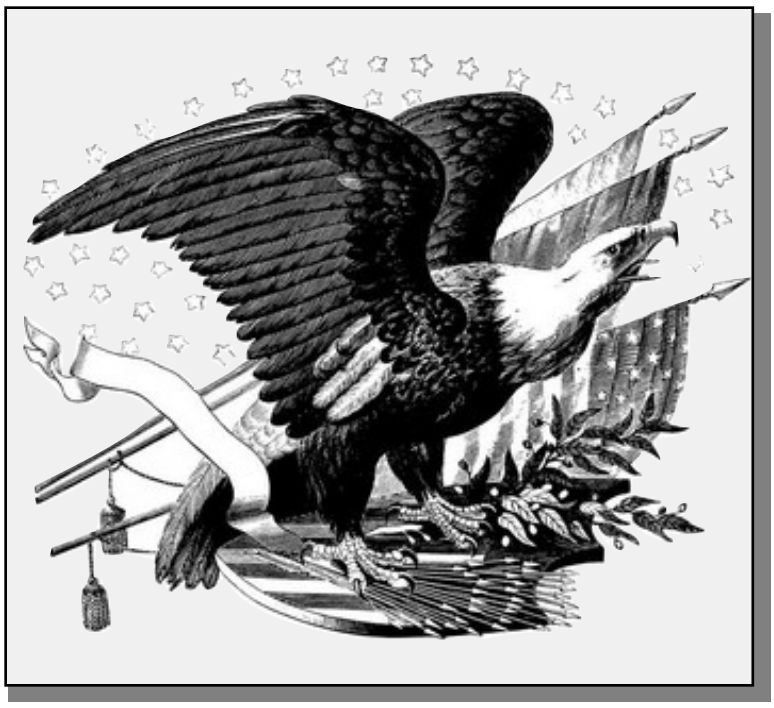
The Designing of America
1763-1815

The People, Places and Principles of America



Chapter 4

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The Designing of America
Chapter 4

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AUTHENTICITY

The People, Places and Principles of America is a product of Paradigm Alternative Centers, Inc., Early, Texas, U.S.A, having been produced by a team of researchers, writers, artists and editors over a three-and-a-half year period. Careful attention was devoted to addressing the essential academic elements expected of a high school course in American History. Research for this course revealed an astounding amount of references to Judeo-Christian terms used by the American Founding Fathers. Original documents indicate that the majority of men and women involved in establishing the United States of America were deeply religious. The publisher has attempted to be accurate and fair by including ample references to the religious beliefs of the Founding Fathers, but has omitted a great many more references in order to assure that the material complies with criteria regarding religion in public schools. Dates, names, events and places were confirmed through primary source documents and secondary sources, including *What Happened When* by Gorton Carruth, (Signet, 1989 New York, New York) and *America's God and Country* by William J. Federer (FAME Publishing, Inc., 1994 Coppell, Texas). Events of recent years were substantiated through a variety of contemporary periodicals and books.

Stylebook, A Usage Guide for Writers and Editors (U.S. News and World Report 1997) was used as the official policy for grammar, punctuation and appropriate use of terms for ethnic, political and religious groups.

Life Principles were collected from numerous sources. Effort was made to locate authorship for principles identified by the term *anonymous*. Proper credit will be assigned in subsequent editions if the Editor receives authenticating notification in writing. Art consists of work-for-hire pieces, works of antiquity and public domain art made available by commercial suppliers.

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WHAT AND *HOW* YOU WILL LEARN FROM THIS COURSE

This study of ***America*** is presented in twelve chapters divided into four sections:

The Discovering	*Chapters 1-3*
The Designing	*Chapters 4-6*
The Defining	*Chapters 7-9*
The Defending	*Chapters 10-12*

The format is designed for individualized or accelerated study. You will be able to progress through the chapters at a rate that is appropriate for you. The secret to performing well is to read each topic entirely, then complete the appropriate Activity questions as you read through the text a second time. Each chapter contains 15 topics which are identified by icons:


Agriculture


Communication


Discoveries & Explorations


Dominant Personalities & Events


Education, Music & Literature


Light & Energy


Family & Home


Art, Architecture, Fashions & Furniture


Food


Government & Economics


Industry & Medicine


Military


Religion & Celebrations


Sports & Recreation


Transportation

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Each chapter is divided into three sections of five topics each: (Chapter 4; Section 1; Topics 1-5). The course is designed and formatted so you will enjoy your study of America. Topics are written in vignette style (short stories) that can usually be read in a few minutes. You are encouraged to read each topic completely, then respond to the activity questions which are packaged in a companion Activity booklet and chronologically correspond to the text in each topic. You may answer the questions directly on each activity page or on a separate sheet of notebook paper, according to your teacher's preference.

Answers to activity questions are contained in the Teacher's Resource Kit. The keys are divided by chapter, section, and lesson. Topic icons help you locate questions and answers.

A section quiz is assigned at the end of every 5 topics. The chapter test is compiled from the three section quizzes and is issued after the third quiz. At the teacher's discretion, students who score 85% or above on each section quiz throughout the chapter may not be required to take the chapter test. Quizzes, chapter tests and answer keys are provided and located in the Teacher's Resource Kit.

Numbers of some activity questions are underlined, indicating questions that will be on quizzes and chapter tests. Underlined activity questions are designed to serve as quiz and test review sheets for students who need a more focused study regime.

Life principles, time lines, quotes and historical selections will be included on quizzes and chapter tests. When you turn in your activity questions, you may be required to recite the life principles or historical selections to your teacher.

Vocabulary words are identified on page one of each topic and are noted in bold, italics type within the text. You will be required to know vocabulary words.

The last few sentences in each vignette are in bold letters and are designed to give you an introduction and smooth transition to the next topic.



Remember ***Max Potential***, the mascot for Paradigm Accelerated Curriculum. Max will be hanging around to encourage you to reach your maximum potential as you progress through these pages.

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The Designing of America

The courageous men and women who sailed to America focused on survival. Many Pilgrims died anyway. Life was simply too harsh for hundreds of the early colonists. Thousands, though, exhibited hardy spirits and determination to survive among hostilities. European Pilgrims in search of freedom became colonists in America, but personal loyalties were mixed. In some ways, the colonists loved their European homelands. But as they settled into farms and communities in the original thirteen Colonies, colonists developed a deep love for their "New England." Families became emotionally attached to the raw lifestyle demanded in America. As their love for America grew, the people began to refocus their priorities. The freedom they sought became the freedom for which they fought against the English King who demanded that England remain the "Motherland" for American colonists. Emotions were ripped as colonists picked up rifles and parchments to design a new life free from British control. Our Founding Fathers declared, wrote, and fought for freedom to be Americans. They applied the principles on which the Colonies designed the United States of America. That is the story you will learn in the next few chapters.

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The People, Places and Principles of AMERICA

The Designing of America 1763-1815

Chapter 4

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

—Ronald E. Johnson, C. Ph.D.



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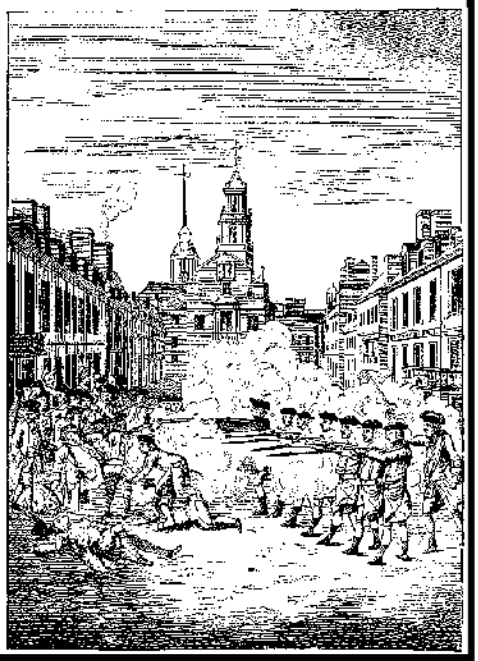
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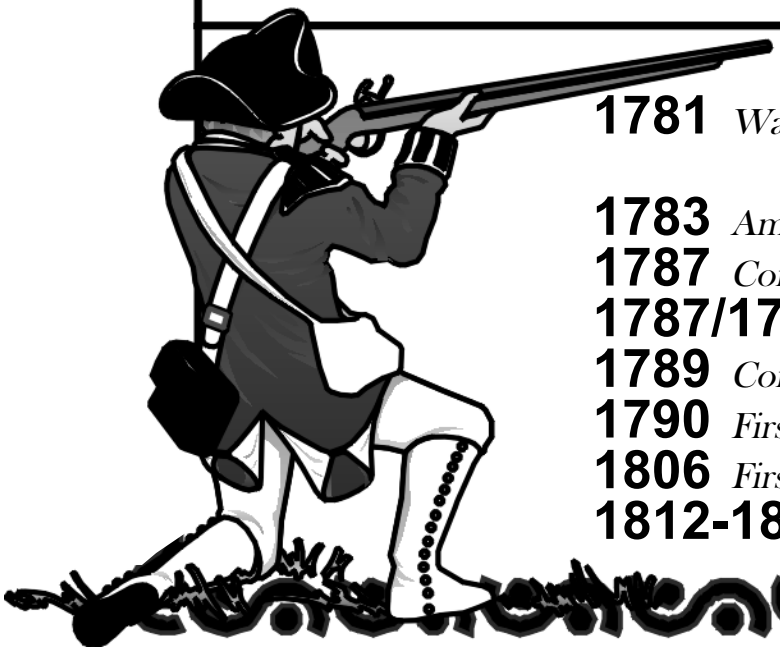
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Chapter 4
Time Line 1763-1815

Use this timeline for referencing important dates throughout the chapter.

1763 *End of French and Indian War; Line of Proclamation*
1764 *Sugar Act*
1765 *Stamp Act; Quartering Act*
1770 *Boston Massacre*
1773 *Boston Tea Party*
1774 *1st Continental Congress*
1775 *Paul Revere's Ride; American War for Independence Begins*
1776 *2nd Continental Congress; Declaration of Independence, July 4th*
1777 *Articles of Confederation adopted*





1781 *War for Independence fighting ceases; Articles of Confederation ratified*
1783 *American Independence Finalized*
1787 *Constitutional Convention*
1787/1789 *The Northwest Ordinance*
1789 *Constitution Ratified*
1790 *First American Textile Factory*
1806 *First American Dictionary Published*
1812-1815 *War of 1812*

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The Designing of America



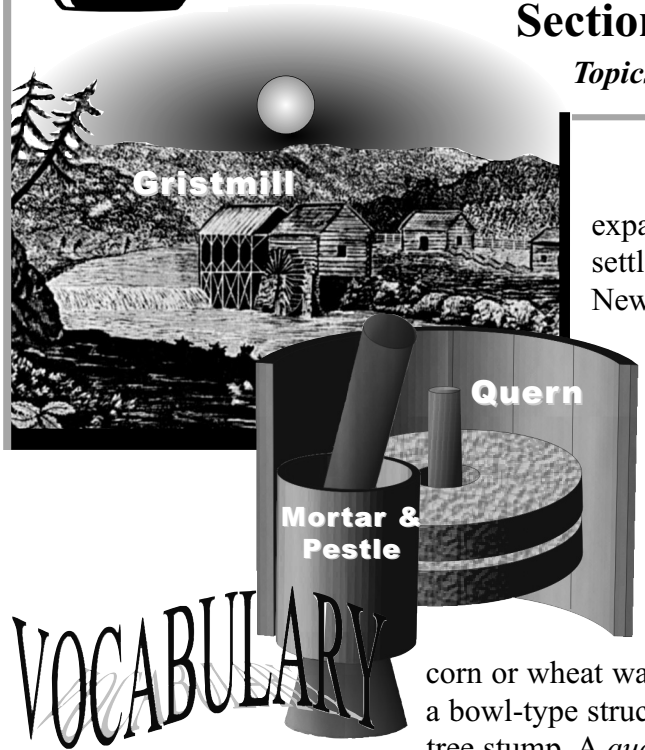
Topic 1
Light & Energy

Chapter 4

Section One

Topics 1-5

GRISTMILLS AND THE POWER OF WATER



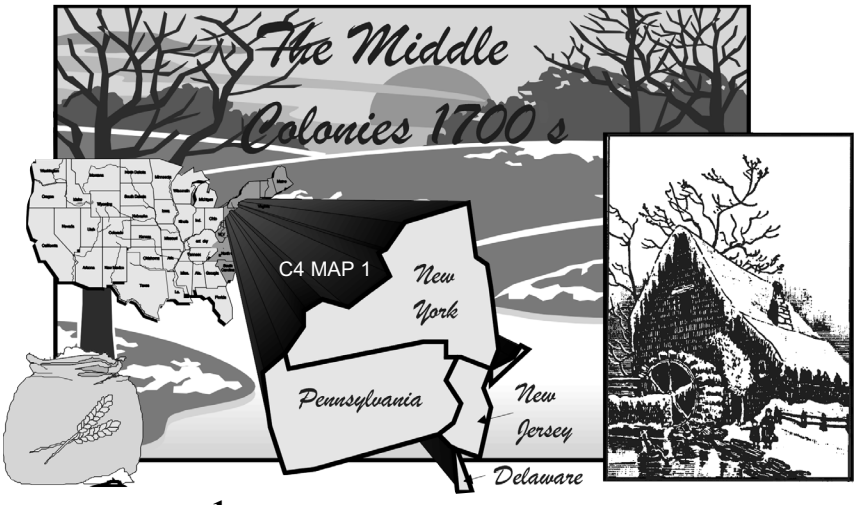
The 18th and 19th centuries in the United States were marked by fast growth and expansion. Towns sprang up across New England as settlers sought land in undeveloped areas. For many New England communities, the ***gristmill*** was the economic center and also served as a gathering place for farming families.

In early America, before gristmills (which harnessed water as a source of power), settlers had to grind grain by hand in tedious, time-consuming processes, such as using a mortar and pestle or a quern. Grain kernels are very tough, so breaking them down into flour is no easy task. By using a mortar and pestle, the corn or wheat was pounded with a large, wooden club (pestle) in a bowl-type structure (mortar), which was usually a hollowed out tree stump. A *quern* is a device in which the grain is crushed between two flat stones housed in a wooden barrel.

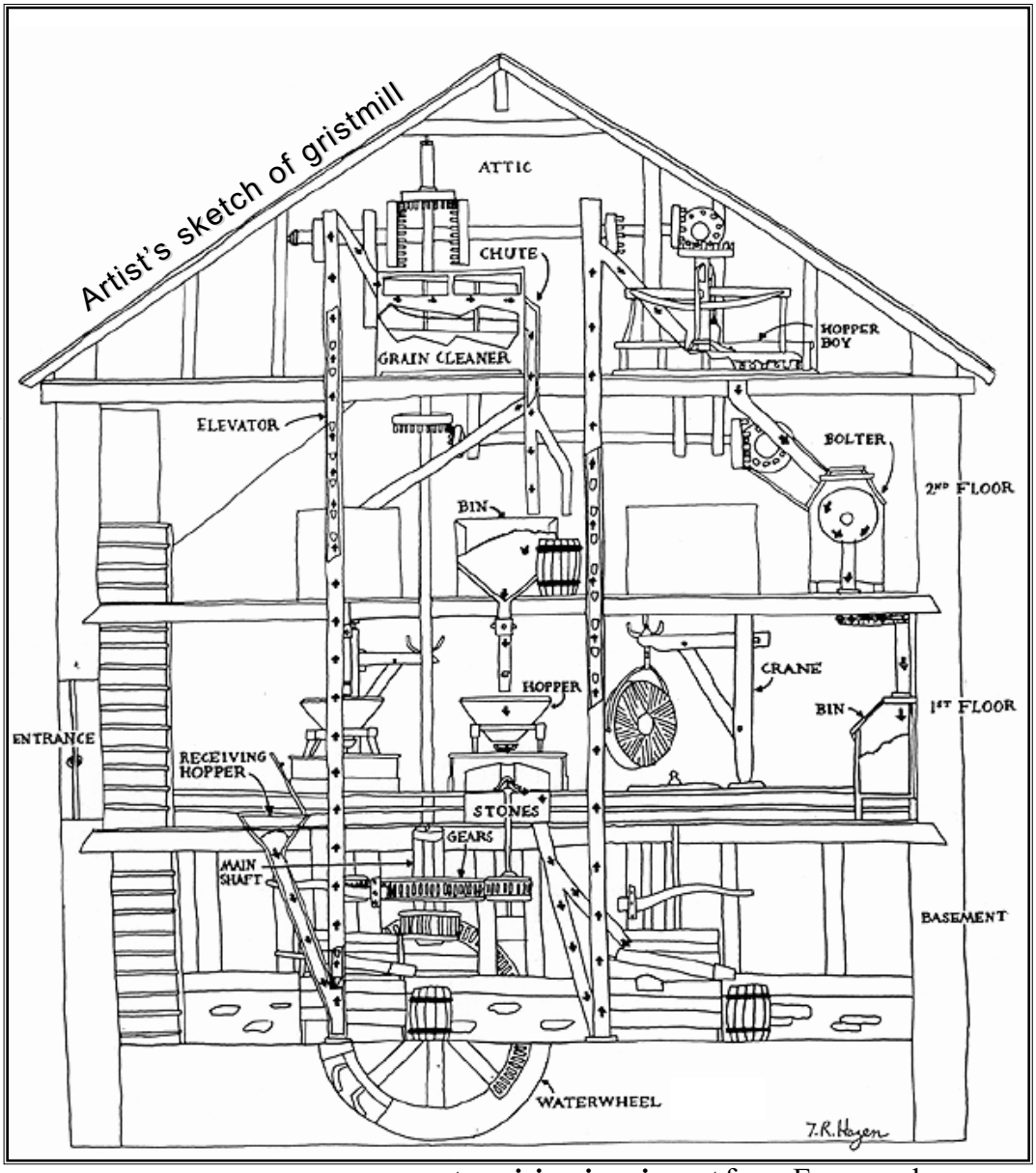
Because of the time and energy farmers saved by using gristmills, these were often the first businesses to open in new towns or villages. Gristmills were powered by streams and rivers which explains why so many towns sprang up near waterways. Other types of mills, such as sawmills and cotton mills were also powered by natural water sources.

VOCABULARY

Gristmill: a place for harnessing water as a power source for grinding grain
Mercantile: a country store (also called a general store) that offered a bit of everything, such as canned goods, fabrics, farming tools, ammunition, guns, and produce
Tannery: a place where animal hides are made into leather
Investor: a person who uses money for something that is expected to make a profit
Enterprising: undertaking a bold project or business adventure
Immigrant: a person who comes into a foreign country to live
Keen: sharp, discerning



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Gristmills were busy places. Farmers across the countryside traveled, sometimes for days, to hire the miller to grind corn or wheat into corn meal and flour. Customers often had to wait for hours or even days for the grain to be ground. The time was passed in conversation, sports, such as wrestling, or buying and selling home made products, such as furniture, harnesses, tools, or clothing.

Due to the business generated by gristmills, general stores, or ***mercantiles***, were often built nearby. Waiting farmers and their wives could spend time shopping or trading for supplies. In turn, other structures would be built, such as a blacksmith's shop, sawmill, and ***tannery***, along with homes for their owners. With the increasing number of families, came the need for houses of worship (churches), town meeting halls, and schools for the children. That was how a New England village was born.

Building a gristmill was often a community effort. In some cases, however, a group of ***investors***, or perhaps an ***enterprising immigrant*** from Europe who had experience with milling would finance and build a mill. Oak and other hardwoods were the prefered materials for constructing mills because termites did not damage them as much. Nearby forests provided lumber and also reduced the threat of flooding by slowing the runoff from excess rain.

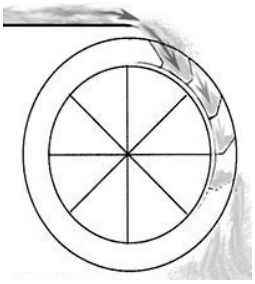
The gristmill would be located near a water supply, ideally a fast-flowing, shallow river or a waterfall to ensure a constant supply of energy all year. A necessary component was a millpond created by damming the stream or river. Millponds, which could be quite deep, were sometimes

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good places for social events like summer picnics or winter ice skating.

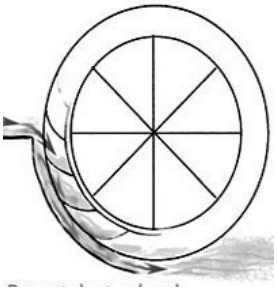
Mills were often impressive, multi-storied structures. Grain was often received as payment for grinding flour and was stored on the top floor. The actual grinding took place on the middle floor. Gears were housed on the bottom floor.

Water ran over the millwheel providing the needed energy to rotate the large wooden (or metal) gears. The millwheel was usually on the outside of the building or in a wheel housing on the bottom floor. Three basic types of waterwheels were invented to operate these mills: an *overshot* wheel, a *middle shot* wheel, and an *undershot* wheel.

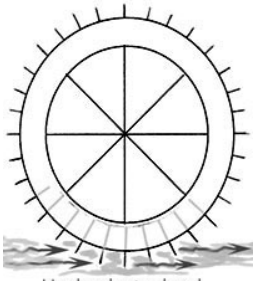


the overshot wheel
(water is poured *over* the wheel)

the middle shot wheel
(water enters the wheel in the *middle*)



the undershot wheel
(water is placed *under* the wheel which scoops the water as the wheel turns)



The best type of mill energy was provided by an *overshot* wheel powered by water channeled from the millpond through a trough, spilling *over* the wheel. A small amount of water could operate the wheel because gravity pulled the wheel downward and caused the wheel to turn. As the water wheel rotated, a large gear inside the mill turned a smaller gear. For each rotation of the larger gear, the smaller gear went around four times causing the heavy grindstone to reduce the grain to flour.

Millstones were large stone slabs, often constructed elsewhere and brought to the mill in sections. The bottom stone, called a bedstone, was stationary. A rod which came upward from the smaller gear and through the bottom stone connected to the top stone. This caused the top stone to rotate about 15 times a minute when water flowed over the wheel. Grain was poured through a chute from the above floor and funneled between the two rotating stones. The two stones never actually touched during the milling process, as the grain and resulting flour separated the stones.

Accomplished millers had a ***keen*** sense of awareness. By listening to the sound of their equipment they could discern its condition. Have you ever heard of the phrase, "Rule of thumb"? It came from experienced millers who could tell how their machinery was working by the feel of flour between the thumb and finger.

The biggest danger to a mill was fire. Heavy gears and stones rubbing together created friction which could cause sparks. Friction was minimized by regularly smearing all moving parts with animal fat. Another danger was flooding. If the river swelled and the mill dam broke, the entire mill could be swept away.

Pests were a constant problem in the gristmill. Mice, rats, weevils, moths, and other insects attracted to the grain could chew through cloth flour sacks. A mill cat was usually kept in the storage area to keep rats under control.

The next time you smell the aroma of freshly baked bread, think about the human and water energy that were once required to make flour. You may have seen only the end

*waterwheel pictures provided by Pennsylvania State University

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product—a loaf of bread; or you may have actually handled the flour and other ingredients to make homemade bread, but not many people can truly appreciate the time and effort that colonial Americans spent on each freshly baked loaf that came out of their ovens.

While pioneer women were providing fresh bread, men were out in the fields and woods establishing farms and trails. One of America's famous trailblazers was Daniel Boone. You will read about him in the next lesson.

LIFE PRINCIPLE

"Moral Character is Power."

—Anonymous



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The Designing of America



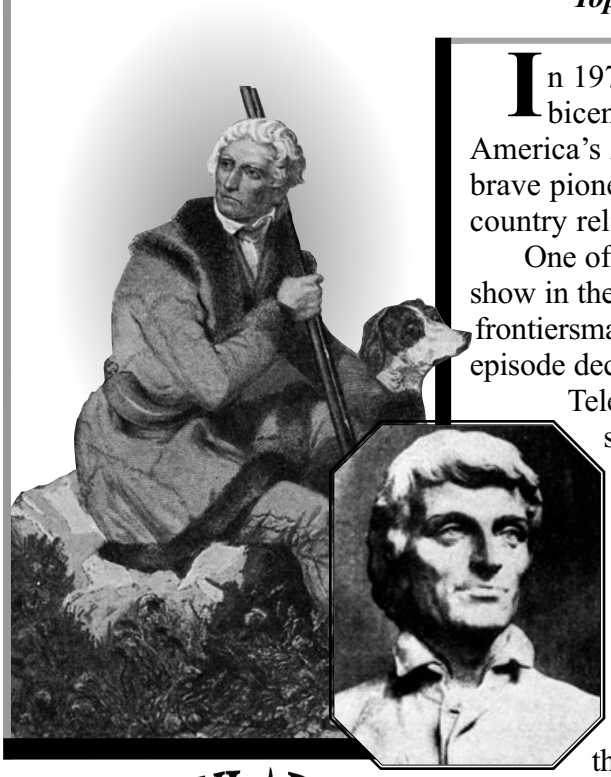
Topic 2
Discoveries & Explorations

Chapter 4

THE WESTERN FRONTIER: DANIEL BOONE'S BIG ADVENTURE

Section One

Topics 1-5



In 1976, citizens of the United States celebrated the bicentennial of their nation's birth. It was a salute to America's 200th anniversary. Heroes, Founding Fathers, and brave pioneers of the 1770s moved to center stage as the entire country relived its early history.

One of America's heroes was Daniel Boone. A television show in the 1950s and '60s brought the daring adventures of this frontiersman to life. The rousing theme song at the start of each episode declared that "Dan'l Boone was a BIG-G-G man."

Television writers made America's first true pioneer seem larger than life, but so did his heroic qualities. Boone discovered the Cumberland Gap in the Appalachian Mountains; then with a crew of thirty men, he cleared a road through the mountain pass, opening the west to settlement. An expert ***trailblazer*** and skilled woodsman, Boone led settlers into Kentucky's lush, bluegrass country and forests full of game. Even during his own lifetime, Daniel Boone's story inspired legends. His life shaped and defined the identity of the legendary American pioneer.

