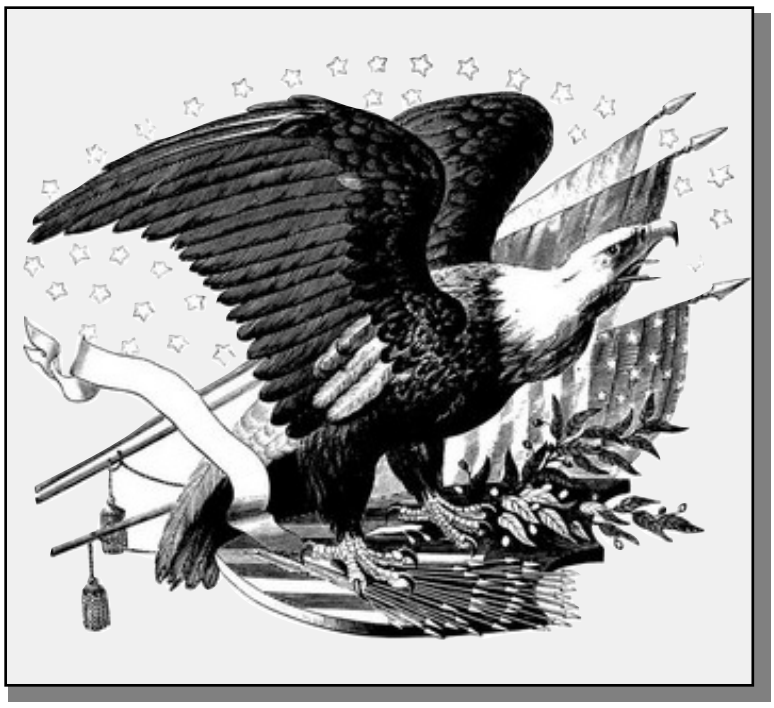
The Designing of America
1605-1849

The People, Places and Principles of America



Chapter 6

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Chapter 6

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The People, Places and Principles of AMERICA

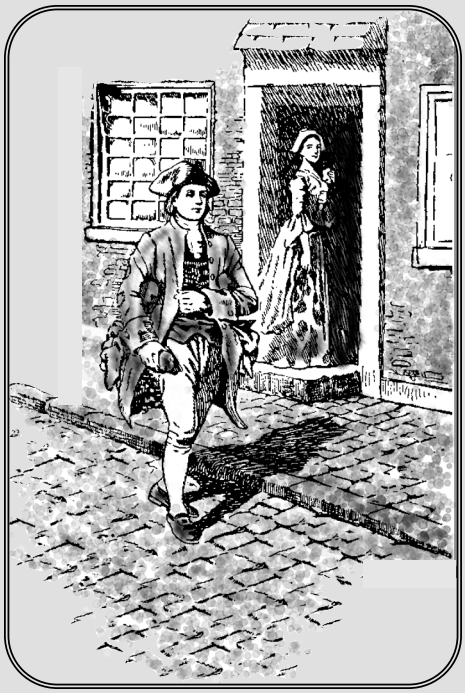
The Designing of America 1605-1849

Chapter 6

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

—Ronald E. Johnson, C. Ph.D.



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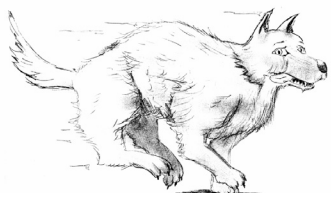
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Chapter 6
Time Line 1605-1849

Use this timeline for referencing important dates throughout the chapter.

