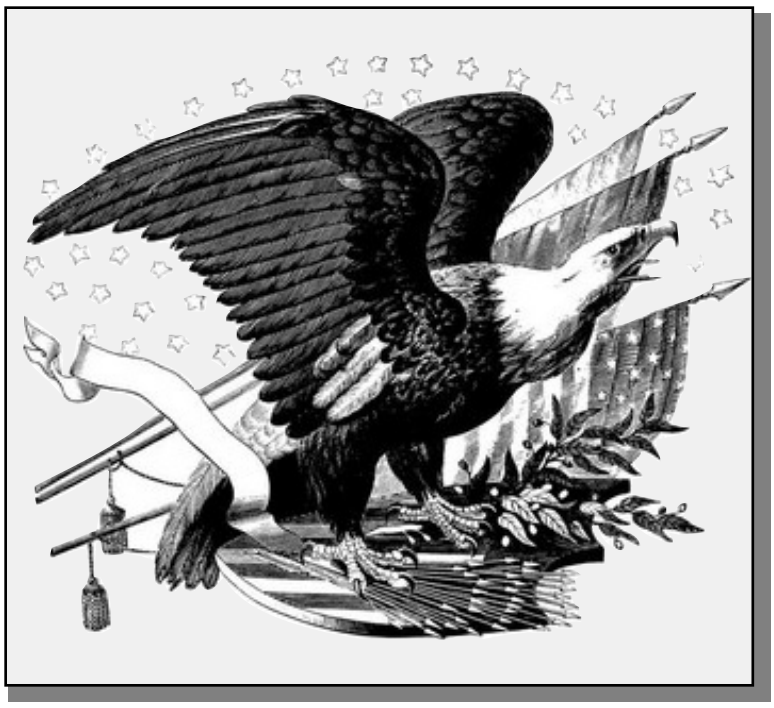
The Designing of America
1752-1825

The People, Places and Principles of America



Chapter 5

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Chapter 5

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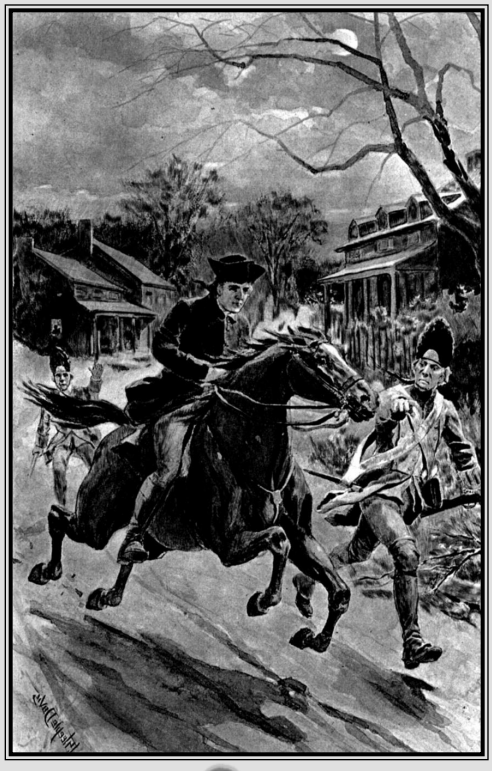
The Designing of America 1752-1825

Chapter 5

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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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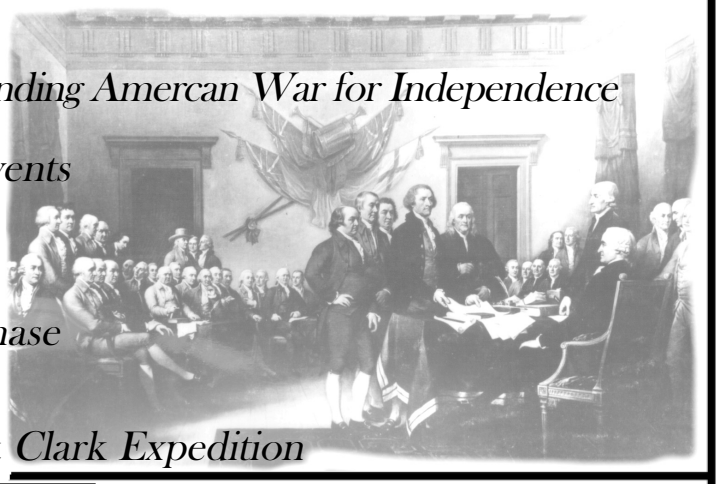
Chapter 5
Time Line 1752-1825

Use this timeline for referencing important dates throughout the chapter.

1752 *Benjamin Franklin's Kite & Key Experiment*

1775 *Beginning of American War for Independence; Battles of Lexington & Concord, and Ticonderoga*

1777 *Valley Forge*



1783 *Treaty of Paris ending Amercan War for Independence*

1793 *Eli Whitney Invents Cotton Gin*

1803 *Louisiana Purchase*

1804-1806 *Lewis & Clark Expedition*



1807 *Fulton's Steamboat*

1812-1815 *War of 1812*

1825 *Vocational School Concept Introduced*

The Designing of America

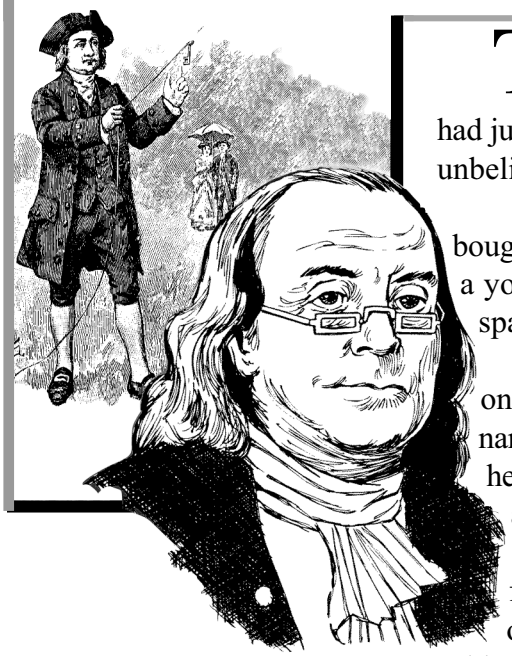
Chapter 5

Topic 1
Light & Energy

BENJAMIN FRANKLIN AND HIS LIGHTNING KEY

Section One

Topics 1-5



The audience gasped. Some covered their mouths in disbelief. Others flinched with fear. What these people had just witnessed was unlike anything they had ever seen. It was unbelievable, spectacular, and terrifying.

That warm spring evening in 1743, a group of people bought tickets to see a "magic" act. The magician had just made a young boy's hair stand on end, and then proceeded to pull sparks from the anxious lad's nose and ears.

Most of the people in the audience were frightened, but one curious gentleman became calmly inquisitive. The man's name was Benjamin Franklin. Intrigued by the demonstration, he would soon discover something very valuable: useful facts about electricity and the energy it produces.

An elementary knowledge of electricity had been around for centuries. From ancient times, people knew that heat and occasionally sparks were produced when objects were rubbed together. However, by the mid 1700s, very little was known about the strange force now called electricity. No one knew from where it came or how to control it.

At that time, electricity was little more than a ***novelty***. Wandering magicians toured the Colonial countryside charging fees for Colonists to witness mystifying displays of electricity. One such magician was Archibald Spencer, the man who fascinated Franklin with his electrical "magic."

After the show, Franklin questioned Spencer about how the tricks worked, but Spencer could offer no real explanations. He simply did not know. Benjamin Franklin was intrigued. He invited Spencer to Philadelphia to give demonstrations. Spencer later sold his equipment to Franklin who continued to conduct experiments with electricity.

For the next six years, Franklin devoted himself to studying electricity. Because he was a successful author and publisher, Franklin was financially independent (due to book sales) and did not need to be employed. Franklin was truly interested in contributing "something for the common benefit of mankind." He became passionate about his new interest. As usual, when Ben

VOCABULARY

Novelty: something new and unusual
Amateur: not a professional, engaging in an activity as a pastime
Electrocute: to kill or to be killed with electricity
Vertical: upright
Hypothesis: a scientific guess; a theory
Dense: crowded closely together

Franklin was interested in something he was bound to get positive results.

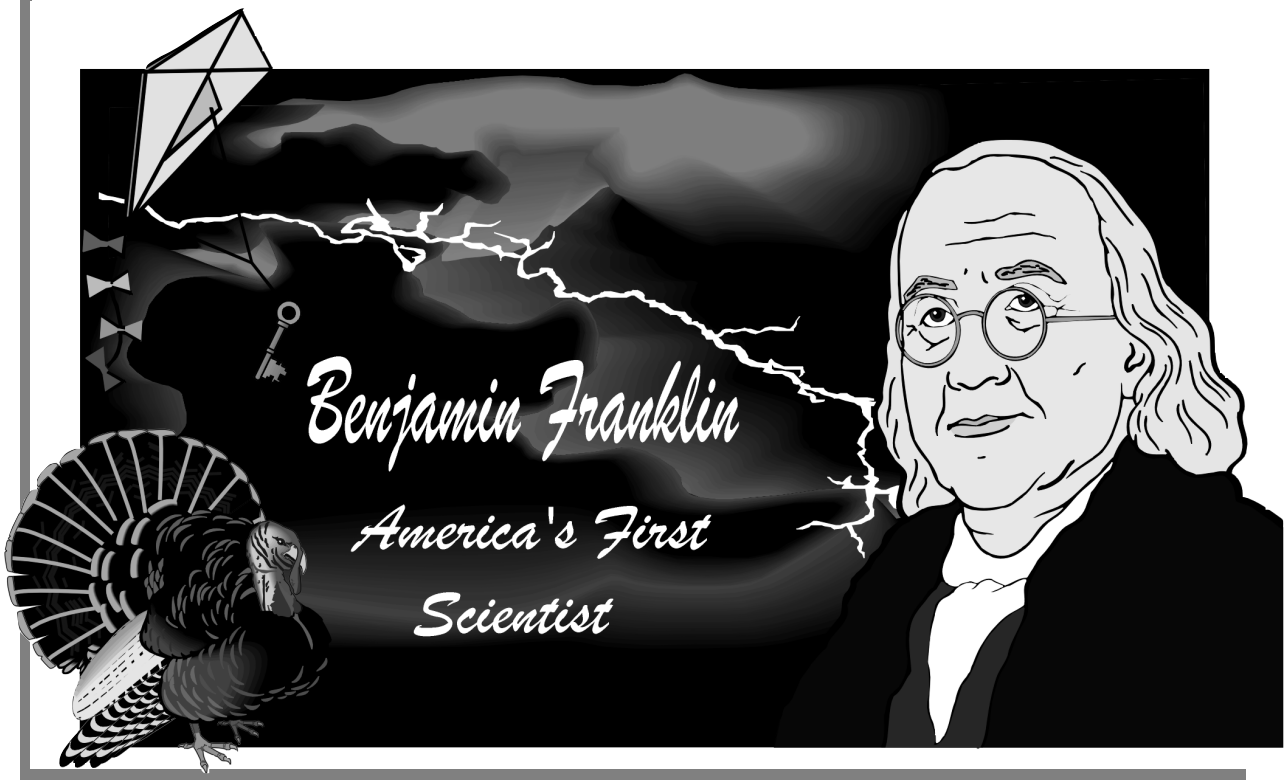
Shortly after buying Spencer's equipment in 1744, Franklin purchased a glass jar for collecting electrical charges. He had heard about the jar from another ***amateur*** scientist. Franklin outlined his theory in a report. He believed a metal rod would attract the charge from an electrified object when the tip of the rod was brought near the object. Franklin defined electricity as *"an element diffused among, and attracted by, other matter, particularly by water and metals."* This report was presented to the Royal Society of London, a renowned scientific assembly.

Eventually, the glass jar Franklin used was replaced with a better tool for collecting electrical charges; the *Leyden jar*. Developed in Leyden, Holland, the Leyden jar was wrapped in foil and contained water. Like a primitive electrical condenser, it generated electricity that could be stored for later use. By enhancing this Leyden jar, basically by hooking 30 of them together, Franklin invented the world's first battery.

Franklin's experiments with electricity sparked interest in the people around him. He enjoyed putting on demonstrations for his friends. Even though Franklin was learning about batteries, there was much he did not know about the dangers of electricity.

Franklin theorized that an animal killed by electric current would produce more tender meat. This mistaken notion almost killed him. Holding a turkey between his legs, Franklin attempted to ***electrocute*** the bird with current from a Leyden jar moving through electrodes attached to the bird's wings. In the struggle with the turkey, electrical current accidentally shot through Franklin as well. Describing the experience, the stunned scientist wrote, *"I then felt what I know not well how to describe: a universal blow throughout my whole body from head to foot."* Franklin heard a cracking sound, was shocked unconscious, and suffered a seizure.

Although shaken by this experience, he still did not stop performing many other hazardous experiments. Reflecting on his turkey episode, Franklin wrote, *"I meant to*



kill a turkey, and instead, almost killed a goose."

Then came Franklin's famous experiment involving his "magic" key. Man had witnessed lightning flashes for centuries, never realizing the connection between the crackling storms and electricity. Franklin launched an experiment that helped prove his theory that lightning was a giant electrical spark. He also suspected that lightning could be controlled.

Because of his earlier experiments, Franklin knew electricity was attracted to pointed objects. He wanted to test his theory that lightning drawn toward a ***vertical*** rod could be directed away from other things.

That idea led to the famous kite and key experiment of 1752. Franklin wrote of his ***hypothesis***:

> "As soon as any of the thunder-clouds come over the kite, the pointed wire will draw the electric fire from them, and the kite, with all the twine . . . will stand out in every way, and be attracted by an approaching finger."

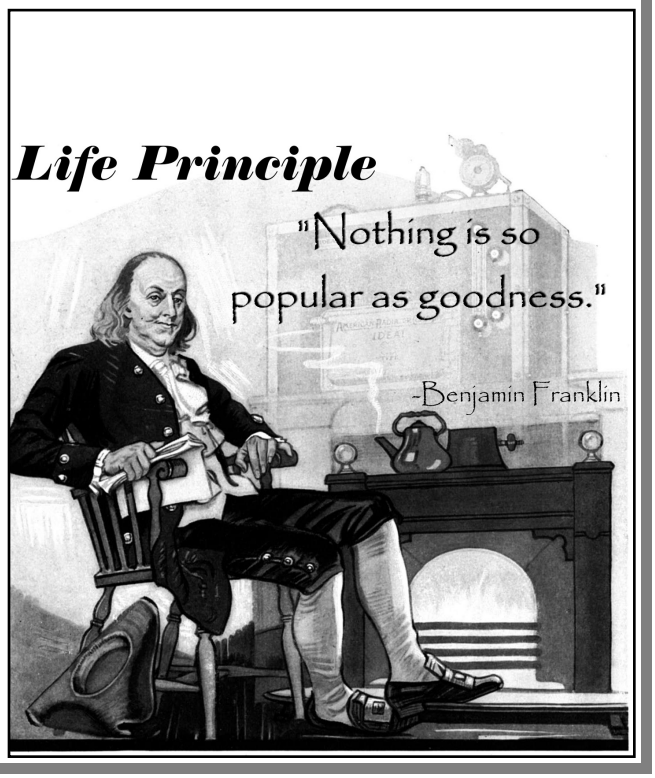
Fashioning a kite out of cedar strips and silk, Franklin attached a wire to attract the lightning. To the kite string he tied a key fastened with a silk ribbon. Franklin launched his kite during a storm. When lightning struck his kite, Franklin touched the key and felt a spark. Franklin was fortunate he did not electrocute himself then, too! That experiment led to the discovery of the lightning rod which is still used around the world, especially on top of barns and tall buildings.

In fact, Franklin put a lightning rod on his own home with dramatic results. He connected the rod to a wire going through the roof, down his stairwell to a set of bells. When he heard the bells ringing, Franklin hoped to collect some of the electrical charge into Leyden jars. One stormy evening, Franklin reported seeing such a strong electrical charge that large sparks were

> "in a continued, dense, white stream, seemingly as large as my finger whereby the whole staircase was [illuminated] with sunshine, so that one might see to pick up a pin."

These valuable scientific discoveries elevated Franklin's reputation as a scientist. His energies were also directed toward home conveniences; he invented the bathtub, rocking chair and wood burning metal stove.

Franklin was also a writer and America's first popular publisher. He and other colonists, such as Thomas Paine, became popular as a result of their ability to communicate effectively. Paine's dynamic essays on freedom fanned the flames of liberty. You will enjoy reading about him next.





The Designing of America



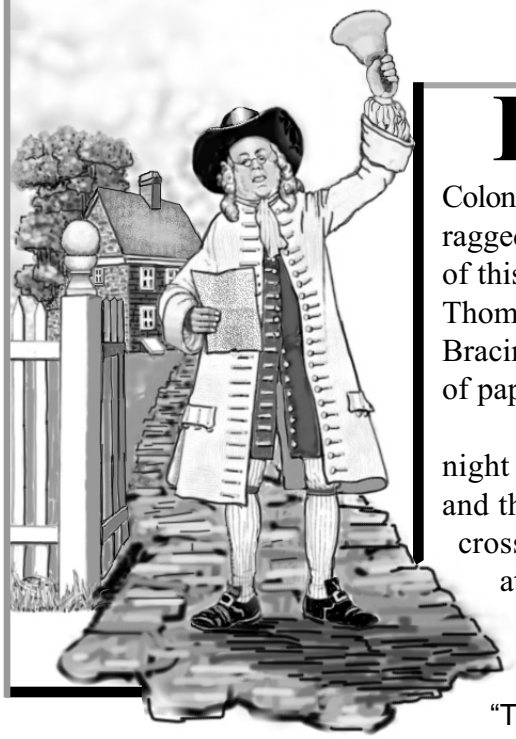
Topic 2
Communication

Chapter 5

FANNING THE FLAMES OF LIBERTY

Section One

Topics 1-5



By November, 1776—nineteen months into the War for Independence—the battle was not going well for the Colonists. Camped in Newark, New Jersey, George Washington's ragged troops were tired and discouraged. Huddled on the edge of this pitiful camp was a thin and frail-looking newspaperman, Thomas Paine, serving as an aide to General Nathanael Greene. Bracing himself against the cold, Paine wrote furiously on sheets of paper that fluttered in the wind.

Little did anyone know that the words Paine penned that night would have a remarkable impact on those weary soldiers and the other Colonists. In fact, about a month later, before crossing the icy Delaware River on December 25 for a surprise attack on a ***Hessian*** garrison, General Washington read this famous piece of writing, titled *The Crisis*, to his troops. In part it proclaimed:

> "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like Hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph....By perseverance and fortitude we have the prospect of a glorious issue; by cowardice and submission, the sad choice of a variety of evils: a ravaged country, a depopulated city, habitations without safety, and slavery without hope...."

Paine's words ignited hope and a determined spirit to continue the fight for independence. The mood of defeatism lifted. Under cover of a severe snow storm, General Washington's inspired men silently labored for several hours on Christmas night to reach the sleeping Hessian troops by dawn. Many of the patriots marched with bloody feet and frost bitten hands. Following a resounding patriot victory, one thousand Hessian soldiers surrendered. That Christmas victory was an important ***morale*** booster for the Americans.

VOCABULARY

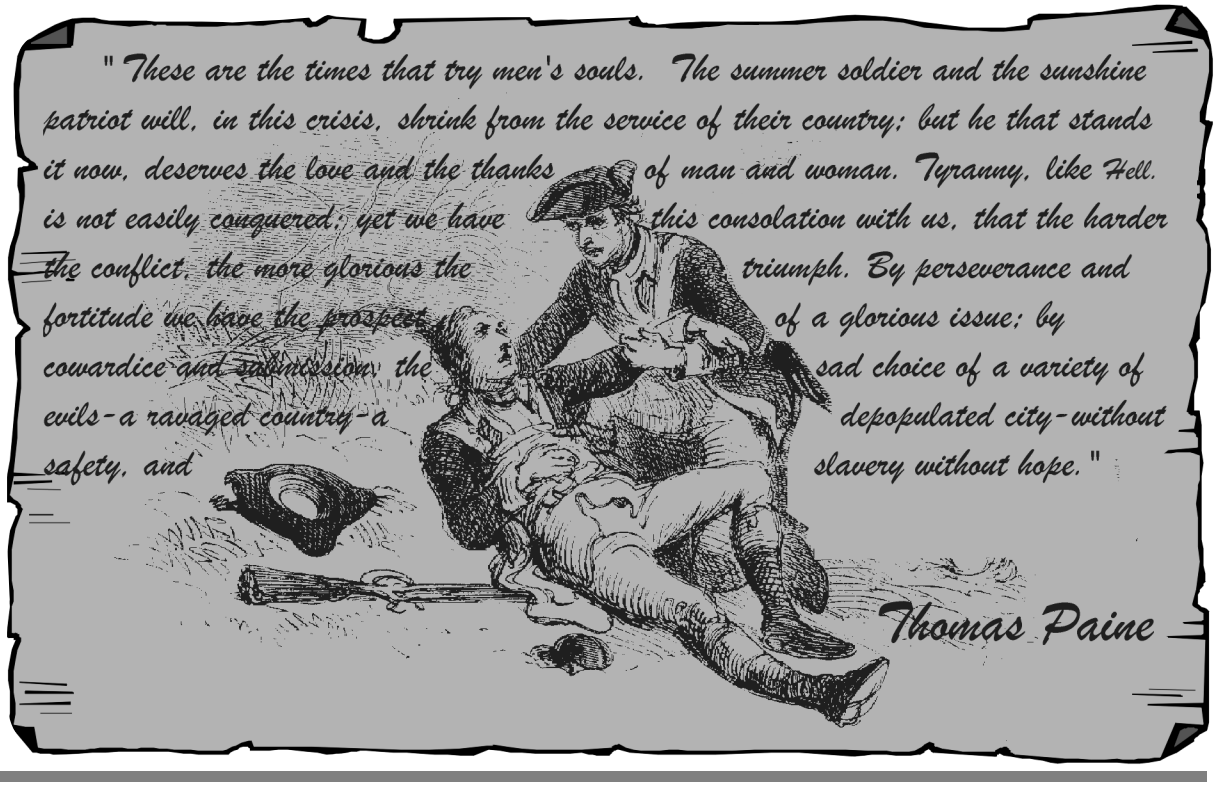
Hessian: a British-paid German soldier, a mercenary
Crisis: turning point
Fortitude: strength of mind that allows one to endure pain or adversity with courage
Morale: state of mind such as confidence or despair
Sullen: gloomy or somber
Proponent: one who argues in support of something; an advocate
Unbridled: without restraint

Sixteen more *Crisis* papers would be written by Paine throughout the war, each one responding to a new threat to the cause for independence. Marking the end to the war, Paine wrote in his final *Crisis* paper:

> "The times that tried men's souls are over—and the greatest and completest revolution that the world ever knew, gloriously and happily accomplished."

