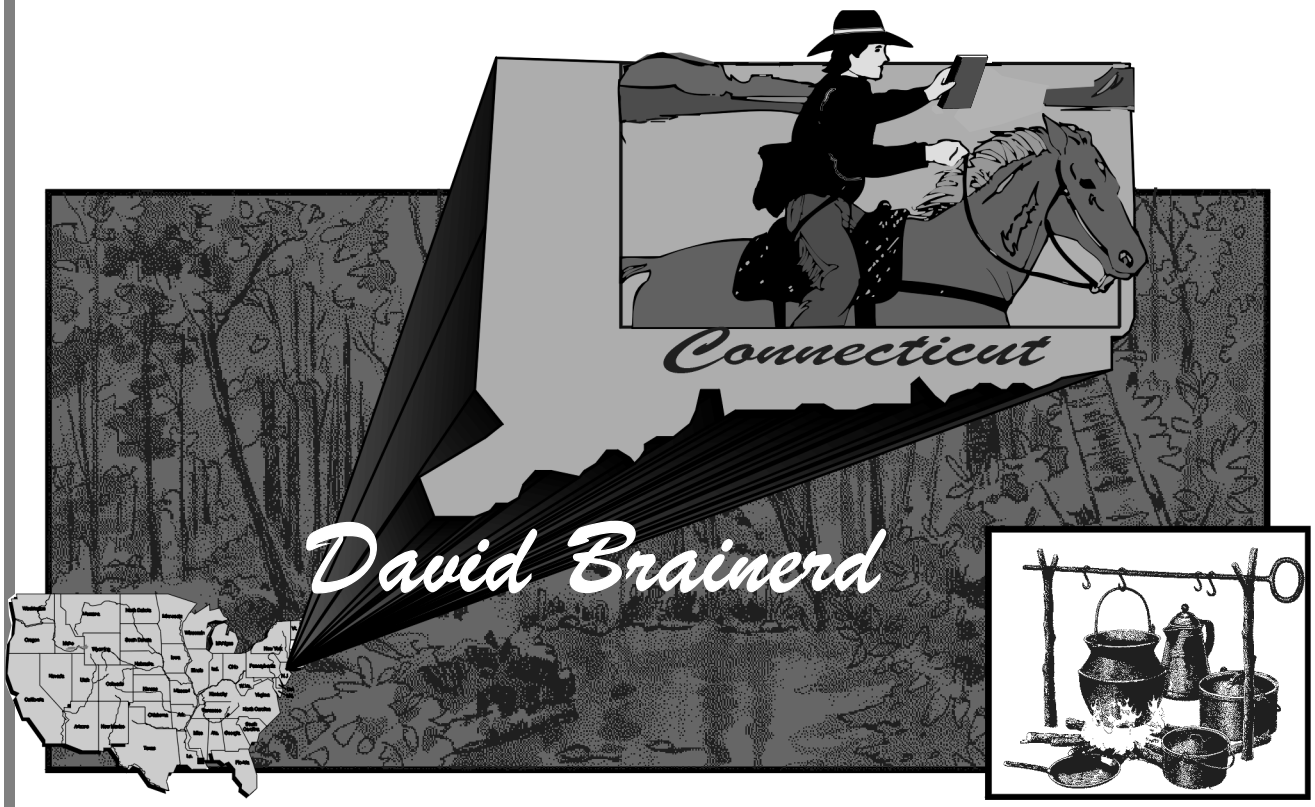
During his short lifetime, Brainerd did not attract great crowds as did Charles Wesley and George Whitefield. Hardly anyone knew of David Brainerd until after his death when Jonathan Edwards published Brainerd's journal. Almost immediately, *An Account of the Life of David Brainerd* became popular reading among college students, missionaries and circuit-riding preachers. Brainerd also became the hero of men like William Carey, an English missionary to India in the 1800s, and 20th century American missionary, Jim Elliott.

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Young Jim Elliott had read about Brainerd's love for the Indians. Elliott also wanted to spend his life preaching about God. ***Ironically***, Elliott was killed by a primitive tribe in the jungles of Ecuador, South America in 1956. His death was announced in newspaper headlines inspiring hundreds of college youth to become missionaries around the world.

Brainerd's diary is still read today and it continues to inspire readers to live unselfishly for the benefit of other people. In the next vignette, you will read of another American hero who became the nation's first president.