1605 *Santa Fe Founded*

1732 *Poor Richard's Almanack*

1780 *1st Pair of Bifocal Eyeglasses*

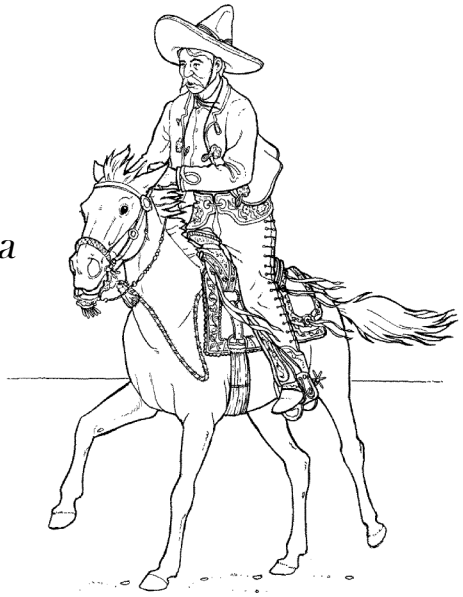
1783 *1st Automated Mill in Amerca*

1784 *1st Daily Newspaper*

1787 *Constitutional Convention*

1791 *Bill of Rights Ratified*

1793 *Cotton Gin Invented*



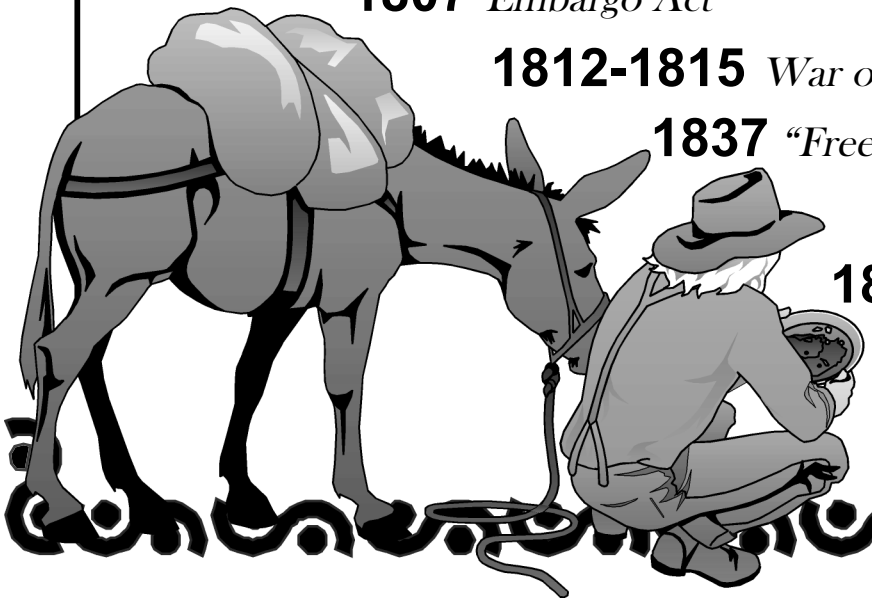
1801 *Second Great Awakening Begins*

1807 *Embargo Act*

1812-1815 *War of 1812*

1837 *"Free" Public School System Begins*

1849 *California Gold Rush Begins*



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The Designing of America



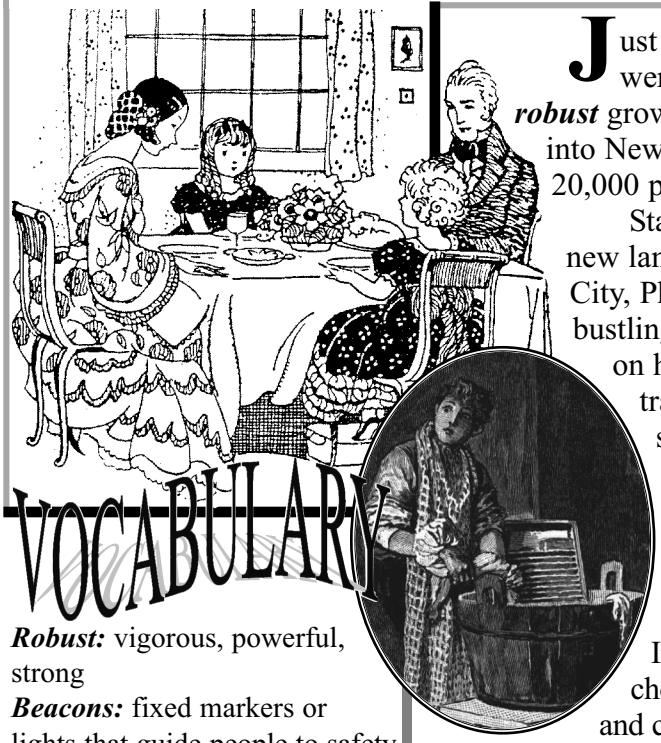
Topic 1
Family & Home

Chapter 6

COLONIAL CITY LIFE

Section One

Topics 1-5



Just over 100 years after America's first settlements were established, Colonial cities were enjoying ***robust*** growth. Beginning in 1630, immigrants streamed into New England. Over the next 20 years, more than 20,000 people from England alone sailed to America.

Stationed like ***beacons*** on the edge of a grand new land, the cities of Boston, Newport, New York City, Philadelphia, and Charleston quickly became bustling cities, each unique in its own way. Founded on harbors, these particular cities became major trade players, importing a steady flow of tea, silk, rum, molasses, and even slaves. American products such as lumber, rice, indigo, and tobacco moved through Colonial harbors to overseas ports.

People who lived in Colonial cities enjoyed a busier lifestyle than settlers in rural areas. Instead of quiet farm life, city-dwellers could choose a multitude of activities—attending plays and concerts as well as listening to speeches and sermons in well-known churches and political halls. In cities, Colonists could observe the latest fashions, read "hot-off-the-press" newspapers, and, in some places, walk down paved streets.

But then, as now, city life was not all bright lights and progress. Fires were a constant threat. Crowded, run-down sections had on-going garbage and sewer problems, homeless people, and other challenges associated with poverty, illiteracy, immoral behavior, and general lack of character.

The next few pages provide a brief description of each city listed above and what life was like there. Each took on distinctive qualities in a relatively short amount of time. Let us start with Boston, Massachusetts.

Boston, Massachusetts

In 1740, Boston was America's largest colonial city. In another twenty years, however, Boston was outgrown by Philadelphia which boasted a population of 18,000 people and New York City with a population of 24,000 residents.

Elegant wood and brick homes dotted sections of Boston's cobblestone streets. The ***prestigious*** university,

VOCABULARY

Robust: vigorous, powerful, strong
Beacons: fixed markers or lights that guide people to safety
Prestigious: well-known and highly esteemed among wealthy people
Subsequently: occurring later, resulting from
Gentry: people of high society
Dowsed: splashed by water
Linens: towels and bedding materials, originally made from flax
Cistern: an underground tank of fresh water, like a small well
Washboard: a corrugated board of wood and metal on which to scrub clothes
Perpetually: continually
Cottage industry: a small business operated out of one's home

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Harvard, the oldest institution of higher education in America, was founded there in 1636. Boston was a city of contrasts with operas, crowded churches, fashions, slums, merchants, scholars, beggars and thieves.

Fishing and whaling were among the main industries in this seacoast city. Boston became known as home of the best ship builders in the world. Most families were tied to the shipping industry. Many fathers were away from their families during long sea voyages. Others worked in warehouses, factories, or at crafts that enabled men to be home every night.