Pamphlets like *The Crisis* were a commonly used communication form in Colonial days, and Thomas Paine wrote them in a most extraordinary and persuasive style. That was not the first time Paine had made an impact on the cause for freedom. In February, 1776, he published a 47-page pamphlet called *Common Sense*, which became known as one of the most influential pieces of writing in history. It figuratively and literally fanned the flames for liberty! *Common Sense* was a simple but strongly-worded call for separation from England . . . for a free America. Paine attacked English motives and the character of King George III, calling him a *"hardened, **sullen**-tempered Pharaoh"* and *"the Royal Brute of Great Britain."* He described those Americans loyal to England as *"interested men, who are not to be trusted, weak men who cannot see."* Paine rallied colonists to break from the mother country. *"A government of our own is our natural right...O! ye that love mankind! ye that dare oppose not only the tyranny but the tyrant, stand forth!"*

An astounding 300,000 copies of *Common Sense* were sold in the Colonies in 1776. Paine did not create the arguments for independence in *Common Sense*; he clarified and crystallized the thoughts of the patriots and united their cause in this persuasive document. In the six months following publication of *Common Sense*, a steady stream of articles, letters and pamphlets were written in support of Paine's ideas. Americans by the thousands were quoting ideas presented in Paine's pamphlet. George Washington wrote, *"I find that Common Sense is working a powerful change in the minds of many men."*



A native of England, Paine was a fierce champion of liberty, perhaps more dedicated than many of those born on American soil. Despite his limited means, Paine donated all sales from *Common Sense* to the war effort because he supported it so strongly. To this gifted writer, working for a cause that would benefit many people far outweighed personal gain. Even though English opposition to *Common Sense* was understandably strong, the public cry for independence became louder. Formerly hushed conversations denouncing Crown rule and policies in America were now open points of debate among clergymen, blacksmiths, merchants, housewives and sea captains.

Paine's writing directly influenced the writing of the Declaration of Independence in July, 1776. According to Thomas Jefferson, *"No writer exceeded Paine in ease and familiarity of style, and in simple and unassuming language."* The son of a poor Quaker corset-maker, Paine was a man consumed by principles of liberty. He was a serious ***proponent*** of the Colonial War for Independence. Later, in 1791, he wrote the *Rights of Man* which attacked the British monarchy and supported the French Revolution against King Louis XVI. He referred to the French struggle as the *"first ripe fruits of American principles transplanted into Europe."* Paine escaped from England in 1792 and while in France he put pen to paper once again and published *The Age of Reason* which ultimately landed him in a French jail for one year.

In *The Age of Reason*, published in 1793, Paine opposed the French reign of terror as well as formal religious practices of orthodox British churches. Paine expressed a bitter resentment against church officials who promoted human obedience to church authority. Even though Paine was a talented writer, his ***unbridled*** commitment to principles of human liberty led him to embrace the concept that man need not obey any authority, even God.

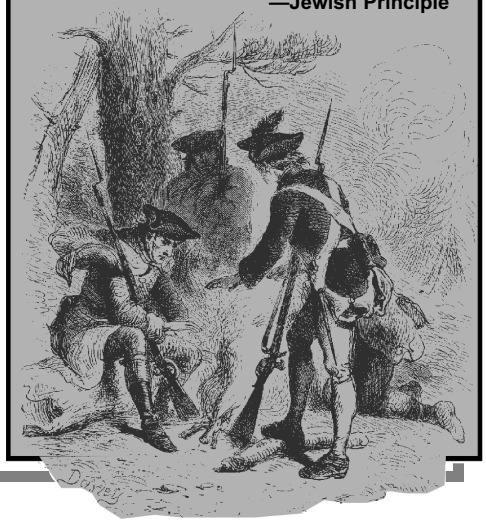
The Age of Reason offended the Church of England and disappointed Christian patriots in America. Colonial preachers denounced Paine's thoughts against Divine authority and called for a new revival of religious faith. In an ironic turn of fate, Paine denounced the very God whom the patriots worshiped and for whom they were willing to fight and die. When Paine returned to America in 1802, he spent his last seven years as a social reject, suffering from poverty and in poor health. During his final days, however, Paine is said by some to have experienced a change of heart during which he reverted back to his earlier beliefs in God and the Bible. At that time Paine is rumored to have lamented: *"I would give worlds, if I had them, if The Age of Reason had never been published. O Lord, help! Stay with me! It is hell to be left alone."*

Only a few people attended his funeral on June 8, 1809. In the end, there was little public support for the man so celebrated for his persuasive pen during the colonial battle for political liberty.

LIFE PRINCIPLE

"As a person thinks, so is he/she, for out of the heart come attitudes that determine actions."

—Jewish Principle



In the next topic you will learn more about the effects of Thomas Paine's writings on the War for Independence.



The Designing of America



Topic 3
Military

Chapter 5

Section One

Topics 1-5

FOR THE LOVE OF FREEDOM



In early 1775, King George III of England was ready to prove he was indeed King. Imposing laws and taxes upon the Colonies, he made his position clear. Americans felt that the breaking point had come; they would suffer no more at the hands of the king. Although they preferred to settle differences peacefully, Americans were determined to protect their homes, businesses, land and freedoms.

Military advantages existed for both sides. Britain boasted well-trained soldiers; a strong navy to rule the seas, money to back a war and motivation to control investments in America. A third of the Americans were loyal to England. Colonists were not unified or supplied by a central government. Strong feelings and differing allegiances bitterly split families and communities. The American Revolution became a civil war as well as the War for Independence. Families of the Founding Fathers were not exempt from this tragedy. Most of Benjamin Franklin's family labored for independence, but his son, William, was a devoted British loyalist who sailed to England because he wanted no part of an independent America.

Patriots had the advantage of fighting on home soil, and the sheer size of America made it very hard for the British to conquer. British soldiers and supplies had to travel across the ocean which took valuable time. European battle strategy was not as effective in America, especially since colonists had learned to fight Indian-style in the French and Indian War. The Americans had one strength the British fatally underestimated: colonists' deep commitment to fight for their families and principles of freedom.

VOCABULARY

Black Regiment: name given to black-robed Colonial pastors who motivated their people to fight for their God-given freedom

Disperse: to move apart in different directions, to scatter

Casualties: those dead or wounded

Rude: roughly constructed

Hessian garrison: a military post of German soldiers hired by the British

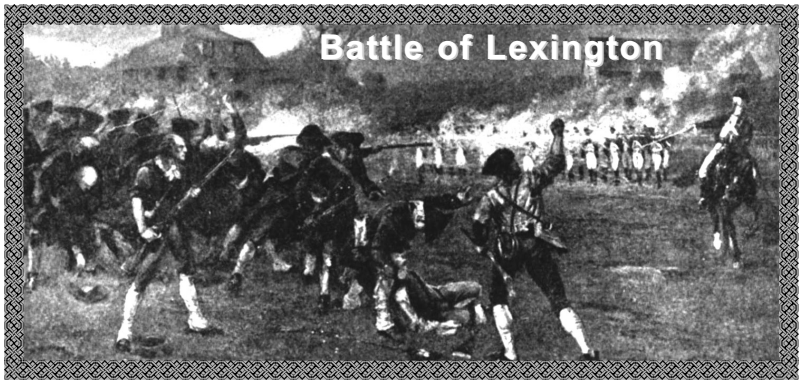
Prussia: former kingdom in Northern Europe bordering the Baltic Sea. Present day Germany, Poland, Latvia, and Lithuania

The first battles took place in the early morning hours of April 19, 1775 at Lexington and Concord. Led by General Thomas Gage, the British were ordered to capture Colonial patriots Samuel Adams (known as "The Father of the Revolution," organizer of the Sons of Liberty and cousin to John Adams) and John Hancock (merchant who would be the first signer of the Declaration of Independence). The British were also to capture the Colonists' stockpile of arms and ammunition in the Lexington and Concord areas. Minutemen—colonial citizens who were ready to fight for freedom at a minute's notice—were prepared to spread the word when the British army approached. They were easily spotted in the bright red jackets that earned their nickname, "Redcoats."

British plans for Lexington and Concord were known. The only question was from which direction the Redcoats would attack. Patriot watchmen in the evening of April 18th kept an eye on Boston Harbor and the roads to Lexington. British General Gage had ordered that no person be allowed to leave Boston that night, but not before Dr. Warren had dispatched Robert Newman to position himself in the tall steeple of the Old North Church. Joseph Warren, a patriotic medical doctor, and Paul Revere, a patriot silversmith, watched the church steeple which could be seen from a distance by the waiting Minutemen. One lantern was to be lit if British troops were advancing by land, or two lanterns if the assault was coming by sea through Boston Harbor. The signal (two lights) was flashed. Paul Revere and William Dawes, who were waiting to carry the news by different roads to Lexington, spurred their horses and rode off into the night, waking up Minutemen in their homes along the way.

When he arrived at the home where Adams and Hancock were staying, Revere awoke everyone and persuaded them to seek safety. Revere and Dawes were joined in Lexington by Dr. Samuel Prescott. Less than half way between Lexington and Concord, the trio encountered a British Patrol which briefly detained Revere while Dawes managed to escape on foot. Prescott was able to ride on and warn patriots at Concord. Thanks to the alarm, both Sam Adams and John Hancock were saved from capture by the British; and most of the much-needed ammunition and arms were safely removed from storage buildings and hidden in the woods. In the words of Henry W. Longfellow's famous poem, Paul Revere's Ride, *"...The fate of a nation was riding that night; ...."*

Colonists were not surprised when British troops marched into Lexington at dawn. Throughout New England, community pastors had prepared their congregations with sermons on the doctrine of freedom and the duty to resist oppression. Throughout the War, pastors remained on the front lines, alternately preaching and fighting, giving birth to the tradition of U.S. military chaplains. Christian clergy were so prominent in the conflict that the British later said America would not have won the war had it not been for what they called "the



Black Regiment." However, because of their leadership, pastors suffered great cruelty when captured. The British also burned the pastors' churches—10 out of 19 in New York City, and most churches across Virginia—to name a few.

Seventy Minutemen from the congregation of Reverend Jonas Clark awaited the Redcoats at the "green," an open area in the middle of town. Minuteman Captain John Parker instructed his men: *"Stand your ground. Don't fire unless fired upon. But if they want a war, let it begin here."* British Major Pitcairn shouted, *"Lay down your arms, ye rebels, and* ***disperse****!"* When no one moved, Pitcairn reportedly yelled *"Fire!"* and the British emptied their muskets into the Minutemen, killing eight and wounding ten others. The startled patriots scattered to take care of their wounded men. The British discovered a few kegs of gunpowder in Lexington and set them on fire. Local Colonists, watching from a distance, feared the town was being torched by the British. Dozens of patriots headed for Concord's North Bridge, armed and ready to defend their homes and country.

The Americans were better prepared for battle when they met the British at North Bridge. This fierce band of determined warriors bore little resemblance to the unorganized men on the Lexington green. Bold Minutemen took careful aim and fired on the startled Redcoats. This time, the British scattered in retreat.

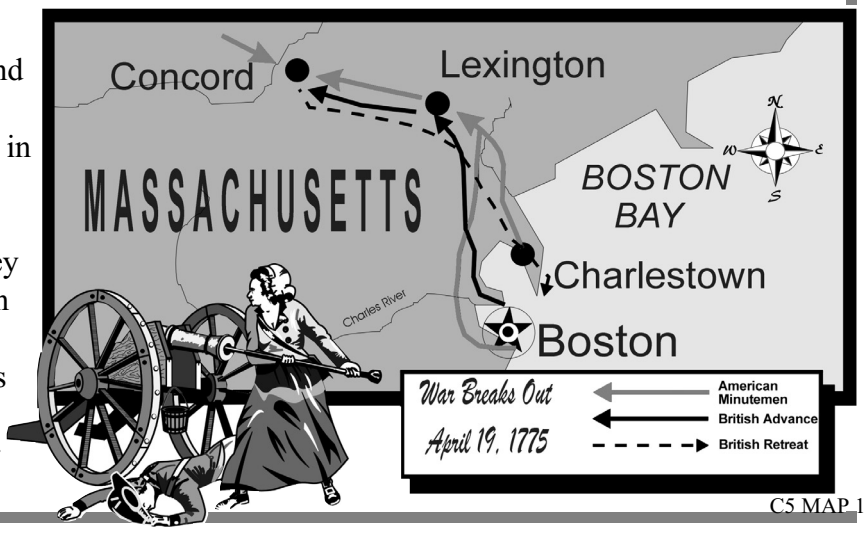
As the British retreated the twenty miles to Boston, they encountered Minutemen hidden behind rock walls, trees and bushes, from where the patriots fired their muskets. Women shot from the windows of their houses. Redcoats fell, powerless to stop the slaughter. The survivors at first marched more swiftly, then broke into a run. By sunset they reached Boston. The war was on, and the astonished Redcoats whose ***casualties*** were nearly three times those of the colonists realized their enemy was not a mob of harmless farmers. They were strong men and women who wanted freedom enough to fight and die for it.

VOCABULARY

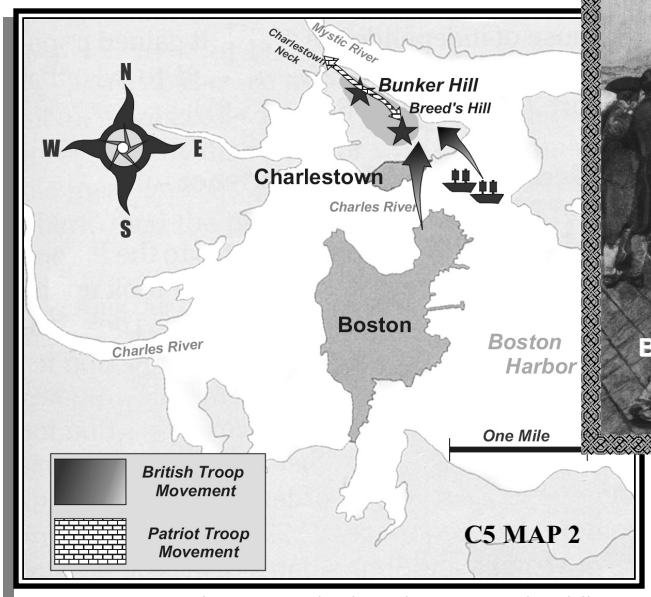
Forged: to form or make through concentrated effort
Devout: deeply sincere, dedicated
Proxy: a person appointed to act in an official capacity for someone else

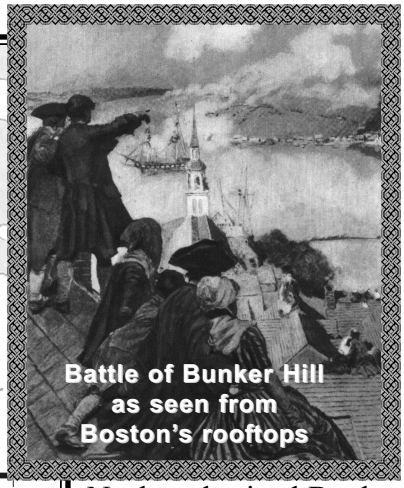
The opening shot of the American War for Independence became known as "*the shot heard 'round the world*." The spot at Concord's Bridge is marked by a monument on which are inscribed the following well-known lines from Ralph Waldo Emerson's "Concord Hymn"*:*

"By the ***rude*** *bridge that arched the flood,*
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard 'round the world."



C5 MAP 1





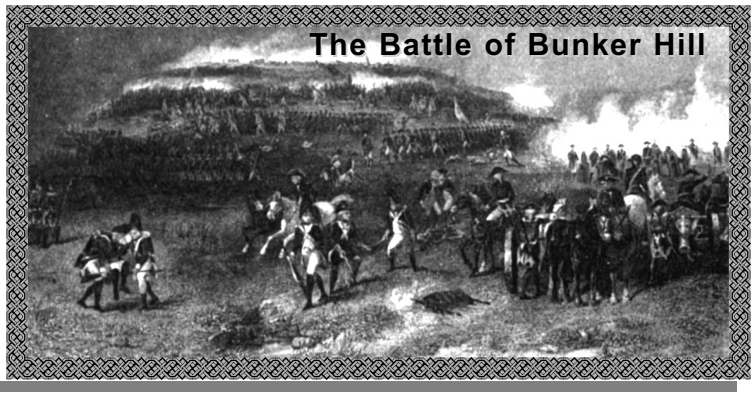
Over the next six harsh years, significant events contributed to America's cause in her War for Independence. In May of 1775, Ethan Allen organized a pre-dawn raid at Fort Ticonderoga, Canada. To Allen's astonishment, the gate of the fort was open, and the British sentry's musket did not fire. Allen and his "Green Mountain Boys" captured the fort without a shot being fired, and seized valuable cannons and ammunition for the American army. As he awakened the surprised commander, Allen shouted, *"Surrender in the name of Jehovah [God] and the Continental Congress!"*

On June 15, 1775 the Second Continental Congress unanimously selected George Washington to be Commander-in-Chief of the Continental Army. He did not want the job, but accepted the appointment to assist his beloved country, for which service he refused to be paid.

The Battle of Bunker Hill across the Charles River from Boston came two days later. British General Gage, stationed in Boston with several thousand troops, had planned to occupy the "heights" of Charlestown, strategic locations overlooking the port of Boston. The most prominent height was Bunker Hill (the southern projection of which was called Breed's Hill) which rose 75 feet above the town. On the night of June 16, Colonel Prescott with 1,500 patriots, marched across Charlestown Neck and seized Bunker Hill. Patriots labored throughout the night digging trenches and erecting earthen fortifications. British sentries heard the pick-and-shovel activity but disregarded it. Imagine British surprise the next morning!

British ships in the bay area opened fire on the hill first, followed by an assault of 2,200 British veterans who had been stationed in Boston. Although outnumbered almost two to one, patriot forces won the first two assaults, but lost the third round because they ran out of ammunition. Ever low on ammunition, patriot soldiers were instructed, *"Don't fire till you see the whites of their eyes!"* Although the British captured the hill (and burned the town of Charlestown), they lost 1,054 men—nearly half of their soldiers and officers—compared to 449 American casualties. The distinguished patriot, General Joseph Warren, was among the fallen.

The Battle of Bunker Hill (sometimes referred to as Breed's Hill)



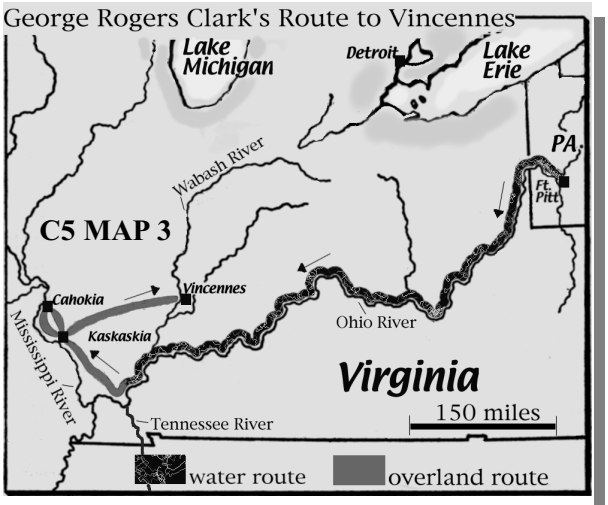
proved that courageous American troops could withstand greater numbers of trained, well-supplied English soldiers as long as American ammunition lasted. When Washington heard of the patriots' courageous defense of the hill, he exclaimed, *"The liberties of the country are safe!"*

On July 4, 1776, the Second Continental Congress approved the Declaration of Independence. This document, written mostly by Thomas Jefferson, clearly stated American grievances against England. Even though the fight had already begun, this document made the war official and declared America's intentions: liberty or death!

Every American who believed in the war took part in the fight. One such person was Nathan Hale, a 21 year old school teacher who rose to the rank of captain in the War for Independence. While on a dangerous spying mission for General Washington, Hale was caught and sentenced to be hanged. The British military officer in charge not only refused Hale's request for a Bible, but destroyed his farewell letter to his mother. When the officer was later questioned about his actions, he replied: *" . . . that the rebels should never know they had a man who could die with such firmness."* On the scaffold, Hale proclaimed, *"I only regret that I have but one life to lose for my country!"*

Overall, the colonists lost more battles than they won; however two major turning points in the war gave Americans strength to hold on over the next five harsh years of war.

On Christmas night, 1776 Washington seized the opportunity to launch a surprise attack on a ***Hessian garrison*** at Trenton by crossing the icy Delaware River. One Patriot officer later wrote, *"The floating ice...made the labor* [of rowing] *almost... impossible."* Washington and his men then marched eight miles through a snow and ice storm to capture nearly 1,000 unsuspecting Hessians. On Janurary 3rd, nine days later, another

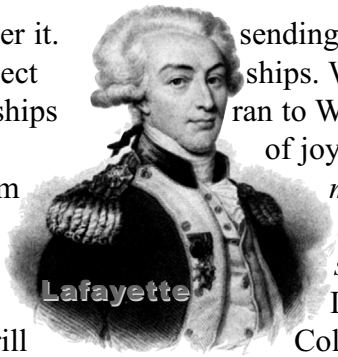


successful surprise attack was carried out against the British at Princeton. The battles of Trenton and Princeton together are regarded as the first turning point of the war.

The Battle of Saratoga on October 17, 1777 proved to be the second turning point. British General John Burgoyne embarked on a three-pronged attack to divide and to crush the Colonists at Albany, New York. As Generals Burgoyne and St. Leger moved troops down from Canada, General Howe was to move north from New York City. The plan failed. After a series of battles, Burgoyne, greatly outnumbered and surrounded at Saratoga by Patriot forces, surrendered his entire army of nearly 6,000 men to American General Gates. As a result of this victory, British plans were in disarray; and France, which had unofficially supported the Patriot cause, proclaimed open support for America against France's old enemy—England.

Sparce victories added to other hardships on the American troops. Congress was unable to provide well for the physical needs of soldiers. Wintering at Valley Forge in 1777, General George Washington and his troops suffered bitter cold, persistent hunger, and lack of clothing. Each soldier's Thanksgiving "dinner" that year consisted of a *gill* (one-fourth cup) of rice with a

tablespoon of vinegar poured over it. General Washington earned respect when he suffered the same hardships as his troops.



Several military men from other countries joined the Americans during this bitter winter. Baron von Steuben from ***Prussia*** came to organize and drill the soldiers in marching. His focus on discipline ***forged*** the colonial troops into deadly adversaries of King George. The Marquis de Lafayette, a young French nobleman who loved liberty, declared, *"The welfare of America is closely bound up with the welfare of mankind!"* Therefore, he brought troops and skill to aid General Washington. Lafayette had been orphaned at age thirteen and joined the French Musketeers at age fourteen. At seventeen, he married and was promoted to Musketeer Captain. In 1777, at age twenty, he purchased a ship, and accompanied by a dozen French officers, crossed the ocean to join Washington.

Lafayette's report about conditions he saw at Valley Forge stated: *"They had neither coats, hats, shirts, nor shoes; their feet and legs froze until they became black. . . ."* In spite of grueling hardships, the American Army walked out of Valley Forge the next summer, tougher and better prepared to win a war. Another French officer fighting for American freedom said:

> "It is incredible that soldiers composed of men of every age, even children of fifteen, of whites and blacks, almost naked, unpaid, and rather poorly fed, can march so well and withstand fire so steadfastly."

Other nations of the world watched the war closely. They began to realize the possibility that the young American Colonies could take on a superpower like England and win. France entered an alliance with America, sending both money and a small fleet of ships. When Lafayette received this news he ran to Washington, embracing him with tears of joy and cried out, *"The King* [Louis VI]*, my master, has acknowledged the independence of America, and will sign a treaty to help you establish it!"* In reporting France's decision to Colonial troops, Washington proclaimed on May 1, 1778:

> "It having pleased the Almighty Ruler of the universe to defend the cause of the United American States, and finally to raise up a powerful friend among the princes of the earth, to establish our liberty and independence upon a lasting foundation, it becomes us to set apart a day for gratefully acknowledging the divine goodness, and celebrating the important event, which we owe to His divine interposition."