C3 MAP 14

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The Discovering of America

Chapter 3

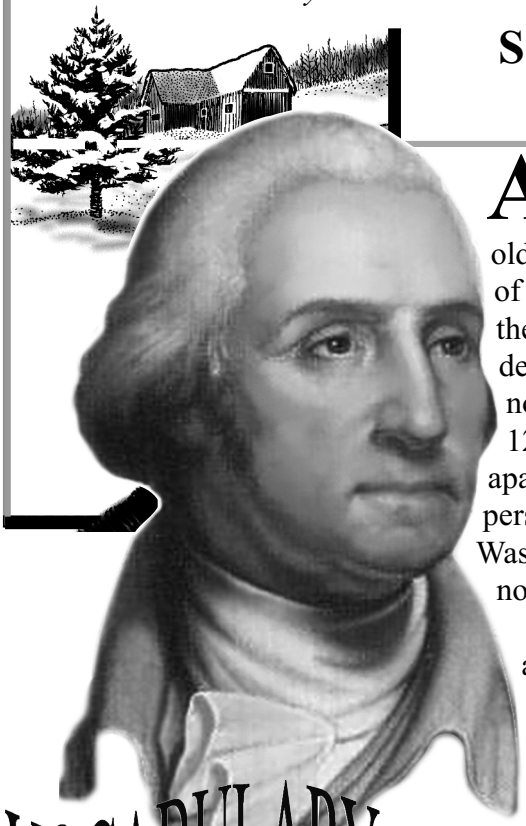


Topic 14
Military

Section Three

Topics 11-15

GEORGE WASHINGTON: MILITARY STRATEGIST



America has always admired her many heroes—men and women who defended freedom. A hero can be young or old, male or female; anyone who performs duty in the face of danger and hardships. George Washington, often called the "Father of our Nation," was such a man. He was a descendant of King John of England as well as many of the nobles who forced the king to sign the ***Magna Carta*** in 1215. Washington's moral courage and integrity set him apart as a leader, high on the list of the 100 most influential persons in the history of the world. Without George Washington, the United States as we know it probably would not exist.

George Washington was born February 22, 1732 to Gus and Mary Washington who trained their son to be strong in body, soul and mind. George was given responsibilities on the family plantation and was taught from the Bible. As a young boy, Washington learned to ride horses and compete in sports. When George was eleven, his father died and his half-brother Lawrence assumed responsibility for raising George.

George had an inquisitive mind and a determination to learn. When he decided to study ***surveying***, his teacher directed George to master ***trigonometry*** and ***logarithms***. Even though the teacher was unwilling to instruct George, the young man obtained the books and studied alone. He learned the subjects well, and became an excellent surveyor.

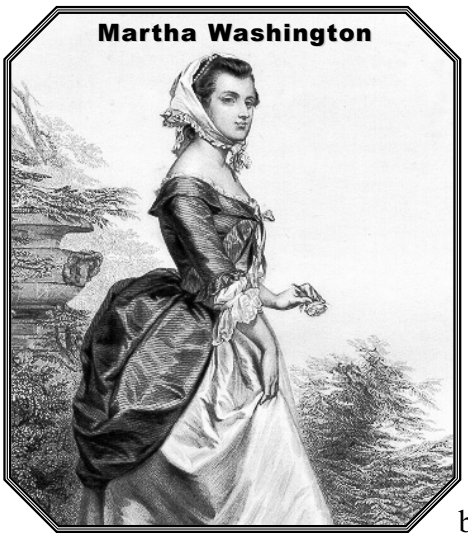
A family friend once sent George to assist in surveying a piece of land in a mountainous part of Virginia. The young surveyor kept a journal and wrote out exact details of the land, including features of trees, drainage, and streams. George gained valuable work experience and learned about Indian customs.

In 1753, when George was 22, he was sent by the colonial militia to persuade French troops at Fort Duquesne (now Pittsburgh) to stop claiming British territory. His request was spurned, but he returned to Williamsburg, Virginia with valuable notes about Fort Duquesne, the Indians who were helping the

VOCABULARY

Magna Carta: a British document guaranteeing certain rights and liberties to the common people
Surveying: measuring land segments to establish their size and boundaries
Trigonometry: higher math dealing with calculations of relationships between sides and angles of triangles
Logarithms: a system of exponents to shorten math calculations
Tradition: customs and beliefs
Dysentery: an intestinal disease that produces severe diarrhea
Admonish: to give a command with strong emotion
Conspicuous: plainly seen or evident
Supplications: earnest prayers

French, and characteristics of the frontier territory occupied by French troops.



During the French and Indian War (1754-1763), Washington was promoted to the rank of lieutenant colonel and sent to capture Fort Duquesne for the British. He was unable to capture the fort and was forced to draw back and build Fort Necessity. The French pursued Washington, surrounded the fort, and forced the British troops to surrender. Washington was discouraged that he was unable to finish the assignment to capture Fort Duquesne.

In 1756, British General Braddock asked Washington to serve as an officer in Britain's second attempt to capture Fort Duquesne. Washington was elated to resume military life. He warned Braddock that the British ***tradition*** of marching out in the open was a disastrous strategy for fighting Indians, but the warnings were ignored. Washington and Braddock approached in separate groups and, even though ill with ***dysentery***, George Washington led his troops into battle.

As predicted, Braddock rode into an Indian ambush. The General and all other British officers were injured or killed in the ensuing battle. Young Washington assumed command of the British troops. In a letter to his family about the fight, he described how he found four bullet holes in his jacket and that two horses had been shot out from under him. He was amazed he had escaped injury and wrote that he, *"by . . . Providence"* was *"protected beyond all human probability or expectation."*

Fifteen years later, Washington returned with a friend to the site where the battle had been fought. An old Indian chief, who had been in charge of the Indian attack on Braddock's men, told how he had ordered his braves to shoot the British officers first. The chief had singled out Washington to be killed and had personally shot at him seventeen times. When George Washington remained unharmed, the chief told his braves to leave Washington alone because he was obviously under special protection of the "Great Spirit."