In the middle of the town was *Boston Common*, an area marked by grazing cows. Every morning young shepherds herded their cows to the common meadows. At sundown, the cows were driven to cottage barns along side streets.

Roadside enterprises called *taverns* were the center of social life in Boston. Guests and customers read local news posted on the wall, ate, drank and debated local politics. Such places were frequented by men. Respectable women and children did not normally visit taverns.

Newport, Rhode Island

From its founding in 1663, Rhode Island was known for being fiercely independent and for offering religious freedom. Church life was central to most families. Newport, the largest Rhode Island city during Colonial times, was a shipbuilding port.

Newport shipbuilders became successful businessmen as they met market demands for quality ocean craft. They constructed a number of grand mansions and historic buildings including America's first Jewish synagogue, a center of Jewish worship and instruction. The idea of establishing a Continental navy originated in Rhode Island. ***Subsequently***, the first ships for this purpose were built in Newport. Many Rhode Island sons followed their fathers' footsteps to the sea.

New York City, New York

New York City was destined to become one of the most remarkable, internationally-flavored cities in the United States as well as the world. A superior natural harbor made New York City a prime location where growth was inevitable. Originally settled by the Dutch and called New Amsterdam, only 500 people lived there in 1640, but they spoke 18 different languages.

Immigrants from two dozen countries relocated among the New York Dutch, who welcomed people of all nationalities. By the time America fought for independence in 1776, New York streets teemed with foreign dialog and families of many origins. Over 15 percent of New York's 18,000 residents were African slaves or white indentured servants.

New York City had a reputation for good living. Prior to the War for Independence, English officials and other ***gentry*** built country estates around New York. Rooster-fighting and fox-hunting were favorite pastimes among wealthy men. Fine dining was an all-day affair for prosperous families who sat down to dinner for three hours each afternoon. This meal was followed by tea time in the early evening and then a late supper.

A Dutch home was typically designed with a *stoop*, or porch, leading to the front door. Many warm evenings found families on their porches, socializing with neighbors.



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Street lighting was a cooperative venture. One of every seven homeowners hung a lantern outside his home; six neighbors located on either side of him shared the expense. There were no sidewalks or garbage collection, so each Friday, all families were responsible for thoroughly cleaning the streets in front of their homes.

Philadelphia, Pennsylvania

The largest Colonial city at the time of the War for Independence was Philadelphia. It was also the second largest city in the entire British Empire. Progressive Philadelphia was a well-planned city with sidewalks and a sensible street layout. A security force patrolled streets lit by whale oil lamps. Housewives could buy fresh butter and bread, vegetables, and other delights throughout the year at open-air markets.

Pennsylvania was settled by the Dutch who were known for keeping very clean homes. The Saturday night ritual of washing the front doorway steps was known well by locals but could take visitors by terrible surprise. Unsuspecting passers-by could be ***dowsed*** by buckets of water being disposed of by the industrious housewives after they had cleaned their front porches.

Charleston, South Carolina

By the 1770s, 12,000 people lived in Charleston, or Charles Town, as it was known then. It was one of the smaller, but wealthier Colonies, and wealthy plantation owners from miles around exported their much-demanded crops through the city's busy harbor.

Charleston was highly cultured and elegant with a French flavor. Children commonly learned music, poetry and dancing. A variety of plays and concerts dominated the "social season", typically lasting from January to the spring. Men often spent free time at horse races, taverns, or at one of the many social or hunting clubs.

Home to some of America's greatest leaders, these thriving cities still retain many of their original marks of distinction.

Whether people lived in urban surroundings or rural countrysides, the housekeeping work seemed never ending.



FROM DAWN TO DUSK—THE WORK OF COLONIAL HOUSEKEEPING

Families were also active in day-to-day tasks with the mother who was the prominent figure in keeping the family fed, clothed and clean.

From early morning until the last candle was snuffed out well after dark, housework kept a Colonial woman in a constant state of motion. Unlike many women today, a Colonial housewife did not work outside the home or keep busy schedules that demanded so much of her day away from the family. Housekeeping was an art as well as a duty and profession. Colonial women took great pride in their child rearing and hard work.

To instill the discipline of keeping an orderly home, many women used a schedule such as the following (set to rhyme) to make their homes not only livable, but a place of warmth and comfort for their families:

On Sunday, heed the church bells;
On Monday, wash the clothes;
On Tuesday, get the ironing done;
On Wednesday, mother sews;
On Thursday, go a-calling;
On Friday, clean and sweep;
Then Saturday is baking day;
And thus, we close the week.

Today, one can hardly imagine washing clothes and ***linens*** by hand, but Colonial women had no appliances to reduce the work load. House work was physically demanding and time consuming.

On wash day, after rising early, the Colonial mother and her older children carried water from an outside ***cistern*** operated by a hand pump. Next, they built a fire under a large kettle to heat the water. First the white clothes and linens were rubbed with homemade lye soap and scrubbed against a ***washboard***. Then these items were left to boil in the kettle with more soap added. Father

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came in from the field or barn and the family sat down to a hearty breakfast.