In early 1778, partly to protect the young settlements of Kentucky and Tennessee, but mainly to overthrow the power of the British in the Northwest Territory, George Rogers Clark, a young Virginia scout, carried out one of the most important expeditions of the war: the capture of Vincennes, the most important British post in the Ohio Valley. With orders from Virginia's governor, Patrick Henry, Clark and his men floated down the Ohio River to the Tennessee River, and then marched overland to Vincennes, capturing various forts as they went. Clark and his men made their way across country, sometimes wading through flooded plains. During the last five miles they were often up to their armpits in icy water due to winter flooding. Clark and his band of patriots completely surprised British Colonel Hamilton and forced him to surrender. The power of the British in the Northwest Territory was thus broken, bringing the entire

country (to the Mississippi River) into possession of the Patriots by the war's end.

Patriot women at home supported the war efforts with boycotts of English tea. Instead, they served herbal tea and popularized the American tradition of drinking coffee. A group called *The Daughters of Liberty* made homespun material for military garments. Wives and mothers kept farms and families together while husbands, fathers, brothers, and sons were at war. Some women were spies and messengers. Others even fought alongside their menfolk, defending their homes and the land they loved. Mary Hayes McCauley, alias "Molly Pitcher", actually loaded and fired a cannon during a fierce battle in which her husband was wounded.

"Molly Pitcher"



Men of various cultures, colors, and backgrounds fought valiantly for America's freedom. Whites, as well as Blacks, Native Americans and Spaniards shed red blood for the freedoms our nation now enjoys.

Spanish military leader and governor of Louisiana during the American War for Independence, Bernard de Galvez led Spanish armies against the British. His victories along the Gulf Coast destroyed British bases there. Galvez was honored for his heroism both in Spain and America. Galveston, Texas was named in his honor.



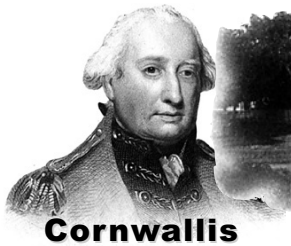
James Armistead Lafayette

George Washington's black aide, William Lee, remained with Washington throughout the war. William was an oarsman that bone-chilling Christmas night in 1776 when Washington's troops re-crossed the icy Delaware River in a night maneuver to stage a surprise attack against Hessian forces.

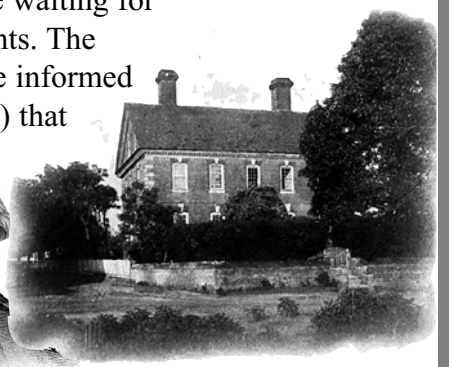
A black American man named James Armistead joined the American cause. He was a slave to one William Armistead (hence the same last name); however, James requested that he be allowed to serve in the capacity of Patriot spy. His desire was granted, and James went into the service under the command of General Lafayette, and into the camp of Benedict Arnold who had become a traitor and joined the British. Thought to be a harmless servant, the British officers spoke freely in Armistead's presence, who, in turn, sent daily reports back to Lafayette. Armistead so admired Lafayette as a general that Armistead changed his last name to "Lafayette" and kept "Armistead" as his middle name.

Armistad accompanied Benedict Arnold when he left Virginia and joined the camp of Lord Cornwallis, commander of all British troops in America. James Armistead Lafayette became so trusted that Cornwallis eventually sent him into General Lafayette's camp to act as a spy for the British. After his surrender, Lord Cornwallis' ***proxy*** was stunned to see Armistead in an American uniform in Lafayette's headquarters. James Armistead Lafayette was granted his freedom from slavery and is considered a true American patirot to this day.

In early September, 1781, British General Cornwallis had decided to increase his fortification of Yorktown against Colonial forces, while waiting for reinforcements. The Patriots were informed (erroneously) that



Cornwallis



The Nelson house



Cornwallis surrenders at Yorktown

General Cornwallis had taken over "the Nelson House," as British headquarters. Colonial General Nelson's men hesitated to fire on their commander's home. Then, in a selfless act for his country, Nelson is said to have dismounted from his horse, directed the cannon with his own hands, and given the command to fire. The house was not destroyed, and it still stands today with a canon ball embedded in its brickwork.

Washington and the Continental Army pushed South to Yorktown, along with French Count Rochambeau and his troops. French Admiral de Grasse blocked Cornwallis from the sea. These joint efforts trapped Cornwallis, forcing him to surrender his entire army of 8,000 men on December 19, 1781. That was the last major encounter of the war.

In 1782, the British voted to work out an agreement. The Treaty of Paris was signed in September, 1783. At long last, Britain reluctantly acknowledged the United States of America as an independent nation.

What carried these scrappy colonists through the war with little training and insufficient supplies? How did they defeat the world's strongest military with few arms and little ammunition? Why did they endure such hardships while winning few decisive battles?

The Patriots had faith, courage, and a love for freedom that the British could not crush. In George Washington, Americans had a ***devout*** leader—*"the heart, strength, and soul of the Revolution."* Patriots had an unstoppable will to keep on getting up, no matter how many times the British knocked them down.

Colonial soldiers often wore garments patched together from whatever was available. Many, however, wore splendid uniforms with pride and dignity. The next lesson helps you learn about colonial military uniforms.



God grants liberty only to those who love it, and are always ready to guard and defend it.

—Daniel Webster

LIFE PRINCIPLE

The Designing of America

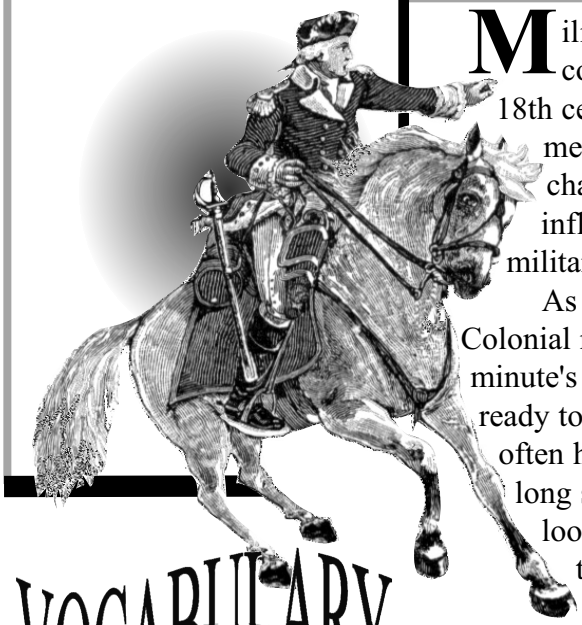
Topic 4
Art, Architecture, Fashions & Furniture

Chapter 5

Section One

Topics 1-5

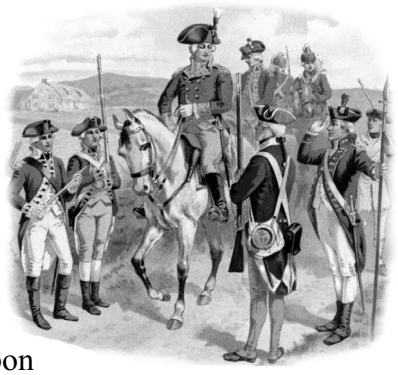
MILITARY UNIFORMS, WASHINGTON, D.C. AND THE WHITE HOUSE



Military heroes may be admired for their morals, their courage, or their ability to command. During the late 18th century and into the 19th century, American military men were distinguished by their dress as well as their character. Fashions of these early heroes were first influenced by civilian dress, then by British and French military uniforms.

As the War for Independence began in 1775, the Colonial militia prided themselves in being prepared at a minute's notice. Nicknamed “Minutemen,” these patriots were ready to fight wearing whatever they had, carrying weapons often handed down to them from their fathers. They wore long stockings with large buckles on their cowhide shoes, loose coats and waistcoats (vests) in various shades of tan and beige. Homespun shirts and round-top or broad-brimmed hats completed the outfits of American Minutemen—some of the toughest fighting men in the nation's history. Some Minutemen wore leather hunting shirts with leather ***breeches*** and buckskin shoes. After the Minutemen defeated the British in the first battles of the War for Independence, the newly formed Continental Congress in Philadelphia made its first request for a formally dressed militia.

The Continental Congress adopted brown as the official color for the Continental Army's uniforms. Coats were cut similar to British coats, yet plainer, with long tails in back and cut to join at the waist. Buttonholes were hand-stitched. White or buff waistcoats and breeches, stockings, shoes or boots finished the regulation dress. Each soldier was also issued a musket, powder horn, bullet bag and tomahawk.



Despite clothing shortages, each officer's rank had to be easily recognized by soldiers during battle. Each brigade-major and aide-to-camp wore a broad red ribbon

VOCABULARY

Breeches: short trousers fastened just below the knee
Epaulet: shoulder ornament, such as a fringed strap on a military uniform
Gorget: ornamental collar
Obsolete: no longer in use; outmoded in design or style
Cravat: scarf or band of fabric used as a type of necktie
Defection: abandonment of allegiance or duty; to desert a cause
Gallantry: courage in spirit or action
Fidelity: faithfulness to duty or obligation
Valor: outstanding bravery in battle

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VOCABULARY

Capital: a city serving as a seat of government
Capitol: the building(s) in which government functions are carried out

across the breast. A blue ribbon was for the commander in chief, pink for major-generals and green for brigadier generals. Field officers were to wear pink *cockades*, a button-like adornment made from fabric sewn on their tricorn hats (hats with three rounded points). Captains wore yellow cockades. Sergeants each had a red ***epaulet*** or strip of red cloth on the right shoulder; the corporals wore the same in green. Sometimes officers showed rank by displaying steel breastplates under their coats. Influenced by the British, these breastplates became small crescent-shaped ***gorgets*** (similar to necklaces) around the neck.

As more fabric became available for uniforms, this simple ribbon-style of soldier ranking system became ***obsolete.*** Soon uniforms were faced with different colors like those of French and British militia. Facings on the uniforms indicated the state where the militia originated. For example, militia from Pennsylvania, Delaware, Maryland and Virginia had red facings on lapels and cuffs. Soldiers from New Hampshire, Massachusetts, Rhode Island and Connecticut had white facings.

Later in the 1790s, the common uniform of military officers became a blue coat, faced with red and white binding. White buttons and buttonholes, a white waistcoat and breeches, white gloves and white epaulets on the jackets completed the uniform. Hats were black, bound with white binding. Powdered hair was tied back with a narrow silk ribbon. Officers wore high black stockings and a ruffle of white shirt showing at the neck and wrists.

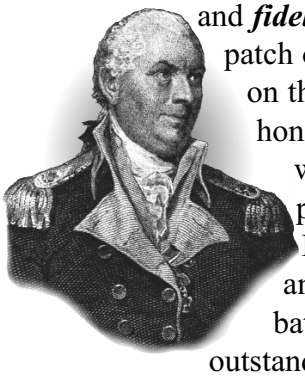
The American Board of War never seemed to have enough money to keep up



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with the demand for uniforms. A portrait by John Singleton Copley pictured Paul Revere in shirt sleeves, no ***cravat***, and with an unbuttoned waistcoat. Many militia men of the day dressed in such a manner. Even without uniforms, soldiers still attempted to dress neatly. Most soldiers retain at least portions of their military uniforms or gear long after battle days are over. Interestingly, Benedict Arnold, who was America's most infamous traitor, may have kept his old American military uniform. As he lay near death in London 20 years after his ***defection***, Arnold reportedly asked for the epaulettes and sword which he had received from Washington. Although not able to be varified, Arnold is said to have exclaimed, *"Let me die in my old American uniform in which I fought my battles. God forgive me for ever having put on any other!"*

George Washington introduced an award for ***gallantry***, courage, determination, and ***fidelity***—a heart-shaped patch of purple cloth sewn on the left breast of the honoree's uniform. This was the origin of the present-day Purple Heart awarded to men and women wounded in battle while displaying outstanding ***valor***.



The American Navy had its own dress code which was established as the regulation uniform by the Marine Committee of the Continental Congress in 1776. Navy captains wore blue coats with red lapels, slashed cuffs, stand-up collars, flat yellow buttons, blue breeches and plain red waistcoats or vests. Lieutenants dressed much like captains, but with cuffs round-faced instead of slashed. Midshipmen dressed similarly, wearing red buttons instead of yellow. Marines dressed in green coats with white rounded cuffs, slashed sleeves and buttons around the cuffs and pockets. Their breeches were edged with green, each topped with a white waistcoat. Ordinary seamen and sailors wore loose breeches and short square-cut jackets.

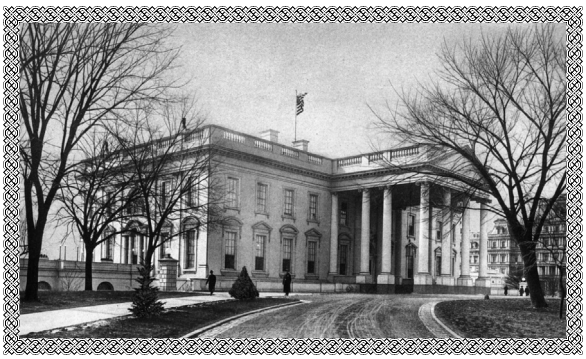


Between 1800 and 1820, a small change appeared in uniforms. Coat lengths changed from long to short, tapering to long tails in the back. However, sailors continued to wear loose clothing, and different colored lapel facings remained.

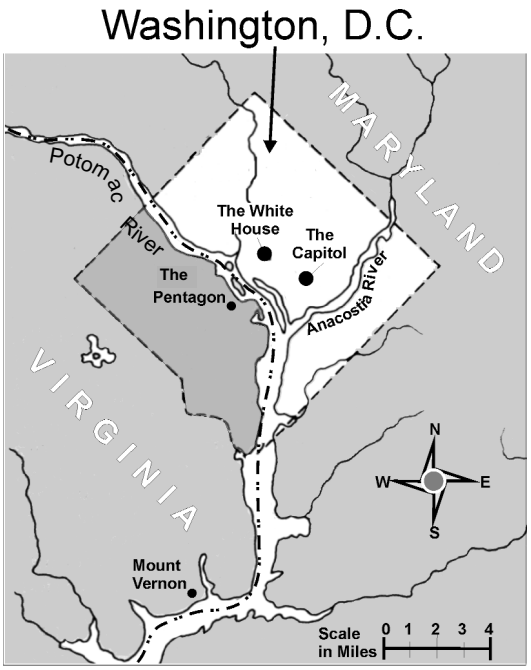
The Continental Congress commissioned a branch of military called the Corps (core) of Engineers to help design a federal city as the nation's ***capital***. The Corpsmen wore blue jackets faced with yellow. Because Corps engineers were responsible for aiding military and civil works programs, their uniforms were plainer.

In 1791, a section of Virginia and Maryland was selected for the nation's capital, and designated as the *District of Columbia*. After receiving several bids from different architects and designers, Thomas Jefferson, George Washington and Major Pierre L'Enfant, a French architect, were chosen by Congress to design the new city. The Corps of Engineers served as advisors and aided in the actual building.

One of George Washington's friends was a free American black man named Benjamin Banneker. He was a skilled, self-



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C5 MAP 4 **LEGEND**

- Boundary of original area ceded by Virginia and Maryland for the District of Columbia
- Area returned to Virginia in 1846
- Present day Washington, D.C.
- Boundary between Virginia and Maryland (the Potomac River)

taught surveyor whom George Washington appointed to help L'Enfant lay out the geometric and geographic design of the capital city. A monument to Washington was to be at the center; from there, the White House and ***Capitol*** Building formed a triangle. Both Banneker and an Irish architect named James Hoban designed the White House. The cornerstone of the White House was laid in 1792, but the building was not ready for occupancy until 1800 when John Adams was president. The Washington Monument project suffered a number of lengthy delays which resulted in it not being started until 1848 and not finished until 1884.

The "White House" was not always white. The president's residence was made of gray stone that was first whitewashed, then coated with white paint on a regular basis for maintenance. In 1814, the original White House was burned by British soldiers who captured it during the War of 1812. Hoban reconstructed and repainted the house white to hide dark smoke stains, and the term "White House" came into more general use thereafter. However, the building was not *officially* designated as *the White House* until 1901.

The years from 1775 through 1820 brought crucial change to the young nation. As the American military advanced in technique, strategy and fashion, heroes of the early wars helped define our nation.

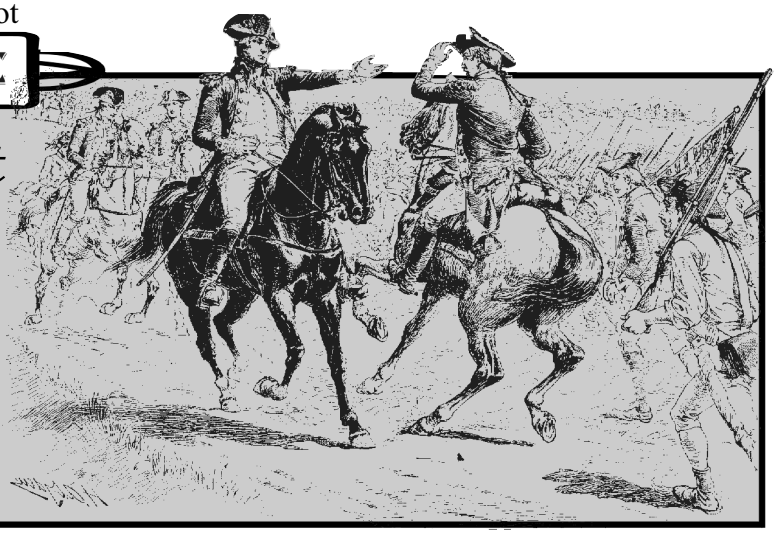
In the next lesson you will learn how and why men of high integrity united to create the U.S. Constitution—the world's most effective collection of principles for self-government.

One such person of high integrity—James Madison—became Father of the Constitution.

LIFE PRINCIPLE

"He that cannot obey cannot command."

—Ben Franklin



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The Designing of America



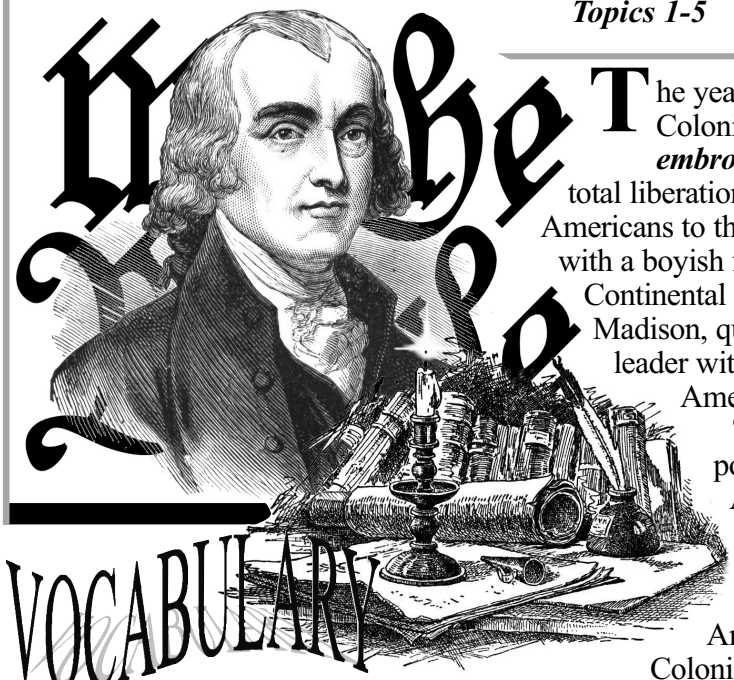
Topic 5
Dominant Personalities & Events

Chapter 5

Section One

Topics 1-5

JAMES MADISON: FATHER OF THE CONSTITUTION



The year was 1780, and war raged throughout the Colonies. America's thirteen colonies were ***embroiled*** in a fight for freedom and their lives—total liberation from a country that had suppressed the Americans to the breaking point. A 29-year-old Virginian with a boyish face had just been elected to the Continental Congress. The young newcomer, James Madison, quickly rose above many of his peers as a leader with a greatness typical of those who founded America.

The War for Independence had reached a point where it soon would be won or lost. America would become a country of free people or slaves. For the young Virginian and many others like him, there was only one acceptable outcome to this war: America must be free! Believing the Colonies would indeed win their independence from England, the Continental Congress began planning the framework of a new nation.

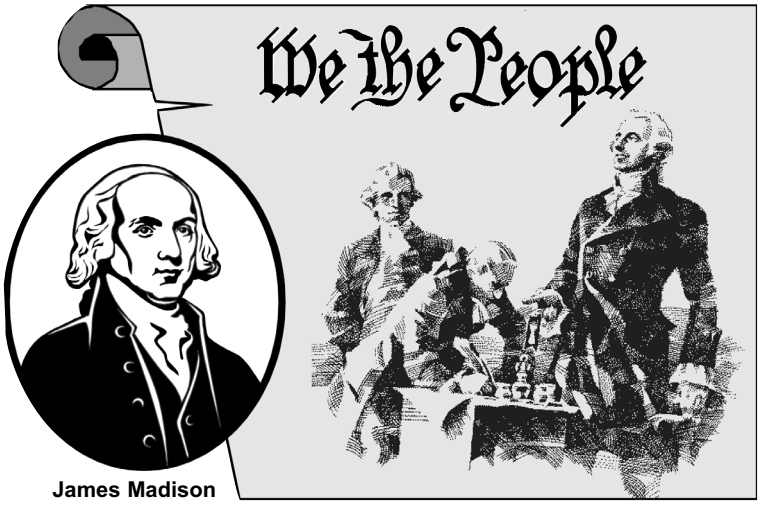
Madison's greatness was typical of those who molded this nation. Few men were more zealous than he. During his three years in the Continental Congress, Madison saw the end of the War for Independence and the birth of a great nation.

James Madison was well prepared for his important mission. One of 12 children born to a wealthy plantation owner in Port Conway, Virginia, Madison was home schooled during his early years. His first teachers were his mother and grandmother. Beginning at age 11, the bright lad attended a ***prestigious*** boarding school for two years. There the studious Madison soaked up philosophy and Latin, along with English, math, French and Spanish. Then came another two years at home with tutoring by an Episcopal ***rector***. During this time, Madison helped teach some of his younger siblings.

Madison continued his studies at Princeton. There, he became a devout student of the Reverend John Witherspoon, the college president. Witherspoon was one of the country's leading ***theologians*** and an outspoken patriot who would sign the Declaration of Independence within the next few years. During Madison's Princeton years, a religious revival broke out, which influenced his thinking about the relationship between God and government.

VOCABULARY

Embroiled: to become deeply involved in a situation
Prestigious: time honored, well-known
Theologian: one who formally studies the Bible and religion
Conscience: awareness of what is moral and right
Sovereign: supreme ruler
Infusing: injecting ideas or substance into something in order to become part of it
Transcendent: higher than human standards
Cabinet: official group of advisors appointed by the president; each member's title begins with "Secretary of..." followed by the department name, or the department name followed by "General" (such as Attorney General)
Tariff: a tax on imported items



James Madison

Following his college education at Princeton, Madison returned to Virginia to continue theological studies. At this point in his life Madison saw something that deeply affected the young scholar. He was reportedly out walking with his father when the pair passed a village jail. There, they heard several Baptists—apparently jailed for their beliefs—preaching from a cell window. Madison was so moved by the preaching that he began studying law and politics and became a fierce champion of religious freedom. Madison believed that religion was a matter of ***conscience***. Each person had a right to believe as he or she chose.

James Madison graduated from college in 1771, and spent the next 46 years building a career of public service, both in his home state of Virginia as well as the Continental Congress. He served in the Constitutional Convention, the U.S. House of Representatives, and in the first U.S. Congress, where he authored the advocated the Bill of Rights. Madison later served his country as Secretary of State, and as the fourth President of the United States.