Before Daniel Boone mastered the wilderness, he mastered himself. The young woodsman disciplined his senses to see and hear details in the outdoors. While tending the family cows in open meadows, Daniel taught himself to move silently through brush to watch birds. Sometimes he sat so close to Indian trails he could watch the natives without being seen or heard.

Completely at home in the woods, Daniel learned not to fear the unknown or let unexpected danger upset him. Instead, he used his sense of humor and relaxed way of talking to help himself out of difficult situations. Daniel never liked sharpening plows or working the fields, but he took real pride in repairing guns in his father's blacksmith shop. He enjoyed hunting to provide meat for his family more than he liked plowing farmland. Twelve-year-old Daniel developed perfect aim with his first rifle. Boone's skills as a hunter and trapper led him deeper into the unmarked wilderness where survival depended upon making correct choices at the right times. His reputation as an expert woodsman and sharpshooter grew and became legendary. Even British General Braddock had heard of

VOCABULARY

Trailblazer: pioneer; pathfinder; one who opens new territory for others to follow
Hygiene: principles/practices of cleanliness and health
Systematic: an organized method or procedure for accomplishing something
Bedlam: extreme noise and confusion associated with insane asylums
Instituted: started, enacted
Shackles: metal bands fastened around wrists of prisoners

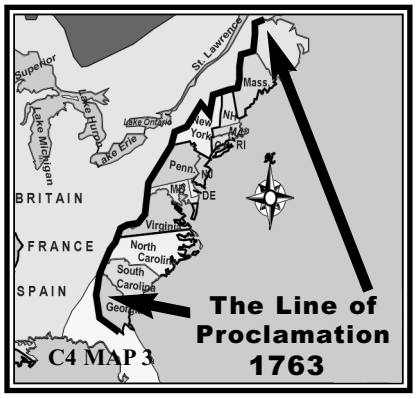
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the young outdoors-man's knowledge and skills. At age 21, Daniel Boone embarked upon an adventure as scout for General Braddock. During this 1755 campaign, Boone met George Washington who was then in charge of the Virginia militia assisting Braddock.

After General Braddock's defeat, Daniel Boone returned to his father's farm in the Yadkin Valley of North Carolina where the Boone family had moved from their previous home among eastern Pennsylvania Quakers. Boone was strongly influenced by these gentle people who did not believe in warfare.

The Quakers made extra efforts to treat Indians kindly, and so did Boone. He preferred getting along with Indians rather than fighting with them, even though he fought Indians on the frontier to protect his family. He married Rebecca Bryan, and for 13 years they reared their children on land bought from Boone's father. While Daniel hunted and explored, he kept his dream alive—finding the frontier paradise a friend had spoken of years before.

Meanwhile, Americans were moving west over the huge Appalachian mountain range which formed a natural border for Virginia and North Carolina. A few land agents found their way around the northern end of the mountains and ventured into the Ohio Valley. However, in 1763, King George III of England established The Line of Proclamation, designed to stop westward settlement. He "drew a line" which settlers were told not to cross. Even George Washington thought the King's action was wrong, and sent his own agent to find new and richer farm lands. Farmers who had over-planted cotton and tobacco crops had depleted their lands of minerals. Trailblazers like Daniel Boone opened the west to new farmland.

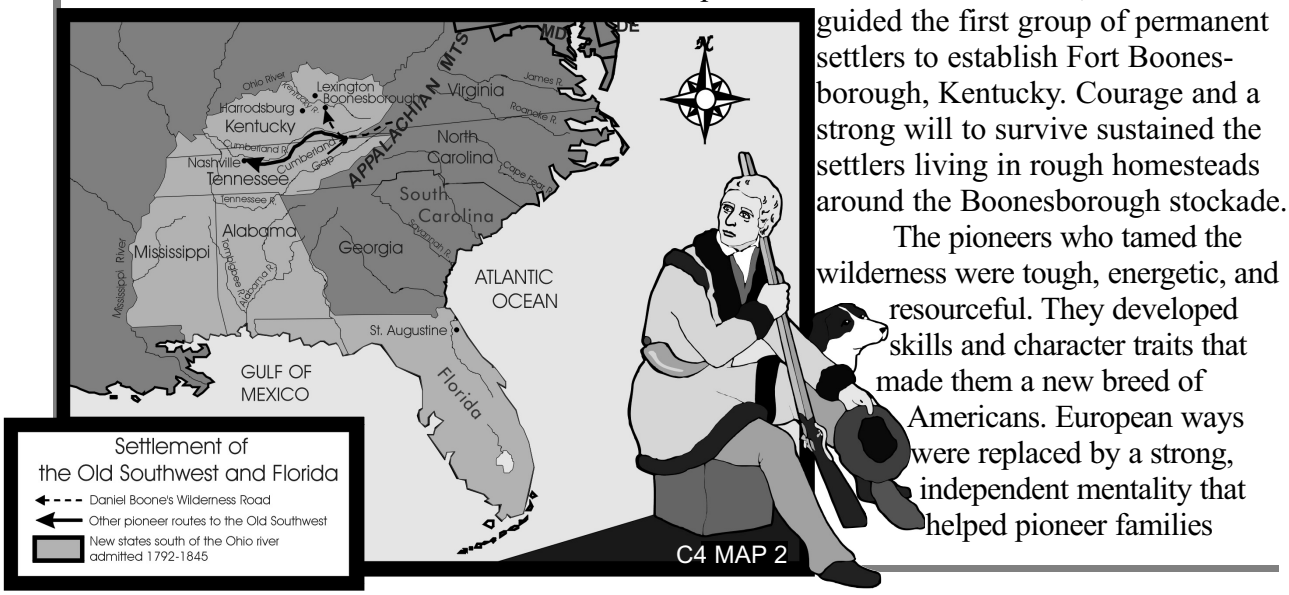


In 1769 Boone discovered the trail Indians traveled across the Appalachian Mountains. The *Warriors' Path*, as the trail was called, led Boone through the mountain pass known as the *Cumberland Gap* and into the green rolling hills of Kentucky. He had entered the frontier zone where land controlled by Colonists met land controlled by Indians.

In 1775, Daniel Boone recruited 30 skilled woodsmen who hacked out a 208-mile trail in only three weeks. His crew widened the Warriors' Path, cleared rocks from the Cumberland Gap, cut down trees in Kentucky and marked the trail that became the *Wilderness Road*. Between 1775 and 1790, over 100,000 pioneers crossed the wilderness into Kentucky and Tennessee.

As settlers pushed the frontier westward, conflict with Indians increased. Settlers moving into the area built forts to protect their families. In 1775, Daniel Boone guided the first group of permanent settlers to establish Fort Boonesborough, Kentucky. Courage and a strong will to survive sustained the settlers living in rough homesteads around the Boonesborough stockade.

The pioneers who tamed the wilderness were tough, energetic, and resourceful. They developed skills and character traits that made them a new breed of Americans. European ways were replaced by a strong, independent mentality that helped pioneer families



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survive on their own. Each American man's initiative and abilities gave him his status and reputation. Working hard from dawn until dark developed each pioneer into a self-reliant individual capable of existence in the rough wilderness environment. Pioneers had no manmade laws to tell them how to treat others. They believed in their God-given responsibility to treat each other fairly and equitably. Communities of landowners depended on hard work by each individual. Anyone who did not work did not survive.

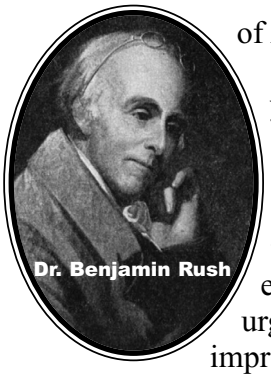
Daniel Boone was well acquainted with personal hardship. Two of his sons were killed during fights with Indians. The death of his son, John, almost made Daniel lose his desire to hunt and explore. However, he believed that he must press forward—to see what lay beyond the mountains.

Personal profit or wealth had not driven Boone into the wilderness. Daniel Boone was not paid for his "trubel" (as Boone spelled trouble) in finding and laying out the Wilderness Road. He had simply wanted to explore the unknown and help others build better lives for their families. Courageous, resourceful, and genuine, Daniel Boone became a hero Americans would follow as they established new frontiers in medicine, music, science, and education. This pioneer spirit set the example for Americans working together at their best.

Daniel Boone was a pioneer of unexplored land. Another pioneer, Dr. Benjamin Rush, became the "Father of American Medicine."

DOCTOR BENJAMIN RUSH: DISCOVERIES IN MEDICINE

During the late 1700s, the Founding Fathers worked hard to create a new form of government. Dr. Benjamin Rush was among those patriots who believed in the worth of individual citizens. His scientific work reflected the young Republic—*"of the people, by the people, and for the people."* His medical studies and research changed forever the way people thought about human health. Dr. Benjamin Rush became known as the "Father of American Medicine."


Dr. Benjamin Rush

In 1754, when he was a young boy, Benjamin attended his uncle's academy where boys studied to be ministers. He wanted to be a minister even though his friends urged him to use his impressive speaking skills to become a lawyer. Benjamin's uncle advised him, *"You are a close observer and a painstaking workman. You also have a kind and gentle heart. These are the qualities that grace a doctor of medicine."* The young man listened to his uncle's stern, but kind, moral teachings and became a doctor.

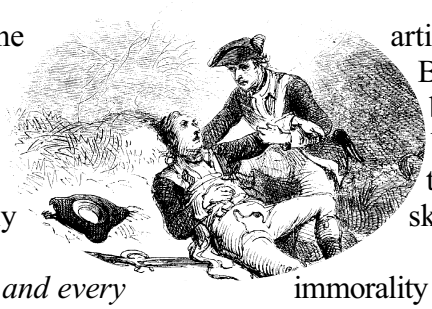
When he was thirteen, Rush entered Princeton University as a Junior. He had studied diligently on his own to attain a solid education. The Colonies had no medical schools and very few doctors. Rush continued his studies in Edinburgh, Scotland and with doctors in Europe. When he returned to Philadelphia in the 1760s, Rush began a medical practice for poor families. An old Dutch doctor had told him, *"God is the paymaster of the poor."* Throughout his life Dr. Rush took these words to heart.

In 1769, when he was 21, Dr. Rush became a professor of chemistry, the first such university position of its kind in America. Because the Colonies had no drugstores, doctors had to rely upon their knowledge of chemistry to mix their own prescription medicines. Dr. Rush wrote the first chemistry book published in America. His lectures at the Medical School of Philadelphia did much to improve knowledge of chemistry and its application to medicine.

His fame as a chemist drew Dr. Rush into the War for Independence. John Adams asked Rush to teach the Colonists how to manufacture *potassium nitrate* needed for making gunpowder. In 1775, Dr. Rush published the recipe for gunpowder in the *Philadelphia Magazine*. Dr. Rush became friends with the editor, Thomas Paine, and used the magazine as a way to express patriotism and commitment to liberty.

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Dr. Rush convinced Paine to write a series of messages that would stir men's hearts to remain free from tyranny. As Paine wrote his articles, Dr. Rush revised them by effectively using the scientific approach to reason: *"He made every phrase and every sentence as sharp as a dagger-point."* Rush arranged for the little book, *Common Sense*, to be published under Paine's name. An intense patriot, Benjamin Rush was among the 56 signers of the Declaration of Independence.



In April, 1777 Dr. Rush was the first Surgeon General to serve the army in the area between New York and Virginia. He traveled among the troops and noticed that most deaths were attributed to filthiness. After months of observations, Dr. Rush wrote *Directions for Preserving the Health of Soldiers*. His pioneer work on military ***hygiene*** was ridiculed as "hare-brained and fanciful"; however, his basic steps to rid army camps of filth are accepted today as necessary steps for personal health. Dr. Rush wrote:

"*Personal hygiene: Every soldier should wash his face and hands at least once a day and comb his hair. He should bathe two or three times a week and change his clothes often. He should air and sun his blankets and not sleep in wet clothes. Kitchen: Utensils must be kept clean and garbage removed from the camp site. Camp Sites: Locations should be changed often and not placed near marshes or ponds. Exercise: Physical exercise must be routine."*

Dr. Rush's *Directions* were reissued twice during the Civil War (1861-1865). As late as 1908 they were reprinted as a classic guide for military medical practices. His work earned Dr. Rush the honor of being "The Father of American Medicine." Dr. Benjamin Rush was the first name entered in the American Medical Hall of Fame.

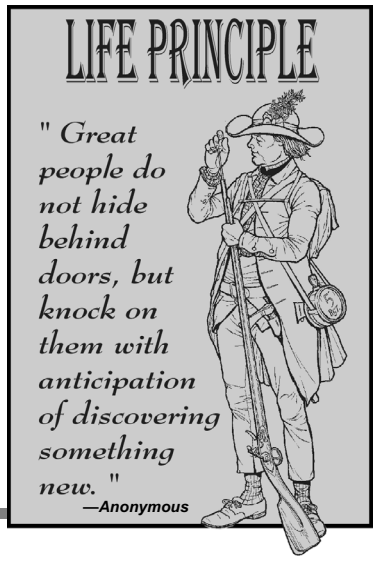
In the 1780s, Dr. Rush continued to work in Philadelphia among poor families, opening the first free clinic in the United States. He also started the first Sunday School for underprivileged boys and later authored an article entitled "A Defense of the Bible in Schools". Dr. Rush believed young boys would not be tempted to commit crimes if they were taught vocational skills and moral principles.

Dr. Rush detested ignorance, immorality and human slavery, which he viewed as unjust and inhumane. He founded America's first anti-slavery society. His friend, Benjamin Franklin, served as the first president of that society. In 1784, the first social reform movement in America benefited from Dr. Rush's scientific studies in which he described the devastating effects of liquor on the mind and body, and suggested remedies for alcoholism.

In the 1780s, mentally ill patients were often punished like animals for bad behavior, such as being chained or beaten; but Dr. Rush ***systematically*** worked to stop the ***bedlam***. He ***instituted*** policies of treating insane patients with kindness and decency. He unlocked their ***shackles*** and freed them from filthy cells. A century ahead of his time, the doctor insisted on compassion and therapy, rather than brutality and imprisonment. He authored one of the most important books on psychiatry and became known as America's "Father of Psychiatry".

In 1791 when the University of Pennsylvania was established, Dr. Rush became professor of medicine. He was known as a master teacher who cared for his students as a father. He taught student doctors the value of listening to their patients and choosing words that made patients more at ease.

While Dr. Rush was developing America's medical practice, other men like Jethro Tull were developing agricultural concepts on the western frontier.



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The Designing of America

Chapter 4

Topic 3
Agriculture

MOVING WESTWARD

Section One

Topics 1-5



Pioneers moving westward began putting down roots in America's frontier. The vast young land stretched proudly from the Atlantic to the Pacific, waiting for families to build new homes. Trappers and fur traders had already forged into westward regions, and by the late 1700s and early 1800s, pioneers moving west were busy clearing land and setting up ***homesteads***.

Each new settler looked for a place near a lake, river, or spring to begin his homestead. His most important tool was his axe with which he cleared land for planting crops and split logs to build his house.

Clearing land was the settler's initial order of business. Weeds quickly overtook unused ground, so farmers cleared only as much land as they could cultivate or use as pasture. First, the farmer cleared out and set fire to the underbrush. Next, he cut down unwanted trees. Sometimes settlers used a process called ***windrow felling*** in which trees were cut so they fell in rows and were later burned.

Nothing was wasted. Before the trees were burned, the family gathered logs for firewood, fences and lumber. Cattle nibbled on leaves from the freshly cut trees. After the remaining pieces were burned, the ashes or *potash*—which contained a chemical called ***lye***—was saved and used to make lye soap. Much of the extra potash was exported to England for profit.

Another thing a farmer would do when he first settled on a piece of land was build fences. Fences were essential to protect the settler's gardens from cattle and wild animals. Rail fences made from split logs were common. Farmers also built fences with stumps and rocks cleared from gardening areas.

VOCABULARY

Homestead: a farm house with adjoining building and land
Windrow: a row heaped up by the wind or tools
Felling: cutting or knocking down trees
Lye: liquid obtained by leaching wood ashes
Broadcast: to sow seed widely, usually by hand
Cultivate: to prepare ground, plant seeds and care for crops

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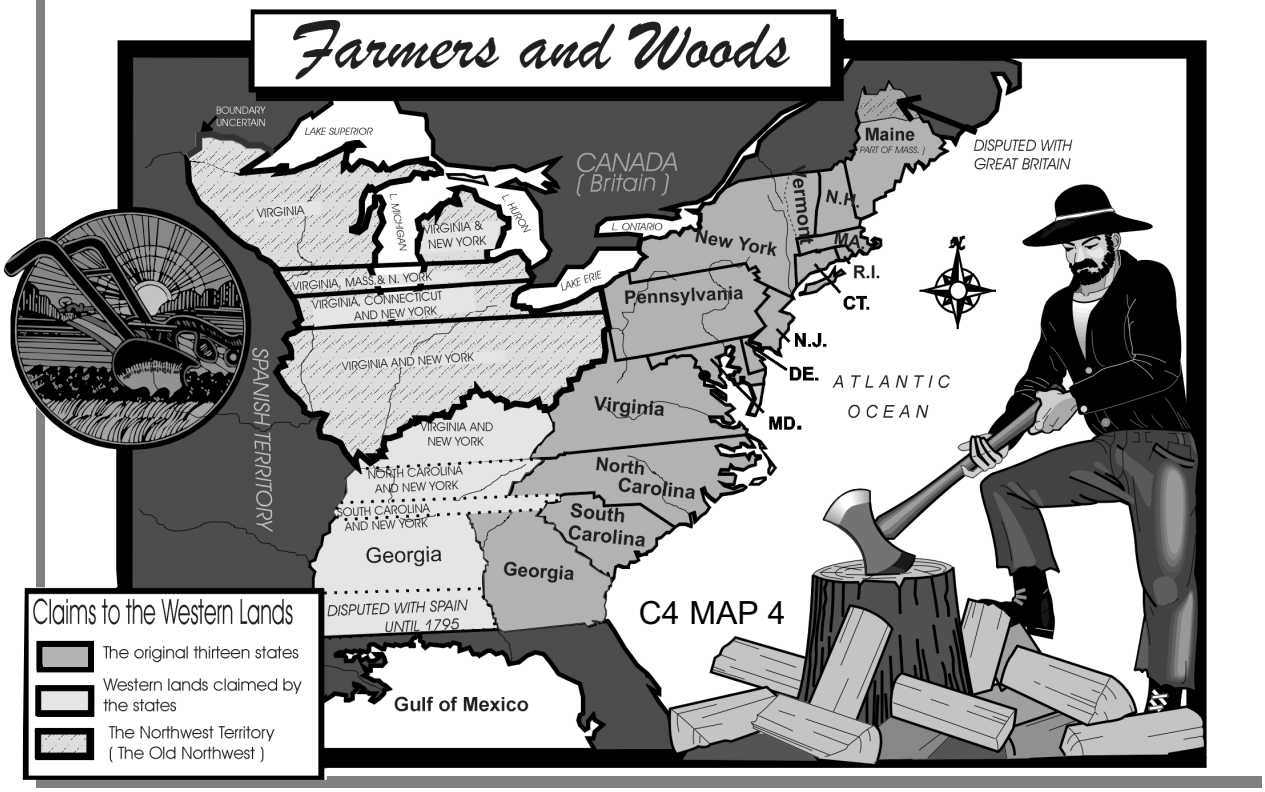
Cleared land was planted in crops. Families traveling west brought their first year's seeds with them. During the winter months, neighbors traded their excess seeds among themselves so each family could produce a variety of crops.

Almost every plant, as it ripens, produces seeds for growing more plants just like it. Most plants are grown from seeds that come from inside (or attached to) the edible part of a plant. At the end of the harvesting season a farmer would let several of his plants "go to seed" to provide starter seeds for the next growing season. For example, when green peas are ready to be picked from the vine, the peas inside the pod are tender, sweet, and ready to cook. If left on the vine, however, pea pods will develop more seed and less pod. At the end of the harvest season farmers saved the hard, dry seeds for planting the following year.

The farmer had to be an industrious worker and a careful planner. He had to take good care of his seeds, keeping them in a cool, dry place so they would not rot before the next growing season.

Before planting time, the farmer prepared the land by clearing and plowing his field. Then he walked back and forth over the field, breaking up hard clumps of dirt with a stick or hoe. Later, as more tools became available, the farmer's horse pulled a *clod breaker*—a wooden frame with wooden teeth—to break up the soil. Then the farmer walked across the field tossing or ***broadcasting*** his seeds on the prepared ground.

Potatoes and other "root crops" were ***cultivated*** differently. Potatoes were grown from older potatoes. The "eyes", or depressions, in potatoes would be allowed to grow sprouts during winter months. In the spring the farmer worked the plowed earth into rows, then cut the potatoes into wedges, being careful not to damage the sprouts. He planted the sprouts about two feet apart in mounds. As the sprouts grew, the roots developed into many new potatoes underground.



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Weeding was a big job for the farmer. Jethro Tull was a farmer in the early 1700s. He had invented a tool called the *horse-hoe*, a horse-drawn tool with iron blades for cutting out weeds between rows of plants; but before Jethro could use this device effectively, he had to find a way to plant seeds in straight rows.

One Sunday while playing the church organ, Jethro Tull was inspired to make a tool similar to organ pipes. Seeds would be loaded into tube-like containers, then dropped into the soil. His invention was called the *seed drill*, a tool which revolutionized planting. Tull's inventions altered agricultural methods forever when farmers realized both cultivating and harvesting were made easier by planting crops in neat rows.

Once the seeds were planted, farmers faced other problems. Too much rain rotted seeds in the ground. Lack of rain prohibited seeds from sprouting. Farmers had to watch out for birds eating their seeds, and small animals eating young plants before they matured. This old farming poem reminded frontier farmers to plant four times as many seeds as they needed to sprout and grow:

One for the sparrow,
One for the crow,
One to rot,
And one to grow.

Harvest was a time of great joy as farm families brought in the fruits of their labor. Each family member had invested a lot of hard work into the soil, and each enjoyed the rewards which the soil produced.

The westward settler truly lived the American dream. His determination and hard work were integral parts of what made America great. Thus the American West was developed as farmers established homes and communities. The farms produced grain for bread, potatoes for soup and apples for pie.

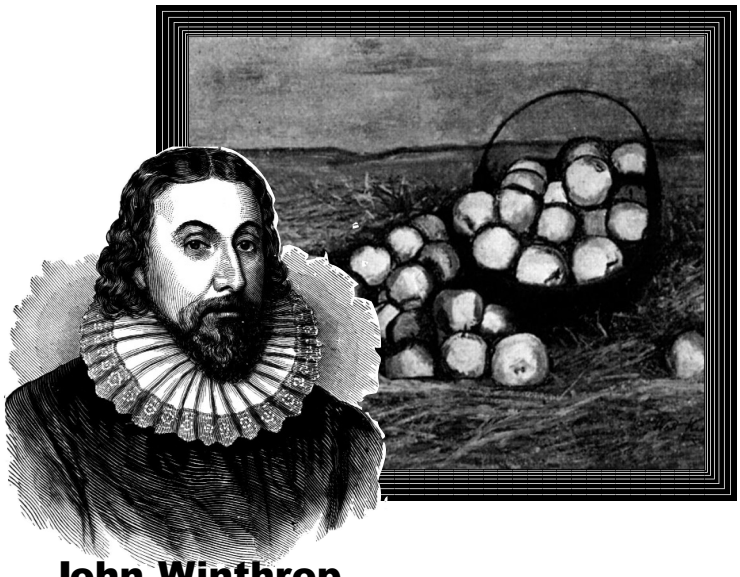


"Sow a thought and reap an act, practice the act and cultivate a habit; nurture a habit and form your character."

—Anonymous

LIFE PRINCIPLE

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John Winthrop

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The Designing of America



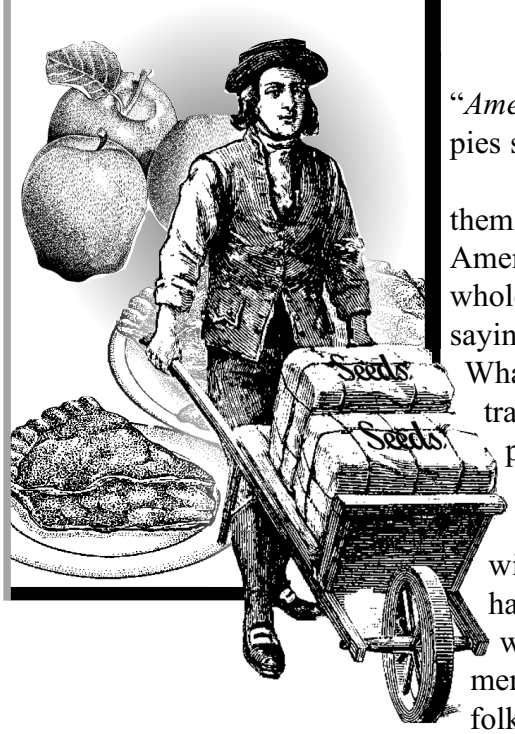
Topic 4
Food

Chapter 4

Section One

Topics 1-5

THE INCREDIBLE, EDIBLE APPLE



No fruit has quite captured the hearts of Americans like the simple apple . . . as the saying goes, "*American as apple pie*." Slicing into one of these hot, spicy pies summons images of hearth, home, and grandma's house.

The apple is part of our culture. Early Americans put them in lunch boxes and gave them to teachers. Apples in America are sliced, chopped, dried, mashed, grated and baked whole. "*An apple a day keeps the doctor away*," and other such sayings reflect America's fondness for this crisp, sweet delight. What else could explain an apple tasting judge who, in 1914, tracked down the first Golden Delicious apple tree and purchased it for $5,000? He then protected his investment by encasing it in steel.

Ironically, the fruit that has become synonymous with America is not really from this country at all. Humans have prized apples for thousands of years. Pictures of them were carved on ancient Middle Eastern tombs. Apples were mentioned in Greek myths, Irish legends, and Scandinavian folklore. While apples originated in Asia and the Middle East, the Romans were credited with spreading apples across Europe as the Roman Empire expanded.