After boiling, the clothes were rinsed in a kettle or tub of clean, cold water before being hung outside to dry on fences or grass. Then the process was repeated with colored fabrics. Five or six hours later, usually by the big noonday meal, the weekly washing was completed. After the clothes and linens were clean, they had to be ironed back into shape, which sometimes took an entire day in itself. The earliest irons were all metal and were heated over the fire. Later models were warmed on a stovetop. In a typical home, several sizes and types of irons were kept hot during the ironing process. As one iron cooled, it was put back on the fire and another one was used. The earlier irons required handling with a piece of heavy cloth or animal hide, much like a pot holder. Later irons were constructed with wooden handles.

At first, the kitchen table was used as an ironing board. Later, ironing boards without legs were propped over the table on one end and a kitchen chair at the other. Boards were padded with blankets and covered with muslin. Eventually, folding boards were constructed to make ironing more practical.

Sewing day fell in the middle of the week. Most clothing and bedding was made at home. Sewing was an important skill passed from mother to daughter. Young girls spent a lot of time learning to sew perfectly straight seams and properly placed buttons.

Cloth was valuable because of the time required to make it. Little was wasted. Scraps left from sewing projects were saved to make quilts. With their intriguing patterns, quilts were not only decorative, they also provided warmth during cold winters.

Quilting might be saved for Thursday, which might also be devoted to visiting neighbors or completing "odd jobs" such as candle making, soap making, knife sharpening, gardening, and a multitude of other tasks.

Each Friday, mothers cleaned the house. Dutch wives were known for being especially tidy. Their immaculate homes stood out as quite unusual to visitors from other Colonies. Whitewashed walls and ceilings were regularly scrubbed and windows ***perpetually*** shined. Floors were swept clean. Curtains were cleaned weekly.

On housecleaning day, brooms and dustpans were in full motion. The New York Dutch were noted for their homemade birch brooms. Manufacturing of brooms became a ***cottage industry*** for many rural families in upper New York state.

Baking and baths were on the agenda for Saturday. Some wives baked bread twice a week. For mothers and children, baking went on all day—measuring ingredients, mixing, kneading, waiting for dough to rise, shaping, more rising, and cooking. A week's worth of bread and other treats such as cakes, pies, and sometimes doughnuts were prepared. Beans and meats might also be made ready for use.

On Saturday evening, in preparation for church the next day, everyone took baths. Oldest family members bathed first. Water had to be heated in kettles over a fire and then poured into a tub, often the same one for washing clothes. Some families used special bathing tubs made of cyprus. There was no separate bathroom. Tubs were placed in the kitchen, not far from the fire. Blankets were hung for privacy.

Finally, on Sunday came a day to rest and to honor God. Going to church was not only an important time to study the Bible, it was also a time to socialize with neighbors and catch up on news.

Sundays were no doubt a welcome break for housewives who prepared nourishing meals for their families. Colonial women often used creative methods as they prepared their dinner tables.

LIFE PRINCIPLE

"Problems to a lazy person are excuses to quit. But to an industrious person, problems are opportunities to find solutions."

—Anonymous



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The Designing of America



Topic 2
Food

Chapter 6

Section One

Topics 1-5

MOLASSES: GOOEY, SWEET, AND SLOW



The Great Molasses Flood of 1919
*Courtesy of the Boston Public Library

What do Boston baked beans, gingerbread, and Indian pudding have in common? These American favorites share something that is as much a part of our Colonial traditions as stuffed turkey and pumpkin pie—molasses. Made from boiling sugar cane, this sweet, gooey substance played a major role in the early American economy. In the 1700s, importing molasses was part of a three-way trade ***endeavor***.

Here is how it worked. One of New England's main exports during Colonial days was rum, which ships carried to Africa and traded for slaves. These boats then traveled across the Atlantic Ocean to the West Indies. There, the slaves needed to work huge sugar plantations were traded for loads of molasses. Back in New England, molasses was distilled into rum, and the trade triangle began again.

Not all molasses went into making rum. Being the cheapest sweetener available, molasses was a regular ***commodity*** in Colonial pantries. New Englanders used the dark brown syrup to sweeten everything from puddings to beans to pies. Molasses was poured over cornmeal mush and anything else that needed sweetening.