Madison is perhaps most remembered and respected for his work as a delegate to the Constitutional Convention at Philadelphia in 1787. The purpose of the Convention—an event proposed and initiated by Madison—was to bring together representatives from all 13 Colonies to construct a better system of government for America.

Up to that point, the Colonies had relied on a weak constitution called the Articles of Confederation. This form of government was not working well because it gave the states all the power and neglected to establish a strong national government. It was like a body without a head. That summer, a meeting of minds was called in Philadelphia to see if a better government could be organized. For weeks, convention delegates examined historical documents and studied many forms of modern and ancient governments, seeking insight on the most effective and righteous model of governance. But, no single model of government from history satisfied the Founding Fathers of this infant nation.

After much discussion, review, debate, criticism, and advice, the distinguished form of Benjamin Franklin stood to his feet. This wise and influential Founding Father said:

> "In this situation of this assembly, groping as it were in the dark to find political truth and scarce able to distinguish it when it is presented to us, how has it happened that we have not hitherto once thought of humbly applying to the Father of Lights to illuminate our understandings?"

Ben Franklin believed a ***sovereign*** God would guide those who sought wisdom—and seek it, they did.

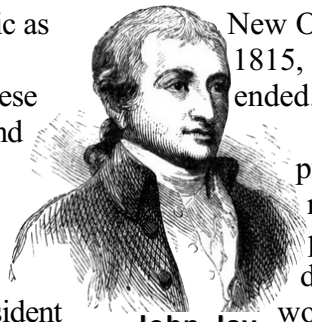
Many great leaders and patriots were present, including George Washington, John Adams and Benjamin Franklin. The men who did the most toward ***infusing transcendent*** virtues and principles into the Constitution included James Wilson, George Washington, Charles Pinckney, Charles Cotesworth Pinckney, Roger Sherman, Alexamder Hamilton, and James Madison. For his brilliant work during those steamy summer months of 1787, Madison has been called the *Father of the Constitution*.

The big debate facing the participants in Philadelphia was how much power should

be given to the states, versus a national government. Federalists like Madison wanted a strong central government. Republicans argued for a government model with more power at the state level and control closer to the people. At that time, Madison was a moderate Federalist. Later, he became more of a Republican.

Madison knew important work would take place during those closed-door sessions of the Constitutional Convention. In preparation, Madison studied approximately 200 books on history, philosophy, law and related subjects provided by his good friend, Thomas Jefferson. After consulting with other delegates from Virginia, Madison drafted a series of resolutions called *The Virginia Plan.* Madison's cool, judicial, and practical manner kept him far from party extremes and won him respect among the delegates. By the conclusion of the Convention, 27 of the 41 recommendations in The Virginia Plan were adopted.

To help get the Constitution ratified, a series of essays were written by Alexander Hamilton, John Jay, and James Madison. Published and distributed to the public as individual pamphlets (a popular communication media of the day), these essays attempted to justify, explain and defend the different elements of the Constitution. The essays were later compiled in a book called *The Federalist Papers*. Hamilton and Jay would later become members of President Washington's ***cabinet***.



John Jay

The Constitution, drafted in Philadelphia that summer, is the one under which this country operates today. Of all the work done by the founders of the United States, the Constitution is considered second only to the Declaration of Independence in importance. The Declaration of Independence brought the nation into existence and established its guiding principles. The Constitution provides the details for governing the nation. Together these two documents form the great charter of the United States.

After serving in America's first Congress and later as Thomas Jefferson's Secretary of State, Madison was elected America's fourth President in 1809. During Madison's two terms as President, Americans found themselves embroiled in another military conflict with England which had continued to claim American interests for England long after the War for Independence ended in 1783.

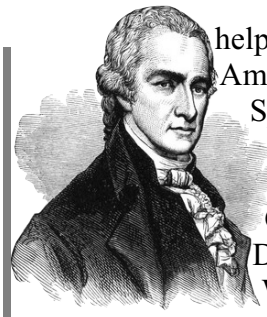
France and England were at war with each other in 1812, and both countries captured U.S. sailors. France forced American sailors to fight against England, and England enslaved the Americans to fight against the French. Madison protested to both countries. When England arrogantly disregarded Madison's warnings, the U.S. declared war on England.

However, the young American army and navy were too weak to prohibit the British from burning part of Washington D.C., including the White House. President Madison and his wife, Dolley, were forced to flee for their lives. The U.S. finally gained strength and courageously battled the mighty British military forces until England agreed to peace in late December of 1814. Due to slow communication, however, the final Battle of New Orleans was fought on January 8, 1815, two weeks after the war officially ended.

James Madison retired from public life in 1817 after a long and respected career. Madison was a patriot role model and hero who defended the freedoms he knew would build a great nation. He was not a physically large man, nor was he in good health, but James Madison was courageous and he was committed to upholding the principles upon which patriots designed the United States.

JAY AND HAMILTON

Within a few years after the publication of *The Federalist Papers*, John Jay was appointed as the first Chief Justice of the Supreme Court. Jay was a Founding Father who had served as Secretary of Foreign Affairs under the Articles of Confederation,



Alexander Hamilton

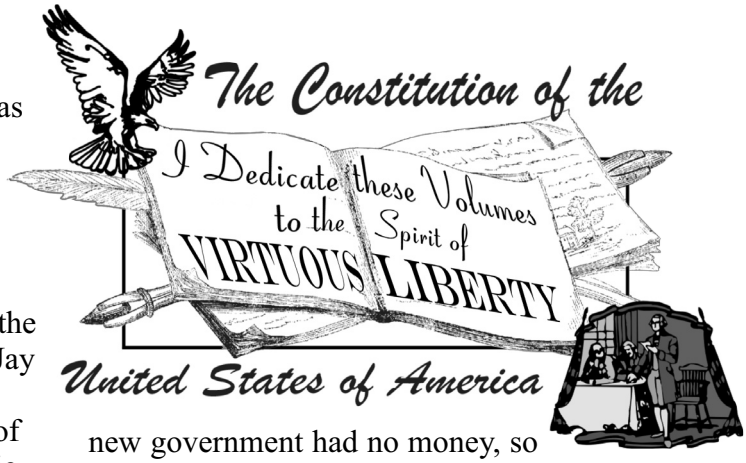
helped negotiate treaties, was American Ambassador to Spain, and had served both as member and president of the Continental Congress. During the latter part of the War for Independence, Jay was governor of the State of New York. Regarding the subject of elected officials, this highly qualified public servant and American patriot admonished:

> "Providence has given our people the choice of their rulers, and it is the duty, as well as the privilege and interest of our Christian nation to select and prefer Christians for their rulers."

Founding Father Alexander Hamilton was born in a small island in the West Indies and orphaned at an early age. He was "on his own" by the time he was twelve years old and sailed to the Colonies at approximately the age of fifteen. Realizing that he needed an education in order to better his circumstances, he enrolled in college. When the War for Independence broke out, the school closed. Hamilton became a captain in the Continental Army, then a lieutenant colonel and then General Washington's secretary, where Hamilton became good friends with Lafayette.

After the war, Hamilton signed the Constitution and authored fifty-one of the eighty-five *Federalist Papers* that led to the ratification of the new Constitution. Alexander Hamilton was a staunch defender of America's hard-won liberty. He said, *"...natural liberty is a gift of the beneficent Creator, to the whole human race;...civil liberty is founded in that; and cannot be wrested from any people, without the most manifest violation of justice."*

In 1789, Alexander Hamilton was appointed the first Secretary of the Treasury by George Washington. However, the

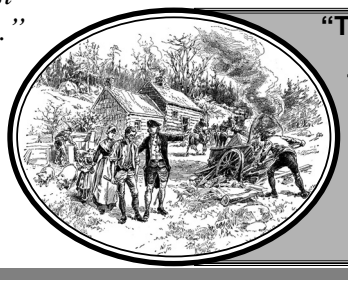


new government had no money, so in order to obtain funds, Congress imposed a ***tariff*** on imports from other countries. In addition to paying immediate government expenses, Hamilton proposed a bold, six-point plan which Congress approved (with much debate) for the national government to do: 1) Repay all of its war debts to nations, soldiers, and other individuals; 2) Assume, or take over, payment of all war debts owed by states to their citizens; 3) Tax certain domestic goods (such as whiskey), because tariffs alone did not provide enough money for the government to operate and repay debts); 4) Set up a *mint*, or place where coins could be made; 5) Set up a national bank (as a safe place to deposit money collected by the government); 6) Issue federal paper money of certain, uniform value to replace various state bills of uncertain value.

Alexander Hamilton's brilliant life and career were cut short in 1804 by a duel. Hamilton, who abhorred violence, was forced into the duel by Aaron Burr, a political opponent, whom Hamilton had denounced as having "insatiable ambition" and "who ought not to be trusted with the reigns of government".

The men who wrote (framed) the Constitution worked to establish a method of sharing power between the national government and individual states.

LIFE PRINCIPLE



"The role of government is not to provide all the needs of citizens, but to provide a wall of protection around families so they can meet the needs of one another."

—Arkansas Governor Mike Huckabee

The Designing of America



Topic 6
Government & Economics

Chapter 5

RATIFYING THE CONSTITUTION

Section Two

Topics 6-10



VOCABULARY

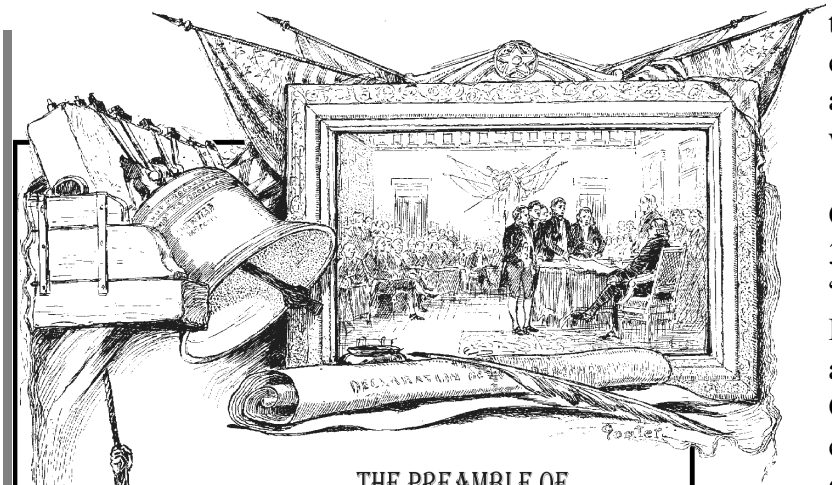
Delegates: men elected to represent the colonists at the Constitutional Convention
Ratification: giving formal approval by voting
Pseudonym: a false name chosen to protect a person's true identity
Domestic: having to do with the home
Tranquility: being calm, peaceful
Posterity: one's descendants
Quorum: minimum number of members necessary to conduct business; a majority
Reprieves: postponement or relief of punishment
Subsequent: an event that follows closely after an action in time, order, or place

Did it take a miracle to produce the Constitution of the United States? George Washington seemed to think so. He said, *"It appears to me, then, little short of a miracle, that the **delegates** from so many different states, (different) in their manners, circumstances, and prejudices, should unite in forming a system of national government..."*. The delegates worked together to establish *Federalism*, a method of sharing power between a strong national government and the individual states.

The United States is a *republic*. In a republic, the government receives its power from, and is responsible to, the people. American people exercise their power by being well-informed voters who consider public interest as well as self-interest when making political decisions. Then they elect others to represent them in governmental decisions. This requires time, effort, and knowledge on the part of every American.

When you are old enough to vote, use that power wisely. Learn the Constitution and Bill of Rights—the principles behind your government. Let no one deceive or influence you by fancy campaign speeches; nor should you vote based merely on options of your friends and family. Investigate the issues for yourself and weigh them against the values that shaped America so you can make informed decisions. Know that your vote can make a difference. Remember, you will live under the laws passed by people whom you vote into office to represent or speak for you.

In keeping with the spirit of the new Constitution, the framers began the ***ratification*** process. This proved to be a difficult task. Federalists, who wanted a strong central government, supported the Constitution. It would stabilize society more effectively than the weaker Articles of Confederation. A central government would also enable the United States to be competitive in world trade. Anti-Federalists, including Patrick Henry, feared that the new government would increase taxes, destroy the states, become dictatorial, and end personal liberty. Several representatives refused to support the



THE PREAMBLE OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA

" We the people of the United States, in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and out of posterity, do ordain and establish this the Constitution of the United States.

Constitution until it was amended to include a list of specific rights—later called the Bill of Rights.

Federalists Alexander Hamilton, John Jay, and James Madison combined their talents to write a series of 85 newspaper essays under the ***pseudonym*** *Publius*. The essays, later called the "Federalist Papers," effectively presented the case for ratification. These essays turned the tide of public opinion to favor ratification of the Constitution and are still considered the most authoritative commentary ever written on that document.

In July of 1788, the Constitution was ratified by 3/4 of the states and became "The Supreme Law of the Land." A triumph of freedom and self government, the Constitution was, and still is, considered one of the greatest documents ever written. The Constitution accomplished four chief objectives:

1. It gave the nation a head—the President—whose duty is to see that the laws are executed.

2. It gave Congress power to make laws and to raise money by taxation to maintain and defend the government.

3. It gave every citizen of the United States equal rights in all the states—with liberty to buy and sell in all parts of the country.

4. It established the Supreme Court of the United States—to settle all disputes about the powers of the national government.

The War for Independence made Americans an independent people; the Constitution completed the work by making Americans a united people. As John Adams said, *"...finally, the thirteen clocks all struck together..."* A summary of the main points of the Constitution follows:

THE PREAMBLE OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA

We, the people of the United States, in order



*to form a more perfect union, establish justice, insure **domestic tranquillity**, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our **posterity**, do ordain and establish this Constitution for the United States of America.*

THE LAW OF THE LAND

ARTICLE I: THE LEGISLATIVE BRANCH

Section 1. Only Congress, which consists of the House of Representatives and the Senate, has the power to make federal laws.
Congress consists of 535 members: 435 in the House of Representatives, 100 in the Senate.

Section 2. The 435 members of the **House of Representatives** are elected every two years. Representatives must be at least 25 years old, U.S. citizens for at least seven years, and residents of the state they seek to represent. Members of the House choose their Speaker and other officers, and have the sole power to initiate impeachment proceedings. Through impeachment, a president, a vice president, or civil officers can be removed from office for high crimes such as treason or bribery.

Section 3. The **Senate** is composed of two senators from each state to serve six year terms. In the law-making process, each senator has one vote. Originally, the Constitution provided that senators would be chosen by their respective state legislatures. However, since the 17th Amendment was adopted in 1913, senators have been chosen by popular (direct) election.



The Senate is divided into three parts, with one third of the senators being elected every second year. This means that the Senate is a rotating body—all its seats are never open for election at the same time. Senators must be at least 30 years old, U.S. citizens for at least nine years, and residents of the state they represent.

The vice president of the United States is **President of the Senate**, but votes only in case of a tie. Members of the Senate choose their other officers and a president *pro tempore (temporary)*, who serves in the absence of the vice president. The Senate has the sole power to preside over impeachment proceedings; no one can be convicted without the agreement of two-thirds of the members present.

Section 4. Section 4 establishes election details and meeting dates for Congress.

Section 5. A majority constitutes a ***quorum***, but a smaller number may keep the House or the Senate in session. Each house decides on rules for its proceedings, including guidelines for disciplining members for unacceptable conduct. A member of Congress may be expelled if two-thirds of the members agree. Each house maintains a journal of its proceedings, called the Congressional Record.

Section 6. Each House sets its members' salaries, which are paid out of the U.S. Treasury. Except for treason, a felony, or breach of the peace, members of Congress are immune from arrest while in session.

Section 7. Bills may be proposed in either house, except for bills to raise revenue, which must originate in the House. The Senate can amend any revenue bill from the House of Representatives.

All bills which have passed both houses of Congress must be presented to the president of the United States. If he signs a bill, it becomes law. If he vetoes a bill, it is returned with his objections to the house where it originated. The bill and objections are then reconsidered. A bill can still become law without the president's signature if he fails to sign it for 10 days, not counting Sundays. If the president does not act for 10 days after receiving a bill, and Congress adjourns during that time, the bill dies. This is called a *pocket veto*. With a two-thirds vote in both the House and the Senate, a bill can become law even after the president vetoes it.

Section 8. Congress has the power to levy and collect taxes, to pay debts and provide for the general welfare and common defense of the United States. All federal taxes will be levied at the same rates throughout the United States. Congress has the power to declare war, make laws, raise land and naval forces and militia, borrow money, regulate both foreign and interstate trade, establish uniform naturalization and bankruptcy laws, coin money, set standard weights and measure, punish counterfeiting, establish post offices, grant patents and copyrights and create courts lower than the Supreme Court. **Congress also has the power to acquire land from the states for federal purposes.**

Section 9. Powers of Congress are limited. Civil liberties and private property are protected. For example, no legislative act can inflict punishment without a judicial trial. **The Writ of Habeas Corpus** requires that an accused person must be brought before a judge or court. This protects the accused individual from illegal imprisonment. Exceptions to the Writ of Habeas Corpus are permitted only when necessary for public safety.



Congress may tax imported goods but not exported goods. Congress must give an account for all federal money spent. No titles of nobility can be granted by the United States, and no public official may accept bribes or titles from foreign governments.

Section 10. States cannot enter into treaties or alliances with other states or with foreign countries; coin money; grant titles of nobility; or engage in war unless actually invaded. A state can maintain a militia, but cannot keep a standing army or navy. Like Congress, the states are forbidden to tax exports.

ARTICLE II: EXECUTIVE DEPARTMENT

Section 1. The president is the chief executive and highest elected official of the United States. He must be born in the United States, be at least 35 years of age, and a U.S. resident for at least 14 years. The president's compensation shall neither be increased nor decreased during his term of office.

The president and vice president are elected for four year terms. Details of the electoral process, pertaining to the election of a president and vice president, are spelled out in this section. The electoral college is a body of people chosen in each state to select the

*All **subsequent** state constitutions were modeled after the U.S. Constitution. You may read the entire U.S. Constitution, as well as excerpts from the Preamble of each State Constitution in your Student Resource Kit.*

president and vice president. Each state has the same number of electors as it has members of Congress. Although the electoral college remains in effect,





some of its provisions were changed by the 12th Amendment. If a president dies in office or is otherwise removed, the vice president becomes president.

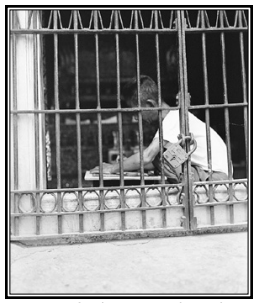
The new president takes the oath of office, usually administered by the Chief Justice of the United States: *"I do solemnly swear that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."*

Section 2. This section of the Constitution explains the president's powers and duties. The president is Commander-in-Chief of the U.S. Army and Navy, and of state militias. His prerogative to have a presidential cabinet is granted in this section. In federal cases, the president can grant ***reprieves*** and pardons, except in cases of impeachment.

The president is allowed to make treaties when two-thirds of Senators present concur. He can nominate and appoint ambassadors, Supreme Court judges, and other public officials with advice and consent of the Senate. The president can temporarily fill vacancies in the Senate.

Section 3. From time to time, the president gives Congress information regarding the **State of the Union** and recommends measures he considers necessary. This is called the State of the Union address, which informs the nation's lawmakers and the American people. It is followed by a proposed federal budget and an economic report. The president can call either one or both houses of Congress into special session. He receives ambassadors and other officials from foreign countries, commissions all officers of the United States, and takes care that all laws are faithfully executed.

Section 4. The president, vice president, or any civil officer of the United States will be removed from office if impeached and convicted of treason, bribery, or other high crimes and misdemeanors.



Article III: Judicial Department

Section 1. The judicial power of the United States is vested in the Supreme Court and in lower federal courts established by Congress. Judges of the Supreme Court and other federal courts hold their offices "during good behavior," which is usually for life.

Section 2. Judicial power extends to all cases arising under the Constitution, U.S. laws, and treaties. This power has been stretched to include *judicial review*—a power not described in the Constitution—which is the power to declare a law or actions unconstitutional. In cases affecting ambassadors and other public officials, and those in which a state is a party, the Supreme Court has original jurisdiction. This means the Supreme Court will hear the case first, not on an appeal from a lower court. In other cases, the Supreme Court has appellate jurisdiction, or the power to hear a case that has been appealed from a lower court. All

crimes, except in cases of impeachment, will be tried by a jury in the state where the crime was committed.

Section 3. Treason consists only of levying war against the United States, giving aid and comfort to, or adhering to enemies of the United States. **Congress decides the punishment for treason**.

Article IV: Relations among the States
Section 1. Each state shall honor the public acts, records, and judicial proceedings of every other state.

Section 2. Citizens of all states are entitled to privileges and immunities of citizens in other states. In other words, one state cannot discriminate unfairly against residents of other states. A person charged with any crime shall be extradited, or returned, to the state having jurisdiction, upon demand of that state.

Section 3. This section regulates the formation and addition of new states to the Union—a power given to Congress. Congress can also make laws concerning territories or public lands of the United States.

Section 4. The United States guarantees every state a republican (representative) form of government, and shall protect them against attack from outside their borders, or from violence within the state.

Article V: Amending the Constitution
Known as the "elastic clause," this article gives Congress the right to propose amendments and describes the process.

Article VI: General Provisions
This article is known as the "supremacy clause" whereby the Constitution of the United States is the supreme law of the land, and judges in every state are bound by it. Senators, Representatives, and other public officials of the nation and individual states shall be bound by oath to support the Constitution, but no religious test will ever be required as a qualification for any office or public trust.

Article VII: Ratification
Ratification by nine of the thirteen states was required to establish the Constitution as law. This article lists the names of all 39 framers of the new Constitution. George Read from Delaware signed the document twice—for himself and his absent colleague, John Dickinson.

With ratification of the new Constitution, the stage had been set for the United States to take its place in the world. New direction and confidence in the fledgling republic allowed for more growth and improvements—including improvements down on the farm.

Life Principle

"A nation ruled by moral principles needs few policemen."
— Ronald Johnson

The Designing of America

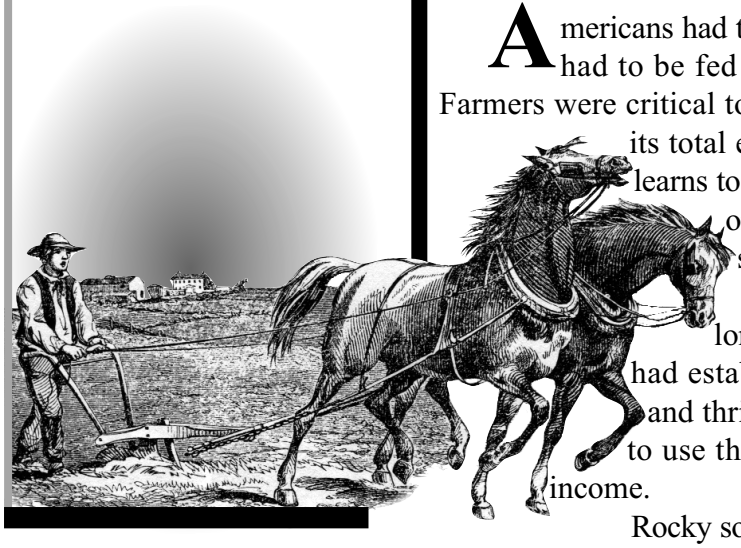
Chapter 5

Topic 7
Agriculture

IMPROVEMENTS DOWN ON THE FARM

Section Two

Topics 6-10



Americans had to eat in both peacetime and war. Soldiers had to be fed and ***commerce*** had to be maintained. Farmers were critical to the new nation. When a baby is born, its total energy is utilized in staying alive. Soon it learns to crawl, then to walk and run. America, once a young colonial infant struggling for survival, was growing up.