Early immigrants brought a love for apples to America. English people regularly cooked apples in puddings, pies, and many other dessert ***concoctions***. Apple seeds were on the supply list for Jamestown colonists in the early 1600s. Settlers imported apple seedlings from their homelands. Massachusetts Governor John Winthrop imported English apple trees to the Salem Colony in 1629. Five years later apple orchards were springing up all around Massachusetts.

Fruit trees were practical additions to farms. Apples fared well in rocky New England soil. Before long they were being exported to England and the West Indies.

Fruit trees were practical additions to farms on the American frontier. During the early days of the westward movement a man named John Chapman was almost solely

VOCABULARY

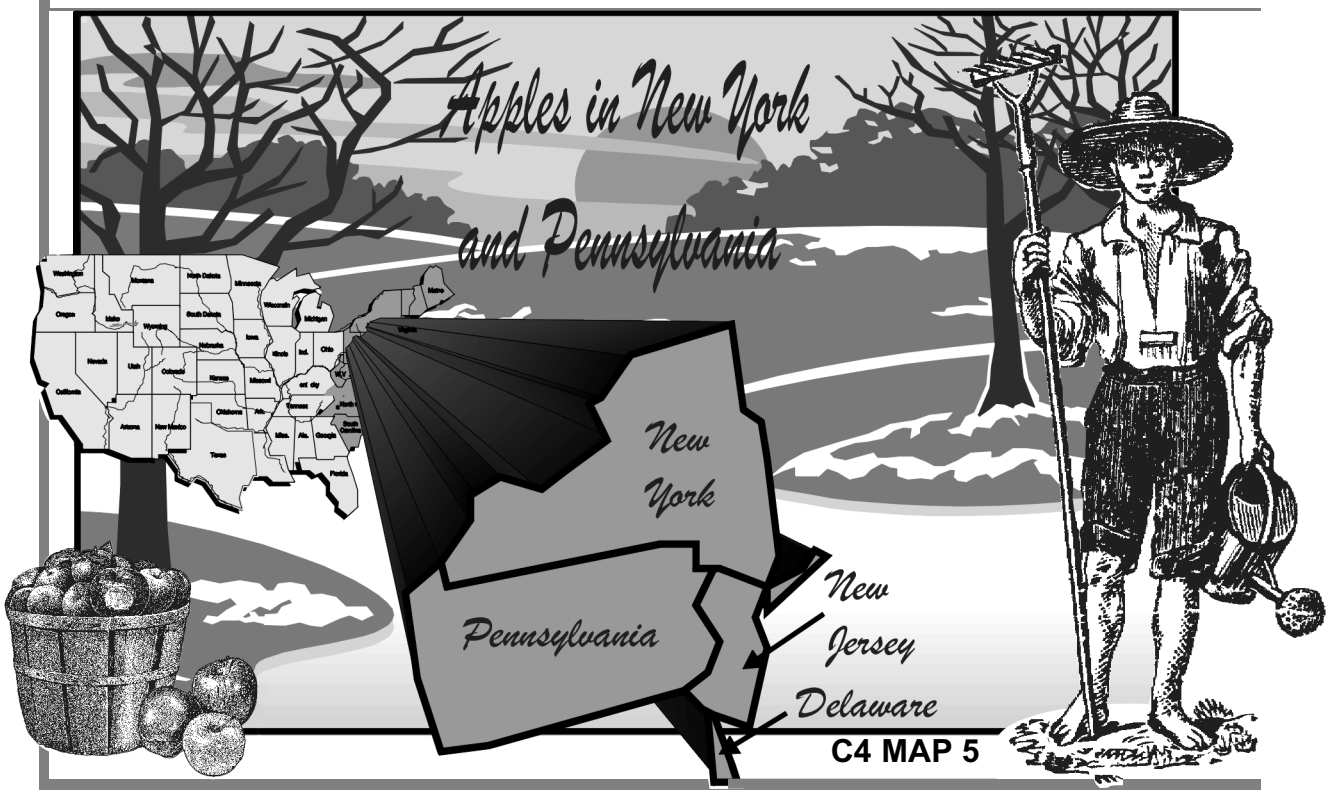
Concoctions: mixtures
Ingenious: very intelligent, creative
Pandowdy: sliced fruit baked with spices with a thick top crust
Marmalade: preserve made from pulp and rind of fruits
Grafting: uniting a detached plant bud to a growing plant

responsible for the apple migration westward. John traveled around the country planting apple orchards so new settlers would have fruit. A restless soul, Chapman loved to travel the countryside barefoot, with his cooking pot on his head and his apple seeds ready to plant.

Many stories, some of them tall tales, were told about John Chapman who lovingly became known as "Johnny Appleseed." We do know several facts about this man who worked so hard for people he had never met. Always carrying his Bible along, Johnny Appleseed was responsible for planting countless apple trees throughout the new territories. He loved telling Bible stories as much as he loved planting apple trees. Grateful families picked the bright shiny apples, remembering the man who found a unique way to help America grow.

Ingenious colonists created new apple desserts enjoyed by settlers. Along with the traditional fruit pie, other apple recipes were cooked up, with funny names like *slump* and ***pandowdy***. Slump was the result of sugar-sweetened apple chunks packed into a deep pot, topped with dough, then covered tightly. It cooked over a fire until the fruit was tender and gooey and the topping resembled a dumpling. Apple slump was served warm, accompanied by fresh cream. The name slump probably came from the look of the heavy dessert as it was plopped onto platters, or it could refer to how a teenager sat in the rocking chair after polishing off a big bowl of it.

Apple pandowdy was like a deep-dish apple pie. The "dowdy" portion of its name did not really describe how it looked, although it was not the prettiest of desserts. In those days, dowdy also meant "to chop." A pandowdy was cooked much like a pie, but had an extra step. After the crust-topped apple dessert began browning, it was removed from the oven to "dowdy" or cut up the crust and filling right in the pan. It was cooked a while longer and then topped with a stream of molasses and served with cream.



New Englanders loved baking pies. By the time of the American War for Independence, colonists were regularly enjoying pie for breakfast, with apple fillings being the most popular.

The apple was here to stay. This versatile fruit has been included in many creative recipes over the years, including these from women's magazines published in the 1800s:

Apple ***Marmalade:*** *Take green fruit, sour, equal quantities of apples and sugar, cook the apples (a peck before they are cored) with a little water, and two lemons. When thoroughly cooked, then sift, add sugar, boil fifteen minutes and can. This is delicious; much better than the ripe fruit, and it looks clearer, too. Common sour apples that are juicy, or crab apples, are the best for this. Try it!*

Apple Cream: Five large apples, peeled and cored, and boiled until quite soft in a little water. Sweeten, and beat with them the whites of five eggs. Serve with cream poured around them.

Apples were not always served in desserts. Early settlers developed ways of cooking this versatile fruit with meat—especially pork—and vegetables. One popular quick dish was to fry sliced apples and onions in bacon fat with a little brown sugar.

Actually, one of the first and most popular ways colonists enjoyed their apples was by drinking them—in the form of apple cider. Sometimes farmers made a simple apple juice, but the colonists were also very fond of distilled apple cider made from apple juice.

This popular beverage was made in a cider mill where the apples were pressed to make a pomace. The pomace was mixed with air and stacked in thick slabs, then squeezed of their juice. (The remaining crushed apples became pig food). The juice was left to ferment which turned the apple liquid into cider.

Just as the colonists organized work parties to sew quilts, husk corn, prepare maple sugar and pull taffy, they also hosted apple bees when groups got together to peel and core bushels of apples. Apples would be dried, made into cider, or later canned. As was the tradition at such gatherings, food and festivity followed the work portion of their time together.

As Americans began settling out west, one of the first things a new homesteader did was plant apple trees. Through ***grafting***, newer varieties of apples have been developed over the centuries. Currently, over 1,000 different varieties exist in the world. Red, yellow, and green versions with names like *McIntosh, Granny Smith, Jonathan and Golden Delicious, Rome Beauty,* and *Winesap* are among the most popular varieties eaten today by apple-loving Americans.

While colonists were planting apple orchards and developing a new form of government, conflict between Britain and America began to escalate. A "tea party" finally brought British soldiers and colonial patriots face to face.

LIFE PRINCIPLE

" A man of high moral character is like a tree planted by water; he shall produce much good fruit. "

—Hebrew Principle





The Designing of America



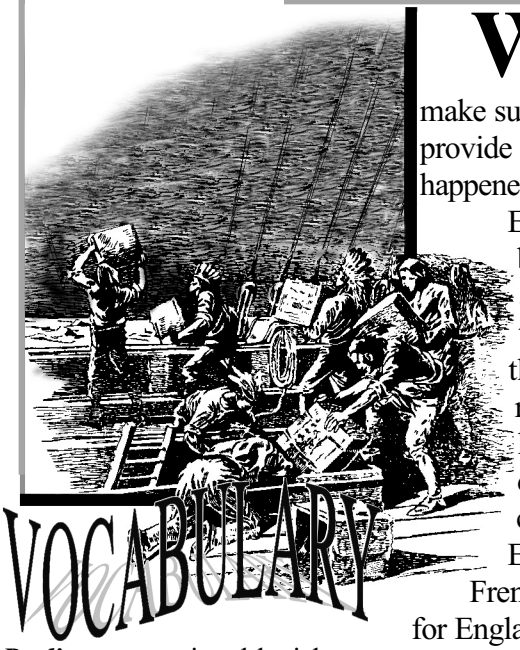
Topic 5
Military

Chapter 4

Section One

Topics 1-5

ENGLAND'S COSTLIEST TEA



What would you think about officials ordering you to buy or sell only at their store—then searching your house to make sure you complied? Next, imagine them demanding that you provide a room and food for foreign soldiers. That is exactly what happened to American colonists after the French and Indian War.

England did not look at America as a child who needed to be brought to maturity and independence. She saw America as a possession, and the colonists as people who managed that possession for the benefit of England. Americans, on the other hand, saw themselves as individuals with all the rights and privileges of English citizens, carving out a good life for themselves in an exciting new land. These two different perspectives laid the groundwork for inevitable conflicts.

England's 70 year conflict with France, which included the French and Indian War (1754-1763), created a huge national debt for England, which the British believed America should help repay. In 1763, half of England's national debt was from war; supporting military troops in America had been very expensive. Americans were more than ready for British troops to return to England.

King George III wanted to recover some of England's financial losses and prove that Britain must be obeyed. The king's edict, known as the 1763 Line of Proclamation, limited where colonists could settle. It restricted them to areas east of the Appalachian Mountains and ordered them to stay out of the Ohio Valley. That was because Indian Chief Pontiac was attacking settlers, and British officials wanted no further expense from Indian conflicts. Settlers ignored the proclamation. Having won these fertile lands from the French, they were not about to give them up, especially if they were taxed to pay for the land.

King George III managed his kingdom unwisely. He believed that the Colonists should work for the good of England first and for themselves second. Since the days of Jamestown and Plymouth, the Colonists had learned that a man must work for himself to ensure success.

King George III empowered the English ***Parliament*** to raise funds by taxing the colonists. First, Parliament passed a series of

VOCABULARY

Parliament: national legislature (law making body) of England
Prohibition: preventing the sale and/or manufacturing of a product or substance
Almanac: annual publication composed of various weather charts, tables, etc.
Boycott: a refusal to buy or deal with as a form of protest
Sedition: to incite a rebellion
Redress: correcting abuses and wrongs
Incensed: very angrily offended
Patriot: one who loves, supports and defends his country
Taunted: teased, provoked
Retaliation: revenge
Precepts: commandments or directions regarding rules of conduct

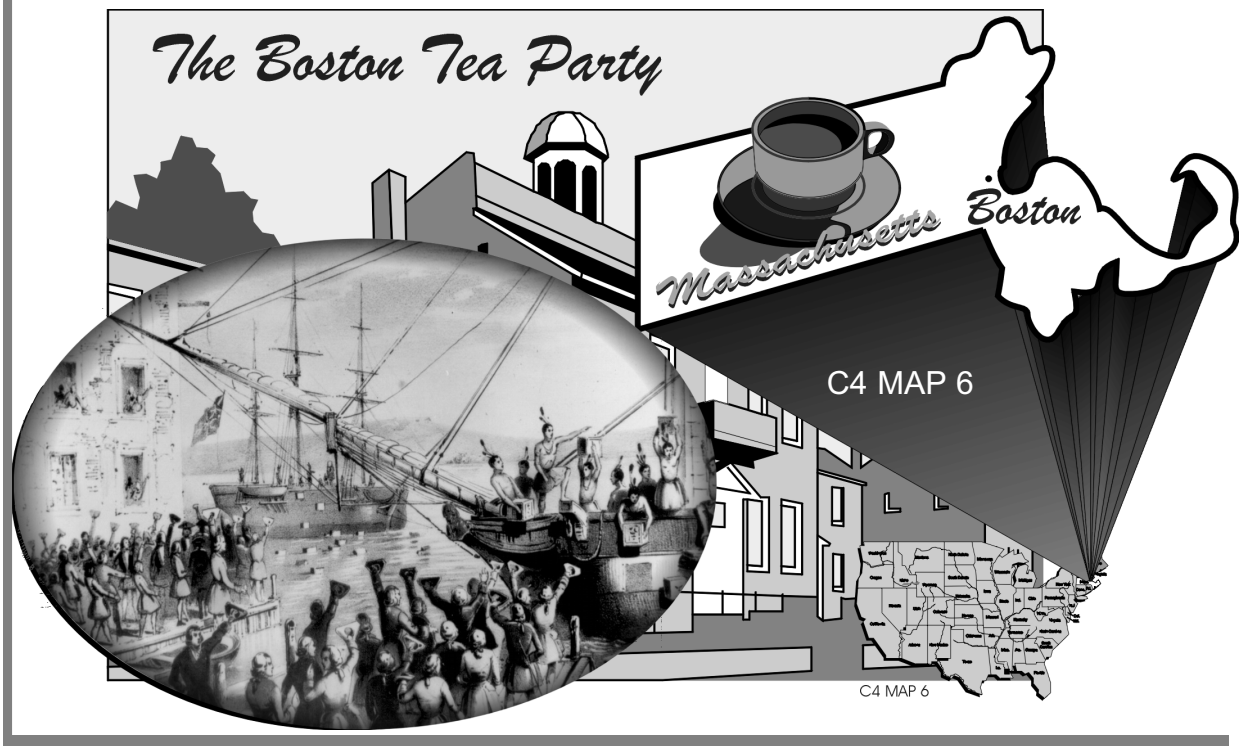
Navigation Acts that decreed only English ships could take merchandise to the American Colonies. The law taxed goods and restricted markets where the Colonists could ship their products. To make sure Americans were not trading with other countries, English representatives were authorized to search any merchant's ships, warehouses, or private homes.

Parliament levied taxes on sugar and molasses and enacted a ***prohibition*** against making any iron products in America. The Sugar Act of 1764 levied taxes on sugar, textiles, and any other goods not produced in England. To prevent smuggling, Parliament lowered the tax on molasses but added to the growing list of goods colonists could sell only to England. The colonists responded by trading with foreign nations and smuggling goods into America.

The Stamp Act of 1765, required every newspaper, ***almanac***, pamphlet, deck of cards, and legal document to bear a tax stamp. Outraged colonists staged mass protests in major Colonial ports, refused to pay the tax and established a ***boycott*** against English merchandise.

Later that year, tension increased when Parliament demanded, in the Quartering Act, that colonial legislatures supply funds and living quarters for British troops residing in the Colonies. Colonists did not think they needed so many troops in peaceful times—or the burden of supporting them. Tensions were relieved a bit by repeal of the Stamp Act the following year, only to be increased again by the Townshend Acts in 1767 which required Colonists to pay import taxes on tea and certain other items. Colonists responded with boycotts of imported British goods. In 1770, the Townshend Acts were repealed—all but the tea tax. Colonists responded by lifting the embargo (trade restrictions) on English goods—except for tea.

By this time, unfair taxes were not the only issue. Colonists were expected to obey laws not imposed on other Englishmen. England had never allowed the Colonists to be represented in Parliament. However, two prominent English lawmakers understood the needs of the Colonists and spoke on their behalf. Edmund Burke and former Prime Minister William Pitt (after whom Americans gratefully named the city of Pittsburgh) spoke



passionately in support of the Americans' cause. Burke said Britain would be unwise to tax the colonists and that England would suffer as a result. Pitt favored independence for the Colonies and maintained that England had no right to tax the Colonists saying, *"I rejoice that America has resisted...."* But George III, intent on demonstrating his power, denounced Pitt as a *"trumpet of* ***sedition.****"* Even when Colonists sailed 3,500 miles across the ocean to appear before Parliament with grievances, they had no guarantee of being heard. Time after time they had petitioned King George in courteous, tender words such as one would use to appeal to his own father for fairness and justice. The colonial objective was neither war nor independence; they only wanted a ***redress*** of grievances.

Finally, ***incensed*** by the lack of representation, some Colonists led by Samuel Adams formed a group called The Sons of Liberty. Their theme became *"No Taxation Without Representation."* The Sons of Liberty included other outstanding ***patriots*** like John Hancock, Patrick Henry, Paul Revere, Joseph Warren, and Thomas Paine. Counted among such courageous men were also pastors of churches who believed passionately in liberty and the necessity of opposing British tyranny over Americans. Their powerful words motivated Colonists to seek independence.

On March 5, 1770 violence erupted between the Colonists and British soldiers stationed in Boston. Boston's Colonists were quite vocal about wanting British troops off their doorsteps. Soldiers and Boston residents argued frequently. On this day a crowd ***taunted*** the guards. A shouting match followed.

No one is exactly sure what happened next. Maybe someone became nervous and fired his gun. Maybe someone only heard the word, *"Fire!"* when the captain may have in fact shouted, *"Don't* fire!*"* Nevertheless, British soldiers fired into the crowd, killing five Bostonians and injuring six others. This incident was called the "Boston Massacre."



Artist's rendition of Crispus Attucks

The first to die was Crispus Attucks, a sailor off the coast of Boston. Some historical accounts claim that Attucks was a freed African-American, while some state that only Attucks' father was of African descent, but that his mother was Nantucket Indian. Regardless of his ethnicity, historians do agree that approximately thirty years prior to the Boston incident, Attucks had run away from his master and become a sailor. By 1770, his sympathies were with the patriots in resisting the British. Attucks was at the head of a group of patriots that fateful day in Boston and was the first to fall as a casualty of the yet-undeclared American War for Independence. Attucks was buried in a sepulcher, and a statue was erected in his honor. He died a hero, and many schools, community centers, and historical societies celebrate his life still today.

Before the War for Independence, only about one third of the American people fiercely favored independence. About one third were committed to remaining under English control, and the rest tried to remain neutral. Admittedly, the Colonies were a disjointed group of patriots without unity.

The Tea Act of 1773 fueled a major confrontation between the British troops and Colonial patriots. The British East India Company was in financial trouble because of the boycott of English goods. Parliament passed the Tea Act so the East India Company could ship their goods to America without paying the usual tax to England. That way they could sell their English tea at a lower price than Colonists paid for smuggled tea.

The Colonists retaliated by continuing to ban English tea. They warned harbor agents that East India ships would not be allowed to unload tea in American harbors. Colonial leaders demanded that American agents of the East India Company publicly resign their jobs. The agents did not resign and anger surged as British ships approached Boston harbor. The East India ships docked and unloaded

everything except their crates of tea. Abigail Adams wrote to her husband, John, describing the tension in Boston: *"The flame is kindled, and like lightning it catches from soul to soul."*

Thomas Hutchison, the English king's governor in Boston, ordered that the tea on board ship be unloaded by December 17, 1773. On the night of December 16, a large group of several thousand Bostonians gathered at the invitation of Samuel Adams' Committee of Correspondence, the Patriot courier network. As the angry crowd discussed the problem, a hundred men left the meeting (upon a prearranged signal), disguised themselves as Indians and boarded the ship. Once on board, the colonists sent the crew below deck. Silently, the colonists hauled three hundred forty-two chests of tea up on deck and threw them overboard into Boston Harbor. Seventy-five thousand dollars worth of tea was ruined that night. This event became known as the Boston Tea Party, which proved to be the most expensive tea party in history—because it ultimately cost England her American Colonies.

Parliament's ***retaliation*** was swift. In 1774, England instituted four *Coersive Acts* which Colonists renamed the *Intolerable Acts* because they were unbearable. In an attempt to starve the Colonists into compliance, British warships closed the Port of Boston until the Americans paid for the tea that had been dumped into the harbor. Colonists lost all rights to self-government and were forced to feed and house British soldiers in their homes. Trials of British soldiers accused of crimes against Colonists were transferred to England where everything was in favor of the soldiers.

Because the people of Boston could not export goods or receive supplies, the Committees of Correspondence called upon Colonists to participate in a day of prayer and fasting on June 1, 1774, the first day of the blockade, *"to seek divine direction and aid."* Other colonies immediately sent supplies and money to assist the Boston patriots. In Virginia, private citizen George Washington was ready to help. He volunteered to *"raise one thousand men, subsist them at my own expense, and march myself at their head for the relief of Boston."*

On September 5, 1774, the First Continental Congress met and agreed not to obey any of the recent acts of Parliament. Colonial leaders publicly protested British armies stationed in the Colonies and enforced an American boycott of British products. Citizens were encouraged to arm themselves, and militias were urged to prepare for the worst.

As tensions mounted, more voices were heard proclaiming liberty under God. Orator Josiah Quincy voiced what thousands of colonists were feeling: *". . . under God, we are determined that whatsoever, whensoever, or howsoever we shall be called to make our exit, we will die free men."*

The difference between this budding Revolution and others of history was the freedom-under-God concept and Colonial reliance upon Biblical ***precepts***, as documented in ninety-eight percent of the Founding Fathers' writings. One Royal Colony British governor (appointed by King George III) wrote to the English Board of Trade: *"If you ask an American, who is his master? He will tell you he has none, nor any governor but Jesus Christ."*

The cry, *"No King but King Jesus!"* soon sounded across the Colonies, becoming the motto of the American War for Independence.

What the last 150 years of sharing a continent had not done, the British now had accomplished: the thirteen Colonies were beginning to unify in one purpose: resistance to British tyranny!

Recreation is often the best way to relieve stress. Colonial patriots faced adversity, yet took time to have fun, too.



The Designing of America



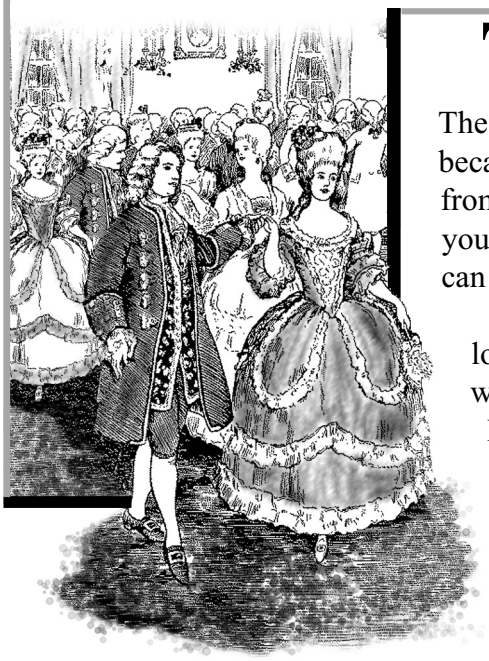
Topic 6
Sports
& Recreation

Chapter 4

Section Two

Topics 6-10

RESPONSIBLE PEOPLE HAVE FUN— AND ACCEPT CHALLENGES



The American Colonies can be compared to the colorful pieces of a quilt, interlaced to form a beautiful bedcover. The pieces of this American quilt are interesting and varied, because America is a land of diversity. As you have seen, people from many ethnic backgrounds make up the fabric of America. As you read, notice how a pattern of American life emerges and you can see the design.

Recreation in early America varied with geographical location and the particular customs of the people. Most people who settled in the Northern Colonies of Connecticut, Massachusetts, New Hampshire, and Rhode Island lived in villages on small farms. The cold climate and rocky soil made farming difficult, but fish and timber were plentiful. New Englanders were hard working, religious people with little time for leisure. They combined entertainment with their work whenever they could. The Plymouth Pilgrims, who spent time in Holland to escape religious persecution, brought some Dutch customs like ice skating to the New World. This favorite Dutch pastime was both practical and fun in the cold Northern Colonies.

The Middle Colonies of Delaware, New York, New Jersey, and Pennsylvania had large farms and a favorable climate for growing wheat and other grains. With Philadelphia and New York as key cities, these Colonies were more ***urbane***. People with Dutch backgrounds who settled there brought in more games. Horse racing, bowling, ice skating, carnivals, rooster fighting, boat racing, cricket, and other entertainment emerged in the Middle Colonies. Horses were also raised for leisure riding.

The Southern Colonies were Georgia, Maryland, North Carolina, South Carolina, and Virginia. The warm climate and rich soil were perfect for growing crops like rice and tobacco. Wealthy planters imitated lifestyles of English landowners, breeding quality horses for racing and fox hunting. Rooster fighting was also a common sport.