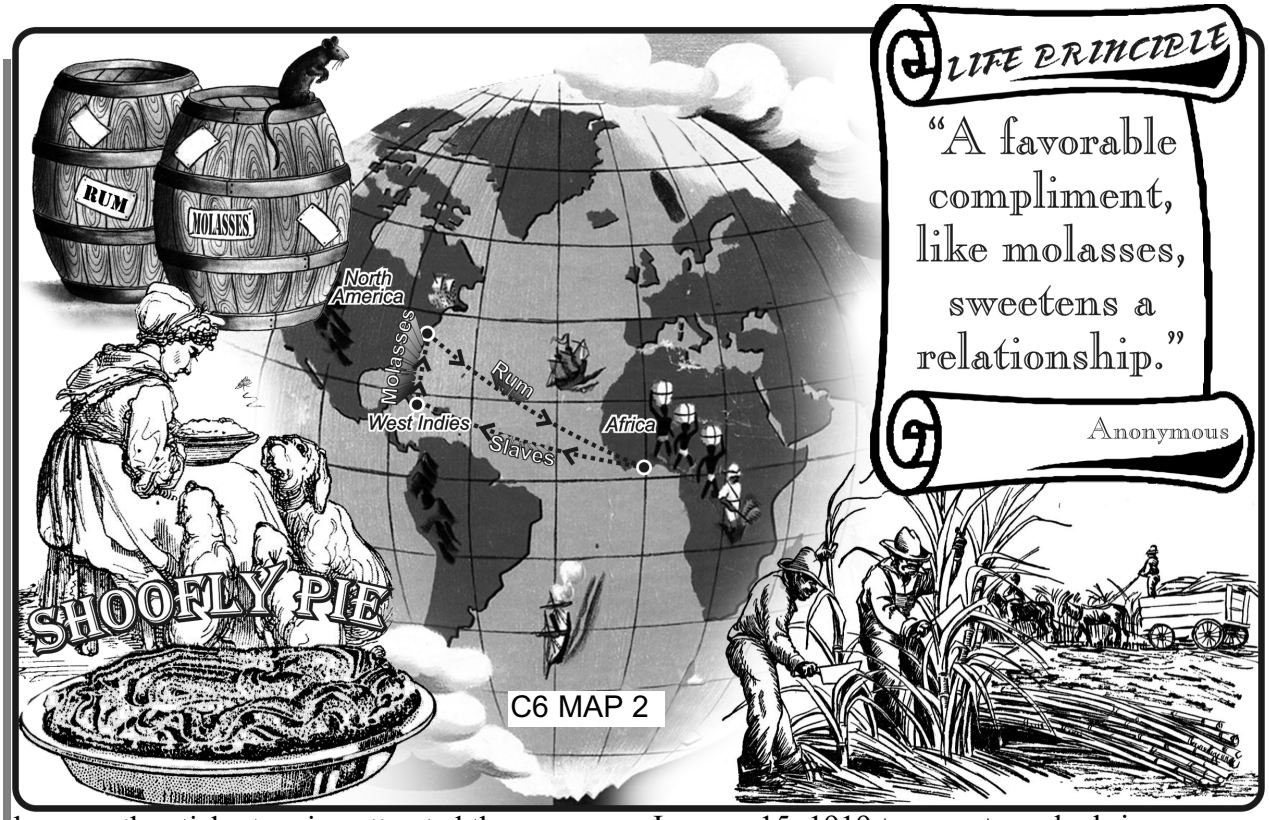
English settlers in America had maintained a tradition of serving rich puddings at ***elaborate*** parties, celebrations, and holidays in their former homeland. Upon landing on American shores, they could only long for those rich desserts. Traditional English puddings were made with wheat flour, an ingredient unavailable in America's earliest years. However, the absence of flour did not prohibit desserts. As determined Americans would demonstrate time and time again, they put their creativity to work. Instead of their English puddings, New Englanders mixed cornmeal and molasses, threw in some spices, and concocted or put together a very popular dessert.

Molasses was an important sweetener for pies, pudding, and other desserts at Thanksgiving feasts. So, if a shipment of this vital ingredient was late, the Colonists simply postponed the celebration—sometimes for weeks—until the shipment of molasses arrived.

Known for their love of desserts, the Dutch used molasses, butter, and flour to solve the problem of ***dwindling*** pie ingredients. Into a pie crust went a crumb-and-molasses mixture which blended together when baked. The result was "shoo-fly" pie, ***aptly*** named

VOCABULARY

Endeavor: an effort to do something
Commodity: useful item
Elaborate: fancy, detailed, representing much work
Dwindling: getting less and less
Aptly: appropriately
Vat: a huge kettle
Centrifugal force: produced by a machine whirling at high speed to separate items of different densities, like a washing machine spin cycle
Quip: a witty remark



because the sticky topping attracted the winged pests.

Molasses was made by boiling crushed sugar cane in vacuum ***vats***, crystallizing the sugar, and separating it from the liquid by using ***centrifugal force***. This process was repeated several times to produce a stronger and darker product. Each time the syrup boiled was called a "strike." More strikes produced stronger molasses.

First strike molasses was used by commercial bakers, candy makers, and rum brewers. Breakfast molasses was produced from the second strike. Blackstrap molasses—the result of a third strike—was a very strong, somewhat bitter syrup, rich in iron and used in livestock feed.

Molasses was runny when warm (during the summer), but very slow-moving when cold (during the winter). When children were slow, parents would sometimes ***quip***, *"You're as slow as molasses in January!"* But one January in Boston proved to be disastrously different!

From colonial times to the early 20th century, molasses had been America's primary sweetener, thus the shores of Boston's Harbor had many molasses factories, warehouses, and storage tanks. On January 15, 1919 temperatures had risen an unprecedented 43 degrees within just a few days, causing the molasses in one enormous, over-filled steel tank to expand. The tank—58 feet high and 90 feet in diameter (like a circular 2-story building, nearly a third of a city block across)—exploded with a thunderous, tearing roar. A brown geyser shot skyward. As the tank ripped open, the nearly two and a half million gallons of molasses (under pressure of two tons per square foot) violently surged into a 15-30 foot tidal wave that splashed and poured like molten lava down city streets at an estimated 35 miles per hour! The roaring "Great Molasses Flood" killed 21 people, injured 150 more and caused millions of dollars of damage. Buildings were swept away and destroyed. Cleanup operations took six months; but, on hot days, traces of molasses reportedly continued to ooze from sidewalk cracks for 30 years.

Our entrepreneuring ancestors worked to correct problems and made the most of opportunities, which meant hard work before success. One such person was Benjamin Franklin. You will read about him next.

The Designing of America



Topic 3
Communication

Chapter 6

THE COLONIAL PRESS

Section One

Topics 1-5



Even for 1729, the sight was unusual. With raised eyebrows, neighbors watched the young man work. Regularly he pushed his wheelbarrow filled with freshly printed newspapers through the streets of Philadelphia. Why would someone with social status as a publisher do such ***menial*** work?