After the French and Indian War, Washington married Martha Custis, a widow with two young children. Washington loved Martha's children as his own. But tragedy struck the Washingtons: Patsy died at age 17 and Jack at age 26. Jack's two youngest children, Nelly and George, were raised by General and Mrs. Washington, who were devoted to each other as well as to their family and country. They lived at Mt. Vernon, a Virginia plantation that Washington had inherited from his brother. Washington loved farm life and worked hard at developing efficient farming practices. Although he would rather have stayed at Mt. Vernon with his family, his devotion to his country prompted him to say, *"Whenever my country calls upon me, I am ready to take my musket on my shoulder."*

When war broke out between Britain and the American Colonies, Washington was

VOCABULARY

Providential: having to do with God's intervention in a matter
Propitious: gracious, favorably inclined
Unanimity: complete agreement
Eulogy: spoken or written words highly praising or honoring a deceased person; given at funerals and memorials

George Washington

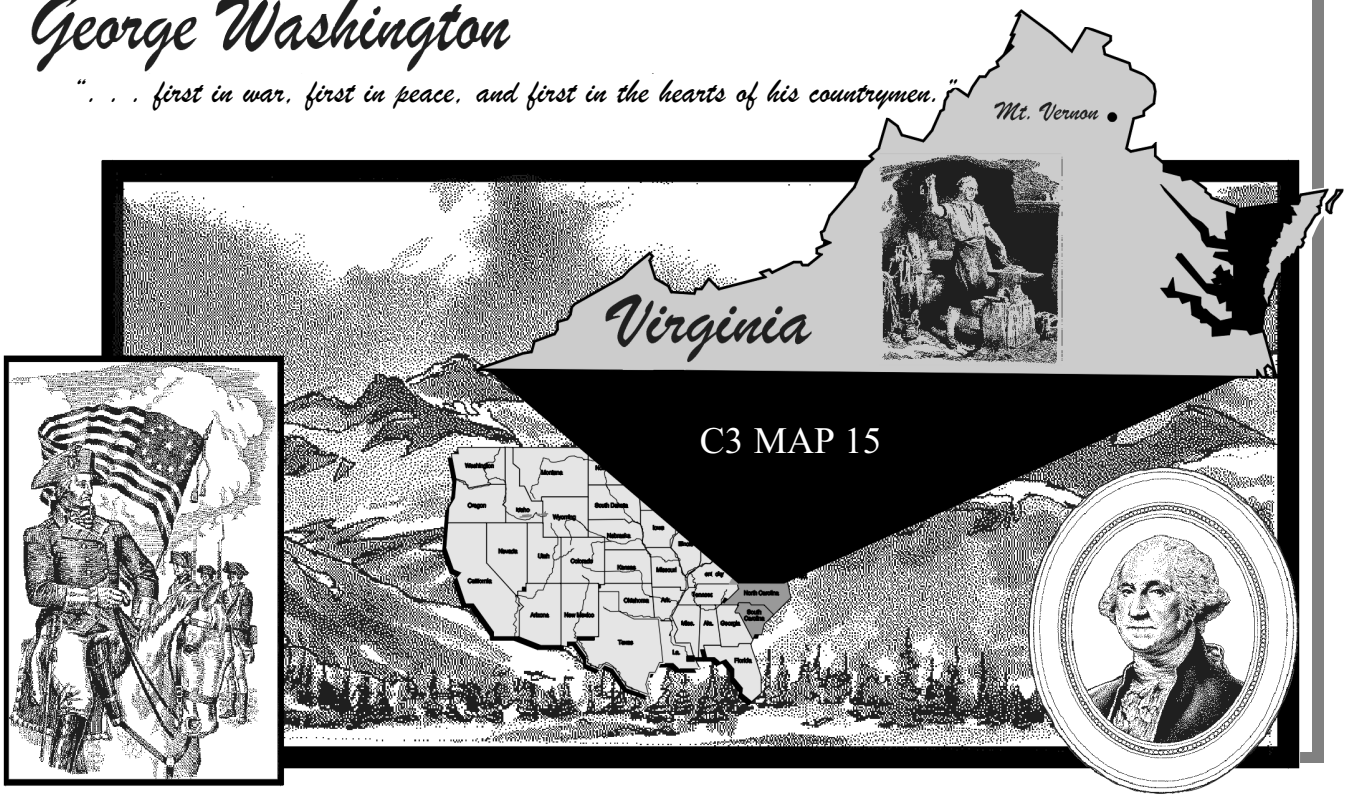
". . . first in war, first in peace, and first in the hearts of his countrymen."

unanimously chosen Commander-in-Chief of the Colonial troops. He did not want the job because he felt unprepared to be commander. Washington was, however, the only man fully qualified. Upon accepting the position, he volunteered to serve his country without pay. On July 2, 1776, he issued orders to the Continental troops: *"The time is now near at hand which must probably determine whether Americans are to be freemen or slaves; . . . . The fate of unborn millions will now depend, under God, on the courage of this army. Our cruel and unrelenting enemy leaves us only the choice of brave resistance, or the most abject submission. We have, therefore to resolve to conquer or die."*