VOCABULARY

Urbane: refined in manner
Prominent: widely or favorably known
Abstain: to avoid certain activities by choice, as to abstain from voting
Statesman: a man of character in national or international affairs
Character: moral strength to make wise decisions

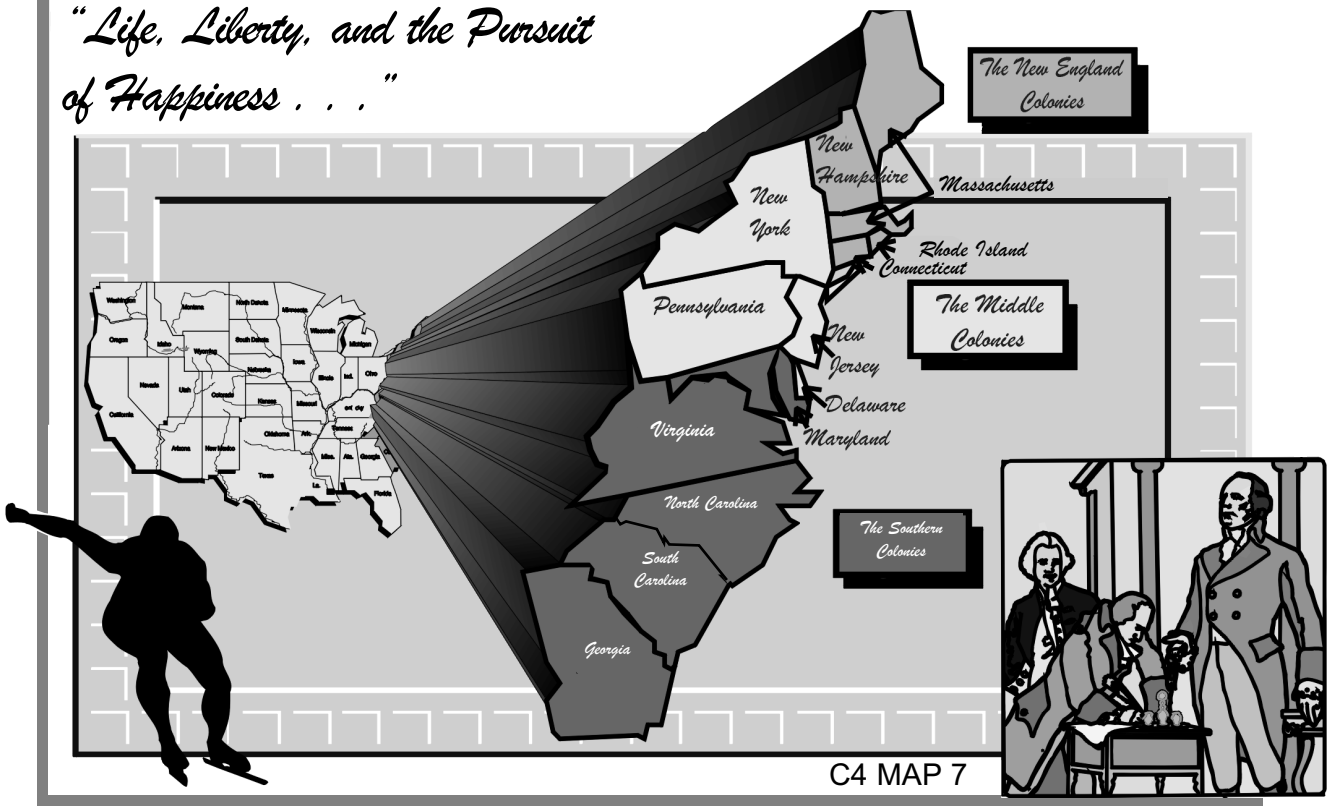
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By looking at the lives of some ***prominent*** Americans you can find out what they did for entertainment with no video games or satellite television. Interestingly enough, the three men we will discuss shared something many young people can relate to—each was from a single-parent family.

George Washington grew up in Virginia, one of the Southern Colonies, on a large, undeveloped plantation that was later called Mount Vernon. No neighbors lived close by, so his younger sister and brothers became his playmates. George enjoyed exploring the woods and helping on the farm. When George was only 11 years old, his father died; when George was 21, he inherited the family plantation. As a young man, George Washington was excellent at waltzing, hunting, fishing, and boating. He acquired a lifelong love for horses, and his favorite sport was fox hunting.

You might not know about a man named Caesar Rodney who also lived in America during George Washington's time. Caesar Rodney was born in Delaware in 1728. Caesar was 17 years of age when his father died. His mother homeschooled him and taught him how to manage the family estate. With her help and that of a friend, Caesar finished his education.

Caesar's father kept a diary which describes some of the entertainment of his day. He was a good neighbor. Accounts in his diary spoke of helping neighbors at harvest times and sharing harvest celebrations. The diary records many evenings of fun with waltzes, games and contests. The diary mentions Caesar Rodney's father offering seven yards of fabric to the winner of a shooting contest. How would you like to win fabric for a prize? Early Americans had no clothing stores and very little fabric for sale. Seven yards of fabric was an expensive prize.



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A strong patriot, Caesar became involved in the government—first in his community and then as a representative to the Continental Congress. His small Colony of Delaware was an important link between Northern and Southern Colonies.

During the 1776 Second Continental Congress in Philadelphia, delegates voted to decide if the Colonies should declare independence from Britain. Caesar Rodney was away on business. The two other delegates from Delaware could not agree—Caesar Rodney's vote would break their tie and decide the issue. On July 1st the Continental Congress was entering its final debate; the determining vote would follow. An express rider was dispatched to Caesar Rodney. The rider arrived at 2 a.m., announcing that the debate would begin again in less than seven hours, to be followed by the final vote.

Caesar Rodney saddled his best horse and galloped into the darkness toward Philadelphia, 89 miles away. It was a long, difficult ride even in daylight and good weather; but that night was black and stormy. Rodney had to dismount and lead his horse along the roughest parts of the road. He pressed on, drenched and exhausted.

Just before the final vote was taken, a mud-spattered man who could barely speak was half-carried into the assembly. It was Caesar Rodney. Without hesitation he cast his vote for independence, breaking the tie for Delaware. All of the other delegations also voted for independence, except New York, which ***abstained***. The decision was 12 in favor of independence and none against. Caesar Rodney's vote reveals just how important one individual's vote can be and reflected the prevailing moral character of Colonial leaders.

Caesar Rodney's wild ride to Philadelphia reflects courage and determination. Did you know that when he cast his vote for independence he sealed his own death warrant? Rodney was terminally ill; he kept his left cheek covered with a green scarf to hide an advanced case of skin cancer. No Colonial doctor knew how to treat this disease. By signing the Declaration of Independence, Rodney could never travel to England where a famous physician might have been able to help him. Caesar Rodney was willing to make a great sacrifice. He put his personal needs aside to do what he knew was right for America.

The people who designed and brought our country together as a nation believed that *"life, liberty, and the pursuit of happiness"* were every American's birthright. They knew the blessing of freedom as well as its price, and sacrificed much so others could inherit it.

Thomas Jefferson is best known as a patriot and a ***statesman***, the primary author of the Declaration of Independence, and the third President of the United States. His early life resembles those of George Washington and Caesar Rodney. Jefferson grew up on a farm in Virginia. Enjoying country life, he hunted and fished, went horseback riding and canoeing. He liked music and learned to play the violin.



When Thomas Jefferson was only 14 his father died. The young teenager took on tremendous responsibility. Thomas was the third child in a family of six sisters and four brothers. As the oldest son he became head of the family. He inherited the farm and all its duties, with only a man appointed as his guardian to help manage the land.

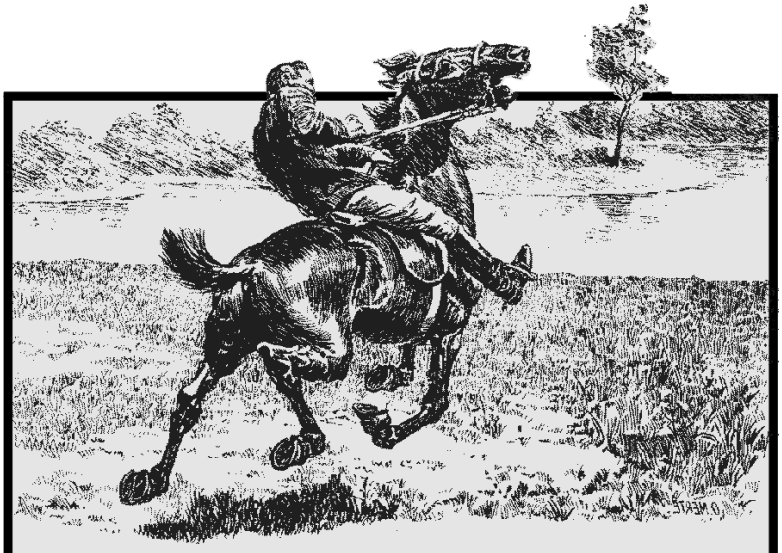
Thomas Jefferson became a great statesman who devoted most of his time and talent to serving America. Although he felt public life was the right choice for him, Jefferson once wrote: *"I had rather be shut up in a very modest cottage, with my books,*

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my family, and a few old friends, . . . and letting the world roll on as it liked than to occupy the most splendid post . . . .” Instead of living the quiet private life he loved, Thomas Jefferson chose to help design and lead America to greatness.

George Washington, Caesar Rodney, and Thomas Jefferson were Americans whose strong ***character*** and unselfish devotion contributed much to their country. These patriots were once young men from single parent homes who enjoyed having fun, yet they also accepted the challenges of responsibility.

The events and circumstances in the lives of America’s Founding Fathers were recorded and communicated to future generations. We know of their deeds because of the pamphlets and letters published during their lifetimes as well as private journal entries which were later made public.



" Sometimes God calms the storms of life; sometimes He lets the storm rage and calms His child. "

—Patriot Maxim

LIFE PRINCIPLE

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The Designing of America



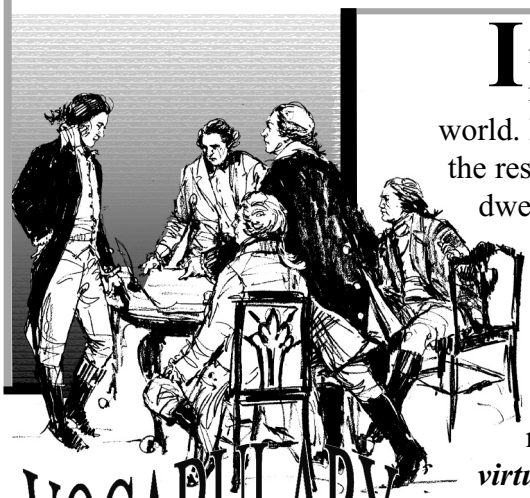
Topic 7
Communication

Chapter 4

Section Two

Topics 6-10

TOWN CRIERS, COURIERS & NEWSLETTERS



Imagine life without television news or radio broadcasts—no immediate way to find out what is going on in the world. How would you hear about a hurricane on the coast, or the results of a presidential election? And what if only city dwellers had access to newspapers? Television, radio, computers, newspapers, magazines and telephones allow you to know what is happening several states or continents away.

It is hard to imagine life without the printed and electronic media. Where you live no longer limits the news you hear. Television, radio and Internet can reach ***virtually*** all homes. Telephones and newspapers are available almost everywhere.

Being informed was much different in colonial days. Men and women in early America ***savored*** news just as much as people today, but they accustomed themselves to hearing about events that were days, weeks, even months old. The great communication tools—television, radio, computers, E-mail and cellular telephones were not yet invented and newspapers were not widely circulated. People sent and received messages the only way they knew how—by word of mouth or by writing notes and letters.

News traveled very slowly among the growing population of rural Americans in the 1700s. Rural folks often gathered information from travelers passing through their area who might share news of a bad freeze up north, a religious revival in the next valley or a crop disaster in another Colony. Early colonists waited patiently for the variety of news that ties all human beings together.

However, publishing information in a colonial city was more easily accomplished than in rural areas. While no truly immediate news or message-bringing medium existed, there were systems in place—born out of necessity—to help people share information.

Every village had a *town crier*. His job was to canvass the streets ringing a bell and shouting news, the time of day, or

VOCABULARY

Virtually: almost
Savored: greatly enjoyed
Quarantine: enforced isolation
Via: by means of
Courier: one who carries messages or documents
Laborious: requiring long, hard work
Sporadic: occurring at irregular intervals or times
Instigate: to prompt or urge a course of action
Huguenots: a persecuted French protestant religious group
Impending: about to happen
Middlesex: a British name for a county
Oration: a speech
Wharf: a waterfront dock at which to load/unload goods

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announcements such as a ship's arrival, a revival meeting or a smallpox ***quarantine.***

Families and business associates had no overnight delivery service. Information in colonial cities was commonly transferred from one person to another ***via couriers*** who traveled on foot or horseback. Sending a courier with a message dates back to ancient times and was the normal overland means of long distance communication until the mid 1800s. By this means, a letter or message could take several days or months to be delivered depending upon the season, distance, and road conditions. The letter writer, message sender, or the receiving person paid a fee to the deliverer.

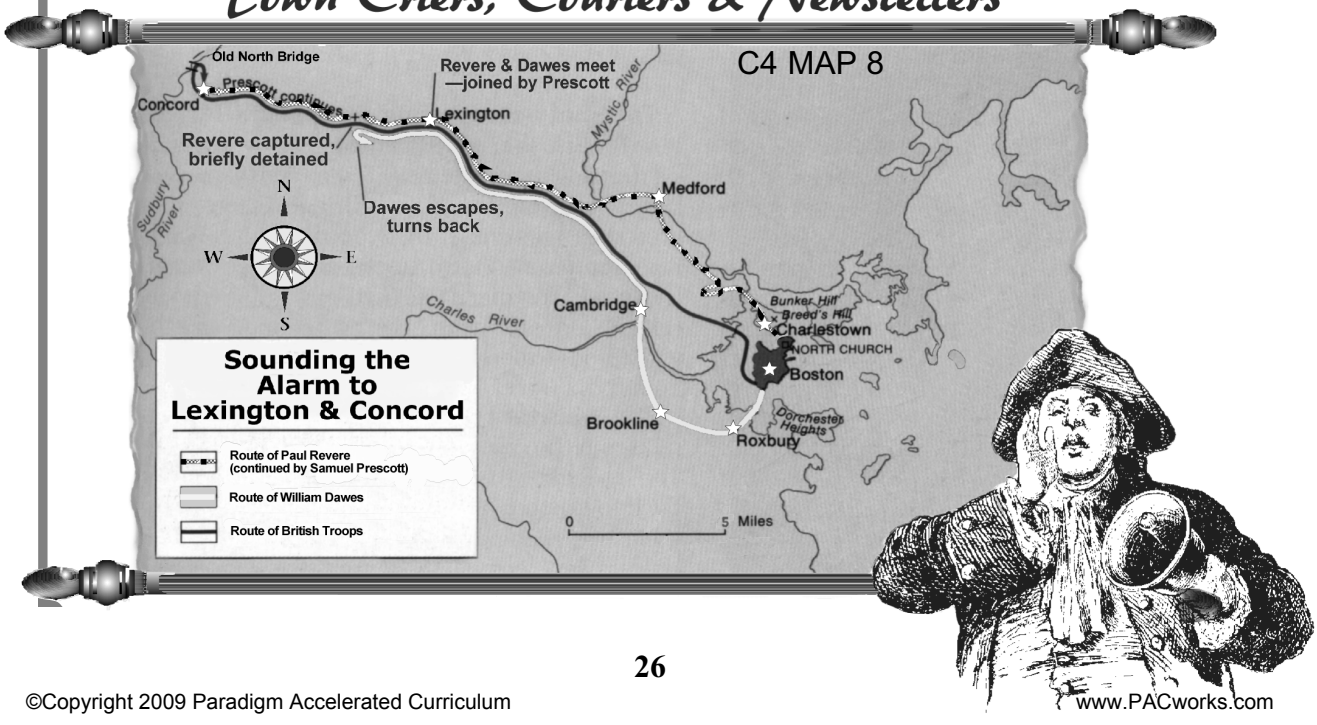
Communication was ***laborious*** and ***sporadic.*** Yet colonists made the most of opportunities to communicate. Letters and most documents were folded and sealed with a patch of hot candle wax. Envelopes were seldom used due to paper costs.

Samuel Adams, a Harvard graduate and "Father of the American Revolution," was an active patriot during the twelve years preceding the Declaration of Independence. In 1772, Adams organized the original Massachusetts Committee of Correspondence so that the towns in that Colony could know their rights, publish how such rights had been violated, and stay informed about the latest resistance developments. This Colonial pony-express idea spread to other Colonies and became the means of alerting Colonists to British maneuvers. The concept also prepared the way for united action among the Colonies later when delegates were called to Continental Congress Conventions.

In 1773, the Committee of Correspondence under Samuel Adams ***instigated*** the Boston Tea Party. The following year, Adams called for the First Continental Congress in Philadelphia via the Committees of Correspondence.

One of the most famous colonial American messengers was Paul Revere, called the "Courier of the Revolution", who played a dramatic role during the War for Independence. Of ***Huguenot*** descent and a silversmith by trade, Revere became involved with the patriots' freedom effort by serving as official courier for the Massachusetts Committee of Correspondence. He made several rides between New York and Philadelphia, carrying important news.

Town Criers, Couriers & Newsletters



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Paul Revere's most famous ride, however, came on April 18, 1775. Revere, as well as William Dawes and Dr. Samuel Prescott, galloped on horseback from town to town (by different routes) between Boston and Concord, alerting other American Minutemen of an ***impending*** attack by the British. Revere knew the risks of his mission as a human alarm, but his loyalty to fellow patriots inspired him onward. As his horse pounded the road at high speed, Revere shouted, *"To arms, to arms! The British are coming! The War has begun!"*



Between Lexington and Concord, Revere and Dawes encountered a British patrol. Revere was captured (and later released). Dawes escaped capture on foot, leaving Prescott to finish the last few miles to Concord. The battles at Lexington and Concord marked the beginning of the War for Independence, and because of the daring rides of Paul Revere, Dawes and Prescott, American Patriots were prepared when British soldiers marched against them the following day at Lexington and Concord.

The action of the colonial messengers that night was memorialized many years later in Henry W. Longfellow's famous poem, *Paul Revere's Ride.*

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every ***Middlesex*** *village and farm,*
For the country folk to be up and to arm. . . ."

Speeches were another form of communication available to people who lived in the cities. One of the most famous speeches during colonial times was delivered by the fiery attorney, Patrick Henry. On March 23, 1775, Henry met with other delegates to the Second Virginia Convention of the House of Burgesses and delivered a powerful speech. His impassioned ***oration*** inspired many wavering colonists to join the patriotic move toward independence from Great Britain:

"For my own part I consider it as nothing less than a question of freedom or slavery. . . . It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country . . . . There is no longer room for hope. If we wish to be free, we must fight! An appeal to arms and to the God of Hosts is all that is left us! They tell me that we are weak, but . . . . Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the Holy cause of Liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.

Besides, sir, we shall not fight our battle alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battle for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave . . . ."

And in his rousing conclusion, Patrick Henry spoke words which forever captured the spirit of the patriots: *"Is life so dear, or peace so sweet, as to be purchased at the*

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price of chains and slavery? Forbid it, almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

Along with the spoken word, printed material had a positive effect on colonists. The first printing press in America had been unloaded onto a Colonial ***wharf*** in 1638. But the press was expensive to operate, therefore printing was seldom done in the Colonies the rest of that century. The first literature book printed on that press was a portion of the Bible written in the Algonquian language. By 1700, however, about one dozen presses operated in Boston.

Posting a written "newsletter" on tavern walls was a transition between the slow, individual nature of sharing news by letter and the mass communication made possible by the printing press. These newsletters originated as a way to post shipping information and announce public meetings such as revivals, plagues and quarantines. Several handwritten copies might be made of a notice and posted at other nearby inns or taverns. Since local townsmen regularly gathered there, taverns were logical places to share news. Information was also posted in the local blacksmith shop or general store.

The first successful Colonial newspaper appeared in Boston in 1704. *The Boston News-Letter* had a circulation of 300 copies and marked the beginning of the American newspaper industry. Most Colonial newspapers supported the cause of American Independence with news reports and optimistic commentary, such as was printed in *The Boston Gazette* in September of 1768: *"If an army should be sent to reduce us to slavery, we will put our lives in our hands and cry to the Judge of all the earth . . . Behold—how they come to cast us out of this possession which Thou has given us to inherit. Help us, Lord, our God, for we rest on Thee, and in Thy name we go against this multitude."* In the early part of the War for Independence, during the Continental Army's terrible winter at Valley Forge, a Philadelphia newspaper entitled the *Pennsylvania Packet* confidently proclaimed: *"Our attention is now drawn to one point: the enemy grows weaker every day, and we are growing stronger. Our work is almost done, and with the blessing of heaven, and the valor of our worthy General, we shall soon drive these plunderers out of our country!"* By 1775, over 100 newspapers were published in towns and cities stretching from New Hampshire to Georgia.

With time for leisure activity, wealthy families used parlor gatherings to give and receive information. Along with talk of local events, these parlor meetings also served as entertainment opportunities for poetry readings and drama presentations.

While information systems were limited during America's early history, that period still boasts some of the most dramatic communication events ever recorded. No one could deny that these events and others like them contributed greatly to the Americans' fight for independence and the inclusion of free speech in our Constitution. The speeches and pamphlets which stirred patriots to war were also foundational to the designing of the Declaration of Independence.

LIFE PRINCIPLE

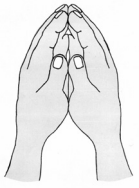
"All that is necessary for evil to triumph is for good men to do nothing."

—Edmund Burke



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The Designing of America



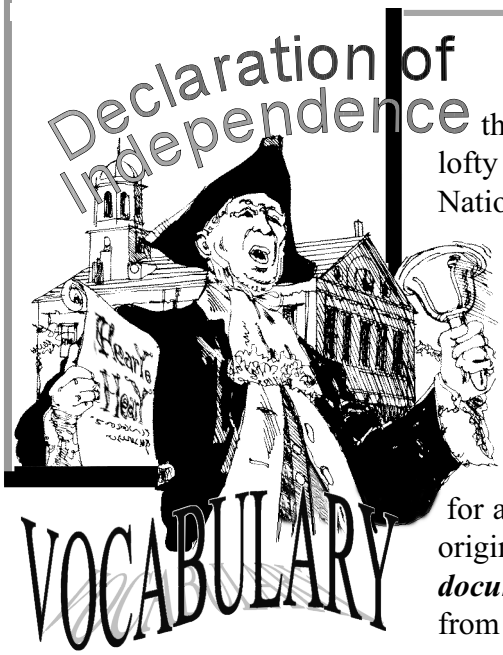
Topic 8
Religion & Celebrations

Chapter 4

Section Two

Topics 6-10

A PRICELESS PIECE OF PAPER



Parchment: writing paper prepared from sheep or goat skin
Primary resource: important, actual words of persons (such as Founding Fathers), used as evidence of belief or intent
Document: official written information, as proof of an event
Grievances: complaints
Unalienable rights: God-given, inborn human rights incapable of being altered or deprived
Score: a quantity of twenty
Ratify: to approve
Bulwarks: a defense
Evinces: shows clearly
Despotism: government by a ruler with absolute authority over all persons in his domain
Exertion: strenuous effort

In Washington D.C., an array of impressive buildings dot the landscape. You have probably seen pictures of the stately White House, the domed Capitol Building, and the lofty Washington Monument, but you might not have noticed the National Archives Building, a majestic structure upheld by dozens of columns. It is the home of an old ***parchment*** that is the basis of our national holiday—July 4th.

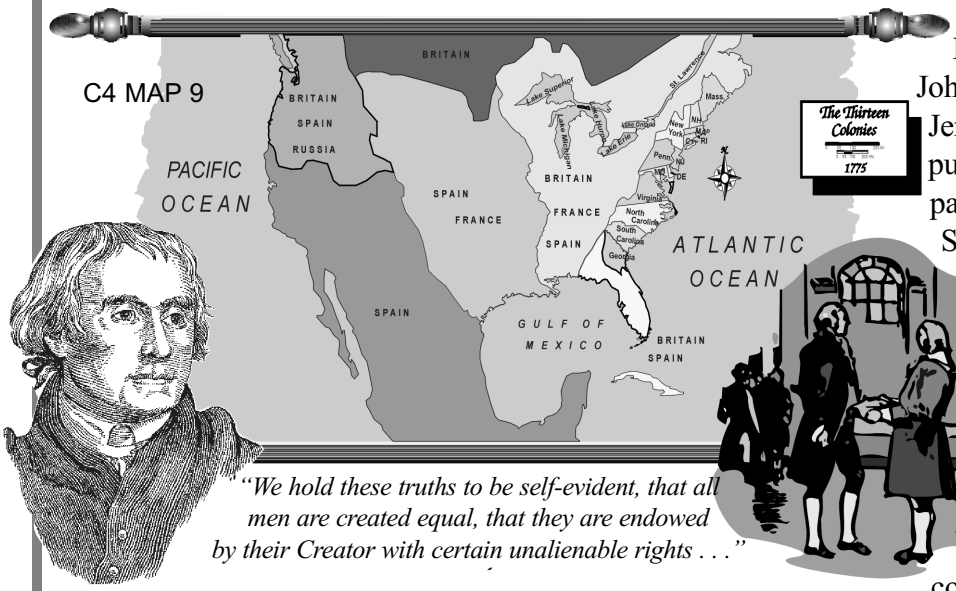
The yellowed parchment is housed in a helium-filled case of filtered glass. The helium and filters help slow the aging process of the paper. Armed guards protect the upright case by day. At night it is lowered 20 feet into the ground into a 50-ton vault. This may seem like a lot of fuss for an old sheet of paper until you realize that this paper is the original Declaration of Independence—a ***primary resource document***—the document that called for America's freedom from England on July 4, 1776.

Over the previous ten years, less drastic measures had failed to produce the desired result for American colonists—equitable treatment from England, their mother country. Even through the first year of undeclared war, the Colonies pled for a redress of grievances, not independence. However, as 1776 dawned, the concept of independence began to crystallize in the minds of many Patriots.

In June of 1776, a committee of five men was approved by the Second Continental Congress to begin writing the Declaration: Roger Sherman, Robert R. Livingston, Benjamin Franklin, John Adams and Thomas Jefferson. American colonists nursed painful ***grievances*** against King George III of England, and they believed a well-written statement would advance their cause for freedom. The group chose the scholarly Jefferson to compose the document, but the others offered suggestions and made alterations.

Seventeen days after picking up his quill, Jefferson had penned one of the most influential documents in history. Most of the Declaration is a list of grievances against the British crown, but these are not what we remember about the Declaration of

The Declaration of Independence Shapes America



"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights . . ."

Independence. Generations of Americans have been stirred by Jefferson's argument for freedom which he introduced in the second paragraph:

> "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness."