By 1765, the Colonies were no longer striving just to stay alive. Families had established homes, farms, churches, schools, and thriving businesses. Americans had learned to use the resources on hand to produce cash income.

Rocky soil in the northern states prohibited farming from becoming a successful business. Individual families raised enough food to feed themselves, but found other ways to earn money for purchasing tools, clothes, furniture and books. The cold northern climate provided a good fishing industry, hardy trees for quality lumber and warm, thick furs of animals for fur trading. Agriculture did not produce income, but people still met most of their personal needs by farming the land on which they lived.

The middle states, known as the "bread basket" states, found that grain was their best natural resource. Livestock thrived on the nourishing grasses. Across the Colonies, families with ***initiative*** marketed their products and generated cash income. Agriculture still provided a living for ninety percent of all Americans. Regardless of background, creative Colonists made significant improvements in agricultural techniques.

Elkanah Watson was a New Englander who raised livestock as a business and looked for ways to improve productivity. He brought various breeds of sheep, cattle, and pigs from Great Britain to improve his own livestock. In 1811, he began an Agricultural Society so farmers could exchange ideas on methods of farming. The Society held county fairs where

VOCABULARY

Commerce: the buying and selling of goods
Initiative: enterprise, energy
Asset: something useful or valuable
Terrain: natural surface features of the land
Root crops: food grown beneath the ground such as potatoes, carrots, onions, radishes, and sweet potatoes
Methodical: systematic
Abroad: traveling in or to a foreign country

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farmers could show the best of their crops and animals. Eventually, these county fairs expanded to all parts of the country.

Southerners found their greatest ***asset*** was the fruit of the land. Weather was pleasant, winters were mild. Fertile Southern soil was easier to clear and plant than rocky Northern ***terrains***. Southern farmers enjoyed long growing seasons that yielded a variety of crops: sweet potatoes, squash, beans, corn, cotton, peaches.

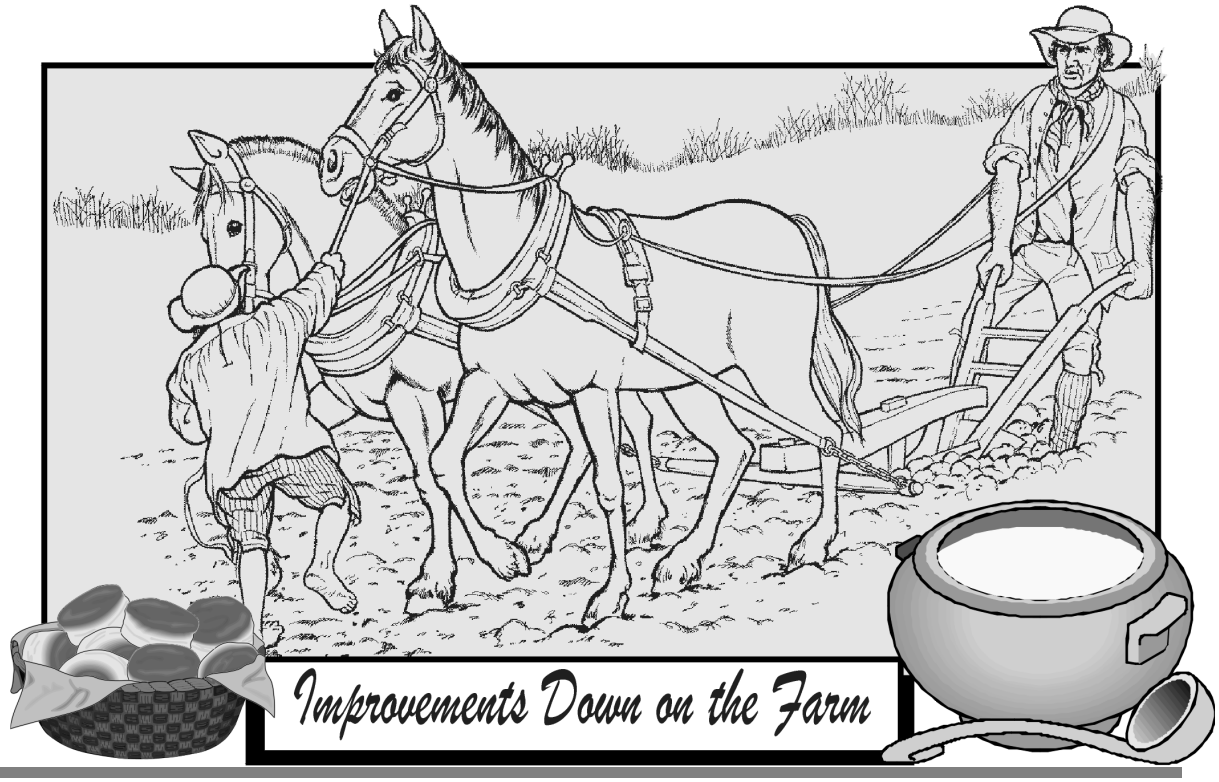
At Mount Vernon in Virginia, George Washington studied improvements in farming. His correspondence with Arthur Young, an English expert on farming, provided ideas for changes in planting methods. Washington imported improved tools. Wheat, flax, and ***root crops*** replaced corn as the main crop. With Mount Vernon's five-year crop rotation plan, sheep grazed on turnips and clover during the rotations.

A very ***methodical*** thinker, Thomas Jefferson also enjoyed experimenting with agriculture. He studied thirty-seven different vegetables. By recording the earliest and the latest date he saw them growing, Jefferson knew their growing seasons.

When he traveled ***abroad***, Jefferson brought seeds from other countries back to America. Sometimes he obtained different varieties of grasses, trees, rice, or olives. Every year, a gardening friend in France sent Jefferson a box of seeds to try out and to share with others. Jefferson always kept orderly records of his experiments so he could study the results and improve his methods.

Early American colonists had discovered tobacco as a cash crop and took immediate advantage of growing it for trade and export. By the early 1700s, rice, indigo, and tobacco produced income for Southern farmers. In the mid-1700s, tobacco was not as prominent a cash crop as it had been.

With tobacco production on the decline, the institution of slavery was expected to decline as well. The framers of the Constitution hoped that slavery would soon cease to be an issue. They could not have



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LIFE PRINCIPLE

" Doing an injury puts you below your enemy; Revenging one makes you but even with him; Forgiving it sets you above him."

—Ben Franklin

foreseen an invention that would, in effect, increase the South's dependence upon slavery—Eli Whitney's cotton gin.

The cotton industry's success in England, and then in America, had created a tremendous market for cotton. Whitney's invention, which could clean the seeds from the cotton fibers quickly, gave America a way to capitalize on the demand for cotton.

King Cotton, as southerners called it, immediately became the cash crop of the South. Other countries also grew cotton with slave and indentured labor, thus African slaves enabled Southern Colonies to compete for European markets. Slaves were as vital to the Southern economy as the crops they cultivated. By the mid-1800s, slaves produced 90 percent of America's cotton and nearly all the rice and sugar.

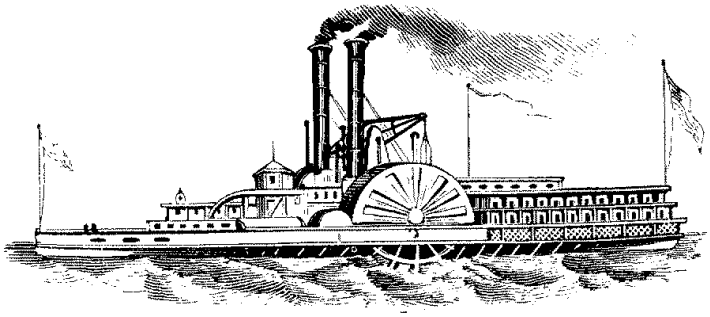
Some think Eli Whitney's cotton gin prolonged slavery in the South. The truth is, people are responsible for their own actions. An invention cannot be blamed for personal irresponsibility. The South's economy depended on slavery: a fact that cost the entire nation a far greater price than the cost of cotton, rice, or sugar.

Fortunately, America's leaders during her early years saw the value of farming and the importance of making farming profitable. In 1795, Spain controlled Louisiana and Florida. American farmers floated their produce down the Mississippi (the second longest river in the world) to the port of New Orleans. Spain charged taxes to boats using the Mississippi River. Hoping to help American farmers, President Washington sent Thomas Pinckney to arrange a treaty with Spain. Called Right of Deposit, the treaty permitted farmers to float produce down the Mississippi River to ocean vessels in New Orleans.

Free enterprise in America enabled improvements to go far beyond the agricultural scene.



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The Designing of America



Topic 8
Industry & Medicine

Chapter 5

Section Two

Topics 6-10

OLIVER EVANS: FREE ENTERPRISE ENTREPRENEUR



Importing English technology was still important for the United States in the late 1700s, but without American freedom and citizen ***ingenuity*** the Industrial Revolution would have been slow in developing. Oliver Evans, son of a Delaware farmer, was a man who helped American industry soar to world leadership. While working on the farm, Evans was a thrifty lad with a talent for finding inexpensive ways to complete difficult jobs. Between 1785 and 1803, this skilled mechanic—who apprenticed as a wagon maker—developed the first automatic production line in a grist mill. Evans' mill was probably the first to be installed in any industrial setting.

Labor-intensive mill operations required several men to carry sacks of wheat to an upper loft where they were emptied by a "hopper boy." As the grain tumbled down through the millstones, it was cracked and ground. Then the ground wheat was carried by men back up the steps, spread out to dry, and finally sifted by hand. By 1785, Evans, the foremost miller of his time, had invented machinery which cut milling labor and costs in half. Later refinements enabled only two men to operate the entire mill. One poured wheat down the chute and the other closed and rolled away the flour barrels at the other end of the production line. Everything in between—the weighing, cleaning, grinding and packing, was done by four stories of automated machinery geared to one water wheel.

Evans' inventions reduced production costs, enabling industrialists to market their products at lower prices and thus to increase their profits. Like today, making a fair profit enables farmers to plant more crops, inventors to explore more possibilities, and industrialists to build more factories and hire more people. Without profit, and freedom to experiment with ideas, industrial development would halt.

Evans' mills were so cost-effective Americans could sell their flour at a profit in England, even with the additional cost of trans-Atlantic shipping. The manufacturing concepts developed



Ingenuity: inventive skill, imagination and cleverness
Labor-intensive: requiring many workers
Flair: natural talent
Free enterprise: privately owned businesses operating to produce goods or services
Amphibious: able to operate on both land and water
Scow: a flat bottomed boat used for carrying freight
Contraption: gadget or non-essential mechanical device
Visionary: one who "sees" in his mind how things could be done differently in the future
Sexton: one responsible for maintaining a church, ringing the bell, etc.

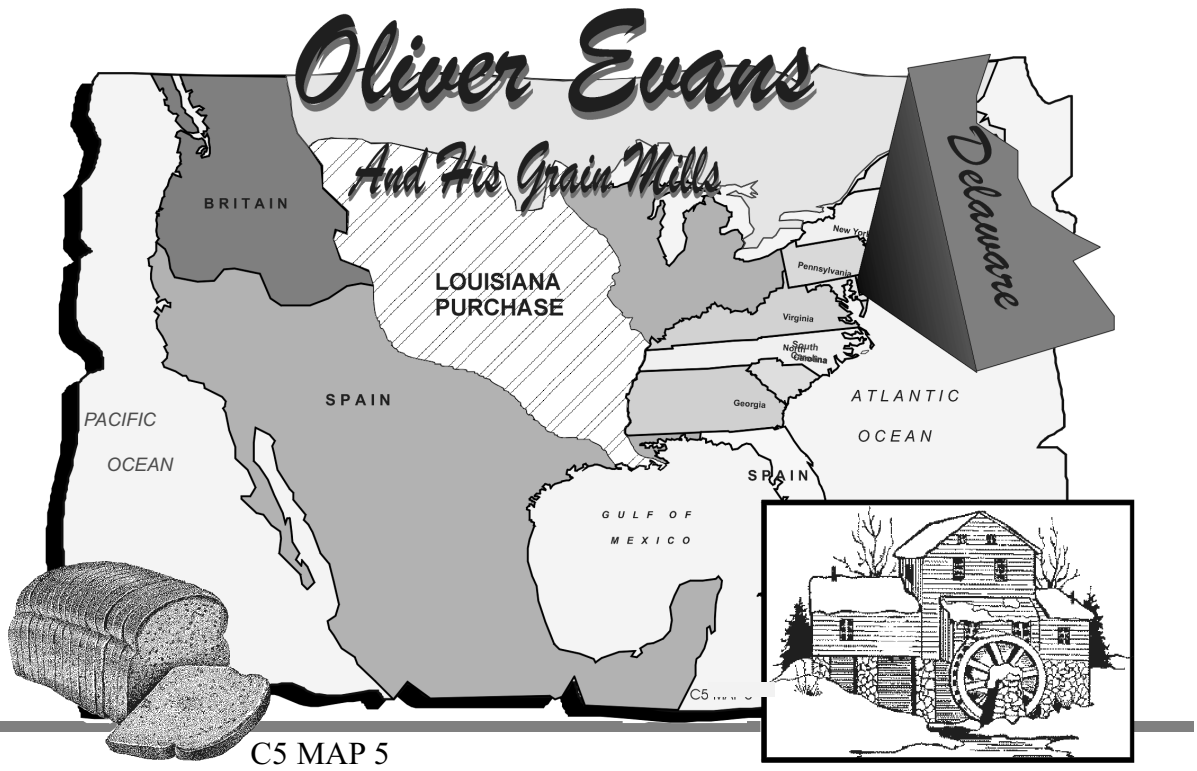
at the Evans' mills continue to affect economics in the United States and the standard of living for all Americans. Partially because of Evans' work, a loaf of bread is affordable today by almost anyone.

Evans' ***flair*** for marketing his ideas was successful, too. He published *The Young Mill-Wright's and Miller's Guide*, America's first mechanical engineering textbook, and sold licenses to industrialists who wanted to duplicate the Evans grist mill. George Washington became Oliver Evans' most famous customer when the President installed an Evans mill at Mount Vernon after the American War for Independence. Two centuries later, the lasting significance of Evans' application of the ***free enterprise*** system is still evident. Men and women continue to invent products and devices which are marketed to meet public demands.

Evans is also known for another dramatic entry in the annals of industrial history. He advertised in the *Philadelphia Gazette* to draw attention to his latest invention, a 30-foot steam-powered ***amphibious*** garbage ***scow*** named *Orukter Amphibilos*. Onlookers paid twenty five cents apiece and stared in amazement as Evans' fire-belching, steam powered machine roared through the streets of Philadelphia or dredged garbage from the Schuykill River waterfront. Evans' ***contraption***, the first powered land vehicle, might not be much competition for the luxury cars of today—or even modern garbage trucks—but in 1805, it was a spectacular innovation.

Evans was a ***visionary*** who believed he could harness the power of steam to perform work. He said steam engines would one day pump water, propel boats, chop grain, cut stone, and transport passengers. By the time Evans died in 1819, approximately fifty of his compact, efficient, and inexpensive high-pressure steam engines were being used in factories. Evans' attention to thrifty mechanical operations distinguished his creative inventions.

Evans' garbage scow inspired him to envision steam-powered vehicles that could leave Washington, D.C. in the morning and arrive in New York City the same evening. In 1813, Evans said birds would scarcely fly faster than passengers on these "stages moved



C5 MAP 5

by steam engines." People laughed, but Evans had the last laugh. Within twenty-five years his prediction came true, as steam-powered railroads became a reality. Because of innovators like Oliver Evans, American industry truly "took off" and soared to great heights.

Other men took advantage of opportunity in America to apply their skills in manufacturing. One such man was Eli Whitney. His ideas dramatically changed manufacturing methods in the world.

WHITNEY'S WEAPONS HIT THE BULLSEYE

Eli Whitney was an ingenious manufacturer, widely known for his invention of the cotton gin in 1793. Whitney met another national need in 1800 with his "uniformity method" of producing rifles. His method changed the way manufacturing was practiced.

In 1798, fifteen years after the War for Independence ended, the United States was engaged in an undeclared war with France. Anticipating an all-out conflict, American officials ordered thousands of muskets. Skilled gunsmiths, creating weapons one at a time by hand, were unable to meet this demand.

Whitney persuaded U.S. Army officials that rifles could be mass produced by assembling uniform parts. Eli Whitney signed a contract guaranteeing delivery of 10,000 muskets in two years.

Whitney, knowing that a man should be dependable and keep his word, set his plan in motion. Eli Whitney was a man who had always supported himself by hard work. He remembered making nails by hand and working as a mechanic to pay his way through Yale University. Those memories inspired him. Spurred into action, Whitney was determined to fulfill his commitment. His country needed 10,000 muskets, and he was determined to produce them!

Whitney's Connecticut factory was partially housed on barges on the Mill River. The determined inventor put his manufacturing plan—the uniformity method—into action in an assortment of buildings.

After months of "tooling up" his patterns and machines, Whitney called government officials into a room with gun parts piled on the floor—triggers, barrels, flint locks, hammers, and stocks. Randomly selecting a piece from each pile, he assembled a complete, well-made musket. This dramatic demonstration must have astonished Whitney's audience. The inventor had used *interchangeable* parts instead of pieces that fit only one weapon. This "uniformity method" of product assembly was a major breakthrough in manufacturing methods.

News of Eli Whitney's success with his muskets spread across the nation. In the North, his techniques were soon applied to clocks, sewing machines, and other products with parts that had to fit precisely.

As previously noted, Whitney's ingenuity had scored a tremendous influence on the agricultural South. His invention of the cotton gin had greatly stimulated cotton production. However, this unintentionally increased the need for slaves, and widened the rift, or division, between Southern states and the industrial North. If Whitney's gin contributed to the outbreak of the Civil War as historians suggest, it could also be said that Whitney and his guns were instrumental in ending the war. By manufacturing his muskets, Whitney developed principles of mass production that helped Mr. Lincoln's generals to end the war, thereby preserving the Union.



A brilliant idea not only brings immediate benefits, it lays the groundwork for even better ideas to come. Eli Whitney's ingenuity paved the way for mass production of automobiles, airplanes, and virtually everything manufactured in the United States from the 19th century onward. Generations of Americans have gained much benefit from this hard-working inventor who kept his promises, applied his skills, and met a huge need for his country.

In an era where the fastest mode of travel was by horse, the community blacksmith was in high demand.

THE VILLAGE BLACKSMITH

Blacksmiths made iron horseshoes and "fitted" them on horses. Smiths also forged, or made, other iron objects such as farm implements and wagon wheel rims. Before the Industrial Revolution all iron items—from horseshoes to swords and cannons—were handmade to order.

The details of properly shoeing a horse were important as Benjamin Franklin's old rhyme suggests:

". . . for want of a nail the shoe was lost;
for want of a shoe the horse was lost;
for want of a horse the rider was lost;
for want of a rider the battle was lost."

The centuries-old role of the blacksmith was later immortalized by Henry W. Longfellow in his poem, *The Village Blacksmith:*

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
*Like a **sexton** ringing the village bell,*
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling—rejoicing—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose

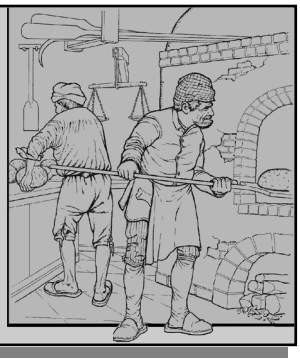
Thanks, thanks to thee, my worthy friend,
For the lesson thou has taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

While some Americans were developing manufacturing techniques, others enjoyed the special lifestyle of southern plantations.

Life Principle

"When you start something, finish it. A trail of half-finished projects gives way to random purposelessness."

—Michael Phillips



The Designing of America



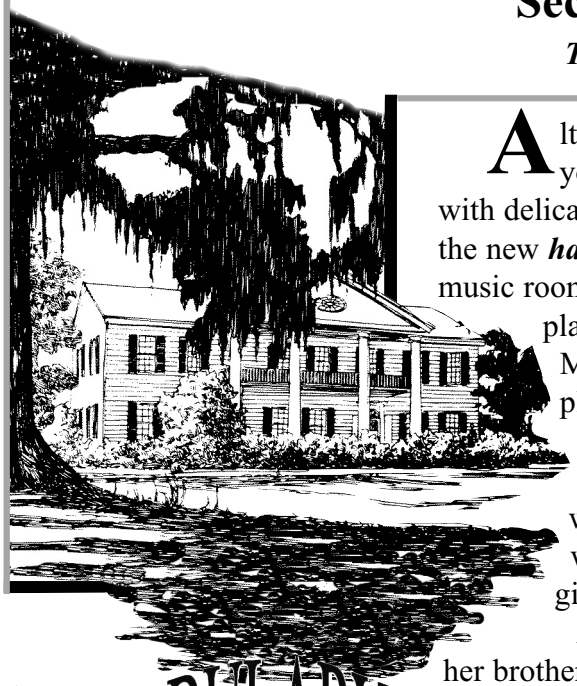
Topic 9
Family & Home

Chapter 5

PLANTATION LIFE IN THE OLD SOUTH

Section Two

Topics 6-10



Although the summer air was hot and humid, the typical young southern girl wore a French silk dress trimmed with delicate lace. Her ***hoopskirt*** rustled as she sat down to play the new ***harpsichord*** from Germany. Seated in the cherrywood music room, her long hair in ribbons, the typical daughter of a plantation owner would be the picture of elegance. Music practice usually followed a full morning: planning menus with her mother, ***embroidery***, and French language lessons with her tutor. As the heat of the day approached, she finished her music, then she went upstairs to rest. The young lady's personal slave would see to her every need, carefully hanging up the girl's dress and later help her for the evening agenda.

After attending to plantation business in the morning, her brother would usually join their father on a horseback hunting trip with the hounds. The men would be home later for evening activities. Guests from a nearby plantation, only 20 miles away, would visit for dinner. Neighbors often visited for several days. Servants polished silver and prepared dozens of recipes for the dinner party. That was truly a life of luxury . . . Southern-colonial style.

Not all landowners in the Southern Colonies were extremely wealthy like the family described above, but the majority were at least financially comfortable.

In Virginia, Georgia and the Carolinas, the 1700s through the mid 1800s brought a unique lifestyle born from the economics of fertile land. Thriving farms called *plantations* sprang up in response to market demand for tobacco, cotton, and ***indigo*** grown in southern soil.

Only about one-tenth of landowners in the South lived on large plantations. Most citizens owned smaller farms with one or two ***indentured servants*** or slaves. While they composed a small segment of society, wealthy plantation owners wielded great political and social power. In those early days of the South, owning land was ***synonymous*** with wealth and status. Some

VOCABULARY

Hoopskirt: a skirt with hoops placed underneath to make it stand out in a large circle
Harpsichord: a musical instrument, similar to the piano, whereby strings are plucked instead of being struck
Embroidery: artistic stitching on clothing
Indigo: a plant grown and used in the production of blue dye
Indentured servant: one who voluntarily sells himself to a person to work land (and be housed) for repayment of debts
Synonymous: having the same meaning
Elaborate: expensive, decorative, developed in great detail
Manor: the main house on an estate

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plantations encompassed several hundred square miles. The William Byrd plantation in Virginia sprawled 275 miles, the equivalent of one-fourth the Colony of Rhode Island. Average plantations were 800 acres worked by 40-50 slaves.