The War for Independence had unofficially begun the year before in April, 1775 with scattered skirmishes. After the Declaration of Independence made it official, the war intensified. Altogether, it lasted eight long years, ending in 1783. During this time, Washington committed everything to the cause of freedom. He was able to visit his home only twice; however, according to his grandson, Washington carried in a locket around his neck a miniature portrait of his wife *"through all the vicissitudes* (changing conditions) *of his eventful career."* Because war was seldom waged in winter months, Martha Washington, as well as other army wives, visited the camps helping with food, clothing, bandages, morale and nursing the sick. Instead of complaining about hardships, Mrs. Washington said, *"I am still determined to be cheerful and happy, in whatever situation I may be; for I have learned from experience that the greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances."*

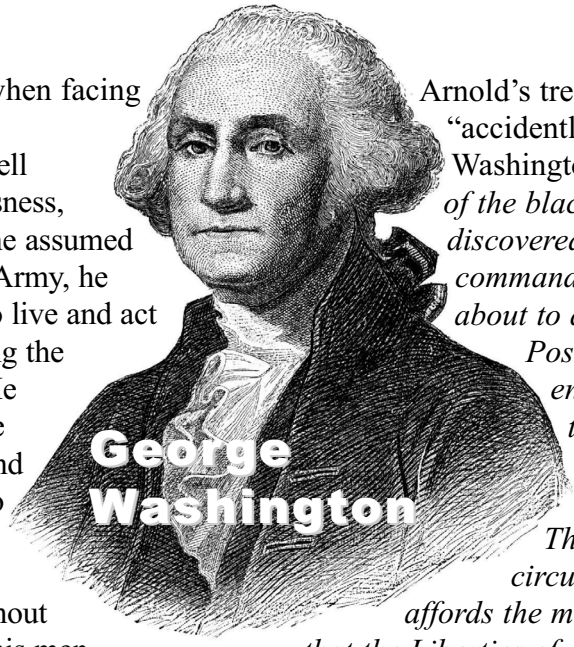


Washington's greatness as a military leader was not so much in being a strategist as in having a balance of leadership qualities. General Washington was a man of sound judgment and knew how to use information. His mental calmness enabled him to act with

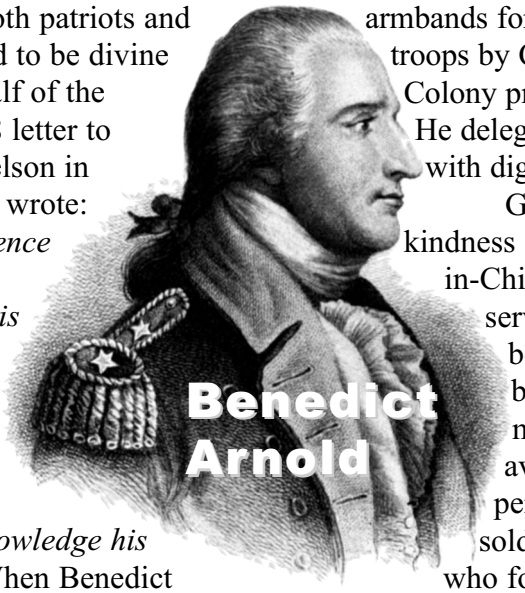


wisdom instead of haste when facing danger.

Washington was well known as a man of selflessness, sacrifice and faith. When he assumed command of the Colonial Army, he ***admonished*** his soldiers to live and act as Christian men, protecting the liberties of the Colonies. He instructed his officers to be orderly in their behavior and forbade them to curse or to abuse women. As Commander-in-Chief, Washington often had to shout orders, but he disciplined his men without cursing. During the awful winter at Valley Forge where soldiers starved and froze, Washington was seen praying in a grove of trees. Whenever possible, Washington sought the nearest church where he could attend Sunday services. On one such occasion, during the terrible winter encampment at Morristown, Washington attended a religious service. All seats were full when a woman carrying a child entered. Washington immediately presented his chair to the woman while Washington himself stood during the entire service.



Washington was always quick to acknowledge what both patriots and the British considered to be divine interventions on behalf of the Americans. In a 1778 letter to Brigadier General Nelson in Virginia, Washington wrote: *"The hand of Providence has been so* ***conspicuous*** *in all this* (the course of the war) *that he must be worse than an infidel that lacks faith, and more wicked that has not gratitude to acknowledge his obligations; . . . ."* When Benedict Arnold's treacherous plot was "accidently" uncovered, Washington proclaimed: *"Treason of the blackest dye was yesterday discovered! General Arnold who commanded at Westpoint . . . was about to deliver up that important Post into the hands of the enemy . . . . Happily the treason had been timely discovered to prevent the fatal misfortune. The providential train of circumstances which led to it affords the most convincing proof that the Liberties of America are the object of divine Protection."* A month after Cornwallis surrendered the British army at Yorktown to American forces, Washington stated in a letter to the President of the Continental Congress: *"I take a particular pleasure in acknowledging that the interposing Hand of Heaven, in the various instances of our extensive Preparation for this Operation* (Yorktown)*, has been most conspicuous and remarkable."*



General Washington was a leader who expected discipline and organization in his men. In order to distinguish officers from soldiers, General Washington issued colored armbands for his officers. He organized his troops by Colony and asked that each Colony provide the upkeep of its troops. He delegated authority and commanded with dignity.

General Washington was a man of kindness and generosity. As Commander-in-Chief of the Continental Army, he served without pay. He repeatedly begged Congress for more food, blankets, and supplies for his men. When funds were not available, Washington used personal money to buy clothes for soldiers and to help families of men who fought for the Continental Army.