Most of the neighbors were perplexed. The wiser ones knew this industrious and self-disciplined young man would go far in life. He began work before dawn and was still working long after most people were asleep. Young Benjamin Franklin knew exactly what he was doing. Already a master printer, he was not required to do such labor. But carting newspapers through the streets was good advertisement for newspapers he sold.

Printing became a profitable and much-demanded occupation in the growing Colonies. Benjamin Franklin was perhaps the best printer in Philadelphia which became one of the most famous colonial printing centers. Born in Boston in 1706, the son of a soap and candle maker, and the 15th of 17 children, Benjamin Franklin's family was unable to afford a formal education for Ben. At age 12 he became a printer's apprentice. In his mid-teens he traveled to Philadelphia alone with only a few pennies in his pocket, but with a head full of ideas.

After working his way up to master printer over several years, Franklin began his own ***periodic*** newspaper called *The Pennsylvania Gazette* in 1729. It covered the usual news—deaths, fires, accident reports—and intelligent, witty articles. Franklin's humorous style quickly made the *Gazette* one of the best-read newspapers throughout the Middle Colonies.

America's first daily newspaper, *The American Daily Advertiser*, was launched in 1784 from Philadelphia. Colonial newspapers were filled with news about politics, shipping and business updates, marriage and death announcements, weather, and crime reports. Popular names for early newspapers were *Spy*, *Mercury*, *Gazette, Journal*, *Post*, and *Chronicle*.

Publishers earned money through subscribers and advertisers. Papers were sold through street ***hawkers*** calling,

VOCABULARY

Menial: appropriate for a servant
Periodic: occuring at regular intervals
Hawkers: people who advertise aggressively
Subscription: purchase made by signed order
Genre: (zhän-ruh) type or classification
Odds and ends: miscellaneous items that did not fit into established categories
Debut: (dā-bū) first public or formal appearance
Pseudonym: fictitious name used by an author/writer

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"Extra! Extra! Read all about it!" Fairly expensive, newspapers generally cost about $2 a week. Subscribers paid half of their fee up front, the other half at the end of their ***subscription***, usually six months. Frequent notices were printed urging subscribers to send in their money "where they have owed for over a year." In 1776, a Boston newspaper requested that subscribers "please pay past subscription fees due to the paper's financial losses during the British blockade."

America's first inexpensive newspaper was published in New York. Selling for one cent, this 1833 paper was the first ***genre***-affordable newspaper, referred to as a "penny press." The penny press allowed even the poorest person to keep up with daily events.

Along with the beginning of America's newspaper industry, some other renowned print projects emerged in the Colonial period. Very popular in Colonial times were almanacs. Second in popularity only to the Bible, almanacs were small books containing information on a wide variety of subjects. They featured recipes, calendars, poems, jokes, ***odds and ends***, pieces of wisdom, and witty phrases.

The most famous almanac of all was produced by Benjamin Franklin. Publishing *Poor Richard's Almanack* was his most successful business venture; he was only 26 years old when the first issue ***debuted*** in 1732. Franklin's almanac, written under the ***pseudonym*** Richard Saunders, was an instant success. In just a few years these popular little books sold faster than Franklin could print them.

Franklin's wit and charm as a writer made *Poor Richard's Almanack* a commercial success and has been published in whole or part ever since. Franklin captured the essence of the American work ethic: hard work, moral living, and perseverance. Catchy phrases reflected the Colonial spirit. Many of Benjamin Franklin's sayings have remained popular throughout the centuries, such as the following:

"Fish and visitors smell after three days."
"God helps them that help themselves."
"Creditors have better memories than debtors."
"Keep your eyes wide open before marriage, half shut afterwards."



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Another Colonial writer was Noah Webster. In 1806 he published a dictionary to replace the one printed in England in 1755. Colonists used terms and words unique to American life—prairie, congress, savings bank, patriot. Thus, in 1828, Webster published *The American Dictionary of the English Language*.

Almost a century earlier, in 1638, the first printing press had come to Cambridge, Massachusetts. That press produced the first literature book printed in the Colonies, a book of Bible passages for Indians. Before the War for Independence, England forbade the Colonists to print their own complete Bibles. Few books were published in Colonial America because importing the printing press and paper was very expensive; therefore, America's printing business took almost 50 years to develop. Printing was also very labor intensive. Each letter and number had to be set individually by hand. Printers then pressed paper against wooden letters set in wooden boxes.

Publishing an entire book at one time was tedious and time-consuming. Most printers owned only one or two sets of type, and each letter of type was set by hand. Type-setting the volume of pages needed for a book was a laborious, expensive task few printers attempted.

Also, paper was in short supply and costly because it was imported from Europe and taxed by the British. American Colonies had no paper mill until 1690 when the first one was built in Pennsylvania.

When a book was planned, orders were taken before the work began so printers were assured of a profit. With this system, most books printed were practical in content and subject matter.

Benjamin Franklin was well-known for his book-printing ventures. He published such practical and successful titles as *Poor Richard's Almanack*, *Every Man His Own Doctor*, and the popular textbook, *The New England Primer*. Once known as a young man pushing his cart of newspapers through the streets, Benjamin Franklin made outstanding contributions to the printing industry. His hard work and creativity were positive influences on Colonial America as well. Franklin was an amazing man. Lacking formal schooling, he taught himself five foreign languages. He was a scientist and an inventor. He served as U.S. ambassador to England and France, thereby convincing the French King to assist America in her War for Independence. Franklin founded the University of Pennsylvania and was governor of that state. Benjamin Franklin was involved with the Articles of Confederation, The Declaration of Independence, the Northwest Ordinance and the United States Constitution. He was the only Founding Father to sign all four documents.