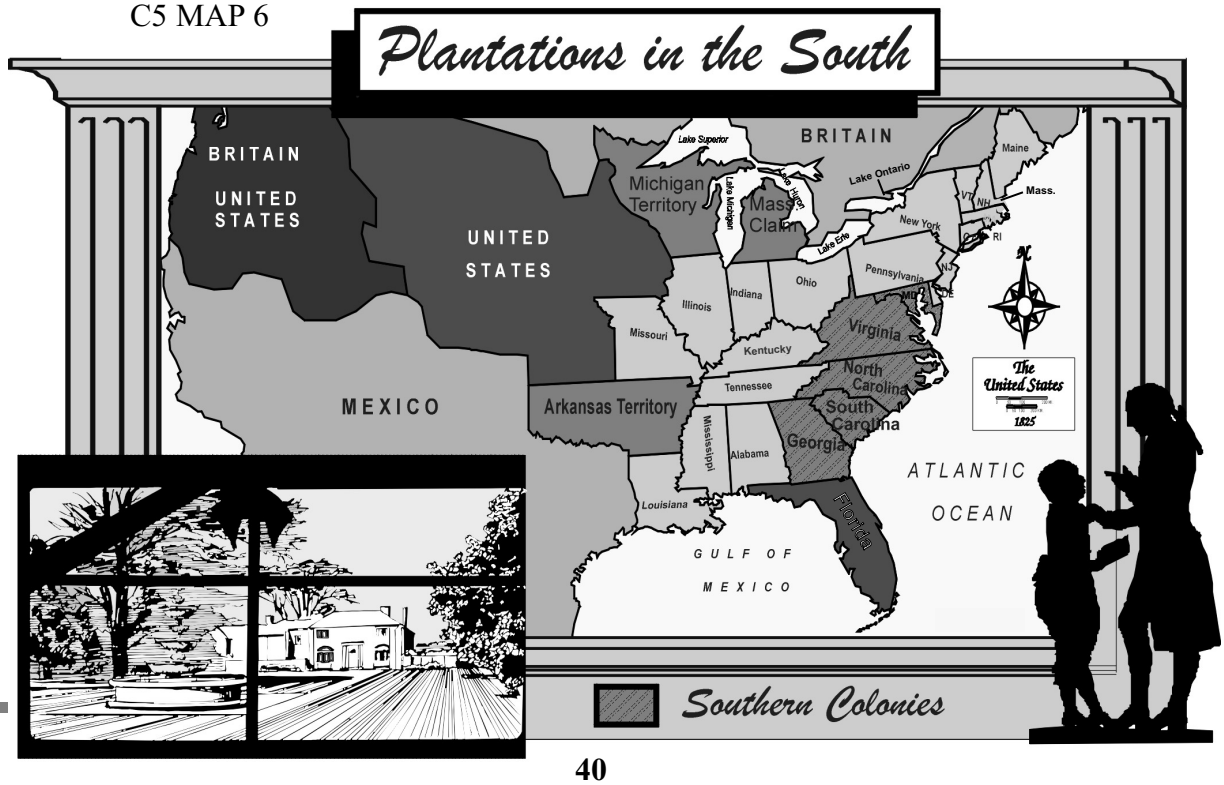
Plantation owners often inherited property from their fathers, who may have originally settled their acreage under land grants from the king of England. These families cultivated gracious living, good manners, education, and politics.

Owning a large plantation involved big parties and ***elaborate*** clothing, as well as enormous prestige and responsibility. Plantation life was also challenging. With neighbors few and far between, isolated families experienced loneliness. Unless they lived near big cities like Charleston, cultural diversions were limited. Medical help was scarce and church activities were infrequent. There were periodic conflicts with slaves and other laborers.

Spacious homes reflected the wealth and power of their owners. Southern colonial mansions, often constructed with brick, were usually two stories high with wide chimneys, glass windows, and smooth white paint. The front door typically opened to a "great room," where the family dined and spent time together. Manicured lawns, landscaped with beautiful trees and flowers, surrounded these elegant homes. Often resembling English estates or Greek temples, plantation ***manors*** were filled with the finest European-crafted furniture. Imported rugs and silk curtains adorned the interior.

Behind the main house was a "kitchen house." The warm, humid weather of Southern states made it practical to do cooking separate from the main living quarters. Before the days of air conditioning, a separate cooking area kept the planter and his family more comfortable in the main residence area. On a typical large plantation, several other buildings clustered near the main house. These usually included a school, storehouse, laundry, stable, spinning and weaving house, a place to store the family carriage, blacksmith shed, shops for a carpenter and/or a shoemaker and sometimes

C5 MAP 6



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even a church. Isolated from large towns, a plantation functioned like a small community with almost everything made right on the premises.

Further away from the main house were slaves' cabins—enough to house up to 100 or more adults and children. Beyond the slave quarters stretched rolling fields of tobacco, rice, indigo, or cotton.



The planter himself actually did very little work in the fields; he depended on his workers. He was, however, active in politics as well as family responsibilities. He was concerned with agricultural matters, shipping prices and the health of his slaves on whom he depended for financial success.

A plantation owner kept a busy schedule. He typically rose early, ate breakfast, then met with his farm overseer or manager to determine priorities for the day's work. Letter writing and making entries in his account books could occupy the rest of his morning. A planter found time for sport hunting, reading, and dinner parties.

Planters' wives were also busy. Keeping order in such a large household required administrative ability and endless energy. Up by dawn, the plantation housewife made rounds to the kitchen, dairy, smokehouse, garden and weaving room, instructing her servants at each stop. Then it was back to the main house to oversee an elaborate breakfast. Before an afternoon break for reading and music practice, she might visit sick slaves, arrange flowers, instruct the cook on dinner and check on new clothes being made for the laborers. Each day, plantation wives had to exercise much diligence in managing house-related duties.

Just as their mothers had learned as girls, plantation owners' daughters learned the art of supervising the household with a staff of servants. The gift of hospitality was highly valued. Young girls were taught every aspect of entertaining guests: singing, playing instruments, engaging in conversation, doing needlework and planning menus. They also carefully learned "doctoring" from their mothers who served as physicians for the plantation family, which included all the servants. Formal instruction had to be completed by about age 16 for girls, and at least age 21 for boys—the ages planters' children were allowed to marry.

Great emphasis was placed on the art of entertaining because it could determine a plantation family's social status. Guests often stayed for days, weeks or even months. That is where the tradition of "southern hospitality" was born.



Dances were a special treat for young people living a secluded plantation lifestyle. Youth looked forward to guests staying for days after the party. Clothes would be specially made for the event. Elegant menus were prepared and rare wines uncorked. Adults and children alike joined in the festive dancing, accompanied by music from harps, violins (or fiddles) and pianos.

Children of wealthy planters were usually very well educated by private tutors. These tutors, who became like members of the family, often stayed on the plantation until all the children were grown. Girls traditionally learned just basic reading, writing and arithmetic, because more focus was put on learning social graces and how to run a large household. Some of the girls went to expensive boarding schools for a year or two for "polishing"—learning the finest qualities of hospitality. Boys mastered basic education plus Latin, Greek, surveying and dancing. Until the founding of the first Southern college, the College of William and Mary in Virginia, young men frequently

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extended their education in Europe. When the College of William and Mary opened, boys could enroll at age 14 if they passed entrance exams.

Plantation living, especially in the late 1700s through the mid-1800s, was definitely a special lifestyle. Many exquisite homes built by wealthy landowners still stand today, a reflection of an era when Southern hospitality was prominent.

The issue of slavery is raised whenever students study American history. Southern states built their plantation economy on agriculture maintained by slaves imported from Africa. Slavery had been practiced world wide long before Southern plantations began to cultivate tobacco and cotton crops with slaves from Africa. Native Americans ("Indians") fought against neighboring tribes and captured slaves for domestic work. Asians, Europeans and African cultures practiced slavery from the earliest recorded wars. The Hebrew record of the exodus from Egypt is the story of several million white slaves who were led out of North Africa.

Colonial families implemented the institution of slavery because of a universally accepted concept that enslaving Africans was not considered immoral or evil. This misguided concept was enhanced by illiteracy, nakedness and fatalism practiced by most West African cultures from which slaves were captured and imported to America. Southern plantation families were often caught in emotional turmoil over slavery. The African people were obviously human, yet their cultural practices were so different and primitive that educated white Southerners simply justified slavery as being a better lifestyle for the slaves than the primitive behavior characterized by bare bodies, illiteracy and superstitions rampant in Africa.

Most plantation owners bought the black slaves and attempted to maintain them in good health, adequate clothing and medical care; however some masters were negligent and cruel.

The institution of Southern slavery began to be questioned as plantation slaves demonstrated intelligence through music, craftsmanship, literacy, character and loyalty. A well-mannered, articulate, and neatly dressed "black" demonstrated intelligence comparable with "whites." By the mid 1800s, slavery of African-Americans was considered evil and unjustified by U.S. Northerners. Tragically, the U.S. Civil War had to be fought before African Americans were truly emancipated, or set free, from slavery. After the Civil War, Southern plantation life was dramatically changed for whites and blacks alike.

Food was an important part of plantation life. Meals were elaborate social affairs, as you will learn in the next lesson.



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The Designing of America



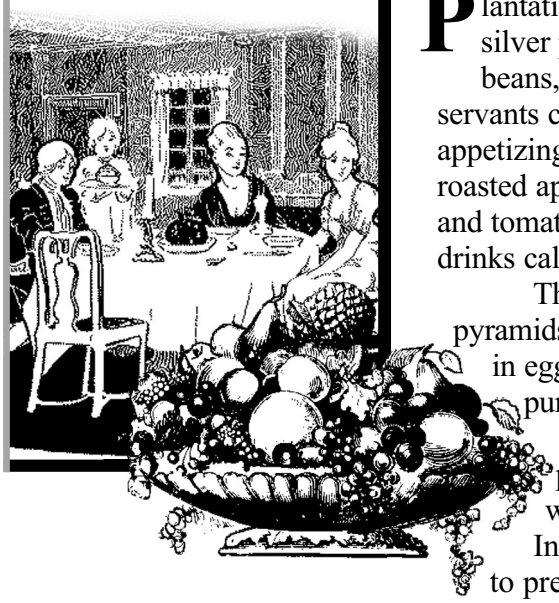
Topic 10
Food

Chapter 5

THE GREAT ENTERTAINERS

Section Two

Topics 6-10



Plantation families and guests were served elegant meals from silver platters piled high with fried ham, sweet potatoes, green beans, yeast rolls and corn pudding. After the main course, servants cleared the ornate dishes and brought another round of appetizing temptations—chicken pudding, red rice, boiled cabbage, roasted apples and ***marinated*** salad containing cucumbers, onions and tomatoes. Guests drank tea sprigged with mint, as well as drinks called sack ***posset***, ***syllabub***, and mint juleps.

Then, the loaded table became a dessert-lover's delight with pyramids of dried fruit and candied flower petals (flowers dipped in egg white and sugar). Also available were almond tarts, pumpkin pudding, spiced nuts and hot tea.

Each day great effort and attention went into preparing and displaying food, whether or not guests were present. Mealtimes were a matter of pride.

In wealthy plantation homes, servants rose about 5:30 a.m. to prepare a breakfast of fresh bread, sliced meat, johnny cakes and apple butter. Breakfast was usually served about 8:00 or 9:00 a.m. The main meal of the day, called dinner, was usually served between two and three in the afternoon. Servants cooked under the careful supervision of the planter's wife. A plantation wife knew how to cook everything she served so she could teach her servants; however, with her many other ***domestic*** responsibilities, she did not have time to prepare the meals.

The planter's wife might personally cook preserves and jellies, or oversee her servants even more carefully during meal preparation. Sugar was expensive, and large quantities were needed for these special treats. Sugar cones wrapped in blue paper made their ***debut*** in 1774. Cooks used a type of utensil called a "sugar nip" to pinch off a certain amount of sugar for a recipe. When the cones were empty, the blue wrappers were soaked and the dye used for coloring fabric.

To keep the household running smoothly, plantation wives usually maintained their own handwritten cookbooks and accounting records. Published cookbooks were popular during this period. Along with recipes, these books also outlined proper table settings and details for varying menus based on the number of guests. Because plantation owners knew entertaining was so vital to their

VOCABULARY

Marinate: to soak food in seasonings (before cooking)
Posset: spiced drink of hot sweetened milk, curdled with wine or ale
Syllabub: drink or dessert of sweetened milk and wine
Domestic: household
Debut (dā-bū): first public appearance
Root cellar: underground pit or small room for storing vegetables
Lavish: abundant, plenty
Decade: a ten year period of time

social status, recipes and entertainment directions were followed religiously.

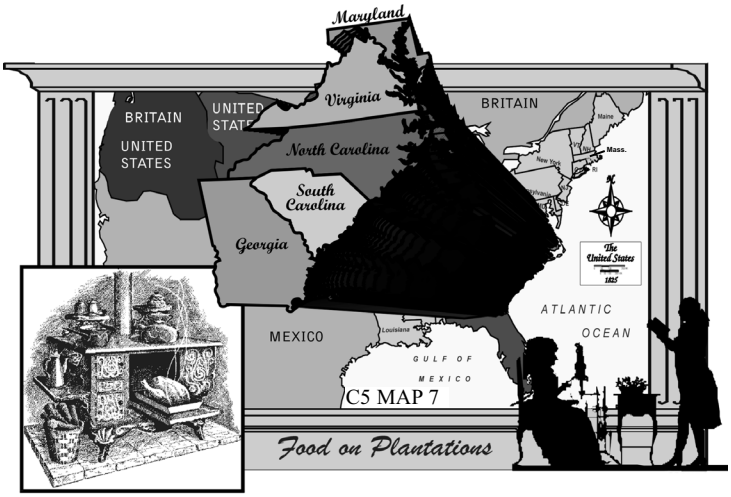
Napkins in the 18th century were not like the disposable paper ones today. They were large, apron-like cloths. Diners tied the napkins around their necks to protect the frills and lace on their clothing.

Spoons were commonplace, but forks were a status symbol for "higher" society. A typical fork consisted of two steel tines with a bone handle. Common people used forks only for serving or to hold meat down while cutting it. Forks with three tines (still much smaller than modern dinner forks) and dinner knives began making an appearance among common people in the mid 1700s.

Although wealthy families owned *silver* trays and platters, serving dishes were commonly made of pewter. (Scientific studies in the 1900s would reveal that silver has anti-bacterial properties, but *pewter* contains lead which is toxic.) Regular folks used hand-carved wooden dishes.

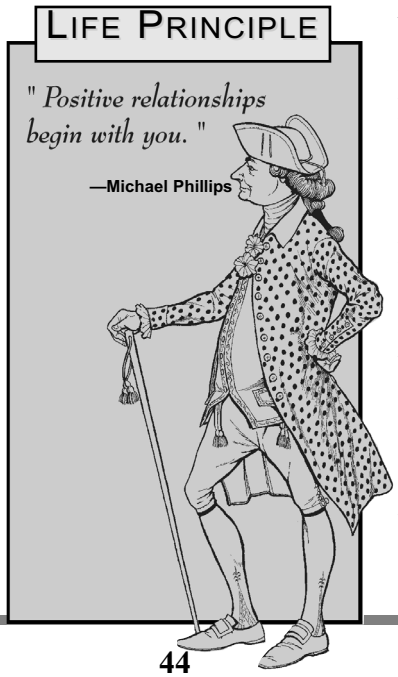
As you probably know, there were no refrigerators in colonial days. Plantation wives had to be creative to prevent food from spoiling. Families stored eggs, cream, and butter in a building called a *spring house*, *dairy*, or *dependency*. Built one or two feet into the ground, these structures were positioned over an underground spring. Cold running water kept temperatures low enough in the thick-walled building to preserve perishable foods for short periods of time. Carrots, onions, potatoes, and other root vegetables were covered under dirt in ***root cellars***. These, too, were dug into the cool ground. After game was butchered, meat was preserved by salting it and then smoking it. Corncobs were a common smoking fuel. Meat was left hanging in the smokehouse until needed for a meal.

Colonists consumed large amounts of tea. In the English tradition, tea time took place in the afternoon. Tea was often sipped from tea bowls resembling a tea cup without handles. Tea time could also include coffee and chocolate. Hot chocolate was made by shaving a sliver of pure chocolate into boiling milk or water. Social activities followed tea time. Families gathered to visit and relax, listen to music, tell stories and share news. It was also a good time for young girls to practice manners, applying their skills as guest and hostess.



Even after large breakfasts and ***lavish*** dinners, another light meal, called *supper*, was served before retiring to bed.

As you can see, plantation owners took dining and entertaining seriously. Southerners took great pride in being gracious and generous hosts. An unmistakable brand of hospitality became part of Southern culture. Even when the plantation system came to an end with the Civil War in the mid 1800s, the traditions of high-quality entertaining carried forward for ***decades***. Still today, Southern families are known for gracious hospitality and wonderful food from beautiful tables. **Elegant meals were signs of wealth, as were the parlors: furnished with stuffed chairs, musical instruments and window drapes. As America expanded her borders, she also developed her cultural interests.**



The Designing of America



Topic 11
Sports & Recreation

Chapter 5

Section Three

Topics 11-15

THE REFINING OF AMERICA



Thomas Jefferson was ***innovative*** and had a big vision. Even in his free time, his creative imagination was at work. Jefferson designed a special house for his family. Built atop a little mountain Jefferson inherited from his father, the house was named *Monticello*, Italian for "little mountain."

Architecture—the planning and designing of buildings—did not yet exist as a profession in Colonial America. Jefferson was interested in architecture and studied everything he could find on the subject. A gifted designer, he continued to learn about architecture throughout his life. Because Monticello took a long time to complete, Jefferson's plans for the design changed and developed as he constructed the house.

Monticello was very different from other houses of its time. To allow better access to transportation, many homes were built near rivers. Monticello was built atop a small mountain. Designed to look like a one-story building, Monticello has three floors, as well as terraces and covered passageways. Stately white columns guard its entrances, and an eight-sided dome rises over the center. Jefferson's property provided all of the building supplies. Bricks were molded from mountain clay. Nails were made in a little nail factory, and the lumber came from nearby woods.

Jefferson's ***spacious*** Virginia home was designed to display some of his prized collections: Indian and natural history artifacts such as antlers, a buffalo skull, and mastodon tusks. To save space, he built two narrow, hidden stairways instead of a grand staircase to the upper floors. The third floor had three bedrooms with skylights and the eight-sided dome room.

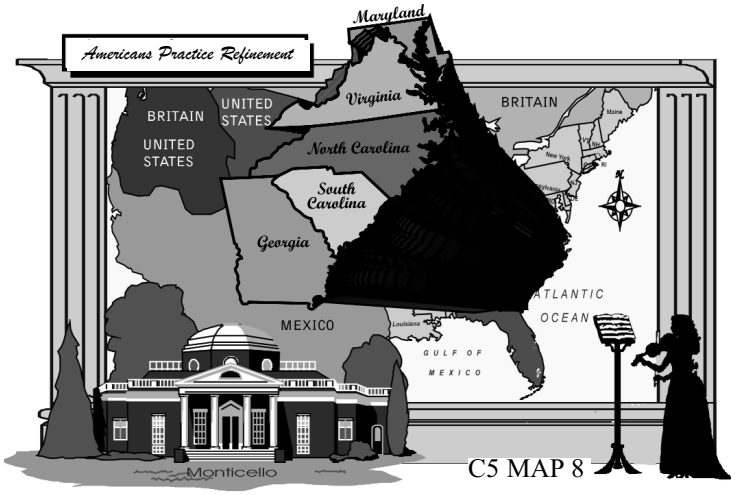
Jefferson's parlor, a room used for entertaining, displayed the French art he collected during his years as minister to France. This room featured one of the first ***parquet*** floors in America—a floor set in a decorative pattern of highly polished hardwood. There, the Jefferson family celebrated marriages and christenings and held musical concerts. The parlor was separated from the entry hall by semiautomatic glass doors. The mechanism which made the doors work was hidden under the floor— a truly unique innovation.

The dining room also revealed Jefferson's creative imagination. He installed "dumb waiters," mechanical lifts operated by pulleys for carrying items from the cellar. A revolving door with shelves, for holding dishes, allowed easy access to the pantry.

VOCABULARY

Innovative: creative; introducing new things or methods
Spacious: larger than usual; vast; magnificent
Parquet (par-ka): an inlaid, decorative hardwood floor
Avid: to have an eager desire
Contour: shaped to follow a particular curve
Refinement: fineness of thought or expression
Prestige: public honor

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C5 MAP 8

One of Jefferson's hobbies was inventing practical things, such as a weathervane on the roof, with an attached pointer inside the house so he would know the wind direction without going outside. So he could tell the time when he was outside, Jefferson designed a clock for the entrance hall with a display above the outside door. This unusual clock also told the day of the week. To wind the clock, Jefferson climbed up a folding ladder he designed.

Much of Monticello's unusual furniture was Jefferson's design, including a swivel chair and a portable desk. He even designed the window draperies. Jefferson also had an ***avid*** interest in crops and approached farming as a science. He improved the designs of a plow and a threshing machine. Jefferson also practiced soil conservation and utilized ***contour*** planting on hills to keep down soil erosion. Crop rotation guarded against depleting minerals from the soil.

Much can be learned from Thomas Jefferson's life. He helped mold the concept of self government. An inspired visionary, he worked diligently to fulfill his dream of America as a land of vast opportunities and a land of ***refinement***.

In 1743, Ben Franklin wrote that *"the first drudgery of settling the new Colonies"* was done, and there could now be *"leisure to cultivate the finer arts and improve the common store of knowledge."* Franklin saw leisure time as an opportunity to create a better life. Colonists became increasingly interested in beautifying and improving their lives. By the end of the Colonial period, Americans had made important contributions to literature, painting, astronomy, and botany. Ben Franklin himself made some amazing contributions. He was not born into a wealthy family, and he could not go to school past the age of ten because he had to work. However, that did not stop him from becoming an inventor and one of the best-educated men of his time. He read many books and taught himself useful skills.

Colonial children flew kites for fun; but, Benjamin Franklin flew a kite for scientific purposes during a storm, in a famous experiment, and identified lightning as a source of electrical power.

An increasing number of homes included *parlors*, or formal rooms for visiting and entertaining. Mansions had larger parlors or ball rooms. Families served tea to guests in the parlors, which were also quiet places for needlework, Bible study, or piano playing. Having a parlor was a sign of cultural refinement. Most Colonial parlors were cold in winter until Benjamin Franklin invented a wood burning stove called the *Franklin stove*, which used less wood than a fireplace and could keep a room twice as warm. Leisure time in the parlor also included reading. Books were a sign of refinement, and libraries were marks of social ***prestige***.

Gardens were another sign of refinement, and flower gardens decorated homes of both rich and poor families.

Colonial America was becoming refined. Many Americans spent leisure time creating, discovering, building, and beautifying.

America was able to prosper and expand her territories because of Thomas Jefferson, as you will learn next.