Jefferson's bold statement is rooted in natural law—the belief that God has granted certain human rights shared by all people. When Jefferson wrote that this truth is self-evident, he meant it needs no further explanation or defense. The most obvious of these God-given rights include *"life, liberty and the pursuit of happiness."*

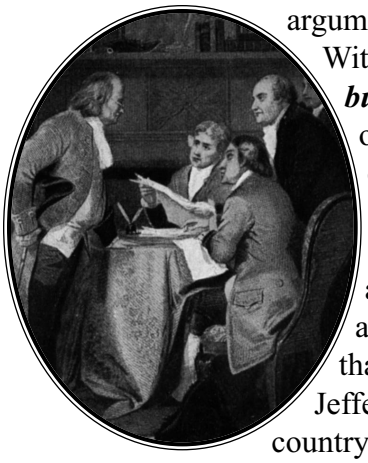
Jefferson believed that no one, not even a king, had the license to strip people of their inborn rights, because a higher power—God Himself—had given those rights. Jefferson also believed a ruler had the sacred task of protecting the people's natural rights. Because King George III overtaxed the Colonies and ruled with an iron hand, Americans believed the king had violated this important trust, so they appealed to the higher authority of God.

Fifty-six men signed the Declaration of Independence including John Witherspoon from New Jersey, the only pastor to put his name on the parchment. Born in Scotland, he sailed to America in 1768 and became president of the College of New Jersey—now known as Princeton University. Under Witherspoon's leadership, the college secured valuable scientific equipment, expanded its curriculum, and increased enrollment. Witherspoon was also a fine writer who authored a ***score*** of religious essays that expressed the Christian faith of most Founding Fathers. In the debate to ***ratify*** the Declaration of Independence, Witherspoon spoke forcefully. His fellow delegates from New Jersey were split on the issue, so Witherspoon provided the deciding vote.

The Declaration of Independence is composed of three basic parts:

1. <u>The Rights and Duties of Man</u> are given by God—a government derives its power from those it governs, and a destructive government can be altered or abolished.
2. <u>The Grievances</u>—injustices that motivated the Colonists to separate from England.
3. <u>The Conclusion</u>—the actual declaration of independence from England, plus an appeal to God (*"Divine Providence"*) for protection.

Providence is another word for God's care. The opening and closing references to God could be thought of as bookends, holding together the Declaration's



arguments for freedom. Without divine ***bulwarks*** the power of this document could have been seriously weakened. By appealing to an authority greater than a human ruler, Jefferson and his countrymen proclaimed their belief in a Supreme Power in authority over America.

***Excerpts from THE DECLARATION OF INDEPENDENCE:**

(The complete document is provided in your Student Resource Kit. Memory work to be completed on your Section Quiz is herein underlined.)

"When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.... Governments long established should not be changed for light and transient causes;...But when the long train of abuses and usurpations...**evinces** a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such government....The history of the present King of Great Britain is a history of repeated injuries and usurpations....To prove this, let Facts be submitted to a candid world:..."*

(Summary of grievances follows.)

- He has refused or neglected to approve many laws for colonial good.
- He has dissolved or caused severe hardships to colonial legislatures, cancelled agreements and charters.
- He has tried to prevent Englishmen from migrating to the Colonies.
- He has obstructed colonial justice systems.
- He has protected British soldiers from receiving justice for criminal acts against colonists.
- He has cut off colonial foreign trade.
- He has imposed taxation without representation.
- He has plundered colonial ships, ravaged colonial coasts, burned colonial towns and destroyed lives.
- He has imported barbarous foreign troops to bring death, desolation and tyranny.
- He has pirated colonists and forced them to fight against their own people or die.
- He has incited Indian uprisings resulting in the death of thousands of colonists.
- He has fought against the Colonies rather than protecting them.

" . . . And, for the support of this declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our Sacred Honor."

Benjamin Franklin stressed the need for the signers to maintain steadfast unity of purpose by reminding them *"We must all hang together, or we shall all hang separately!"*

*A copy of the entire Declaration of Independence is located in your Student Resource Kit.

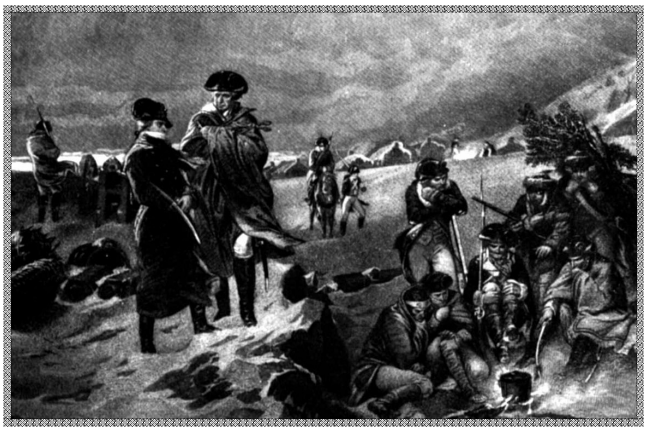
The signer's names were protected from public disclosure for six months. If the strike for freedom had failed, these men would have been speedily executed by England as traitors. As it was, nine signers of the Declaration of Independence did sacrifice their lives, 17 lost their fortunes, 12 had their homes looted and burned and 5 were arrested by the British for treason. They counted the cost and paid the price of freedom for all future Americans.

The Declaration of Independence set the tone for Colonists to oppose British rule, with General George Washington as the American hero and military leader.

TOUGH TIMES AT VALLEY FORGE AND MORRISTOWN

Before he became "The Father of Our Country," George Washington was the commander of the Continental Army in its fight for independence from Great Britain. Though Washington and his troops had scored impressive victories, he had reason to despair in the fall of 1777. On September 11, Washington's tattered troops lost an important battle at Brandywine Creek in Pennsylvania. Then, British troops marched in to capture Philadelphia. Colonial troops were disheartened after losing still another battle on October 4th at Germantown. Finally, two weeks later, Washington scored a spectacular victory at Saratoga, which was a great encouragement.

By December, however, Washington was forced to winter with his troops on a wind-battered plain called Valley Forge, about 20 miles from Philadelphia. There, the 11,000 American soldiers set up camp. Conditions were nightmarish. Temperatures rarely inched above the freezing mark. Half



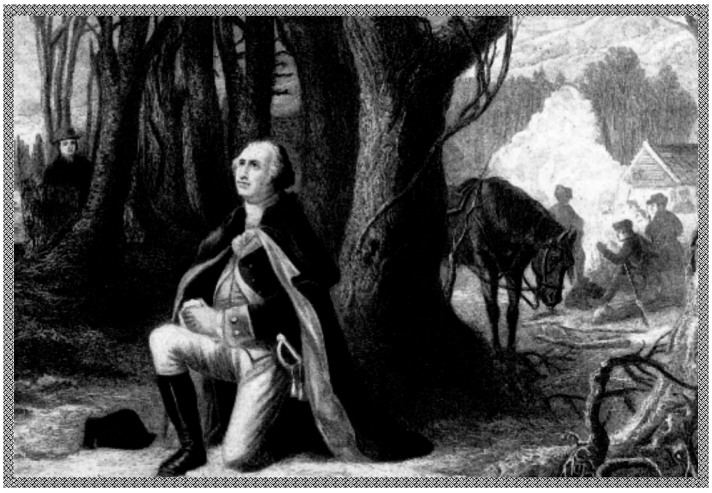
of the men did not have shoes. Strips of blankets were wound around the feet of many, while others were barefoot. Food was scarce. Diseases stalked the camp. Washington's headquarters was a drafty tent. Most of his men slept in tents on the frozen ground. At any one time, records indicate that a fifth of the 11,000 troops were unable to leave their tents due to lack of adequate clothing. A Congressional Committee report of conditions stated in part: *"...feet and legs froze till they became black and it was often necessary to amputate them."*

In time, the army built log cabins, but they were cramped and smoky, with only canvas or tree branches serving as doors. Not until all his men were sheltered in cabins did General Washington give up his leaky tent. Before the winter ended, nearly 3,000 men died at Valley Forge—not from bullets, but from blizzards and fever. Another fifth of the troops deserted. Worse still, the American troops knew that the British were warmly settled in Philadelphia with plentiful provisions and pleasant conditions.

Such circumstances would have crushed many people, but Washington was a man of faith and perseverance. Often he rode on horseback through the camp encouraging his men. The general kept a Bible by his cot and filled his journal with handwritten prayers.

A Lutheran pastor named Henry Muhlenberg near Valley Forge knew of

Washington's faith and commented: *"This gentleman... respects God's Word, believes in the atonement through Christ, and bears himself in humility and gentleness...."* A man named Dr. Thatcher was with Washington at both Valley Forge and Morristown. Thatcher wrote:



Famous painting of General George Washington praying in the forest

> "The army...was not without consolation, for...the Commander-in-Chief...manifested a fatherly concern and fellow-feeling for their sufferings and made every exertion in his power to...administer the much-desired relief."

The cruel winter of 1779-1780 at Morristown was even worse than Valley Forge. Locked in snow, soldier Joseph Martin wrote:

> "We were absolutely literally starved. I do solemnly declare that I did not put a single morsel of victuals into my mouth for four days and as many nights, except a little black birch bark, which I knawed off a stick of wood, if that can be called victuals. I saw several...men roast their old shoes and eat them, and I was afterwards informed by one of the officers' waiters that some of the officers killed and ate a favorite little dog that belonged to one of them."

Speaking of blizzard conditions, he wrote:

> "...No man could endure its violence many minutes without danger of his life...some of the soldiers were actually covered while in their tents and buried like sheep under the snow...four or five (soldiers) are crowded together (to) preserve ourselves from freezing. But the sufferings of the poor soldiers can scarcely be described...At night they now have a bed of straw on the ground and a single blanket to each man. They are badly clad and some are destitute of shoes...The snow is now from four to six feet deep, which so obstructs the roads as to prevent our receiving a supply of provisions...The consequence is, the soldiers are so enfeebled from hunger and cold as to be almost unable to perform their military duty."

The plight of Washington's men was of critical concern to the Commander-in-Chief. Having repeatedly done all he could for his men, he was often driven to his knees to seek Divine assistence. One man who secretly came upon Washington praying in a grove of trees at Valley Forge was Isaac Potts. He broadcast his finding, which later became the subject of more than one famous painting.

Washington's leadership and faith could be viewed as the "glue" that held together the army at Valley Forge and Morristown those miserable winters. By human standards, the British should have won. They outnumbered the "Yankees," had more firepower and military experience; however, the Redcoats did not count on

Washington's mightiest weapon—his faith. Rallying under Washington's leadership, the American soldiers emerged from Valley Forge the following summer confident and ready to fight.

George Washington's faith was matched by his ability to surround himself with competent men, one such as Nathanael Greene. You will read about him next. Read the Life Principle on the next page, then complete the Activities.

Life Principle

"It is better to die for something noble than to live for something evil."

—Anonymous

The Designing of America

Chapter 4

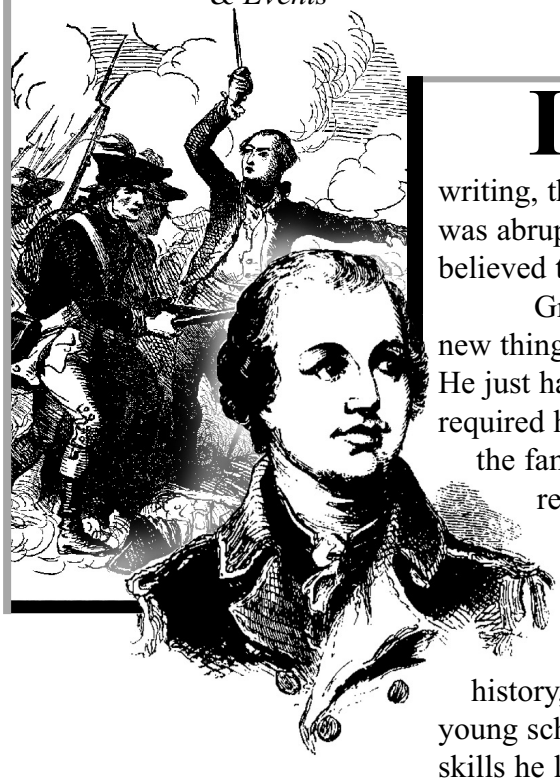


Topic 9
Dominant Personalities & Events

Section Two

Topics 6-10

NATHANAEL GREENE: BOOKWORM ON THE BATTLEFIELD



It was not a good day for young Nathanael Greene. After finishing his lessons in arithmetic, reading, and writing, the tutor his father had hired just three months before was abruptly dismissed. A devout Quaker, Greene's father believed too much education would make his son "worldly."

Greene was a good student who loved to learn. Learning new things and reading great books awakened a hunger in him. He just had to learn more. When he was not putting in his required hours shaping iron at the family forge or working on the family farm in Rhode Island, young Nathanael was reading books he borrowed from his uncle, who was a judge. He also ***bartered*** for books at a Boston book shop with small toy anchors he made at the forge. One of Nathanael's favorite subjects was geometry which he studied until he mastered it. He taught himself history, bookkeeping, science, and law. For a few months the young scholar even practiced law in his hometown with the skills he learned. By the time Nathanael Greene was an adult, he owned a library of two hundred books, an impressive collection for his day. Even Nathanael's father, who disapproved of his son's avid interest in reading, came to appreciate the value of self-education.

In 1770, Greene was elected to the Rhode Island General Assembly. Because of his own love for learning, one of the first things he did was establish a public school. He wanted other young people to develop the same ***quest*** for knowledge that had served him so well.

Nathanael Greene's life took a significant turn in 1774. Along with getting married and managing the family ironworks business, Greene was about to begin a new career in the military. As a soldier, his disciplined mind and organizational skills would shine. Ready to serve his country, the bookworm turned soldier probably never imagined that in the next several years he would be hailed as a hero and remembered centuries later for his great courage and determination.

VOCABULARY

Bartered: traded
Quest: act of seeking something
Militia: volunteer army soldiers
Imminent: about to occur
Bookworm: a nickname for one who is unusually devoted to reading and studying books
Mustered: collected
Ramshackle: built quickly from scrap boards
Guerilla warfare: hit-and-run attack strategy

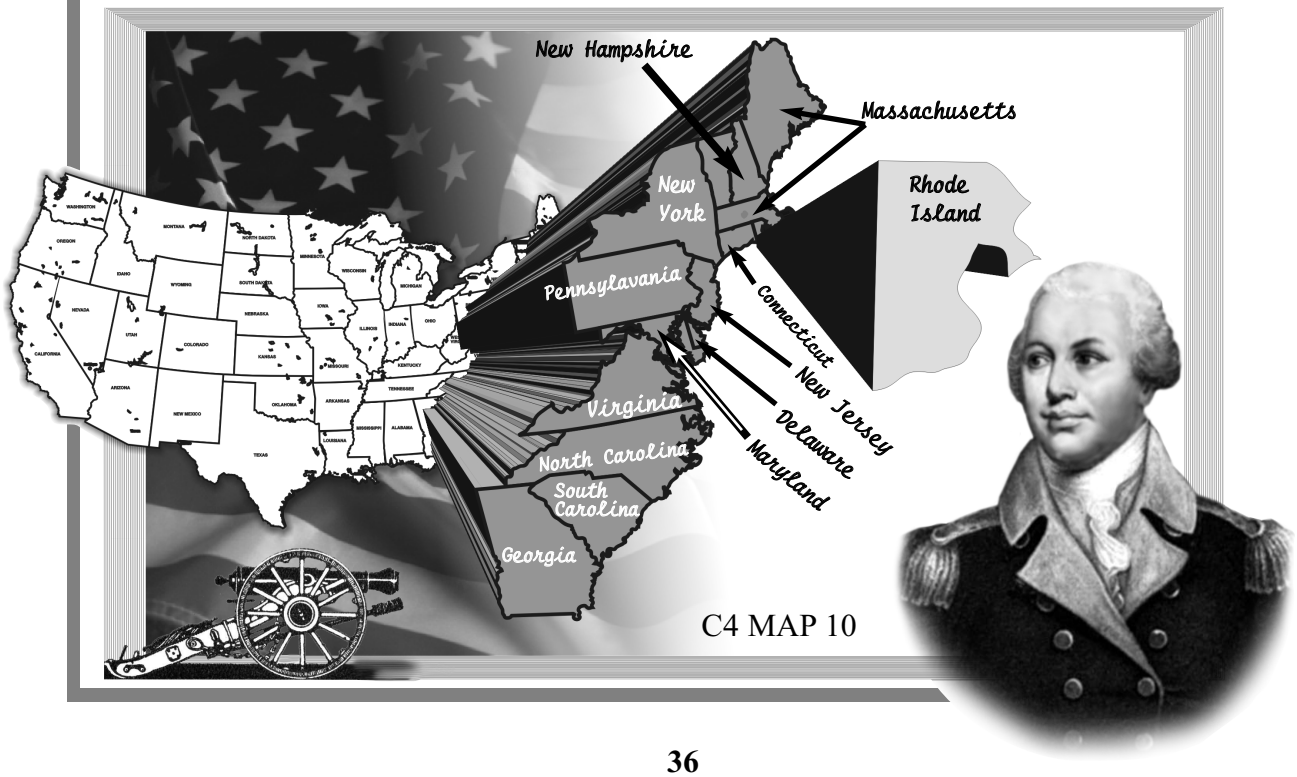
Tensions were mounting between the colonists and British troops. Greene organized a volunteer ***militia*** called the Conduce Guards. Because an accident at the forge had left him with a limp, he was given the rank of only a private instead of being named an officer. The injustice hurt. Why should he be penalized for something beyond his control? He had organized the volunteer militia. Was his reward to stand by and watch others lead the men he had rallied? The young patriot had a decision to make. Would he be bitter, angry, or run away? Nathanael Greene made a wise choice. He put the needs of his country before his own ambition or ego. Despite the unfairness of his appointed rank, Greene chose to do everything in his power to help the men prepare for ***imminent*** war. His unselfish attitude and willingness to be a servant are among the qualities that eventually made Nathanael Greene a great leader of men.

The former ***bookworm's*** ability to learn was of immense help. Greene studied everything he could find on warfare and even traveled to Boston where he hired a British army deserter to train the American soldiers. Nathanael Greene put everything he had into the war effort. When the war against England began, he converted his family ironworks into a cannon factory.

After the battles at Lexington and Concord, troops were ***mustered*** from all the Colonies. There was much surprise when the Rhode Island General Assembly named Nathanael Greene as brigadier general over its 1,500 troops. Greene's helpful attitude and willingness to serve speedily promoted him from a private in a volunteer army to a general. He demonstrated that hard work and humility can accomplish much good.

Greene and his soldiers joined the large American militia in Boston during the late spring of 1775. The Rhode Islanders were quickly recognized as well-trained soldiers. That summer, George Washington took command of the American army. There he first met Nathanael Greene and was

General Nathanael Greene ~American War Hero~



immediately impressed with the discipline evidenced by Greene's men. Their tents stood precise and clean among the ***ramshackle*** shelters of other troops. Before long, Washington named Nathanael Greene as brigadier general of the Continental Army. The Rhode Islander's character had earned him even more honor.

In 1776, Washington promoted Greene to major general; in that position he led troops involved in the occupation of Boston. General Greene led his troops to battle in New York, New Jersey, and Pennsylvania. While there were many defeats for Greene during those days, he still became known for his great leadership. During the bleak days at Valley Forge, General Washington promoted Greene once again, this time to quartermaster general.



As evidenced by the responsibility he had delegated to Greene, Washington had confidence in the Rhode Islander's military strategy and the way he motivated his troops. When George Washington personally selected a man to replace himself as Commander in Chief, should he be killed, he named General Nathanael Greene.

General Greene took charge of the Southern Army in October, 1780, and became a great military leader. His new assignment was the toughest he had received from George Washington. Greene replaced General Horatio Gates whose army, now weak and badly equipped, had suffered great losses in South Carolina. The British seemed invincible, and the Colonists faced the awful prospect of losing their fight for freedom.

Washington wrote to Congress:

> "I think I am giving you a General; but what can a General do without men, without arms, without clothing, without stores, without provisions?"

During the first winter with his new army, Greene wrote to Washington:

> "The miserable situation of the troops for want of clothing has rendered the march the most painful imaginable, with hundreds tracking the ground with bloody feet. Myself and my aides are almost worn out with fatigue . . . The army is in good spirits notwithstanding its suffering and excessive fatigue."

Greene overcame hardships by being resourceful. After begging, borrowing, seizing equipment and supplies, and rebuilding his ragged army, Greene began challenging the overconfident British forces. The British suffered heavy losses in March, 1781 at the Battle of Guilford Court House in North Carolina. By the end of that year, General Greene succeeded in pushing the British out of South Carolina. With his poorly equipped but inspired army, Greene successfully forced the British, led by esteemed General Cornwallis, out of the entire South. General Greene was greatly aided by several other Generals: Francis Marion (known as the "Swamp Fox"), "Light Horse" Henry Lee (father of Robert E. Lee), and others whose small but resolute bands of men, armed with few guns, and weapons made from farm equipment, engaged in what is now called ***guerilla warfare*** tactics. (The movie, "The Patriot," depicts this portion of the War for Independence.) One report stated:

> "The Patriots attacked the British like mosquitos attack an Alaskan bear: they buzz, sting, retreat; advance, buzz and sting until the big brute's

eyes are so swollen he can no longer see, then wanders around helplessly, and dies of starvation."

American poet and journalist William Cullen Bryant of the early-to-mid 1800s composed the "Song of Marion's Men", which in part reads:

Our band is few, but tried and true,
Our leader frank and bold;
The British soldier trembles
When Marion's name is told.
Our fortress is the good greenwood,
Our tent the cypress-tree;
We know the forest round us,
As seamen know the sea; . . . .
A moment in the British camp—
A moment—and away
Back to the pathless forest,
Before the peep of day. . . .
*For *them we wear these trusty arms,*
And lay them down no more
Till we have driven the Briton
Forever from our shore.

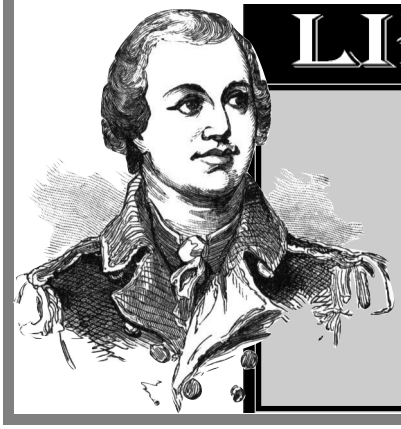
*(wives, sweethearts, mothers, sisters)

Throughout the battles, Green's forces never won a decisive victory over the British; however, he significantly weakened their forces, used up their supplies, and finally he drove the redcoats to Yorktown, Virginia where they were soon conquered by General Washington's forces. In all these battles, Greene proved himself a heroic leader. One of his personal sacrifices for freedom was to sell his southern lands so he could provide supplies for the dedicated men under his command. He is regarded by many as second only to George Washington as the greatest general in the War for Independence.

In appreciation for his distinguished service, Nathanael Greene was honored as the "Savior of the South" and given a plantation near Savannah, Georgia. He settled in his new home until he died of heatstroke at age 43, just a few years following the war he so brilliantly helped to win. In 1870, almost 100 years later, his home state of Rhode Island placed a statue of Nathanael Greene in the United States Capitol. The memorial honors a man who worked hard for his family, overcame handicaps, served his country valiantly, and truly put others before himself.

On September 3, 1783, Colonial representatives signed the Peace of Paris, the treaty which officially ended the war and established the United States of America as a sovereign nation. The treaty came months after victories by Colonial troops led by Nathanael Greene and George Washington—victories which broke British army efforts to suppress the Colonists' will to be free.

While Nathanael Greene inspired men in land battles, John Paul Jones was equally effective in battles at sea against British warships.

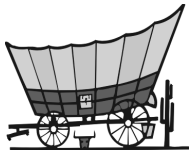


LIFE PRINCIPLE

"Greatness comes by first learning to serve others."

—Anonymous

The Designing of America

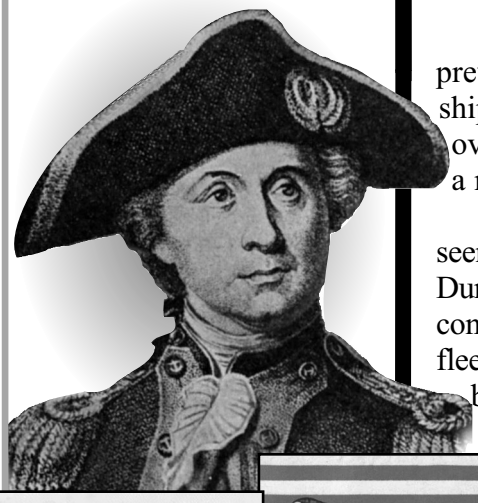


Topic 10
Transportation

Chapter 4

YANKEE FRIGATES AND FLOTILLAS

Section Two
Topics 6-10



After the Boston Tea Party in 1773, King George III of England penalized Boston by blocking the harbor and preventing Bostonians from receiving or sending merchandise by ships. Other Colonial cities aided Boston by transporting supplies overland. United in their anger toward Britain, Colonists plotted a rebellion against Britain's naval forces.

But winning independence from such a powerful country seemed impossible. The Colonies had neither warships nor a navy. During the War for Independence, they purchased only 35 ships. In contrast, England's naval supremacy was legendary. With a large fleet of warships and highly disciplined troops, English lords believed they could easily crush the Colonial rebellion.