General Washington stood strong in hard times. His sense of discipline would not allow him to quit when battles were fierce or the weather harsh. He drilled and trained his men through the severe, grueling winter at Valley Forge. His iron-willed troops courageously marched into battle the following spring and three years later, pounded the British into defeat at Yorktown, Virginia.

After victory over the British, General Washington was elected to preside over the men at the Constitutional Convention who would be responsible for deciding the types of laws and principles which would define the government of the United States. Those elected men framed the Constitution of the United States and unanimously decided that George Washington should be the nation's first President.

In spite of Washington's love for his home at Mt. Vernon and his longing to return there to resume farming, he agreed to continue serving his country as its leader.

Before leaving to take charge of his new presidential responsibilities, Washington insisted on visiting his 82-year-old mother who was dying of cancer. Washington told his mother of the great honor that had been bestowed upon him, and then spoke of coming back to visit her as soon as possible. She interrupted him by saying, *". . . you will see me no more . . . . I shall not be long in this world . . . , but go, George, fulfill the high destinies which Heaven appears to have intended for you; go my son, and may that Heaven's and a mother's blessing be with you always."* Mrs. Mary Washington died less than four months later. Washington's moving tribute to her conveyed a son's loyalty and devotion: *"My mother was the most beautiful woman I ever saw. All I am I owe to my mother. I attribute all my success in life to the moral, intellectual, and physical education I received from her."*

On April 30, 1789, George Washington took the oath of office as the first President of the United States. His hand rested on a verse from the Bible which states: *"Unless the Lord builds the house, They labor in vain who build it. Unless the Lord guards the city, the watchman keeps awake in vain."* Following are excerpts from his first Inaugural Address to Congress:



portrait of George Washington's mother, Mary Washington

" . . . Such being the impressions under which I have, in obedience to the public summons, repaired to the present station, it would be peculiarly improper to omit, in this first official act, my fervent ***supplications*** *to that Almighty Being who rules over the universe, who presides in the councils of nations and whose* ***providential*** *aids can supply every human defect, that His benediction may consecrate the liberties and happiness of the people of the United States a Government instituted by themselves for the essential purposes; . . . No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than the people of the United States. Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of providential agency; and in the important revolution just accomplished in the system of their United government, . . . can not be compared with the means by which most governments have been established, ...*

These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed. You will join with me, I trust, in thinking that . . . We ought to be no less persuaded that the ***propitious*** *smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself ordained; . . . He has been*

pleased to favor the American people with opportunities for deliberating in perfect tranquility, and dispositions for deciding with unparalleled ***unanimity*** *on a form of government for the security of their union and the advancement of their happiness, so His divine blessing may be equally conspicuous in . . . the wise measures on which the success of this Government must depend."*

The moral qualities that made George Washington a great general also helped him serve his country as a great president. President Washington knew the strength of America's government would depend on decisions made during those first few years. Some colonists wanted to appoint Washington as king of America. He scoffed at the idea and championed the cause for a nation ruled by principles and limited governmental authority.

Washington worked hard to establish a unified federal government and he discouraged the formation of political parties. He had experienced the weakness of independent states during the War for Independence when men did not work together for a common goal.

Before President Washington made decisions about vital issues, he consulted men whose opinions he trusted. This group of advisors came to be known as the President's Cabinet, and became a part of law in 1907. When George Washington was asked to serve a third term as president, he refused and established the two-term tradition for American presidents.

Before President Washington died, he issued five swords to his five nephews. Each sword was accompanied by the message: *"Never unsheathe your swords to shed blood, except to defend your country and its liberties. If you must unsheathe your swords for defense, keep them unsheathed, choosing to fall with your swords in your hands rather than give up your freedoms."*

George Washington knew the price with which America's freedom had been purchased, and knew that every generation must be vigilant to guard its liberties.

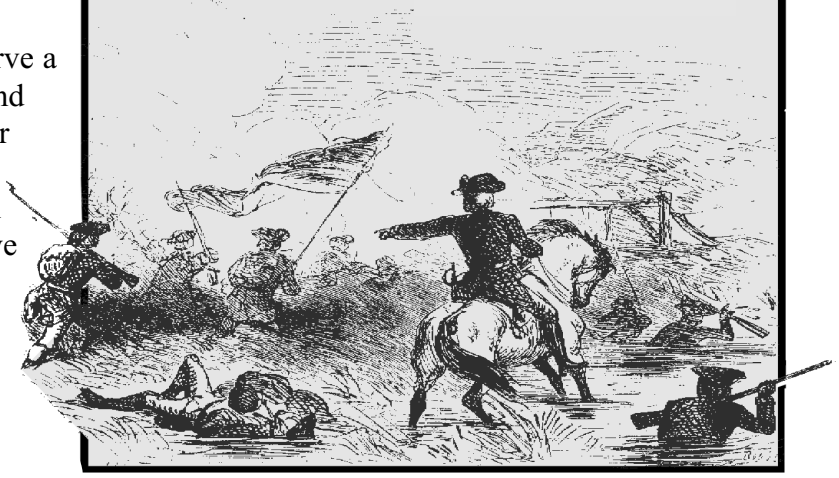
In December, 1799, President George Washington died. A line from his ***eulogy*** by General Henry Lee best summed up Washington's impact on the American republic: Washington was *"First in war, First in peace, and First in the hearts of his countrymen."*

In the last topic of this chapter, you will read of a teenage plantation manager who grew up and received the honor of entertaining President Washington.