LIFE PRINCIPLE

" A boy need not be ashamed of brushed teeth, cleaned finger nails and combed hair. "

—Old Men's Advice



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The Designing of America



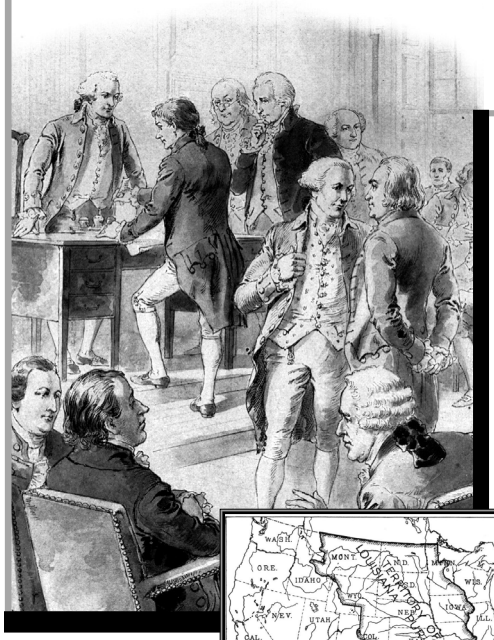
Topic 12
Discoveries & Explorations

Chapter 5

AMERICA'S BLOCKBUSTER REAL ESTATE

Section Three

Topics 11-15





In the late 1700s, President Thomas Jefferson kept a watchful eye on the westward growth of the United States. He believed farmers with their own land would make a very strong ***democracy***. Thousands of settlers moved west across Indian tribal lands and settled the rich area east of the Mississippi River.

Nearly half of the territory's produce moved down the Mississippi River to New Orleans, which was controlled by Spain. Due to the 1795 United States Right of Deposit Treaty with Spain, Spanish officials did not tax Americans for the right of depositing their merchandise in New Orleans. Neither did Spain hinder ambitious American frontiersmen from entering the Spanish territory west of the Mississippi River. In fact, when Daniel Boone crossed the Mississippi River in 1800 into present day Missouri, the Spanish governor awarded him 10,000 acres, hoping to attract other American settlers. However, the days when Spain controlled the northwest region would soon end.

In the early 1800s, the dictator of France, Napoleon Bonaparte, schemed to build a French Empire in America. He secretly forced Spain to return the Louisiana Territory to France, then closed the port of New Orleans to American trade. Once America's ally during the War for Independence, France became an enemy. Americans in the Mississippi Valley called for war against France, but President Jefferson was a peacemaker. He planned to buy New Orleans from France and keep it open for American trade.

Ultimately, Napoleon's dream for an empire began to fall apart. He lost the island of Haiti where his French army needed a base in order to guard Louisiana. Negroes enslaved on the island revolted, killed thousands of French soldiers, and set up a republic. An ***epidemic*** of yellow fever almost totally wiped out the remaining French troops. The French commander on Haiti frantically called for 35,000 more men, but Napoleon was on the brink of war with England and could not afford to send reinforcements.

VOCABULARY

Democracy: government by the people
Epidemic: a rapidly spreading condition
Reinstate: to re-establish
Expedition: people and supplies on a journey of special purpose
Tourniquet: device used temporarily to stop the flow of blood
Lancets: surgical knives with short, wide, double-edged blades
Laudanum: opium used for pain

VOCABULARY

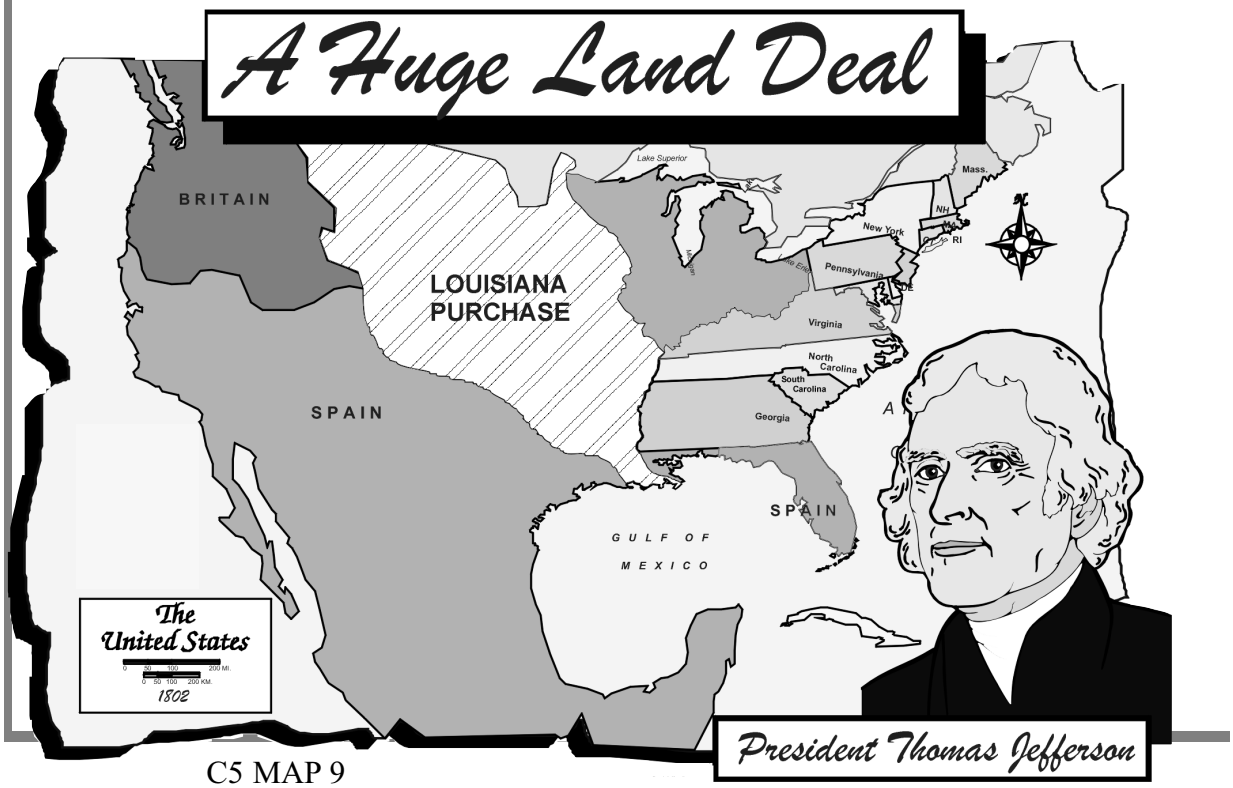
Bilious: gastric distress
Portage: carrying boats from one body of water to another
Ascent: upward climb or movement
Hardy: strong, rugged, accustomed to hardship
Formidable: fierce, extremely challenging

Without an army in Haiti to protect New Orleans, Napoleon knew he would soon lose the city to the British navy. Suddenly, Napoleon lost his appetite for building a great French Empire in America. Why not gain something from his failing situation? Desperately needing money, Napoleon decided to sell the entire Louisiana Territory to America.

In April of 1802, Napoleon sent a message to the American official in Paris, Robert Livingston, asking what the United States would pay for the territory. Taken by surprise, the slightly deaf Livingston said the United States would not be interested. When he realized what he had been asked, Livingston started negotiating with Mr. Talleyrand who was in charge of French foreign affairs.

Meanwhile, President Jefferson had convinced Congress to send James Monroe (who would become President 15 years later) to Paris, authorized to offer $2,000,000 to buy the city and isles of New Orleans from France. If France would not sell the city, Monroe would negotiate to ***reinstate*** America's Right of Deposit. Arriving in Paris, Monroe was astounded by Napoleon's offer to sell the entire Louisiana Territory. French officials recognized that the huge unknown wilderness would have little value to them without New Orleans.

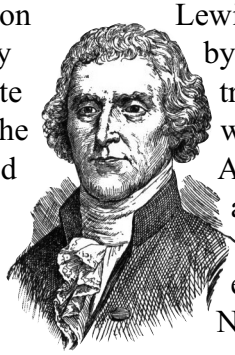
In 1803, Monroe and Livingston worked out a treaty with French officials transferring the Louisiana Territory to the United States for $15,000,000 (a cost of less than three cents an acre). When Livingston asked about the boundaries of the purchase,



C5 MAP 9

Talleyrand said, *"I can give you no directions. You have made a noble bargain for yourselves, and I suppose you will make the most of it."* The 828,000 square miles of territory instantly doubled the size of the United States. All or parts of 13 new states would be carved from the Louisiana Purchase.

When news of the Louisiana Purchase reached the United States, some people argued that the President had no constitutional rights to buy land without the approval of Congress. Jefferson was a strong believer in following the exact limits set by the Constitution. He became so worried about what he had done he wanted to pass a constitutional amendment making the purchase fully legal, but an amendment would take time. Fearing Napoleon might have time to change his mind, Jefferson pushed Congress to approve the treaty for the Louisiana Purchase. The Senate approved it by a vote of 26 to 5 and the House of Representatives appropriated the money by a vote of 90 to 25.



Thomas Jefferson was a man with vision. He looked toward America's future and believed the purchase would strengthen the country. On the other hand, the example he had set was troubling. Alexander Hamilton had always argued that the national government had a right to use whatever power deemed necessary. In making the Louisiana Purchase, Jefferson followed Hamilton's line of thinking. Jefferson made an emotional speech, voicing his hope that the "good sense" of Americans would keep officials from abusing power.

President Jefferson acted on his great vision for his country. He dreamed of the United States becoming a country of free farmers on their own land. The Louisiana Purchase opened vast opportunities for Americans to fulfill that dream.

Ownership of the Louisiana Territory was merely the beginning of a great westward adventure for America. The next step was to discover just how much land was obtained from France. Lewis and Clark helped map the great region.

OPENING THE WEST: LEWIS AND CLARK

After President Thomas Jefferson made the greatest land deal in American history, he sent men to explore the land. When Jefferson convinced Congress to support his Corps of Discovery, he chose his private secretary, Meriwether Lewis, and Captain William Clark, brother of War of Independence hero George Rogers Clark, to head the ***expedition***.

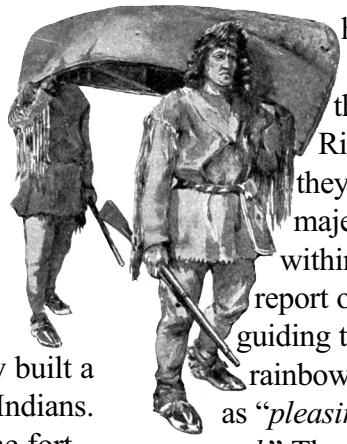
Lewis and Clark would enter the Northwest by going up the Missouri River into fur trading territory. Jefferson had always wanted to bring the fur trade under American control. He also hoped to find a water route through the continent. Such a find would fulfill the dream of explorers as far back as the 1600s—a Northwest Passage to the Orient.

Lewis and Clark spent the winter of 1803-1804 getting ready for the trip. They hired about 40 well-disciplined men including Ben York, a black man, and proceeded to prepare three boats where the Missouri River entered the Mississippi River. In May of 1804, the expedition left St. Louis, Missouri on their two-year journey to the Pacific Ocean and back. What Lewis and Clark learned told Americans about the majestic wonder and beauty of the West.

The following supplies were taken along, some of which were to enhance fish, birds, and game animals obtained by the explorers as food:

- 21 bales of presents for Indians
- 14 bags of cornmeal
- 15 barrels of flour
- 7 barrels of salt

50 kegs of pork jerky
50 bushels of meal, tools, and medical supplies
1 ***tourniquet***
3 best ***lancets***
4 oz ***laudanum***
50 doz. ***bilious*** pills



Before winter, the explorers traveled as far North as present day Bismarck, North Dakota. There they built a fort and stayed among the Mandan Indians. Sometimes Indians took refuge in the fort from the brutal winter cold. Stressing the Corps of Discovery's desire for peace with all nations, Captain Clark gave one of Jefferson's peace medals to a Mandan chief. The symbol of friendship on the medal was a handshake with the words "*peace and friendship*."

During that winter a French fur-trader named Toussaint Charbonneau, and his teenage Shoshoni wife, Sacajawea, joined the Americans in the fort. Charbonneau had hunted along rivers of the Northwest and could guide the explorers. In the spring of 1805, Sacajawea and her baby, who was born that winter, accompanied the expedition along with her husband. Her knowledge of wilderness life helped the expedition overcome perplexing problems. She created good relations with Indians along the way and served as translator for Lewis and Clark. Sacajawea was so valuable to the Lewis and Clark Expedition, she became almost as famous as the male explorers.

Also in the spring, the explorers sent President Jefferson a report about the first part of their journey. It contained specimens of plant and animal life as well as interesting Indian artifacts.

By late May, Lewis and Clark came upon a fork in the river that even Indians had not talked about. The two men studied the situation and chose to take the South fork of the river. After several miles they heard the roar of great waterfalls. The men knew they had made the right choice.

When the expedition reached the Great Falls of the Missouri River, Lewis and Clark saw beauty they had never imagined. Five majestic falls roared and tumbled within ten miles of each other. Their report of this discovery credited God with guiding them. Captain Lewis described the rainbow rising from the mist of the falls as "*pleasingly beautiful*" and "*sublimely grand*." The explorers camped there several days before they attempted the difficult ***portage*** of 18 miles around the falls. The long trek took them over sharp rocks and cactus which tore their feet through thin moccasins. In order to drag heavy cargo across land, a wagon was constructed from the boat mast. The explorers passed huge buffalo which stood within fifty paces and watched them. Rattlesnakes and prairie dogs guardedly watched them along the route. Expedition journals document approximately 175 new species or subspecies of plants and more than 100 new species or subspecies of animals observed by Lewis and Clark.





In June, the expedition sighted snow-capped peaks of the Rocky Mountains and headwaters of the Missouri River. Three rivers merged to form the start of the Missouri. Lewis and Clark named the rivers the Gallatin, the Madison and the Jefferson; then traveled the Jefferson River to the best place to cross the mountains.





Lewis and Clark desperately needed to find the Shoshoni tribe from which to obtain horses and supplies for the trip over the mountains. Sacajawea saved the expedition when she recognized landmarks in the area where she once lived. The party finally

encountered a band of Shoshoni warriors whose chief was Sacajawea's brother! Sacajawea had not seen him since she had been kidnapped years before by the Mandan tribe, so she did not recognize him at first. When Sacajawea began translating the Shoshoni chief's message, she suddenly shrieked, "Brother, is it you?" Overcome with emotion, she ran to the Shoshoni chief and threw her blanket around him in a tearful reunion.

The Shoshoni Indians provided horses and supplies for the mountain ***ascent***. They also warned Lewis and Clark that even the ***hardy*** Nez Perce tribe suffered physical pain when their hunting parties crossed the ***formidable*** Bitterroot Mountains. The ascent proved to be the greatest obstacle of the entire journey. Horses slipped down steep ridges. Men lost their footing in cold mud. Food supplies ran low. Still the explorers pressed on, and before winter, they successfully crossed that range of the Rockies.

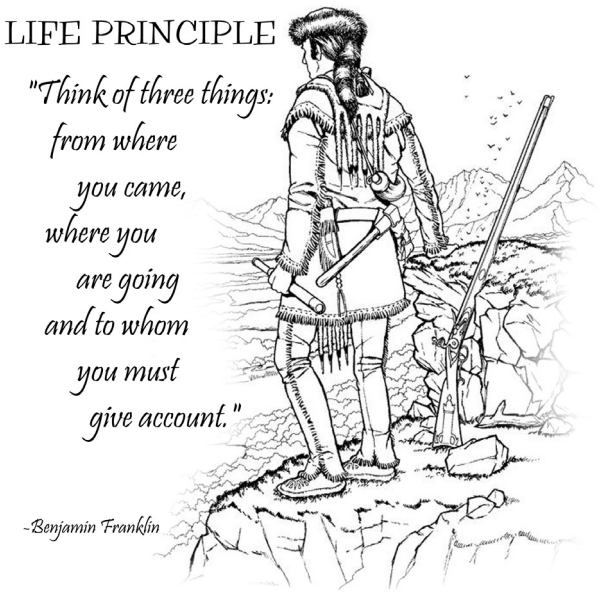
The journey downstream was much easier. Explorers floated on the Clearwater River until it met the Snake River. Finally they reached the Columbia River. From there they paddled wood dugout canoes along the last part of their journey through dangerous whitewater rapids. Cliffs at one place on the Columbia River were only 45 yards apart. Indians watching could not believe how the boats shot through the whitewater. Today, those fierce rapids on the Columbia River are known as "The Dalles."

On November 7, 1805 Captain Clark's men saw the Pacific Ocean. They built a fort on the Oregon side of the river where they spent their second winter. Years later, because of their stay in that fort, America claimed the Oregon Territory as part of the United States.

Dreams of finding a water route across the continent were ended when the expedition was required to cross the Rocky Mountains. Returning home the following spring, the expedition split into two teams to map a greater area than could be mapped with one team. Captain Clark explored the Marias River in Montana. Captain Lewis explored the Yellowstone River in Wyoming. Using celestial navigation (like sea captains), both men agreed to meet at a prearranged point which neither man had ever seen. They met as planned after weeks of separation. When Lewis and Clark returned to Washington, D.C. they had traveled a distance of 8,000 miles. Out of the entire group, only one person died—from a ruptured appendix.

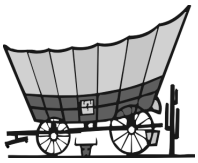
Americans everywhere read the *Journals of Lewis and Clark* and were filled with pride in these young men. Some people even compared them with Columbus. The young explorers' leadership and celestial navigation skills, with the help of a young Indian woman guided the expedition past dangerous obstacles, across huge mountains and roaring rivers. In coming years, the character and determination of these explorers set an example for many settlers moving west.

Wagons and boats became a constant flow as settlers moved west along the Lewis and Clark trail.





The Designing of America



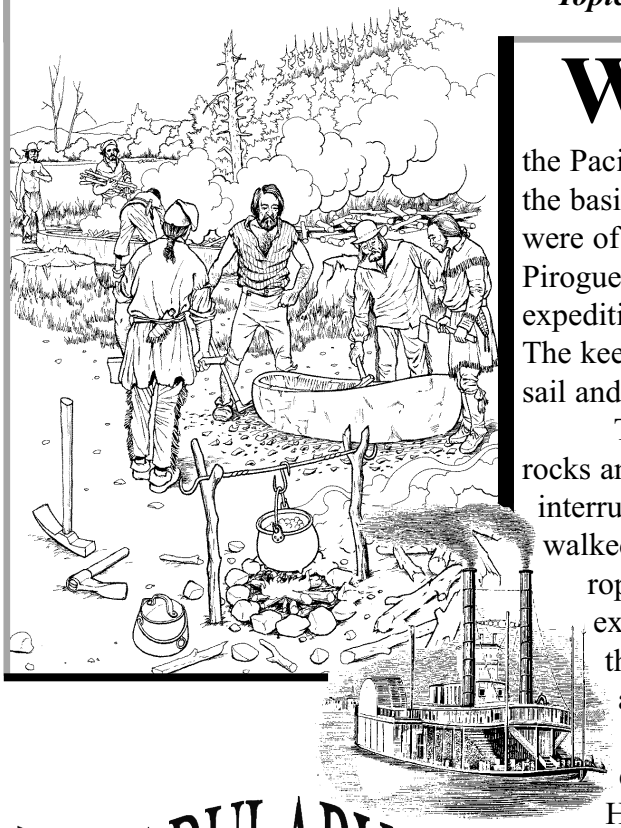
Topic 13
Transportation

Chapter 5

BY HORSE AND BOAT

Section Three

Topics 11-15



When Lewis and Clark followed the Missouri River westward in search of a profitable trade route to the Pacific Ocean, their expedition used boats and horses—the basic means of transportation available in 1804. Boats were of two designs: the *keelboat* and the *pirogue* (pē-rōg). Pirogues were canoes hollowed from tree trunks. One of the expedition's pirogues had six oars; the other had seven oars. The keelboat was a sturdy flat-bottom boat with a single sail and twenty-two oars.

The sturdy keelboats withstood minor collisions with rocks and provided excellent transportation until rapids interrupted progress. Then the explorers ***disembarked*** and walked along the banks as they dragged their boats with ropes. Winter ice and a narrowing river stalled the expedition's progress after 1600 miles. In the spring, the group abandoned the heavy pirogues and keelboat and resumed their journey on foot.

Sacajawea's brother provided horses for the explorers at the base of the Bitterroot Mountains. Horses enabled the expedition to hasten their quest for the Pacific Ocean. Following the Indian chief's directions, the group progressed westward and encountered the Columbia River. For that part of the journey downstream, Clark's men built dug-out canoes.

Sacajawea's ***valor*** saved the mission a second time. When a sudden rain ***squall*** filled one of the canoes with water and nearly capsized it, Sacajawea swam to retrieve the maps, journals, and instruments that washed overboard. Lewis praised her, declaring the articles she saved were more important than his life.

The 18 months required to reach the Pacific Ocean from Missouri ***comprised*** only half the journey. Their path back overland was tedious but carefully marked to guide future settlers westward. The marked trail became known as the Oregon Trail. In the 1830s, wagon trains of families made permanent tracks as thousands of settlers traveled westward along the Oregon Trail to the Pacific. Thomas Jefferson's great vision of westward expansion was being realized.

VOCABULARY

Disembark: to leave (get out of) a boat or other vehicle
Valor: personal heroism
Squall: sudden, violent storms
Comprised: made up of
Statesman: a leader in national or international affairs
Financier: someone who provides money for a project or business
Ambassador: a representative of one nation to another

While Lewis and Clark were trekking westward on horses, Robert Fulton was designing America's first steamboat.

A FULL HEAD OF STEAM

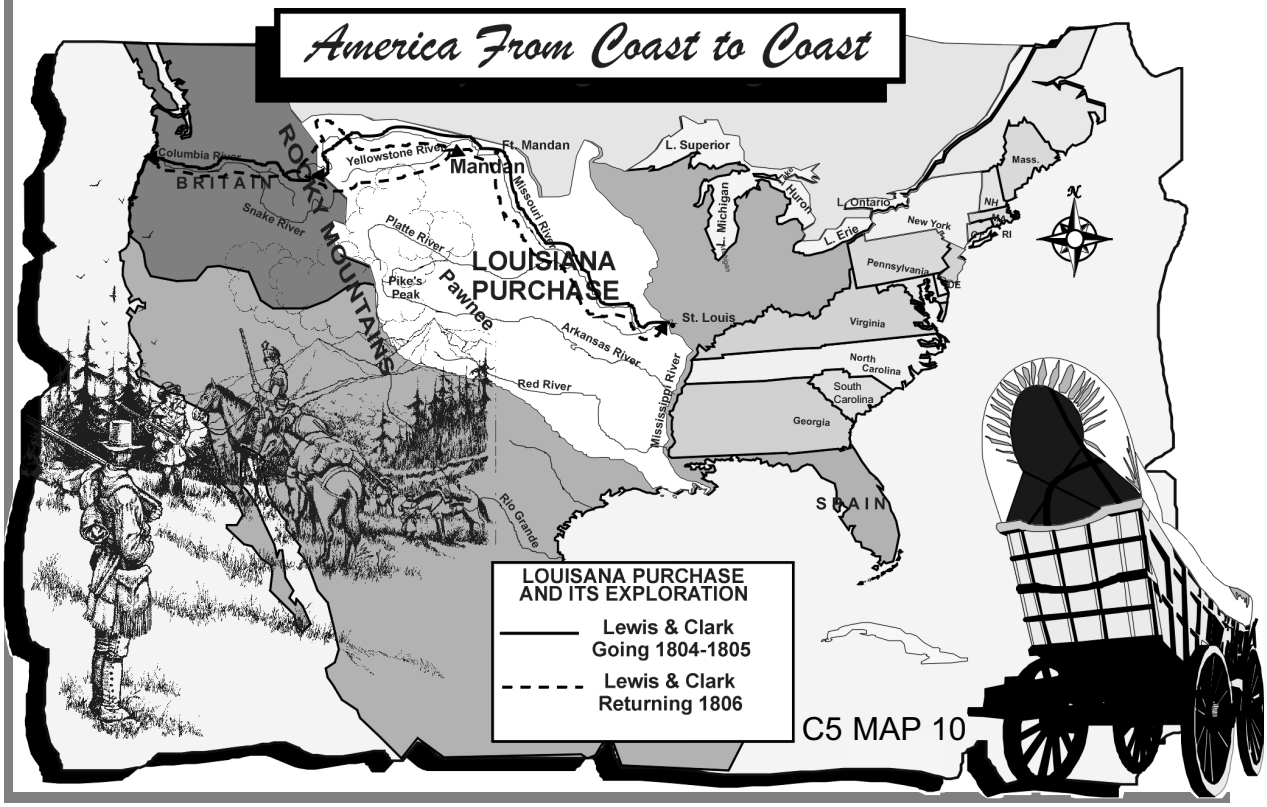
Robert Fulton could have said, "The game isn't over until I win." His perseverance helped him succeed when others failed.