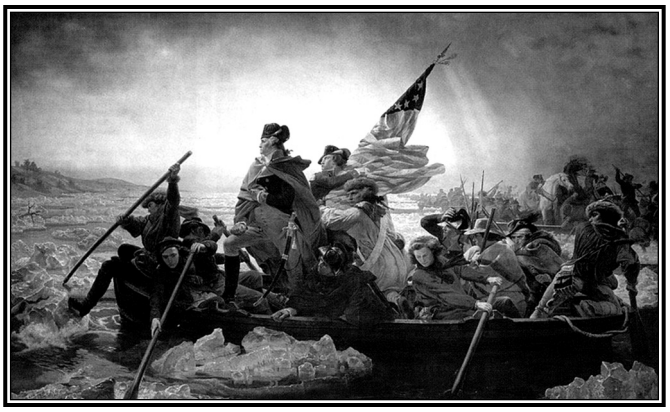
Outnumbered and poorly equipped, Americans were armed with something no enemy should underestimate—commitment to liberty. The Americans did not win every battle, but they proved that effective ***deployment*** of ships and courageous patriots could defeat even the mighty English navy. John Paul Jones, an American seaman, suggested that the Colonies purchase light-weight warships called *frigates*. Massive sails, filled with wind, propelled the frigates faster than merchant ships. Colonists waited several months for their 13 frigates to be built. Along with four trading ships converted to warships, these were the core of the Colonial navy. Ships flew ***ensigns*** with inscriptions such as, "*An Appeal to Heaven*", "*Resistance to tyranny is obedience to God*" and "*Don't tread on Me*".

Many private, flat-bottomed boats belonging to American fishermen, farmers and tradesmen were volunteered or commandeered to transport Colonial troops. Such ***flotillas*** saved the American cause more than once. On August 27, 1776, Washington and his 8,000 troops were trapped by General William Howe on Long Island near the shore of the East River, outnumbered three to one. A British naval fleet commanded by Admiral Richard Howe (General William Howe's brother) sailed into New York Harbor at the mouth of the East River to seal the trap.

Then, a series of unusual events enabled Washington's escape. General Howe set up camp rather than advance forward to crush his enemy who was within easy reach. Colonial soldiers braced them-selves for the attack that never came. Simultaneously,

VOCABULARY

Deployment: military strategic positioning
Ensign: flag flown as a symbol of nationality or patriotism
Flotilla: a large group of small boats operating as a unit
Marauders: raiders, plunderers
Grenadiers: British soldiers
Plundered: robbed of goods or property by force, looted
Pillaged: ruthlessly plundered, especially in war
Embellish: to add ornamentation
Phaeton: open, four-wheeled carriage, usually drawn by a pair of horses
Torrential: heavy downpour



Admiral Richard Howe's fleet was stopped from proceeding up the East River by strong winds and a driving rain. Washington assessed the situation and devised a daring plan. Under cover of darkness, he sent men to round up every boat in the area. Throughout the night, oarsmen labored to ferry the Continental Army across the East River, a mile wide. Rain and wind subsided just after midnight, giving way to clear skies and calm waters. The escape plan continued as silently as possible through the remaining hours of darkness. British sentries who could be seen clearly in the moonlight by their watchfires seemed deaf and blind to American troop movements.

As dawn approached, tensions grew. The evacuation of troops was three hours short of completion. Washington's chief intelligence officer, Benjamin Tallmadge, entered the following account in his journal:

> "...those of us who remained in the trenches became anxious for our own safety, and when the dawn appeared there were several regiments still on duty. At this time a very dense fog began to rise...and it seemed to settle in a peculiar manner over both encampments. I recollect this peculiar providential occurrence perfectly well, and so very dense was the atmosphere that I could scarcely discern a man at six yards...we tarried until the sun had risen, but the fog remained as dense as ever."

The fog lifted after the last boat, in which Washington was transported, was out of danger. The incident was described by historian Peter Marshall as an "episode of divine intervention." Meanwhile, Washington's army was forced across New Jersey with the British General Cornwallis close behind. Often, the Patriots were hurrying out one end of a town as the British were entering the other end.

On December 8, 1776, Washington crossed the Delaware River at Trenton, New Jersey. The British would have pursued, but Washington had seized every boat for one hundred miles. Cornwallis and Howe set up garrisons to discourage Washington's return, then retired to warm quarters to celebrate the coming Christmas season. Sixteen days later on Christmas night, in a bold move, Washington re-crossed the Delaware River with a force of 2,400 men. Once again, private boats ferried American troops. Washington's scantily clothed, poorly fed, unpaid Patriot army then marched eight miles to Trenton in a furious storm of sleet and snow. In a surprise attack on a Hessian garrison (British-paid German troops), and a 45 minute battle, Americans took 1,000 prisoners plus a large quantity of much needed supplies. American losses were slight. Two men froze to death on the march and three were wounded—including 18-year-old Lieutenant James Monroe who, 41 years later, became the young nation's fifth president. That Christmas night, victory gave renewed hope to the patriots and signaled a major turning point in the Colonists' effort to win independence.

Some historians believe England ultimately lost the War by mismanaging its resources. These were limited by French and Indian War expenses, French ***marauders*** at sea, and by the 3,500 miles of ocean between England and America. In order to fight the Colonists, a large number of British ships had to be dedicated to supplying the army, and troop supplies were limited to items the ships could carry. To capitalize on this weakness, Colonists sabotaged Britain's food supply, forcing King George III to devote more ships to supplying his troops. British ***grenadiers*** retaliated by rampaging countrysides and stealing Colonial food supplies. Colonists further weakened the British Navy by luring it into a variety of geographic locations,

leaving the fleet scattered and vulnerable. British ships guarded ports, blocked Colonial harbors and patrolled sea lanes, but seldom were able to engage Colonial ships in battle. So, bribery became a weapon.

Only approximately one third of the Colonists were involved in the cause of freedom. Another third were British loyalists. Some colonists were bribed to switch sides, such as Benedict Arnold, a trusted, high-ranking army officer who sold out for over 20,000 *pounds* (British money) and a brigadier general's position in the British army. Yet another third of the population tried to remain neutral—that is, until their homes were burned, ***plundered*** and ***pillaged*** by British soldiers.

Strategic decisions in sea battles were critical. Destroying an opponent's vessel was a victory, but capturing an undamaged ship was more profitable. This latter strategy was used by America's first naval hero, John Paul Jones. At age 30 in 1777, he crossed the stormy Atlantic (some 3,500 miles) to attack the English in their own territory. Anchored off England's coast, he plundered merchants leaving British ports, capturing their vessels and seizing their merchandise. Two years later, King Louis XVI of France saw Jones' exploits as an opportunity to cripple England, so he gave Jones another ship. Jones remodeled it and named her the *Bonhomme Richard* in honor of Benjamin Franklin, author of *Poor Richard's Almanack*.

During Jones' most famous sea battle in 1779, the English warship *Serapis* severely damaged the *Bonhomme Richard*. Despite water pouring into the hull and shattered masts lying across the deck, Jones maneuvered his crippled vessel alongside the British warship. The English captain demanded surrender, but Jones' famous words, *"I have not yet begun to fight!"* inspired his men. Jones lashed his faltering ship to the British vessel and led his men in fierce hand-to-hand combat. When the English captain finally surrendered, Jones slashed the ropes to his sinking *Bonhomme Richard* and took command of the *Serapis* as his reward.

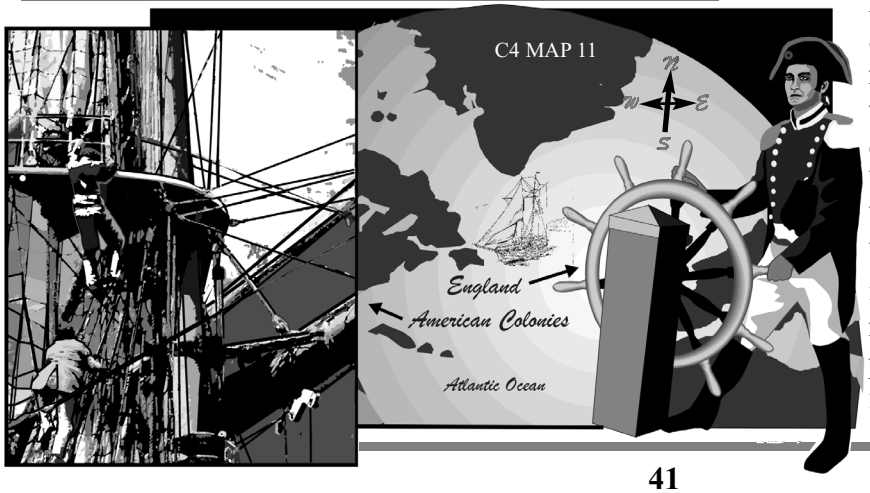
After winning the War, Americans resumed their focus on domestic issues, including transportation. Even though the colonists were free from English rule, British influence continued to be present in America.

HORSE DRAWN COACHES AND COBBLESTONE STREETS

Hindered by strict laws prior to the War, construction of coaches in America lagged behind competition in Europe. Without the right tools to reproduce English coaches, Colonial craftsmen adapted designs and styles to fit colonial capabilities and limited resources, and steadily produced numerous variations.

Craftsmen from many countries like England, Germany, France, Italy, and the Netherlands came to the Colonies as immigrants and introduced practical improvements over standard British coaches. Suspending the body of the carriage on leather braces and springs gave a smoother ride. A new spring design redistributed the weight of the load and allowed removal of the heavy corner posts. Glass windows protected against wind and rain. Axles and brakes were refined. Despite the improvements in American-made coaches, communication among colonial coach manufacturers in the Colonies was slow. Imported models dominated the colonial market. When elected President of the United States, George Washington purchased an imported coach from a British merchant. Spain, which had prohibited export of its horses for sale, honored Washington

John Paul Jones: "I have not yet begun to fight!"



with a gift of two horses. One died in transit, but the other was kept as breeding stock at Washington's Mt. Vernon home.

Confident he would become the next President, John Adams purchased a carriage before the votes were counted. His wife, Abigail, longed to ***embellish*** the simple design of the carriage with the Adams family coat of arms. Adams refused her wish because he wanted to avoid the flashy display associated with British royalty.

Thomas Jefferson, the third president, was the first to be inaugurated in Washington, D.C., the new capital. Jefferson had requested delivery of a coach, but it did not arrive in time for the inaugural ceremony. Jefferson, a talented architect and inventor designed a ***phaeton***, a light, open coach built in America. Because Jefferson was a widower, he did not think he needed a fancy carriage.

The design of James Madison's presidential coach reflected his wife Dolley's exquisite taste. Lamps adorned the sides, and brass-trimmed glass boxes enclosed candles that could be lit for night travel. Although Dolley appreciated elegance, she was mindful of people with fewer means. One report indicates that Mrs. Madison learned of a painter and his wife who had malaria. The First Lady visited the couple to provide medicine and encouragement.

Coaches played a major role during the War of 1812 when England was again at war with America. English soldiers burned villages and terrified townspeople. Rumors spread of a threat to burn the American Capitol. Aware of the danger, the citizens of Washington, D.C. took action, piling their possessions into every available cart and carriage. A mass exodus of wagons, carts and coaches from the city began six days before English soldiers arrived.

Dolley Madison was among the last to leave the capitol. When James Madison left to supervise the American troops, he asked Dolley to oversee protection of important documents. Accepting the task as a mission for her country, Mrs. Madison courageously remained behind. Methodically and carefully, she packed for several days and employed many wagons for the job. Among the priceless things she saved were the original Declaration of Independence, the Constitution, and a large portrait of George Washington. She finally abandoned the White House only a few hours before English troops arrived.

English soldiers ransacked Washington homes and exploded kegs of gunpowder in the Capitol. They looted and burned federal buildings, including the White House. Twenty-four hours later, unexpected ***torrential*** rains from a severe "freak" hurricane extinguished the fires, demolished the English military camps nearby, and forced them to retreat from Washington.

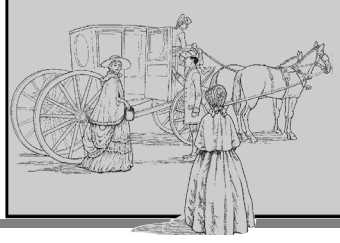
Americans made their peace with Britain in 1814. The War of 1812 established the United States as a respected nation in the world and allowed Americans once again to turn their attention to domestic issues. As the country prospered, demand for American-made coaches increased. Ross, a New York company, and Lucas and Paddock of Boston became respected names in carriage and coach manufacturing.

Street improvements were mandated to accommodate growing coach travel. Many streets were constructed of packed dirt, but major streets were paved with cobblestones—fist-sized rocks placed tightly together to form a hard surface. Clattering horseshoes and metal wheels on stones made intense noise. Carriages shared the streets with pedestrians and farm animals. Stray animals were such a common nuisance that cities hired "hog-reeves" to take such animals to pasture outside the city limits. Owners could retrieve their animals for a fee.

Transportation fared well at the beginning of the 19th century in America. Major cities boasted streets and vehicles comparable to Europe's transportation systems. Outlying areas were primitive, but that would change as Colonial expansion moved westward.

While colonists fought for freedom from British domination, an African slave girl-turned-poet stole the hearts of readers.

LIFE PRINCIPLE



"The road to success doesn't always go through gates of splendor; it is likely to include mountains to cross and valleys to endure."

—Anonymous

The Designing of America



Topic 11
Education, Music & Literature

Chapter 4

Section Three

Topics 11-15

THE SLAVE GIRL WHO LOVED AMERICA



In 1761, the Wheatley family in Boston bought an African-born girl who had been captured by slave traders at age seven. The child was given the name "Phyllis" by Wheatleys and was taught Christianity. The Wheatleys were impressed by the intelligence and ***extraordinary*** talents of Phyllis; she learned the English language quickly and could read the Bible before she was ten years old. The young ***prodigy*** also learned to read ancient Latin literature and learned the style of the great English poets of the 1600s and 1700s.

At the age of sixteen, Phyllis Wheatley published her first poem written in the popular heroic couplet style. At age nineteen she went to London where her poetry was well received.

In 1772, Phyllis Wheatley wrote a poem addressing an important English official. William, Earl of Dartmouth, had just been appointed secretary in charge of American Colonies. Her poem urged the Earl to listen to the Colonists' complaints. From personal experience, Phyllis wrote about her feelings when she was taken from her family in Africa. Her sorrow at losing her parents and her homeland showed that she ***cherished*** freedom. In her poem, Phyllis wrote that she did not want others to experience the "cruel fate of tyranny." She asked the Earl of Dartmouth to use his power to soothe the griefs which Colonists were suffering at that time. She added a prayer for him that his works would be rewarded in heaven.

In 1773, Phyllis published *Poems on Various Subjects, Religious and Moral* and became a celebrity. In 1775, Phyllis Wheatley wrote a poem to General George Washington. The poem was first published by Thomas Paine in his *Philadelphia Magazine*. Washington liked the poem so well that he wrote a letter inviting Phyllis to visit him. The young author met General Washington in Cambridge, Massachusetts in 1776.

Phyllis Wheatley believed freedom would always be an important issue for America. She saw her new country as

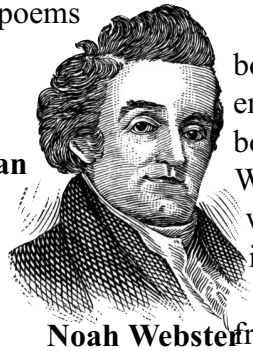
VOCABULARY

Extraordinary: above average
Prodigy: a bright, remarkably talented young person
Cherished: loved and appreciated
Valor: courage and boldness, bravery
Swaggered: walked proudly with a swaying motion
Devoted: gave attention and time to his project

pleasant; full of grace and charm. Admiring Washington's strength and ***valor*** in fighting for his country, Phyllis wrote that he was *"first in peace and honors."* She honored General Washington as the guardian and protector of American Colonies, believing he would win all battles against British foes. Her strong Christian faith was patterned after that of the Puritans who believed God was with them. With that same belief, Phyllis Wheatley called Americans *"a heaven-defended race."*

Even as a household servant, Phyllis Wheatley focused on good things and hoped for a bright future. Her brilliant mind foresaw the Founding Fathers leading America to greatness, and her poems were read with admiration and respect.

After the War for Independence, Colonists began designing their own identity as "Americans." Noah Webster helped define the American vocabulary.

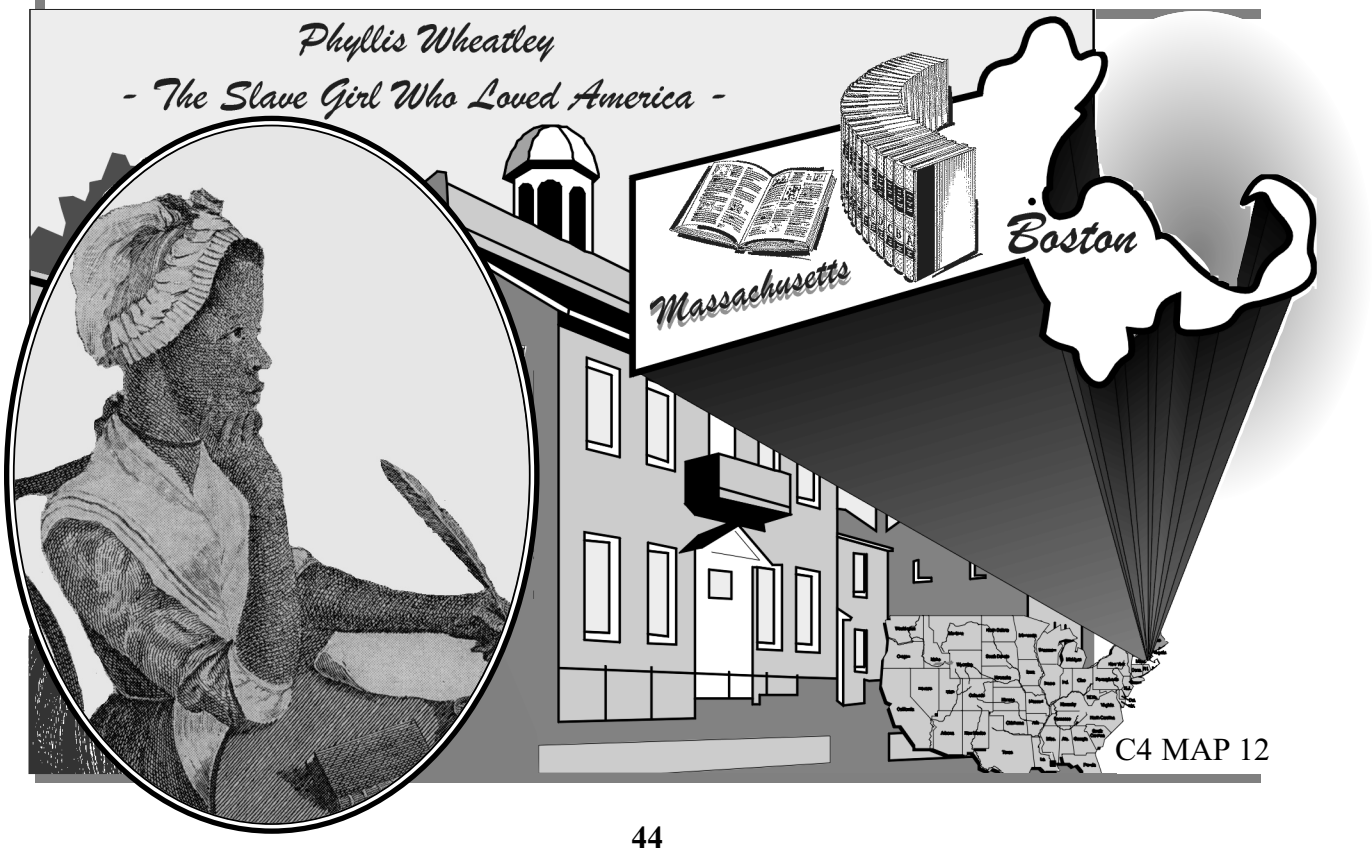


Noah Webster

NOAH WEBSTER: THE WALKING ENCYCLOPEDIA

Noah Webster was a New England teenager when the Colonies declared independence from England. Born in 1758, he grew up knowing that many Americans resented Great Britain. Noah heard the young British Redcoats talking as they ***swaggered*** around New England towns; some of their words were uneducated and vulgar. A student of Yale, Noah Webster thought very seriously about language. The soldiers' way of talking disturbed him. He wanted to free Americans from the British way of speaking.

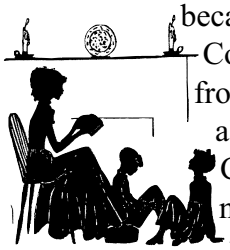
Colonial school children were using books brought from England. Noah envisioned a way to give American children books made in America. In 1783, Noah Webster created a speller of American-style words and authored readers to accompany it. By creating the first American-style speller, Webster supported independence from English ways. With his books,



C4 MAP 12

American children would learn correct language from American schoolbooks, not slang from common street talk.

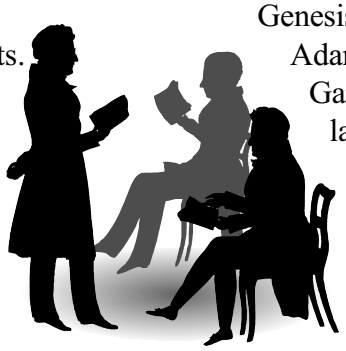
Known as the "Schoolmaster of the Nation," Noah Webster and his schoolbooks became popular throughout the Colonies. Families moving away from New England villages took along their school books. Children learned at home when no schools were nearby. Most families owned at least two books, the Bible and Webster's speller. This famous speller sold a million copies a year for one hundred years! Webster's speller helped several generations of Americans to learn not only their letters and correct spelling of words, but also patriotism and morality. The "moral catechism" section contained Biblical rules upon which to base moral conduct. Webster maintained that: *"Education is useless without the Bible"* and . . . *"the Bible has furnished all necessary rules to direct our conduct."*





Noah Webster set the practice for students to use certain words even though the words had gone out of style in England. He believed Americans should create their own words to fit American activities and discoveries. Webster disliked expressions that came from trying to be stylish or follow fads, thus, he changed some words to make them simpler and more natural.

Being educated meant being a good speller, and contests for the best speller became community events. Spelling Bees, like cornhusking, turned a routine chore into something entertaining and fun. A story from Abraham Lincoln's biography tells how he learned words for a spelling bee in his prairie schoolhouse. His teacher told young Lincoln there was always "a rat" in "separate," and he never forgot it.



Standing in line for the community spelling contest and spelling correctly became an American tradition. Today, newspapers all over the United States continue this tradition by sponsoring a Spelling Bee every year. Contestants take turns spelling words, sitting down when they spell a word incorrectly. The top speller is the last one left standing at the National Bee in Washington, D.C. Webster's ideas about correct language remain an important part of America's classrooms.

Webster was a Connecticut Yankee who was known as a "walking encyclopedia." He possessed an extraordinary gift for recalling words and definitions. Like a high-tech computer, Webster's mind automatically sorted, classified, and filed data about thousands of words. No colleges in Noah Webster's day taught the art of creating a dictionary. Instead, his own genius led him to write America's first dictionary.

For more than twenty years Webster ***devoted*** his great talent and energy to the monumental project of developing a dictionary. He listened and observed in a very scientific manner, examining the major words in twenty different languages. He wanted to know how they influenced the English language. During his years of careful research, Webster developed strong beliefs about the origin of words. He refused to accept the theory that language evolved from a series of "grunts and groans." Instead, Webster believed the Biblical account of creation in the book of Genesis. Studying the first conversation Adam and Eve had with God in the Garden of Eden, Webster concluded that language and the gift of speech had come to man directly from God.

At age 40, Noah Webster began to reflect on his life since he left the religious atmosphere of Yale college. He had lived a very moral life, had

worked hard for a good cause, and had accomplished much. Still, Webster felt he was missing something. He searched the Bible and, at long last, his honest study showed him something about himself—his lifestyle should be based on Biblical principles. From the time of his conversion to Christianity until he died at 85 years of age, Noah Webster led his family in daily prayers and Bible reading.

In 1806, Webster published his first dictionary of 28,000 words. With his great talent for words, he continually revised and enlarged the work. Webster's *American Dictionary of the English Language*, published in 1828 contained 70,000 entries, 12,000 new definitions and an abundance of Bible verses to define and clarify words. For example, Webster's original dictionary defined the word *property* as follows:

> "The exclusive right of possessing, enjoying and disposing of a thing; ownership. In the beginning of the world, the Creator gave to man dominion over the earth, over the fish of the sea and the fowls of the air and over every living thing. This is the foundation of man's property in the earth and all its productions. . . . The labor of inventing, making or producing any thing constitutes one of the highest titles to property. . . It is one of the greatest blessings of civil society that the property of citizens is well secured."

The entry for the word "faith" cited parts of seven different Bible verses. Webster's 1828 dictionary is a direct ancestor of dictionaries today. American children who wanted to learn how to spell or define words were usually told to "look it up in Webster's." Even though different versions of the dictionary are sold today, Noah Webster's name is inseparably linked to the American dictionary.

Noah Webster wrote more than spellers and dictionaries. In 1832 he published his *History of the United States* in which he stated on page 309:

> "The moral principles and precepts contained in the Scriptures ought to form the basis of all of our civil constitutions and laws. . . . All the miseries and evils which men suffer from vice, crime, ambition, injustice, oppression, slavery and war, proceed from their despising or neglecting the precepts contained in the Bible."

In the same year Webster published *Advice to the Young* for the stated purpose of *"...enlightening the minds of youth in religious and moral principles...."*

The following year (1833), Webster translated the *Common Version of the Holy Bible* which he prefaced, in part, with:

> "...The principles of genuine liberty, and of wise laws and administrations, are to be drawn from the Bible and sustained by its authority. The man, therefore, who weakens or destroys the divine authority of that Book may be accessory to all the public disorders which society is doomed to suffer...."

Writers like Noah Webster and Phyllis Wheatley helped design the United States of America as a land of moral, intelligent and educated people, capable of self-government.



Life Principle

"To find a need and fill it brings great satisfaction to oneself and benefit to others."