LIFE PRINCIPLE

" Courage is resistance to fear, mastery of fear, not absence of fear. "

—Mark Twain



The Discovering of America



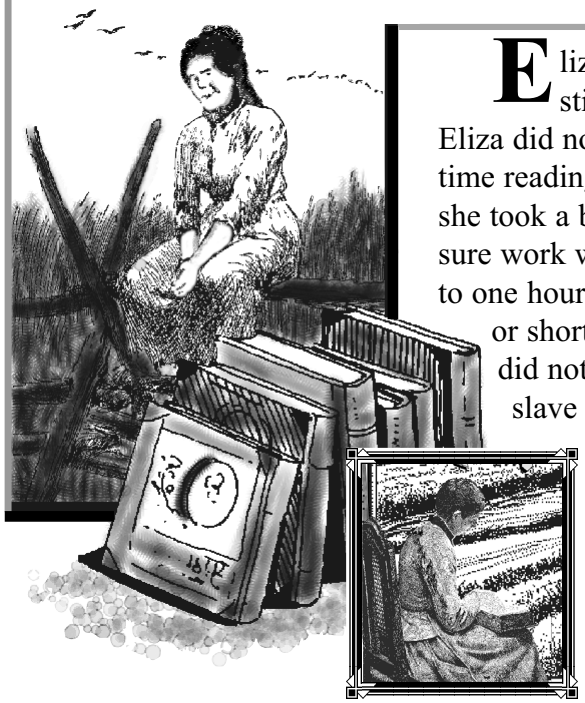
Topic 15
Dominant Personalities & Events

Chapter 3

Section Three

Topics 11-15

ELIZA PINCKNEY



Eliza Lucas rose at 5 a.m. every day. No one else stirred in the stately house or barns. Sixteen-year-old Eliza did not have the luxury of sleeping late. First, she spent time reading and reflecting on her daily responsibilities, then, she took a brisk walk around the plantation property, making sure work was in progress. After breakfast, she devoted herself to one hour of music practice, followed by study—French, law, or shorthand. Then, even though most plantation owners did not share Eliza's views on education, she gave the slave children reading lessons. That completed her morning.

Afternoons were just as busy: ***harpsichord*** lessons, needlework, product ordering, letter writing, winemaking, pickling, and weaving. Running not just one, but three plantations kept her busy from morning to night. She once wrote, *"I hardly allow myself time to eat or sleep."*

Born in the West Indies and schooled in England, Eliza was educated far beyond her peers. In 1738, at the age of 15, she moved to South Carolina with her father, Lieutenant Colonel George Lucas, her mother, and sisters. Eliza's two brothers remained in England, attending school. Settling just six miles from ***Charleston***, the Lucas family made the 600-acre Wappoo plantation their new home. Wappoo and two other plantations the family inherited from Eliza's grandfather, produced rice, cotton, and corn with the help of 20 slaves.

An ***industrious*** young lady, Eliza immediately took on responsibilities. She was very fond of growing things—and fascinated by vegetable farming. Encouraging his daughter's interest in the plantation, Mr. Lucas spent much time teaching Eliza the business side of managing such a large property.

Little did Eliza or her father know how valuable those lessons would be. The family had been in South Carolina only a few months when Mr. Lucas was called back to the Caribbean island of Antigua to serve as royal governor. With great confidence, Mr. Lucas placed care of the family estate in

VOCABULARY

Harpsichord: a piano-like musical instrument, but producing a more tinkling sound. Most popular from 1550-1750
Charleston: a major port city in South Carolina; settled in 1670 by English and Irish colonists
Industrious: hardworking, diligent
Entrepreneur: one who assumes the risks, organization and management of a business venture
Prominent: well known

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the capable hands of Eliza, whom Mr. and Mrs. Lucas knew was mature and capable of managing the estate properties wisely.