As a young boy in the Conestoga Valley, Robert earned money working in a gun shop to support his widowed mother. He was constantly alert to accomplish more than what was expected of him. His commitment to quality work enabled him to improve the design of rifles manufactured in the shop where he was employed.

Robert enjoyed spending spare time on the river. Inspired by paddle wheels that operated a grain mill, he put paddle wheels on a raft. He and a friend turned the paddles by hand to power their raft. Their simple engineering achievement would later be the basis for a major invention that would affect the world. The young inventor also enjoyed painting as a hobby. His portraits attracted the attention of a visiting merchant who invited Fulton to Philadelphia where his paintings could be sold. Robert's mother encouraged him to accept the job, and at 17 he began his new career as an artist.

Benjamin Franklin, noted Philadelphia inventor and ***statesman***, recognized the young painter's talent. Franklin recommended that Robert study art with a master painter in England. However, Robert Fulton declined the offer because his earnings were dedicated to buying a farm for his mother. Later, Robert reconsidered the opportunity; but he still kept his commitment to purchase the farm for his mother. He worked many extra hours and saved enough money to purchase the farm. He then sailed to England.

Under his teacher's guidance, Fulton's painting improved. Soon, wealthy people paid good prices to have their



portraits painted by the American artist. Fulton paid his debts and continued to send money to his mother. When he was 28 years old, Fulton again directed his attention to inventing.

While in England, Fulton observed boats which could be redesigned for greater efficiency. His proposed changes for canal locks and canal boats were accepted. The gifted young man earned fame and money, although (like all inventors) some of his ideas were not successful. For example, he once put a steam engine on a raft, but the weight of the engine broke the raft and it sank.

Pirate ships constantly threatened merchant ships. Fulton thought an underwater boat could secretly approach the pirate boats and destroy them. Finding no ***financier*** in England for his project, he moved to France.

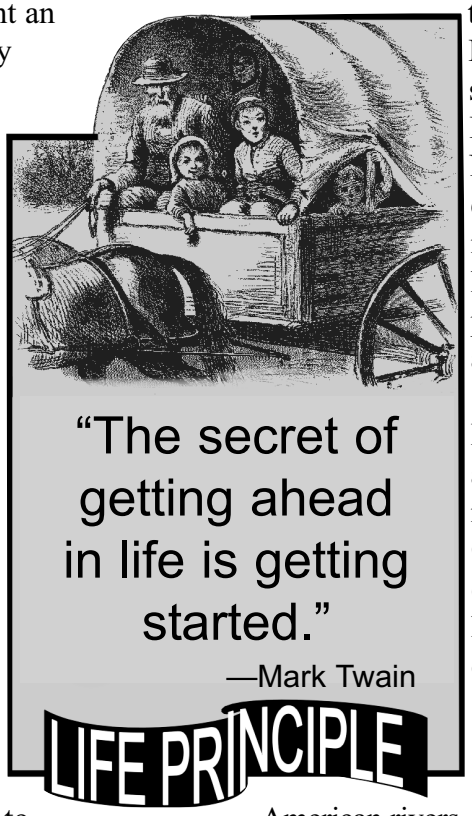
In 1801, Robert Fulton built the first submarine, the *Nautilus*, in France. It submerged to a depth of 25 feet. Napoleon, the Emperor of France, did not recognize the submarine's value and was not interested in financing such a project.

Still dreaming of manufacturing a steamboat, Fulton installed a steam engine on a boat. The engine had been constructed by James Watt. Heat from burning logs turned the water to steam, which moved paddle wheels. Fulton's steamboat was damaged by a storm two days before a scheduled test voyage. His repaired boat traveled only four miles an hour for its demonstration, but Robert was pleased. He had demonstrated steam could power a boat.

Robert Livingston, the American ***ambassador*** in France, financed Fulton's return to the United States to build a steamboat. People ridiculed his boat, the *Clermont*, during construction. Critics called it "Fulton's Folly."

Crowds watched the boat's first trial in August, 1807. When the steamship stopped in midstream people laughed again, but Fulton discovered the problem, solved it, and finished his trip. Then Fulton's *Clermont* captured the attention of the nation. Soon steamships transported passengers and freight on schedule. Consequently, freight costs dropped, giving traders and farmers higher profits.

Robert Fulton was not the first person in America to build a steamship. John Fitch had launched a steamboat in 1790 that traveled eight miles per hour. But, the regular service he scheduled between Philadelphia and Trenton, New Jersey never attracted enough customers to earn money. Fitch did not receive honor or credit for his pioneering work until years after his business failed.



Like Fulton's submarine, Fitch's invention was not accepted at first. However, many years later, the U.S. Congress recognized Fitch's endeavor and built a monument honoring him. Fulton and Fitch changed the way merchants shipped products.

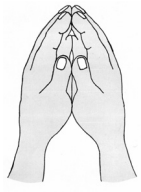
Robert Fulton's steamship traveled on American rivers, but ocean vessels powered by steam would later affect the economy of the whole world.

America was on the move over land and along rivers. Pioneers took their Bibles, beliefs, and values with them. Where no churches existed on the frontier, preachers rode from one settlement to another to teach the Bible to pioneer families.



"A Methodist Circuit Rider", by A. R. Waud
Courtesy of the Library of Congress

The Designing of America



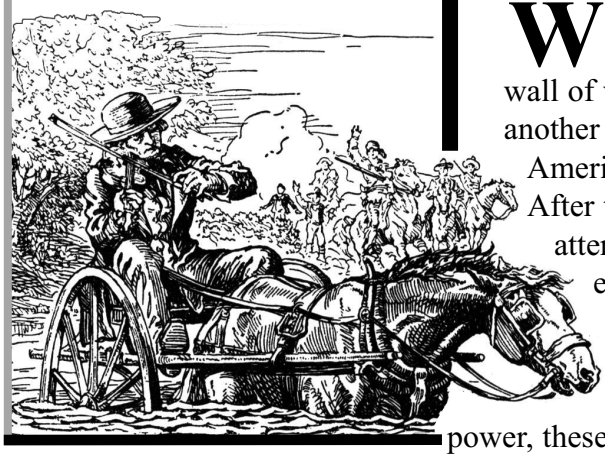
Topic 14
Religion & Celebrations

Chapter 5

Section Three

Topics 11-15

BIBLE TOTIN' CIRCUIT RIDERS



We usually visualize an ocean tidal wave as a huge wall of water rising from the sea. At the close of the 1700s, another type of tidal wave rolled across the interior of America—a "tidal wave" of people.

After the War for Independence, Americans directed their attention to exploration of lands to the west and establishment of new communities. A flood of pioneers surged westward, ***undaunted*** by rugged mountains and Indian raids. Wearing buckskin, carrying long rifles and relying on strong will power, these brave souls built settlements in the wild woods of Kentucky, Ohio, and Tennessee. From 1790 to 1820, the population of Kentucky alone swelled from about 75,000 to over half a million people. The tidal wave that began on the Eastern seaboard poured across America, headed for the Pacific coast.

Another group traveled west with the pioneers, men who did not desire to settle down in log cabins. Their ***quest*** was to help families benefit from Biblical principles. Known as *circuit riders*, these men considered themselves "God's cavalry", riding like knights on horseback to fight lawlessness and moral ***depravity***. With Bible in hand, the circuit rider could be found preaching under a tree, in a saloon or gambling hall or in a settler's cabin, urging men and women to believe in and live in accordance with the Bible. Sometimes a circuit rider organized a church in a remote frontier village, but because he was a traveling preacher he did not stay too long in one place. His "circuit"—a regular route of preaching stops among several communities—kept him on the move.

Circuits often covered a vast territory, sometimes 300 or more miles. An Ohio circuit rider named Benjamin Lakin had 27 preaching stops in the year 1806-07. Another preacher, James B. Finley, traveled a month to complete one round of his circuit—475 miles.

Perhaps the greatest American circuit rider was a Methodist preacher named Francis Asbury. In his lifetime, this

VOCABULARY

Undaunted: not discouraged or disheartened
Quest: goal, objective
Depravity: vile behavior; corruption
Dynamic: outstanding, noticeable
Electrified: stirred, charged with energy
Emancipation: freedom
[sic]: used in quoted material following a word that is wrongly spelled or incorrectly used according to current rules of writing
Dubbed: to be called a certain name; nicknamed

courageous preacher traveled an estimated 250,000 miles on horseback, spreading the Gospel message across an ever-expanding frontier. During his lifetime, he traveled approximately the distance from the Earth to the moon! Asbury, the first Methodist bishop in America, was a gifted organizer as well as preacher. Under his leadership, the number of circuit riders multiplied more than eight times, and Methodist membership in America swelled from 15,000 to over 212,000 people.

Asbury's traveling companion was a small black man named Harry Hosier. "Black Harry," as he was widely known, was a powerful preacher in his own right. Though he had never learned to read or write, Harry's ***dynamic*** speaking style ***electrified*** audiences, both black and white. When asked the secret of his remarkable abilities, Harry replied, "I sing by faith, preach by faith, and do everything by faith."

Peter Cartwright was another famous circuit rider of the early 1800s. ***Dubbed*** the "Lion of the Frontier," Cartwright was a tower of a man whose face, noted one observer, resembled the knot of a mahogany tree. His thunderous voice inspired weeping and shaking—even from the strongest men. Cartwright quickly became a legend in the wild frontier. His journal reveals the grueling life of a circuit-riding preacher:

> *He went through storms of wind, hail, snow and rain; climbed hills and mountains, traversed valleys, plunged through swamps, swam swollen streams; lay out all night, wet, weary and hungry; held his horse by the bridle all night, or tied him to a limb; slept with his saddle blanket for a bed, his saddle or saddlebags for a pillow, and his old big coat or blanket, if he had any, for a covering.*

So hardy were the circuit riders that on cold and rainy days frontier families peeped out their windows and joked, "There's nothing out today but crows and Methodist preachers!" It was also said that



the frontier preacher outworked the farmer, out-rode the hunter, and outdistanced the fur trader. With all this hard work, Methodist circuit riders did not make much money. In 1800, a circuit rider's yearly salary was set at $80, but he was rarely able to collect more than half the recommended amount.

In their preaching, circuit riders did not waste words. They delivered hard-hitting sermons, taking special aim against a popular pastime in Kentucky—whiskey guzzling. Some of these black-caped horsemen also denounced slavery, which was spreading across America. Peter Cartwright scolded some of his fellow preachers for holding slaves and even entered politics to keep slavery from becoming legal in his adopted home state of Illinois. He often said, "If the religion of Jesus Christ will not finally bring about the ***emancipation*** of the slaves, nothing else will."

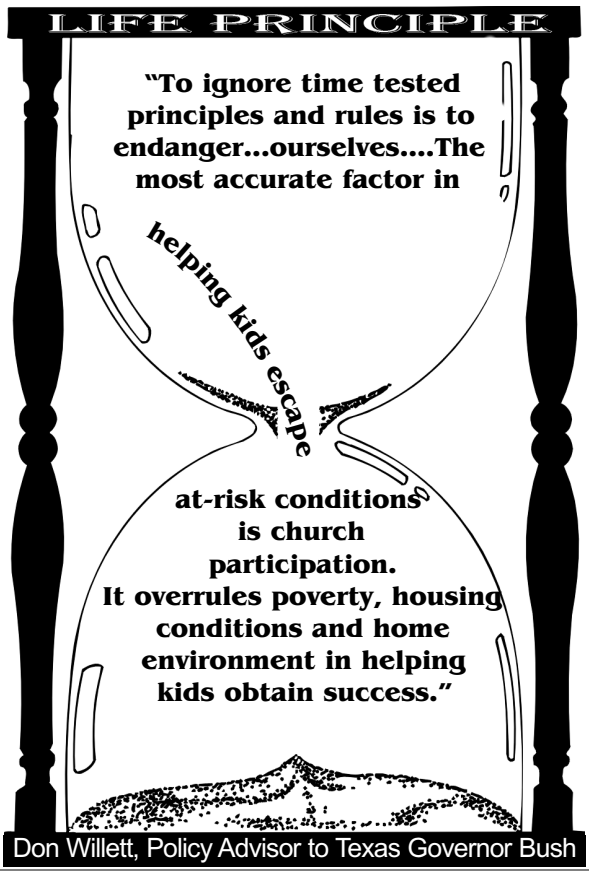
Circuit riders had a positive impact on America. As the human tidal wave pushed westward, liquor-drinking pioneers often took the law into their own hands, drenching the land in blood and corn whiskey. Left unchecked, immorality and violence could have crushed the young republic. Fortunately, the circuit riders launched out with courage and confidence, maintaining moral responsibility along with law and order. They spoke out fearlessly against revenge, alcoholism, and unfaithful husbands. With their rugged lifestyle and unselfish concern for their fellow man, circuit riders won the respect of hard-working pioneers.

In a letter to a Methodist preacher named "Brother Van," Charles Russell recalled the time when a group of men sat down to a supper of elk meat, beans, and dried apples under the rays of a bacon grease lamp. Russell wrote:

> "These men who knew little of law and one among them I knew wore notches on his gun, men who had not prayed since they nelt [sic] at their mothers knee, bowed their heads while you, Brother Van, gave thanks; and when you finished someone said Amen."

Some historians might argue that pistol-packing lawmen settled the wild west. If so, they were supported by a dedicated army of hard-working preachers who flashed Bibles instead of guns. They purposed to preserve the nation and spread Biblical principles throughout the land to change the hearts of people. These men spoke for peace in the midst of violence and helped establish civilization on America's frontier.

While circuit riding preachers brought moral principles to communities, others—like Charles Peale—introduced new dimensions of cultural enrichment.



Don Willett, Policy Advisor to Texas Governor Bush



The Designing of America



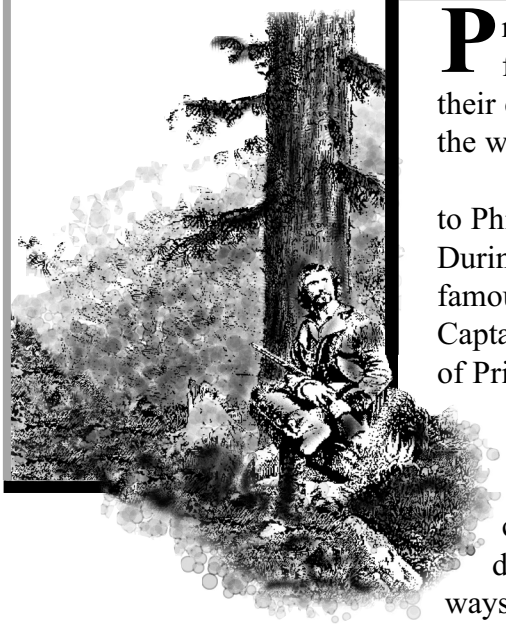
Topic 15
Education ,
Music & Literature

Chapter 5

Section Three

Topics 11-15

STUFFED ANIMALS AND BIRDS



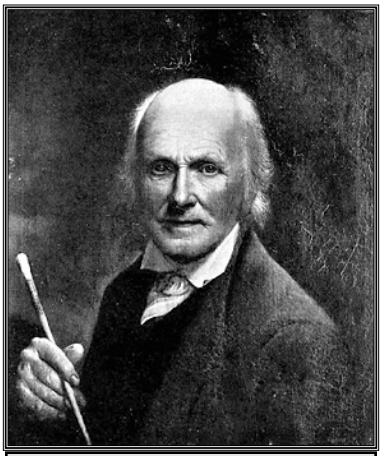
Prosperous Americans in the late 1700s bought fine clothes, furniture, and other goods from England. They also sent their children to England to finish their education and to learn the ways of refined society.

Charles Wilson Peale studied art in England, but returned to Philadelphia because he wanted to enjoy freedom in America. During the War for Independence, Peale, along with another famous artist, John Trumbull, fought under General Washington. Captain Peale led a group of foot soldiers at the strategic Battle of Princeton in 1777.

Charles Peale painted many portraits of famous men who fought for America's independence. Peale's painting of young George Washington in 1772 shows a face full of confidence and energy. With a lively interest in many different subjects, Peale knew how to pick up new ideas and ways of doing things. A man of many skills, he symbolized a new generation of Americans.

Peale studied with the famous Benjamin West, who was well-liked by King George III of England. However, Charles Peale was a creative artist; he thought imaginatively about his subjects and set a new style for portrait painting. Peale used something important from the person's life for a background scene in his portraits. For example, he depicted George Washington leaning against a cannon on a battlefield.

Peale also studied the art of illusions. He created a painting that enticed visitors to his gallery—a scene with his two sons going up a staircase that curved out of sight. The boys looked so lifelike, George Washington tipped his hat to the painting as he passed by.



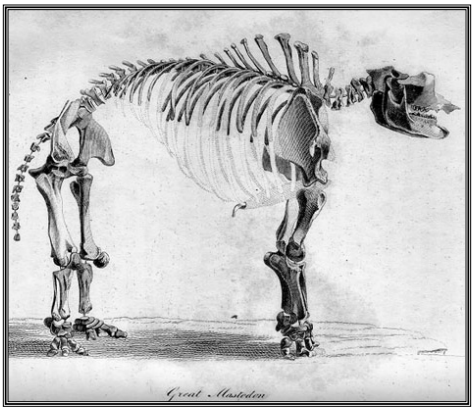
Charles Peale

At the end of the 1700s, people became interested in the natural history of plants and animals. Peale's active mind led him to study natural history and science. He

VOCABULARY

Taxidermy: the art or operation of stuffing and mounting animal skins in a lifelike state
Bog: a swamp
Dioramas: three dimensional miniature scenes with painted backgrounds and modeled figures
Types: wood or metal blocks with raised letters or numbers which, when put into place and coated with ink, prints impressions of characters on paper
Illiterate: the inability to read or write; having little knowledge of certain areas of learning
Vocational: relating to a person's job or career

believed it was perfectly reasonable for an artist to learn ***taxidermy***. He began displaying his stuffed animals alongside his paintings. George Washington hired Peale to exhibit two Chinese pheasants.



Peale's Mastadon Skeleton

In 1801, Peale received word that certain farmers in New York had uncovered huge animal bones in a mountainous ***bog***. Peale took his sons along to help excavate, and designed a wheel with buckets to drain the bog. The digging methods he used established scientific steps used by museums today. Peale spent one month collecting the bones of two giant mastodons. He spent another three months assembling the two skeletons of what he called "Carnivorous Elephants of the North." Peale displayed one skeleton in his museum; the other he sent on tour with his son, Rembrandt, where it drew huge crowds.

In the early 1800s, Peale set up America's first Museum of Natural History in Philadelphia. President Jefferson provided animals and plants that had been collected by Lewis and Clark as they explored the Louisiana Territory. To protect the beautiful feathers of stuffed birds, Peale built cages around them. The background scenes he painted inside the cages gave later museums ideas for making ***dioramas***. Peale meant for his museum to "please and entertain the public." He asked Congress to use his museum for the start of a national museum, but they did not support his request. America's national museum came later with the gift of an Englishman named Smithson and became the famous Smithsonian Museum in Washington, D.C.

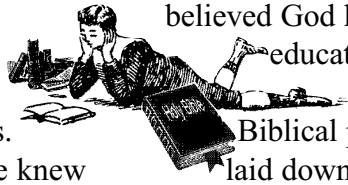
Most of America's business owners and inventors were well educated men. The next vignette reveals the way most Americans of that time in history learned to read and write—at home or in one-room school houses.



C5 MAP 12

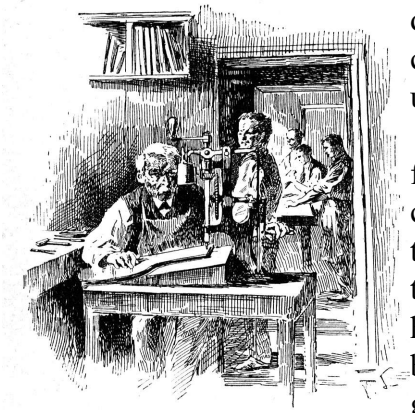
LEARNING TO READ AND WRITE

Colonial Americans wanted to be educated and informed of events. Information from over 20 newspapers and thousands of pamphlets held the Colonies together during the War for Independence. Thomas Jefferson trusted the power of a free press and made sure the Bill of Rights protected freedom of the press. He believed strongly that once people knew the truth, they had God-given insight for making right choices. In a letter Jefferson sent from France in 1787, he wrote, *" . . . if we were to have a government without a newspaper or a newspaper without a government, I would choose the latter* [the last item mentioned]*."*



Pamphlets and newspapers kept American colonists alert and well-informed about principles of freedom, government authority and community values. Opinions about government and society were printed alongside information on agriculture, art, travel and navigation. There were interesting selections from important books to entertain readers, as well as business news like updates on the whaling industry.

When a printer wanted to get new subscribers (clients), he packed up his ***types*** and press and traveled to a new village. His mobile newspaper office soon became a gathering place where the community exchanged ideas about laws, society, and morals. Pioneers in the early 1800s held onto the time-tested morals and principles from their past, expecting to become more than simple people living on untamed land.



Americans put a high priority on learning to read and write. Thomas Jefferson's survey in the early 1800s found that only 4 out of 1,000 had not learned basic reading and writing skills. In Jefferson's time, education was provided in the home or in community schools supervised by parents. Education was one way parents passed along beliefs and values to their children. Those early American parents believed God held them responsible for educating their children. Parents taught their children to obey Biblical principles when they woke up, laid down to sleep, and as they went through each day. Children were expected to learn to read, write and do arithmetic as well as recite long passages from the Bible and church prayer books.

America's Founding Fathers like George Washington and John Adams believed true education included knowledge, moral principles and religion; and that together these were necessary to good government and individual happiness. The Founding Fathers believed freedom would not work without knowledge of, and faith in, God. James Madison made sure that the First Amendment provided a way for parents, ministers, and teachers to be involved in the education of children. In fact, most schools were held in churches supported by local residents. The Bible was a required textbook because its principles touched on all areas of life and were deemed foundational to good character and citizenship. Men who did not know the Bible were considered ***illiterate*** and unfit to hold public office.

However, some families were not sold on culture and education. To them, "book learnin'" was the "devil's way of bothering honest people." Others believed hunting, crop gathering, or attending

revival meetings were better ways for children to spend their time. Some believed that classroom schooling should be replaced by instruction in practical, everyday skills necessary for employment or earning a living.

In 1825, the president of the University of Tennessee introduced an educational plan that brought important changes in education. A ***vocational*** school used shops, gardens and a farm where students worked and learned as they took their courses. He said that it was important for *"the farmer, mechanic, manufacturer, merchant, sailor, and soldier"* to be educated.

A growing number of poor families in the early 1800s were not educating their children. A Free School Society in New York set up public schools for children not being educated by church Sunday Schools. Parents resisted sending their children to the "free schools," fearing their children would be looked down upon for accepting "charity."

The idea of providing free education for all children, rich or poor, grew stronger during the 1830s. Eventually, "free" public school systems supported by taxes were established in every city and town in America.