—Nancy Johnson

The Designing of America



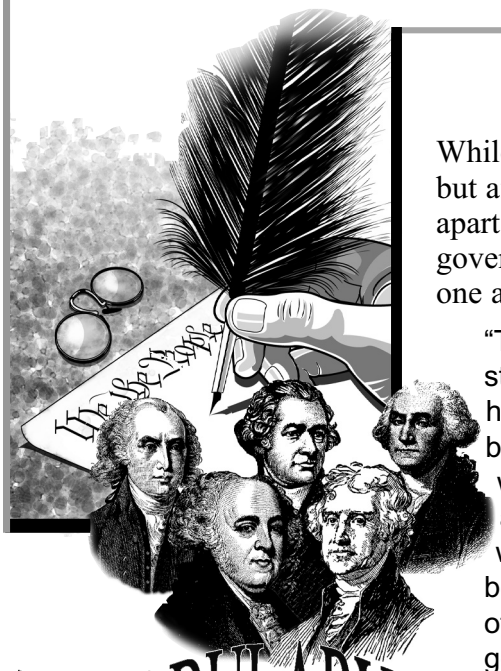
Topic 12
Government & Economics

Chapter 4

THE NORTHWEST ORDINANCE & DRAFTING THE CONSTITUTION

Section Three

Topics 11-15



VOCABULARY

Unanimous: everyone voting in favor of the same thing
Articulate: to express distinctly and speak clearly
Federalist: one who favored a strong federal government and adoption of the Constitution
Articles of Confederation: constitution of the original 13 states, in effect from 1781-1788
Pathos: feeling of tenderness, sympathy, or pity
Conciliation: to overcome or regain by pleasant behavior
Legacy: heritage left to the next generation
Legislate: to make laws

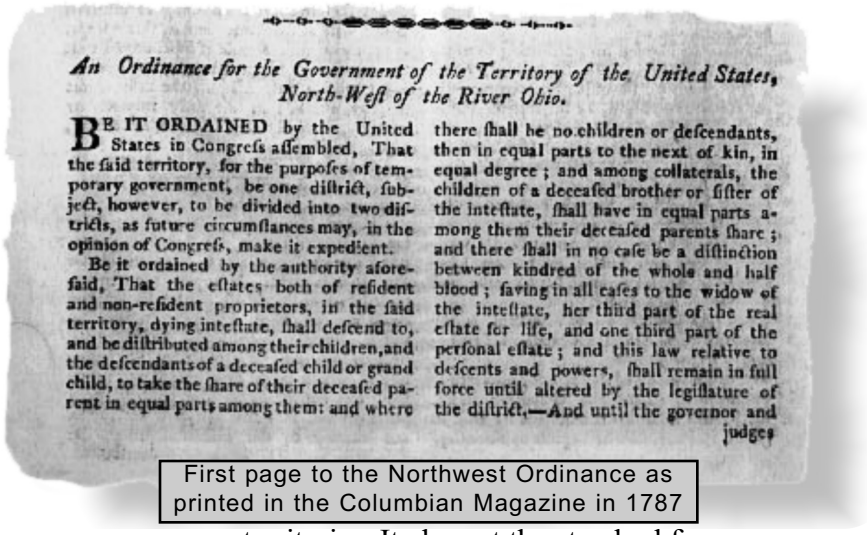
Although America had won independence in 1783, colonists were not living in harmony and unity. While the war lasted, the American states fought side by side; but after battles were won the young nation threatened to fall apart. Under the Articles of Confederation the new nation was governed by a powerless congress. Regarding the new states, one account read:

> "They were heavily in debt. Business was at a standstill. Gold and silver coin was scarce. The states had an abundance of paper stuff which pretended to be money, but nobody knew what it was worth, and what passed for a dollar in one state might not pass at all in another. Distress and discontent grew worse and worse. The states quarreled with each other about boundary lines, about commerce, about trade. Instead of being a united and friendly people, they were fast getting to be thirteen hostile nations ready to draw the sword against each other. This feeling was shown in the fact that a man could not buy and sell freely outside of his own state. If, for instance, a farmer in New Jersey took a load of potatoes to New York, he might have to pay a tax of five or ten cents a bushel to that state before he could offer them for sale. On the other hand, if a New York merchant sent a case of boots to New Jersey to sell to the farmers, that state might, if it chose, tax him ten cents a pair before he could get a permit to dispose of his goods."

The various states operated independently with no standardized means of commerce or other factors to bind them together or pay off their war debts. The most powerful, cohesive influence keeping the country together was the fact that several of the states had claimed land in the Northwest Territory. Then, four states agreed to give up their claims in the Northwest Territory, one of the few common concerns among the states. They believed that Congress could sell lands in that vast region—forming the states of present day Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota—to settlers, and thus obtain money to pay off the debt of the War for Independence. That belief helped to hold the

country together; however, leaders like Washington, Franklin, Madison, and Hamilton believed that unless something else was done promptly, the new-born republic was likely to die.

At last, in 1787, two major events began to unify the Colonies. The Constitutional Convention of fifty-five delegates was called by James Madison on May 25th to draft a new Constitution which would "*form a more perfect union*." Then on July 13th, the Continental Congress passed the Northwest Ordinance bill, a body of laws for governing the Northwest Territory. The Ordinance was reenacted in 1789 by the new federal government under the Constitution and signed into law by President Washington.



An Ordinance for the Government of the Territory of the United States, North-West of the River Ohio.

BE IT ORDAINED by the United States in Congress assembled, That the said territory, for the purposes of temporary government, be one district, subject, however, to be divided into two districts, as future circumstances may, in the opinion of Congress, make it expedient.

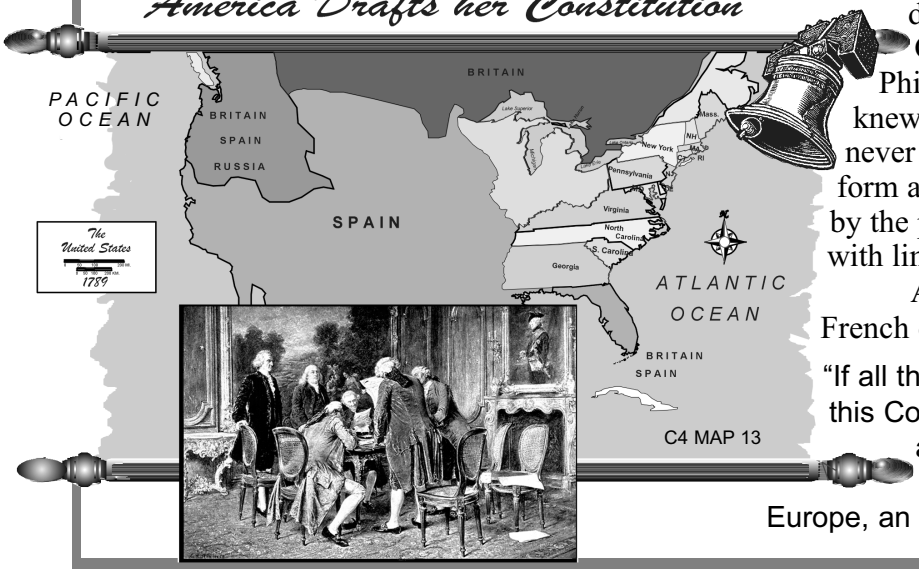
Be it ordained by the authority aforesaid, That the estates both of resident and non-resident proprietors, in the said territory, dying intestate, shall descend to, and be distributed among their children, and the descendants of a deceased child or grand child, to take the share of their deceased parent in equal parts among them: and where there shall be no children or descendants, then in equal parts to the next of kin, in equal degree; and among collaterals, the children of a deceased brother or sister of the intestate, shall have in equal parts among them their deceased parents share; and there shall in no case be a distinction between kindred of the whole and half blood; saving in all cases to the widow of the intestate, her third part of the real estate for life, and one third part of the personal estate; and this law relative to descents and powers, shall remain in full force until altered by the legislature of the district.—And until the governor and judges

First page to the Northwest Ordinance as printed in the Columbian Magazine in 1787

The Northwest Ordinance was the last of the four foundational documents of the colonial and new Republic eras (the others being, in order of ratification, the Declaration of Independence, the Articles of Confederation, and the United States Constitution). The Northwest Ordinance was critical because it laid the foundation for government in U.S. territories, set up judicial proceedings, provided for territories to become states, outlined just treatment of Indians, and prohibited slavery in new territories. It also set the standard for education. The first part of Article III of this document states: *"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged...."* Congress required new state governments not to be in opposition to the principles of the Northwest Ordinance. It thereby became an official standard by which territories wanting to become states were to design their state constitutions.

The men who drafted the United States Constitution represented the most capable and noble assembly of men ever to convene for the purpose of designing a government. The Constitution of the United States is *"the most wonderful work ever struck off at a given time by the brain and purpose of man,"* according to British statesman William E. Gladstone. The delegates to the Constitutional Convention assembling in Philadelphia on May 25, 1787 knew they faced an awesome task never before attempted by men—to form a government of the people, by the people, and for the people, with limited governmental powers.

America Drafts her Constitution



According to G. K. Otto, a French official,

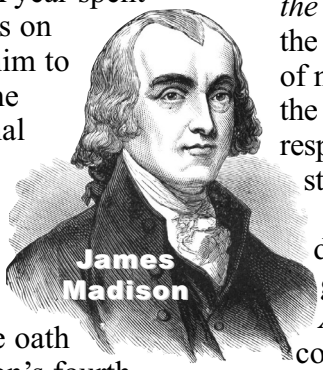
"If all the delegates named for this Con-vention at Philadelphia are present, we will never have seen, even in Europe, an assembly more

> respectable for the talents, knowledge...and patriotism of those who compose it."

This group of outstanding patriots became known as America's *Founding Fathers*.

Those distinguished delegates included George Washington, beloved hero of the War for Independence who served as Convention president by ***unanimous*** vote. Two years later he was unanimously chosen as the first President of the United States. Washington, whose land and possessions identified him as one of the wealthiest men in the country before the war, was temporarily short of cash in 1787, which may have been due to helping finance the War for Independence with his own money. However, he considered the convention so important that he borrowed money to pay for his passage and boarding room expenses.

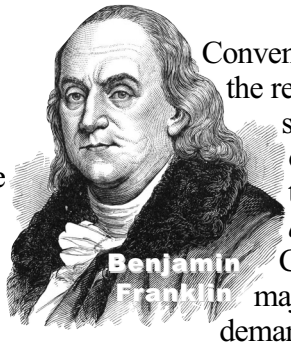
James Madison, a Virginian like Washington, earned the title *Father of the Constitution* when he emerged as the most ***articulate*** writer and thinker of the Convention. James Madison also went to the Convention well prepared. A year spent reading more than 200 books on history and philosophy led him to one question, "How could the country have a strong national government without taking freedom from the people?" Madison kept this concern in mind and continued to draw from his store of knowledge when he took the oath of office in 1809 as the nation's fourth president.



Alexander Hamilton from New York, later named Secretary of the Treasury, and John Jay, who became the first Chief Justice of the Supreme Court, also played crucial roles in the Constitutional Convention.

Despite the name *Founding Fathers*, most framers of the Constitution were in their 30s or 40s, not gray-bearded old men. Not all of the delegates were young, however.

Author, publisher, inventor, and elder statesman at age 81, Benjamin Franklin was valued for the wisdom he contributed to the Convention. During a deadlock between the representatives for large and small states, Franklin admonished delegates to seek assistance from the Almighty who *"governs the affairs of men."* Drafting a Constitution acceptable to a majority of the thirteen states demanded a unique form of agreement among strong leaders. As a team, the Founding Fathers possessed an astonishing combination of wisdom, dedication, and moral principles.



The fifty-five delegates brought to the convention an extraordinary collection of careers and experiences including 34 lawyers, 8 judges, 7 former and 9 future governors, 29 who were college educated, 2 college presidents, 18 who had worked or studied abroad, 30 who fought in the War for Independence, and 8 who had signed the Declaration of Independence in 1776. Two of the delegates would later serve as president of the United States and one would serve as vice president.

George Washington, a ***Federalist***, expressed the mood of the delegates when he said, *"Let us raise a standard . . . the event is in the hands of God."* With this challenge in mind the framers boldly set about drafting a new type of national constitution—one which embraced the best qualities of individual freedom and responsibility while dispersing authority among state and federal government branches.

The delegates believed that they had a destiny to fulfill as they drew upon wisdom gained from personal experience with the ***Articles of Confederation*** and a concentrated study of other contemporary and historical documents. Many models of government and political theories were examined, including the works of Montesquieu, Blackstone and Locke. Montesquieu had shown that separation of powers (judicial, legislative, executive) was essential to the preservation of liberty, and cited the Christian religion as the source of these principles.

Reference materials also included the Bible and England's Magna Carta, a document which English lords forced their king, John I, to sign in 1215 which required the king to honor certain basic rights. The Magna Carta

also established the concept that the king was subject to the law.

Some evidence suggests certain basic precepts of the Iroquois Indian Confederacy's 200-year-old "unwritten constitution" may also have been referenced.



First page to the Articles of Confederation

In 1776, Delegates to the Second Continental Congress (which produced the Declaration of Independence) had appointed a committee to draft a constitution for the United States of America. The following year the Articles of Confederation were presented to the Colonies for acceptance. However, since the Colonies were occupied with the War for Independence, the Articles were not adopted until 1781. The new government had more weaknesses than strengths. It was weak because it was a loose confederation of states with no executive head (president), and had no power to collect taxes or regulate trade. The Articles had no provision for a national court system. Representation among the states was not equitable, and changes in the Articles required a unanimous vote of all the states.

On the positive side, the Articles of Confederation did provide a framework which kept the states together through the War for Independence and a subsequent favorable treaty with England. Another benefit of the articles of Confederation was that the Founding Fathers knew what would *not* work for the new constitution of 1787.

Although delegates agreed on many issues, controversies arose, as one might expect, from representatives of thirteen states with differing interests and distinctives which led to heated discussions. The major disagreements between conflicting groups were resolved by five major compromises. Aristocrats preferred indirect presidential elections through representatives—perhaps for life, while Democrats preferred direct elections for only one term of office. The compromise reached allowed for the president to be elected indirectly by the *Electoral College* for a term of four years, with options to be reelected. Senators were to be elected by state legislators, while Representatives would be selected directly by citizens.

Larger states thought representation in Congress should be according to population, while smaller states argued for equal representation. The agreement they reached was called the *Great Compromise*, which provided for a two-house Congress. The Senate (designated as the "upper house") was to be based on equal representation (two from each state). The House of Representatives ("lower house") was to be based on population (no more than one representative for every 30,000 persons).

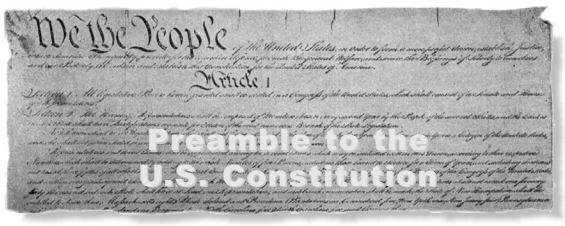
Southern states insisted that slaves should be counted in the population tally. Northern states opposed this idea. Their different positions were reconciled by *The Three-Fifths Compromise* which provided (for purposes of representation and taxation) that five slaves would be counted for every three whites.

Manufacturing states wanted Congress to have power to levy tariffs (import/export taxes). Agricultural states opposed Congressional tax power. The settlement they reached was known as *The Commerce Compromise*, whereby Congress could tax imports but not exports.

Free states (those which did not hold slaves) wanted at least to limit slave traffic. Slave states argued for unlimited importing of slaves. *The Slave Trade Compromise* allowed unhindered importing of slaves for the next twenty years, at which time a tax of ten dollars per slave could be levied on further imports.

Disagreements were sometimes debated with ***pathos*** or anger, but ended with commitment to resolution in the best interest of the nation. The Founding Fathers were united in their determination to produce a document that would serve as a flexible and lasting framework for American government. As June temperatures rose inside the Philadelphia State House, the 55 delegates worked behind closed doors. The

debate seemed endless. Men began to wonder if they would ever reach the goal of a strong central government. Finally, on a humid day in late June, Benjamin Franklin rose from his chair to address the weary delegates. He was the host and oldest member of the convention and was held in high esteem. He reminded the men of all the work they had done. Then Franklin asked, "*How has it happened . . . that we have not hitherto once thought of humbly applying to the Father of lights to illuminate our understanding?"* Franklin was calling for prayer. He rebuked the delegates for forgetting the God who had given them victory over Britain and for trying to establish a government on limited human reason.



> "I have lived . . . a long time," Franklin said, "and the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid?"

Franklin ended his speech by proposing that daily prayers be held before the opening of each meeting. Soon afterward, Jonathan Dayton, a representative from New Jersey, recorded that when the convention met again, *"every unfriendly feeling had been expelled, and a spirit of **conciliation** had been cultivated."* By the end of September, the delegates had written the Constitution of the United States.

The Constitution established the course for the new nation. It provided for a Federalist system, with power divided between a strong national government and the individual states. Based on a republican form of government, the Constitution draws its authority from the people and is ultimately responsible to the people through elected representatives.

In September, 1787, after four laborious months of work, 39 delegates signed the Constitution. It was ready, at last, for ratification by the 13 states. "We the people" of the United States had created a document upon which, over 200 years later, Americans can still rely for protection of freedom and guidance.

The Constitution defines and preserves the American way of life two ways: (1) it protects people from the danger of every man doing what is right in his own eyes without regard for the rights of others, and (2) it protects individual rights, unlike most countries where individual rights must be submitted to the interests of the State.

The Founding Fathers who framed the Constitution helped lead Americans toward personal freedom balanced by responsibility. The framers worked diligently to write the Constitution so that power was balanced between the people and the federal and state governments. More than two centuries later, the United States is still a beacon of hope to refugees seeking freedom and opportunity.

People who enjoy the benefits of living in America must also accept their responsibility to honor and protect the Constitution of the United States. Only then can the American way of life be preserved for future generations. The next vignette summarizes the main points of the Constitution.

THE CONSTITUTION AND YOU: AN OVERVIEW

The Constitution states that every American should receive fair and equal treatment under the laws of the land. Each individual must claim this inheritance by making good choices in life. One who makes wise choices will have happiness and contentment, but shame is the ***legacy*** of those who make foolish choices. The Constitution does not guarantee that everyone will be wealthy or successful. It only guarantees liberty and the opportunity to pursue happiness.

National vs. States' Rights

The Constitution provides for a strong central government, but sets limitations on its power. The national government defends the country from internal and external threats, preserves peace, and regulates commercial and political activity with other nations and between states. The power of Congress to ***legislate*** for the "general welfare" is limited, but, where it can act, it has priority over state actions. Powers not specifically assigned to the national government are reserved to the States or to the people.

Popular Control but not Majority Rule

The House of Representatives is based on the population of individual states. Each state is guaranteed at least one representative, but more highly populated states are represented by more delegates so they have more voting power in the House. There are currently 435 members of the U.S. House of Representatives. Each elected term is two years. America's Senate, which is limited to two members per state, gives each state equal representation, regardless of population. There are 100 U.S. Senators whose elected term is six years. The House and Senate together are usually referred to as the *Congress*. Members serve as long as they are elected by voters.

The President and the Election Process

Presidential duties and powers are defined in the Constitution. The President of the United States is chosen by electors of the Electoral College, instead of by direct popular vote. Each elector is obligated to cast his ballot for the candidate who receives the highest number of votes in the state he represents. With this system, the candidate elected President is truly the American people's choice. He serves as Commander-in-Chief of the United States' military forces. He proposes treaties with other countries, appoints ambassadors and judges, informs Congress of the State of the Union and generally represents American values.

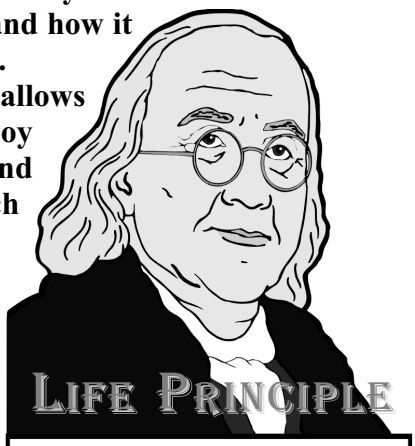
Three Branches of Government

The Constitution divides the federal government's power among three separate and independent branches.

The Executive Branch:
The President and the Vice President.
The Legislative Branch: (Congress)
The House of Representatives and the Senate.
The Judicial Branch:
The United States Supreme Court and the Federal Court System.

These three branches of government act as a system of checks and balances of federal power. These branches of government restrict any one branch from becoming too powerful. For example, a president may want to take a certain action, but he cannot enforce it without the advice and consent of the legislative branch and judicial review from the Supreme Court.

Because of its unique qualities, the United States of America offers unparalleled freedoms and opportunities for life, liberty, and the pursuit of happiness. The next chapter offers you a more detailed study of the U.S. Constitution and how it works for you. Freedom also allows families to enjoy celebrations and holidays, which you will study next.



Life Principle

" Many a young man thinks he is buying pleasure when he is really selling himself a slave to it. "
Benjamin Franklin

The Designing of America



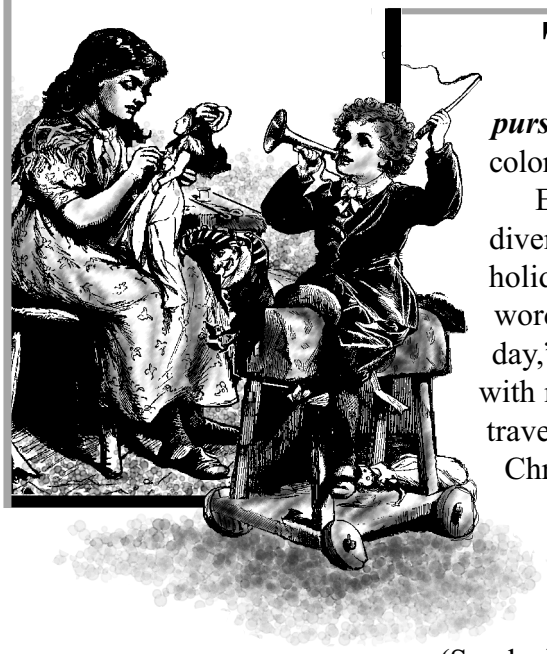
Topic 13
Family & Home

Chapter 4

HOLIDAYS AND FAMILIES

Section Three

Topics 11-15



The fourth line of the history-altering Declaration of Independence, signed in 1776, speaks about the ***pursuit*** of happiness. Holidays were special occasions when colonists gathered their families together to pursue happiness.

Each of the thirteen Colonies was populated by people of diverse European cultures and religious denominations, so holiday celebrations varied from one Colony to another. The word, "holiday," comes from the two, separate words, "holy day," which traditionally focused on an event associated with religious practices. Take Christmas, for example. If you traveled back in time and visited Colonial homes during the Christmas season, you would be impressed by the variety of customs and traditions. The Puritans in Massachusetts were Christians, but they did not celebrate Christmas as a holiday. In fact, Puritans recognized only three holy days—the Sabbath (Sunday), the Day of Humiliation and Fasting (called for in times of crisis), and the Day of Thanksgiving and Praise (proclaimed when the Puritans wanted to express gratitude and honor God in prayer).

When ***Jewish*** families settled New Netherlands, later renamed New York, they observed the religious tradition of Hanukkah, an eight-day festival of lights celebrated among neighbors in various homes.

Each Pennsylvania Dutch family usually built an ***elaborate*** Christmas crib to celebrate the birth of Jesus Christ. Dutch colonists were known for their love of baked sweets, as well as their fine workmanship. Fancy Christmas cookies loaded their holiday tables and were enjoyed by family members.

Some Dutch settlers in New York celebrated *Sinterklaas* (St. Nicholas) Eve and Day on December 5 and 6. Dutch women baked ***batches*** of spicy cookies called *speculaas*. From a special mold, proud Dutch cooks also created a traditional treat—a two-foot high frosted cookie resembling St. Nicholas. Sinterklaas Eve was also a time for singing, dancing, and feasting in celebration of the Giver of Life. The highlight of the evening

VOCABULARY

Pursuit: in search of
Jewish: pertaining to descendants of ancient Hebrews, or the people of Israel
Elaborate: fancy
Batches: an amount prepared for one meal
Revelers: those who take great pleasure in something
Solemnized: to cause people to think seriously about a matter
Populace: the inhabitants of the land, the population

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occurred when the front door burst open, showering the floor with pre-placed candy and fruit treats. In would walk a man disguised with a long robe and hat, asking the children about their behavior that year—whether they had been good or bad children.



Swedish settlers in Delaware brought the legend of St. Lucia to America. On December 13, ***revelers*** appeared in a parade led by a young girl dressed as St. Lucia.

The English who settled in Virginia practiced their own native traditions. On Christmas Eve, they burned an oversized log at home, called the *yule log*. Then they went through the village carrying a bowl of holiday punch called "wassail"—a combination of ale, sugar, and apples. Families stopped at friends' homes for open-house celebrations.

For most of America's early settlers, Christmas was a special religious day. The main events were morning church services followed by family meals and exchanging of gifts. Believing it was better to give than to receive, Colonists considered the pleasure of giving gifts more important than any they might receive. Christmas was a serious, yet joyful, time when Colonial families celebrated the birth of Jesus Christ, whom they believed was God's gift to mankind, born to save them from their sins. By the mid-1700s, Benjamin Franklin noted, *"How many observe Christ's birthday! How few His precepts! Oh! 'Tis easier to keep holidays than commandments!"*

New Year's Day was another favorite holiday in the Colonies. The first moments of the new year were marked by the ringing of church bells. At seaside communities, ships in the harbor fired their guns. On New Year's Day, Colonists customarily attended open houses. Guests in a Dutch home might be served fruit with honey cakes and doughnuts. When they left, they tore off a piece of a "sharing cake" as a reminder of their host's hospitality. On southern plantations, a popular New Year's menu item was "hoppin' John," a dish combining black-eyed peas, rice, and pork.

After Fall harvest time, work-worn colonists looked forward to the coming winter celebrations. Dutch children in the New York Colony favored First Skating Day. This was a day of merriment on ice, when families grabbed their skates and headed for a newly frozen lake. Ice skating was a popular activity where young people met and enjoyed wholesome fun.

In the spring, another favorite event was April Fools' Day. The usually strict routines at home and school were relaxed, as Colonial children had fun playing practical jokes on one another, their teachers and other adults.

Observed each spring, the Easter holiday is an annual Christian festival celebrating the resurrection of Jesus Christ. Early Christians commonly held sunrise services to underscore their belief that Jesus

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rose from the dead in the early morning hours. Dutch families mixed Christianity with secular rituals in which eggs were painted with vegetable dyes, hidden in the grass and then hunted by children.