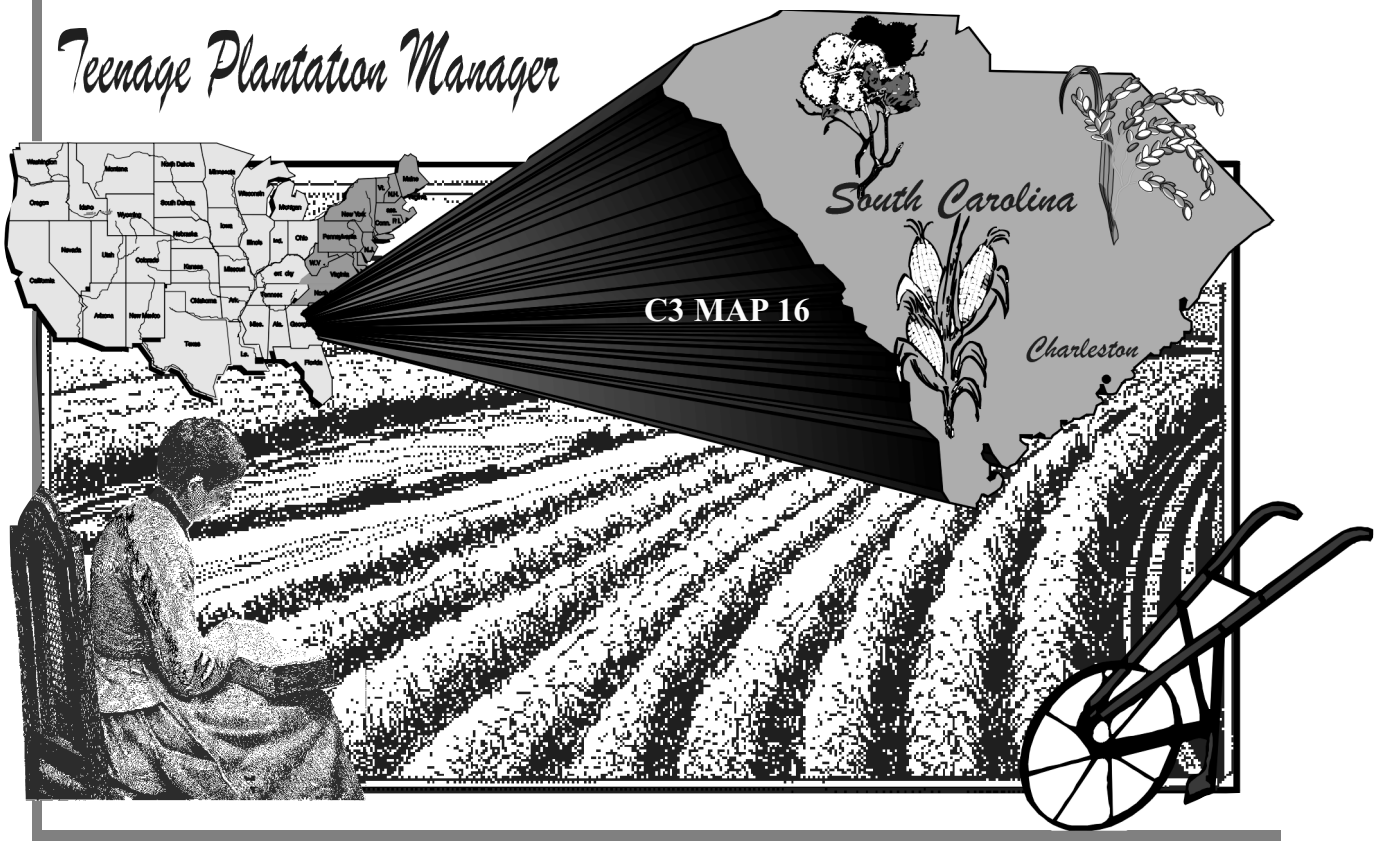
As plantation director, Eliza took her duties seriously. She wrote often to her father, getting his advice on business matters. A caring person and a popular young lady in Charleston society, Eliza was mindful that what she did, day by day, would build her future.

Eliza developed a strong interest in cultivating new plants. For one of her agricultural projects, she planted a large grove of oak trees so the timber could be used someday for shipbuilding. She also conducted experiments with figs and ginger.

A small package of indigo seeds arrived from her father in 1739. That little package sparked an idea that Eliza cultivated into a major business. Blue dye, used to color cloth, was extracted from leaves of indigo plants. In the mid 1700s, the best source England had for the popular indigo was France, and growers in that country charged high prices. Eliza wanted to cultivate a unique cash crop and share the enterprise with her neighbors. She experimented with indigo seeds, knowing that England would be a good market for indigo—if indigo could grow on South Carolina soil.

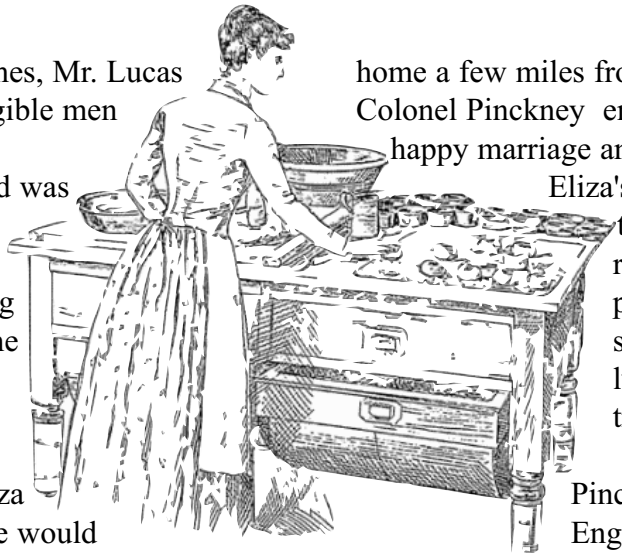
It was a challenge. Producing indigo dye had been tried and abandoned years earlier in Charleston. The earlier planters gave up, but Eliza did not let previous failures or obstacles discourage her. Frost killed her first indigo crop, but the young ***entrepreneur*** learned something valuable: she had planted at the wrong time of year. In another try, the seeds were bad. Other attempts failed over the next several years. Eliza persisted and kept her father apprised of progress through letters.