American publishing enjoyed a healthy growth during the Colonial period, paving the way for the ever-increasing demand for books in the 1800s.

Americans have traditionally been a reading public and have enjoyed the benefits of being a free speech society. The right to read, speak, and publish opinions responsibly is highly valued by Americans.

The next topic outlines the freedoms we have in the Bill of Rights and how they came into being.

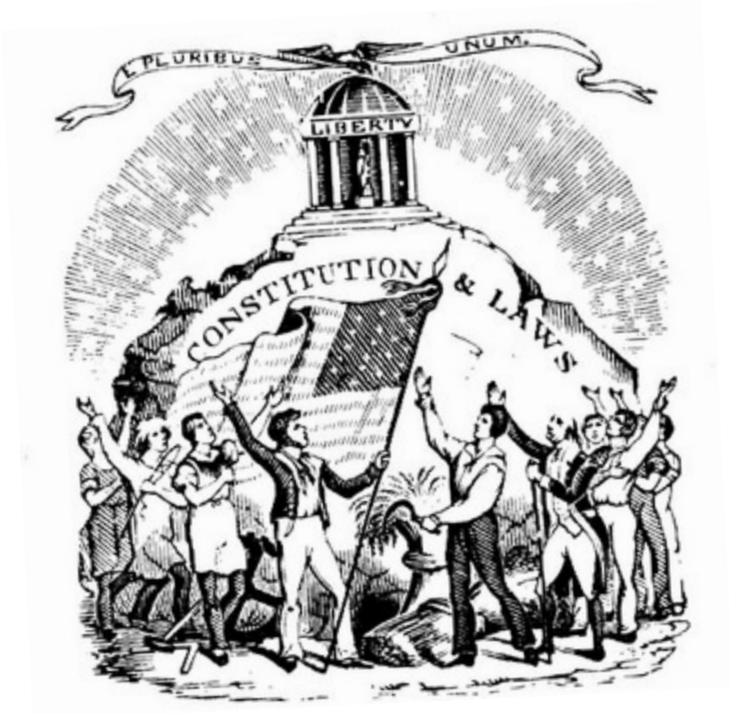
Life Principle

"Early to bed and early to rise, makes a man healthy, wealthy, and wise."



—Ben Franklin

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The Designing of America



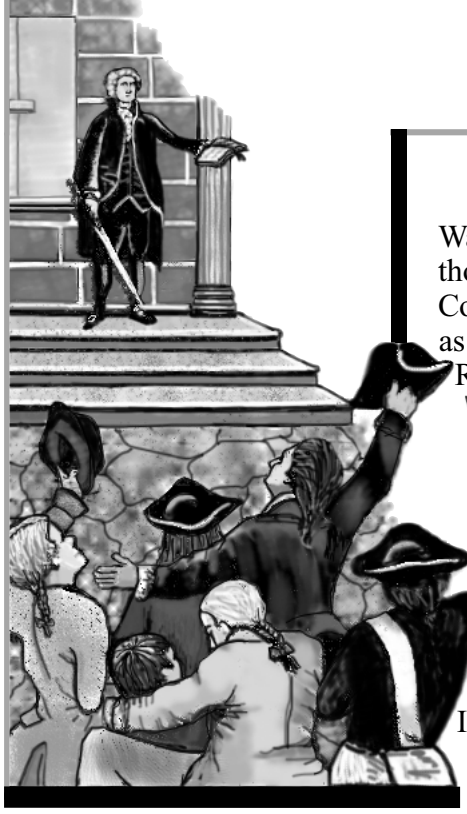
Topic 4
Government & Economics

Chapter 6

THE FIRST TWELVE AMENDMENTS

Section One

Topics 1-5



Americans have always valued their freedom. Some of the Federalist Founding Fathers, such as George Washington, Alexander Hamilton, John Jay, and James Madison, thought personal freedoms were so basic that naming them in the Constitution was unnecessary. Other anti-Federalist patriots such as John Hancock, Samuel Adams, Patrick Henry, Edmund Randolph and George Mason refused to support and encourage ***ratification*** of the new Constitution until James Madison guaranteed to attach a Bill of Rights. Patrick Henry and his group realized that describing basic rights and freedoms would be crucial to safeguarding the American way of life. These men had just fought a bloody war to be free from government intrusion into families and churches and were fearful of any government which might take away *"life, liberty and the pursuit of happiness."* Reflecting on the recent events surrounding the winning of American Independence, Patrick Henry cautioned:

> ". . . Whether this [independence] will prove a blessing or a curse, will depend upon the use our people make of the blessings, which a gracious God hath bestowed on us.
>
> If they are wise, they will be great and happy. If they are of a contrary character, they will be miserable.
>
> Righteousness alone can exalt them as a nation. Reader! Whoever thou art, remember this...practice virtue thyself, and encourage it in others."

VOCABULARY

Ratification: formal approval of a document
Cornerstones: basic, foundational elements
Judeo: Jewish
Hindrance: an obstruction or delay in progress
Quarter: buildings or barracks housing military personnel or dependents
Coerced: forced, dominated, restrained, controlled
Impartial: unprejudiced

Less than one year after the Constitution was ratified, James Madison, Congressman from Virginia, led the House of Representatives in sponsoring 12 amendments pertaining to specific freedoms. Ten of those amendments, which became known as the Bill of Rights, were ratified by the states in 1791. These and all succeeding amendment proposals had to be ratified by three-fourths of the states in order to become actual Constitutional amendments.