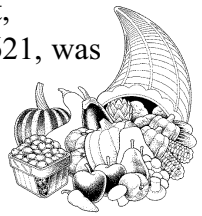
Another holiday for many early Colonists was May Day, on the first day of May. The celebration began by going "a-maying" or going out to gather flowers. This was followed by dancing and singing around a pole decorated with fresh flowers and ribbons.



The most popular patriotic holiday, the Fourth of July, although always vigorously celebrated, was not officially proclaimed until almost the end of the colonial period. It was, however, for the first 150 years considered a religious holiday for celebrating the role of Divine Providence in securing a free country. The event was ***solemnized*** by many sermons across the land urging the ***populace*** to be thankful and not to take their liberties for granted. The Fourth of July, or Independence Day, recognizes the signing of the Declaration of Independence which proclaimed America as a free and independent nation. The first Fourth of July remembrance was held July 4, 1777, with bell ringing, bonfires, preaching, ceremonies, and a thirteen-gun salute.

Autumn was an extremely busy time for Colonists. There were crops to harvest and food to store for the coming winter, but there was always a little time for celebrating!

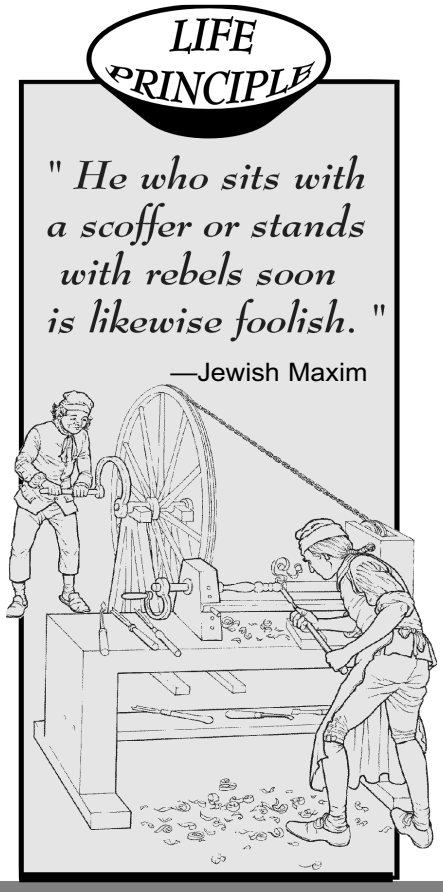
Many holidays, including Halloween, are celebrated in America today, even though they were not holidays among the early Colonists. The old traditional holiday known as "All Hallows Eve," predecessor to today's Halloween, was introduced to America by later Irish immigrants involved with pagan rituals. They carved pumpkins to portray demons, and glorified witches and ghosts. Even though Halloween was not a national holiday for the Colonists, it has evolved into a commercial celebration associated with witchcraft, complete with scary masks, costumes, games, and trick-or-treat activities.



The Thanksgiving feast, instituted by the Pilgrims in 1621, was observed throughout the Colonial period. Thanksgiving was established as a celebration by the Continental Congress in 1777. It was a time to give thanks to God for His grace and blessings. During the Civil War in 1863, President Abraham Lincoln proclaimed Thanksgiving a national holiday in which Americans acknowledged their dependency on God for personal liberty and freedom.

Thanksgiving continues to be the most popular American holiday for family reunions. Traditional family dinners include turkey or ham, sweet potatoes, salad, hot rolls, gravy, cranberries, and pumpkin pie.

Family reunions were enjoyable times, not only for opportunities to renew acquaintances, but to share information about fashions and home furnishings.



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The Designing of America

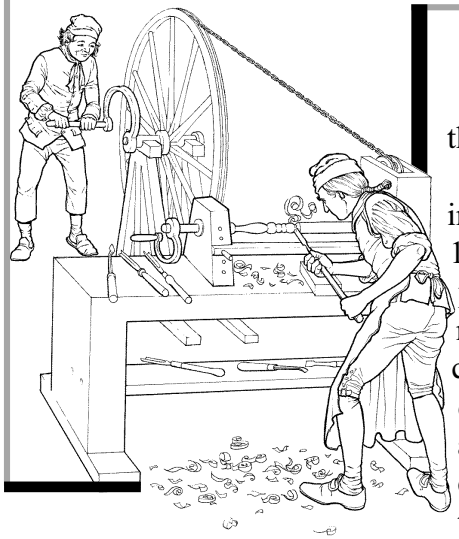
Topic 14
Architecture, Fashions & Furniture

Chapter 4

ARCHITECTURE, FASHIONS AND FURNITURE OF THE 1790s

Section Three

Topics 11-15

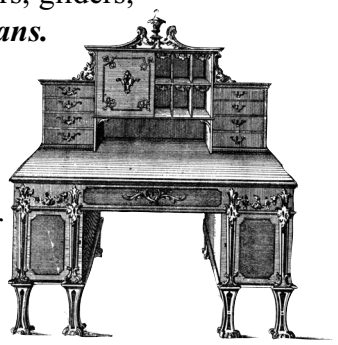


Duncan Phyfe, Mount Vernon, and Nelly Custis: American tastes in clothing and furniture styles have changed with the times.

Fashion and furniture tell a great deal about everyday life in the past—the culture, art, and technology. Near the end of the 18th century, while America was still a young nation, most popular furnishings were influenced by two English designers named Thomas Chippendale and George Hepplewhite. These craftsmen created ornate, high chests of drawers and matching dressing tables. The high chest of drawers combined storage and display. Clothing was stored in the drawers, while glass, ceramics, and silver could be displayed from special shelves on top.

Original American furniture included Ben Franklin's rocking chair and block front case furniture decorated with large carved shells. Made by the Goddard-Townsend family of Newport, Rhode Island, these block front case furniture pieces looked like heavy boxes with lids that opened for quick storage. Furniture was designed from imported mahogany and native woods such as cherry, birch, maple, and pine.

Duncan Phyfe, a Scottish immigrant, became New York's leading furniture manufacturer. He opened a shop in the late 1790s. At first, Phyfe worked with a few craftsmen. As demand for his products increased, Phyfe expanded his shop to include more workers. He employed carvers, gilders, chair makers, upholsterers, and other ***artisans.*** To keep up with ***consumer*** demand, Phyfe utilized mass production techniques.



Before mass production became common, most furniture builders worked alone or in small shops staffed by a master craftsman, a journeyman, and a few ***apprentices***. Skills were handed down from one generation to the next. Each

VOCABULARY

Artisans: craftsmen
Consumer: people who purchase items
Apprentices: people being trained in job skills
Elegant: fancy
Tapered: bigger on one end than on the other end
Portico: an elegant porch with its roof supported by tall columns
Muslin: a plain, somewhat coarsely textured cotton fabric
Habit: a garment designed for a specific function or activity, such as a *nun's habit* or a *riding habit*

craftsman or artisan had his own special technique that set him apart. Similarities in workmanship like decoration or production often hinted at where the furniture was made.

Phyfe's shop produced light-weight ***elegant*** tables and desks that were supported on ***tapered*** legs. These beautiful pieces were decorated with inlaid designs fitted precisely within the wood. Tables, tambour desks, and sideboards were popular mass-produced furniture pieces. A *tambour desk* had a rolling top made of narrow strips of wood glued on canvas. *Sideboards* were popular dining room furniture with compartments and shelves for holding linens and silver items for table service.

Duncan Phyfe also produced the popular Windsor chair. The *Windsor chair* had a solid, saddle-shaped cushioned seat with back spindles held in place by a top rail which curved forward to form arms.

Windsor chairs, rocking chairs, desks, sideboards, and tables dotted many of the rooms at Mount Vernon, George and Martha Washington's home in Virginia. Its first owner, Major Lawrence Washington, named Mount Vernon in honor of his commanding officer, Admiral Vernon of the British Navy. Mount Vernon was originally a small, story-and-a -half cottage with end chimneys, four rooms, and a central hall. When George and Martha Washington acquired Mount Vernon, George added rooms and remodeled the old farmhouse into an elegant mansion.

The newly reconstructed Mount Vernon was expanded from one-and-a-half stories to two-and-a-half stories. Additions included a new pitched roof, a large room for formal entertaining, a library with built-in bookcases and fireplaces, a master bedroom and a two-story ***portico*** overlooking the Potomac River. The remodeled mansion was completed in 1787, the same year Washington was appointed a delegate to the Constitutional Convention in Philadelphia.

George Washington enjoyed his home. He once remarked,

> "I had rather be at Mount Vernon with a friend or two about me, than to be attended at the seat of government by the officers of state and the representatives of every power in Europe."



During Mount Vernon's remodeling and expansion, George and Martha Washington's granddaughter, Nelly Custis, lived with them. She loved her home by the Potomac River, and always looked forward to returning there when she went away. Her bedroom was in the southwest corner off the upstairs hall. Nelly's walls were covered with paper painted a bright Prussian blue, adorned with engravings and her own artwork. A corner fireplace added to the room's warmth in winter.



Considered a beauty in her day, Nelly Custis was 5 feet 4 inches tall with long hair worn in ringlets. At times her hair was held in place by a head-dress *fillet*, a band worn around the head. Ringlets fell around the sides of her face. Nelly Custis' favorite outfit was typical of what other American ladies wore in the 1790s—a white ***muslin*** dress with a sky-blue cord tied around her waist. She wore silk stockings and black shoes accented with roses.

Muslin and silk gauze were popular dress fabrics. Women's dresses featured snug fitting bodices. Velvet jackets and over-gowns in contrasting colors were worn in cold weather. Colonial women often wore



*Artist's rendition of Mrs. Washington wearing a butterfly cap

shoes made from satin or brocade. Embellished with embroidery, these shoes were turned up and had low heels. Because their dresses no longer had sewn-in pockets, women began to carry handbags each of which was usually held together by a drawstring. Nelly sometimes wore a "butterfly cap" when walking around the grounds of Mount Vernon.



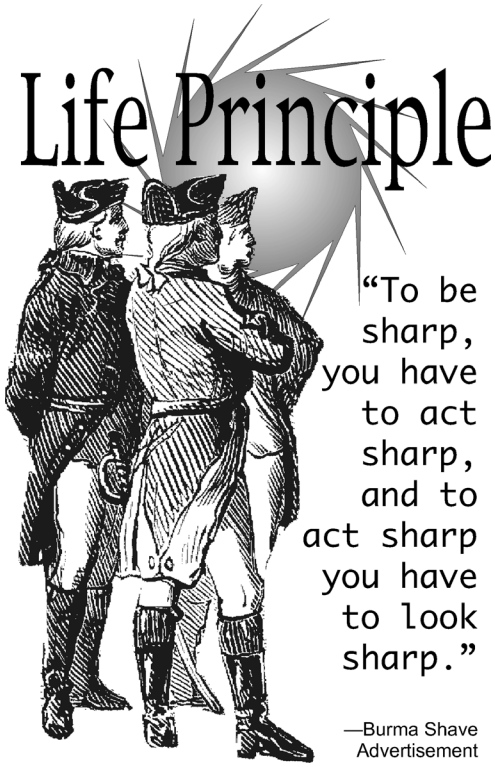
George Washington was seen in the fashion of his day, wearing a shirt of fine linen, called *cambric*, and knee-length doeskin breeches with silk stockings gartered underneath. A cutaway coat, a coat with brass buttons that opened to reveal the outfit beneath, was worn over the shirt and breeches. These coats had high, turn-over collars. They were made to button right up to the neck, though they were usually worn open all the way down. Men's low-heeled shoes were decorated with silver buckles.

Women who wore the popular riding ***habit*** caused quite a stir in traditional society. Made by a man's tailor, the riding habit consisted of a jacket and waistcoat, a short jacket in the form of a vest cut like a man's, and a long skirt with a small train. A few women insisted on wearing the riding habit to formal balls instead of wearing them solely for horseback riding. This "rebellion" caused some women to be banned from certain social circles, particularly those of wealthy people who believed strongly in strict fashion restraints.

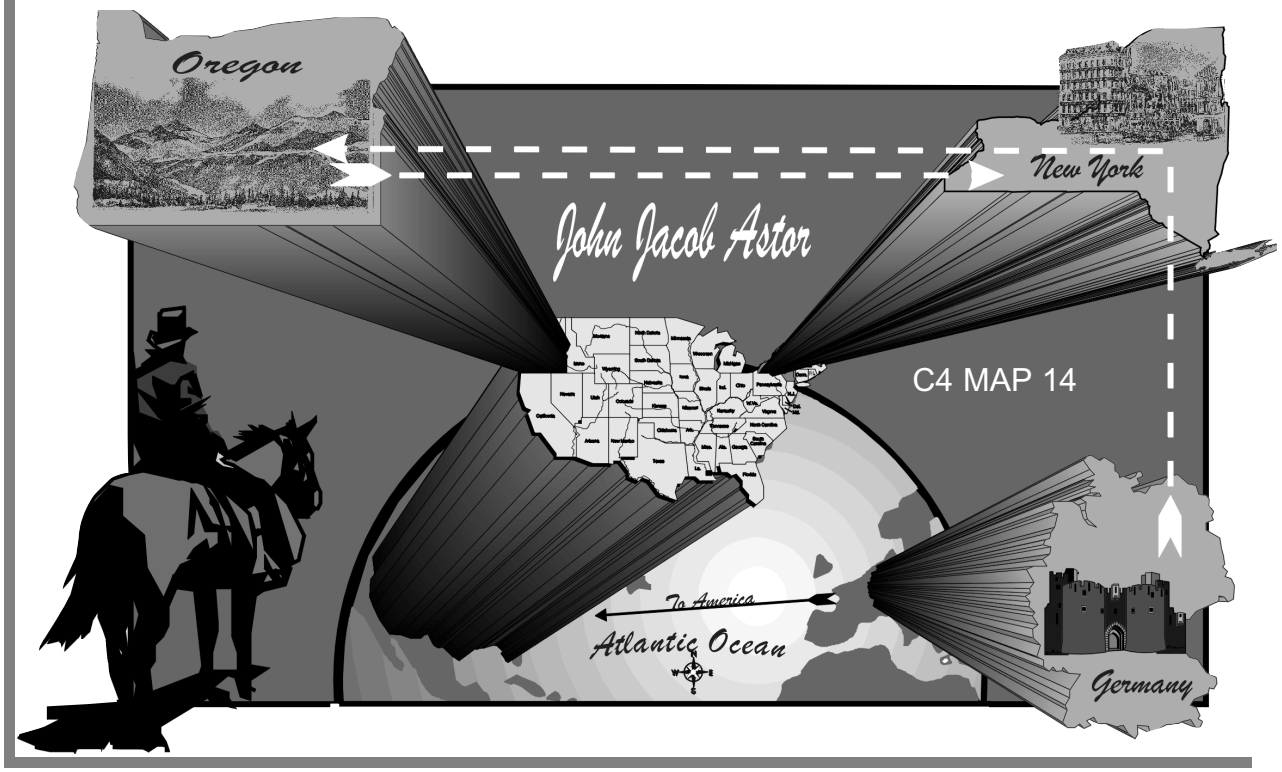
Although European men of the 1790s were wearing white powdered wigs, many American colonists chose to wear their own hair long and pulled back with a loose satin ribbon or a piece of leather thong. European women wore tall hats or headpieces with tall feathers and plumes. Women in America enjoyed the simpler design of loose caps such as the butterfly cap, similar in design to modern-day boufant shower caps.

While the American nation was being designed, the fashions and furniture of the 1790s reflected an uncluttered elegance. Simpler dress lines and practical furniture were the choice of men and women in colonial America.

Fashionable clothing and furniture naturally were in demand by people of wealth. The first American to amass great wealth that involved several states was John Astor.



*artist unknown


Oregon
New York
John Jacob Astor
C4 MAP 14
To America
Atlantic Ocean
Germany

The Designing of America



Topic 15
Industry & Medicine

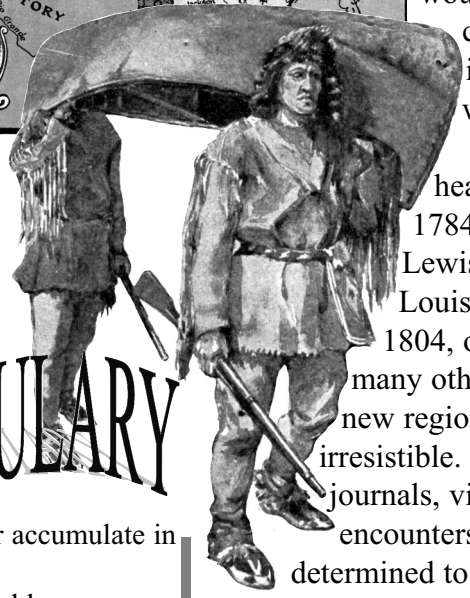
Chapter 4

Section Three

Topics 11-15

JOHN JACOB ASTOR: AN INDUSTRIOUS IMMIGRANT MAKES GOOD

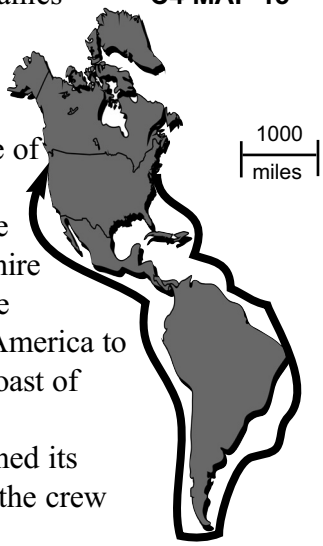




In 1780, seventeen-year-old John Jacob Astor left his home in Waldorf, Germany resolving "*to be honest, to be industrious, and not to gamble.*" No one could have guessed this teenager's decision to be honest and industrious would one day enable him to make tremendous contributions to American commerce and industry. Nor could they have known that he would ***amass*** the first great American fortune.

After spending time in London, young John headed for America. He landed in New York in 1784, full of ambition and eager for adventure. Lewis and Clark's famous exploration of the Louisiana Purchase, which began in the spring of 1804, opened a window for Western expansion. Like many others enticed by the opportunities of this vast new region, John Astor found the call of the West irresistible. Lewis and Clark wrote detailed maps and journals, vividly describing abundant wildlife. Their encounters captured John's attention. By 1811, he was determined to challenge the Hudson Bay Company and the Northwest Company, two English fur companies that dominated the West Coast fur trade.

C4 MAP 15

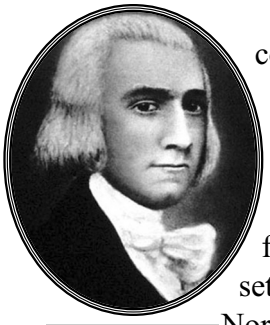


There was one problem. John Astor lived on the East Coast of America, but he was interested in an area on the opposite side of the country. Transcontinental jets that could travel that broad expanse in a few hours were still many years away. Instead, Astor had to hire a ship and crew to sail from New York on the Atlantic seaboard around the horn of South America to northern Oregon on the Northwest Pacific Coast of America, a journey of thousands of miles.

Six months later, when the ship reached its destination in what is now Astoria, Oregon, the crew

VOCABULARY

Amass: gather or accumulate in large quantities
Lucrative: profitable
Endowed: provided a permanent source of funding
Legacy: something handed down from an ancestor
Discretion: exercising good judgement as to what, when, or how to do something
Photostatic mind: the ability to memorize a thing instantly as if it were etched on the mind
Spinning Jenny: a type of spinning wheel that enabled the spinning of many threads at once



John Jacob Astor

constructed a log and dirt fort. They persevered in spite of illness and the threat of Indian attacks. Fort Astoria became the first permanent American settlement in the pacific Northwest.

Astor's foresight and determination paid off. His highly successful American Fur Company trading posts on the Columbia River became the center of ***lucrative*** fur trade in the West. Astor was on his way to becoming a wealthy man.

During the War of 1812, Astor's increasing prosperity afforded him a unique opportunity. When the U.S. had difficulty financing the war effort, John was able to loan money to the U.S. government. Astor apparently enjoyed assisting his adopted homeland.

Perhaps this experience as a lender encouraged Astor to help develop another important American industry. In 1816, he was instrumental in founding the Second Bank of the United States. In 1832, Astor sold out his fur trade business and started buying and selling New York real estate. Astor's energy, drive and ability served him as well in the real estate industry as they had in previous endeavors. Among his holdings were large chunks of what is now the midtown business district in Manhattan. John Jacob Astor had become the wealthiest man in America.

Through amassing a fortune and accumulating many treasures, John Jacob Astor may have learned that all material things are temporary. Everything he owned would decay and disappear in time. So John Astor invested in the education and enrichment of future generations. Part of his fortune, estimated at between $20 and $30 million, was ***endowed*** to the New York Public Library. It was an awesome ***legacy*** for an immigrant who decided in his youth, *"to be honest, to be industrious, and not to gamble."*

John Jacob Astor's industrial wealth reflected his understanding and application of the free enterprise work ethic. He was among the first of thousands in America who learned how to apply their skills to start their own business.

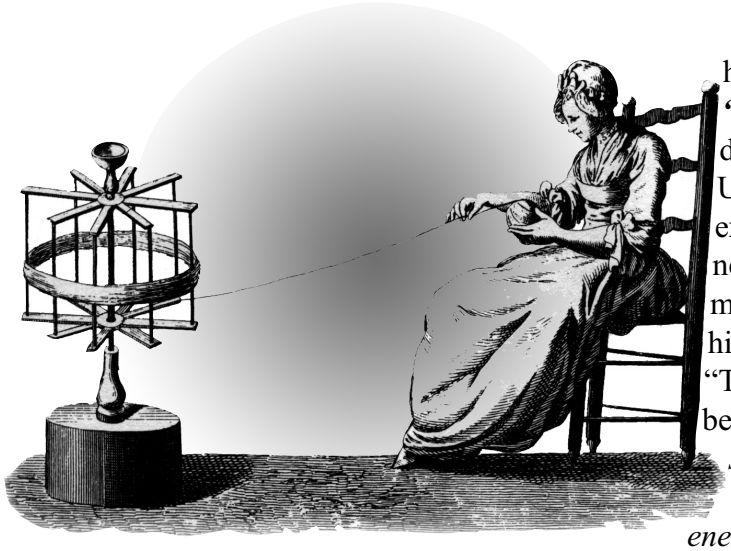
HANGING BY A THREAD

While the War for Independence was being fought in the American Colonies, the Industrial Revolution was taking shape in England. Hand-operated tools were giving way to power-driven machinery. Although Americans were proud of their own talented investors and engineers, they had not yet caught up with their English cousins in the area of manufacturing. Textiles were one clear example: using hand looms and outdated methods, Americans were unable to compete with finer British fabrics.



England, eager to protect her advantage in manufacturing, made it illegal to export machinery or plans. Individuals familiar with the new equipment were forbidden to leave the country. However, enterprising Americans offered substantial rewards to anyone who would supply English machines and designs.

Opportunities in America were especially appealing to young Samuel Slater. While serving as an apprentice in England, he had carefully memorized all the details of Richard Arkwright's spinning machine and other inventions. Slater, a wise young man, had quiet confidence in his own abilities.



He learned all he could—and realizing that he had something America needed—he kept his knowledge to himself. With ***discretion*** to match his talents, he never went around talking about his abilities. In 1789, Slater sailed for America where he could apply his knowledge toward the development of his own business of manufacturing.

After landing in New York, young Slater found his way to Pawtucket, Rhode Island where he teamed up with Moses Brown, a local manufacturer. With no written plans to follow, Slater depended on his memory and mechanical genius to create an Arkwright-type spinning mill. When the first spools of cotton thread spun off his new machine in December, 1790, Samuel Slater's self-confidence was justified. America's first textile factory had been established, and the nation's industrial future literally hung by a thread.

Slater eventually owned several textile firms. By 1815, his machines were spinning away in 213 factories. The machines were tended primarily by children from 7 to 12 years old, who were grateful for their earnings of 33 to 67 cents for a six-day work week. Mr. Slater, however, was genuinely concerned about the educational welfare of the children and established a Sunday school to teach reading and arithmetic to his young factory workers.

Samuel Slater was described by historian Roger Burlingame as having a ***"photostatic mind."*** Slater made a dramatic difference in American industry. Using knowledge gained through experience and hard work, Slater brought new ideas to America, improved life for many, and became relatively wealthy himself. James W. Cole in his 1898 essay, "The Dignity of Labor," could well have been referring to Slater when he said: *"A single…mechanic has by his invention of a machine…more than once doubled the energy and wealth of mankind"* in his community.

A group of merchants led by Francis Cabot Lowell also built a large number of textile factories. Their initial factory, the first mill in America to include spinning and weaving in one location, was built in 1813 on the Charles River at Waltham, Massachusetts. At the heart of this operation was a power loom Lowell had perfected after his extensive study of English ***Spinning Jennies***. Adding the efficient management and centralized marketing enabled Lowell to score another first—mass production of inexpensive, durable cloth for the first time in America. Large-scale factories did not replace neighborhood industries overnight. Talented craftspeople were still largely responsible for producing a wide range of goods from clocks to pencils to pottery. Probably inspired by Slater and Lowell, however, some unusual new manufacturing techniques appeared in America, including specialized production and distribution.

Shoe merchants, for example, began buying leather in large lots. The leather was cut to patterns in central workshops and passed on to shoemakers who constructed the shoes in their homes or shops. Then the completed footwear was sent to a central point for quality control and distribution. This was quite a contrast to the old method of

shoemaking where the leather worker measured the feet of each customer and made shoes to order.

Perhaps the strangest combination of manufacturing techniques involved the stockings Americans wore with their shoes. The foot and leg sections of stockings were often knit by machine in separate factories then "put out" to women who skillfully stitched the stockings together at home. Once again, it seemed America's industrial future was hanging by a thread.

The enterprising efforts of men like Lowell and Slater created hundreds of jobs for men, women, and children who left farms to find work in cities. Mechanized work attracted people to centralized population areas and began to change the way many Americans lived. Jobs produced goods and "spending money" and thus began to draw the United States into the Industrial Revolution of the 1800's. By the end of the 1800s, America would be the industrial leader of the world.