Two years later, Eliza turned 18 years old. Mr. Lucas pressured his daughter to find a suitable husband. Most colonial women were married by this age. As was common



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practice in colonial times, Mr. Lucas recommended two eligible men for Eliza.



Getting married was not a priority to Eliza. She was more interested in cultivating a good indigo crop. She flatly rejected both choices, one because she hardly knew the man and the other, Eliza wrote to her father, she would not marry for all *"the riches of Peru and Chile."* She remained single but content.

In 1744, after several years of disappointment, 22-year-old Eliza finally mastered indigo cultivation. The first indigo samples Eliza sent to England met with great approval. Eliza saved most of her first successful crop for seeds, which she shared with her neighbors. The determined young lady had accomplished an outstanding feat. South Carolina quickly became a major indigo exporter. In 1747, 100,000 pounds of blue indigo cakes were sold in England.

Once she overcame the challenges of indigo cultivation, Eliza turned her heart toward other matters. On May 27, 1744, Eliza married a man of her own choosing—the distinguished Col. Charles Pinckney , a ***prominent*** attorney and land owner. She continued to oversee her father's plantations while living at Belmont, her new plantation home a few miles from Charleston. Eliza and Colonel Pinckney enjoyed a fulfilling and happy marriage and reared three children.

Eliza's agricultural projects thrived. In addition to raising flax and hemp, she planted magnolia trees for shade, more oak trees for lumber, and mulberry trees to produce silk.

In 1753, the Pinckneys relocated to England to enroll their children in school. The family took great pleasure in the English lifestyle, but their loyalties always remained in South Carolina.

War erupted between England and France after the Pinckneys had lived five years in England. Much of the fighting took place on American soil. In 1758, Charles and Eliza traveled with their young daughter back to South Carolina to check on the family plantations. The two boys remained in England to attend school. Tragically, after only a few weeks, Charles became sick and died, leaving 36-year-old Eliza once again in complete charge of business. She managed the task well for the next 35 years. Eliza also directed her daughter's education at home.

France and England eventually signed a peace treaty, but over the next 20 years tensions mounted between the Colonies and England over taxes, exports and religious freedom. The two Pinckney brothers, who had rejoined their mother in South Carolina, became colonial leaders. Like other young patriots, they prepared for war.

Both of Eliza's sons fought in the American War for Independence. One of the brothers was captured by the English, the other was injured. A staunch believer in American independence, Eliza and her daughter faced danger numerous times by aiding American soldiers. The Pinckneys lost

VOCABULARY

Pallbearer: a person who helps carry or walks beside the coffin at a funeral
Civic responsibility: obeying laws, paying taxes, voting, and other responsibilities having to do with being a good citizen

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many valuable possessions during the war, and Eliza wrote to a friend that her estate was *"shattered and ruined."*

The war finally ended, and Eliza happily lived the rest of her days in peace. She resided with her daughter and enjoyed caring for her grandchildren. Eliza's two sons became successful statesmen—one taking a government position under America's beloved first president, George Washington, and the other son serving as governor of South Carolina. *"I now see my children grown up, and blessed by God . . . ."* Eliza wrote to a friend.

Eliza had the honor of entertaining President Washington in 1791. Two years later, she traveled to Philadelphia for cancer treatment and died at age 71. Washington never forgot the lady who had done great things for her country. At his own request, Washington served as a ***pallbearer*** at Eliza's funeral.

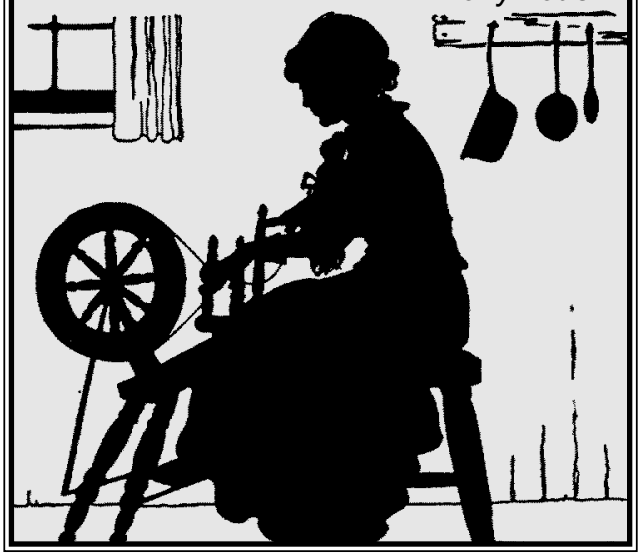
Eliza's moral integrity and *civic responsibility* gained the attention of her countrymen. Teenage businesswoman, unselfish neighbor, hard worker, persistent planter, strong wife, brave patriot, and education supporter—all of these describe a woman who began at a very young age to make wise decisions. Young slave children learning to read, neighbors needing an economic boost, and proud countrymen fighting for freedom all benefited from Eliza Pinckney, who continually gave of herself to do something good for her country.

You have completed Chapters 1-3 (*The Discovering of America*). Chapters 4-6 (*The Designing of America*) is an exciting and dynamic study of the people, places and principles that laid the foundations of the United States of America. You will be exposed to the joys, hardships and discoveries which earned respect for Americans worldwide.

Life Principle

"A positive attitude overcomes even the tallest obstacles."

—Anonymous



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