AMENDMENT I

The First Amendment is the most comprehensive and important in the Bill of Rights. It guarantees five ***cornerstones*** of American life: **freedom of religion, freedom of speech, freedom of the press, freedom of assembly,** and **freedom of petition.**

A. **FREEDOM OF RELIGION** means the government cannot establish a state religion (such as the Church of England), or compel anyone to attend or support any religious institution. This section also guarantees the *Free Exercise of Religion* without government interference. The exact wording is: *"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."*

America's founders were religious men seeking to practice their faith without ***hindrance***. They never intended Freedom *of* Religion to mean that American institutions should be free *from* religious principles. In recent years, some people have interpreted the First Amendment to mean that Americans should not celebrate or even acknowledge the moral character and faith of the Founding Fathers. The men who established the First Amendment deliberately built into the Constitution a safeguard against a government ruled by a particular religious group. The Founders were, however, deeply religious. They were guided by moral principles based on ***Judeo***-Christian beliefs.

James Madison, Patrick Henry and other Founders intended for citizens to be free to practice their faith. Contrary to some school policies, the Constitution allows students to pray and carry Bibles to school. Athletic teams may pray together before and after games. Students and their families are free to sing Christmas carols and hymns at school holiday gatherings. Prayer and worship were a dynamic and documented part of many famous Americans' lives. The First Amendment protects America's religious heritage, enabling citizens to acknowledge the religious principles of freedom which made America a great nation.

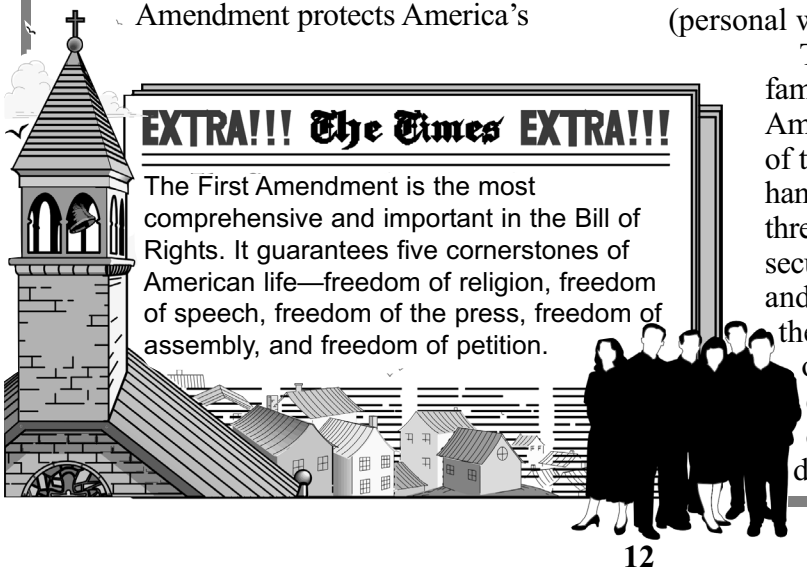
B. **FREEDOM OF SPEECH** signifies that Americans have the right to express their opinions—even though others may disagree with particular points of view. However, *Freedom of Speech* does not mean speaking irresponsibly. It has been said, *"He who guards his lips guards his life, but he who speaks rashly comes to ruin."* Every freedom comes with a built-in responsibility. To abuse freedom endangers that same freedom. The increasing use of obscenities in the entertainment industry is one highly visible example of a practice that degrades both the speaker and the audience.

The dictionary defines "speech" as oral communication, something spoken or written for presentation. Unfortunately, abuses that have no apparent connection with speech, such as flag burning and vulgar, obscene expressions presented as "fine art," have also been argued as allowable under this amendment.

C. **FREEDOM OF THE PRESS** means the government cannot control newspapers and other types of media.

D. **FREEDOM OF ASSEMBLY** guarantees the *Right to Peaceful Assemblies* and demonstrations.

E. **FREEDOM OF PETITION** insures that Americans have the *Right to Petition Government* for changes considered desirable.



AMENDMENT II

This amendment guarantees that citizens shall have the *Right to Keep and Bear Arms* (personal weapons).

The right to defend a person's life, family or property is a basic pillar of America's freedom. Guns in the hands of tyrants and criminals, but not in the hands of responsible citizens, pose a threat to personal and national security. One of the first acts dictators and criminals want to do is to disarm the general public under the guise of "safety" so that people are easily robbed, conquered, and controlled. For example, dictatorships such as China,

Russia, Nazi Germany and Iran, private gun ownership is illegal; and citizens are at the mercy of their tyrranical leaders. In recent years, various "democratic" nations such as England and Australia voted to confiscate all privately owned guns. As could logically be expected, the criminals found "unlawful" ways to keep their weapons and proceeded to terrorize their "law-abiding", unarmed, fellow citizens. On the other hand, Kennesaw County in Georgia (United States), mandates that every home have a firearm for protection, with the result that Kennesaw has the lowest crime rate in the nation. Statistics prove that "when guns are outlawed, only outlaws will have guns."

If the Second Amendment were ever dissolved, many patriots fear that Americans would likely lose their other freedoms within a generation.

AMENDMENT III

During peaceful times, Americans have the *Right not to* ***Quarter*** *Soldiers* or military personnel in their homes. In war time, military troops must be housed only in a manner prescribed by law.

AMENDMENT IV

This amendment protects against *Unreasonable Search and Seizure*. Search warrants can only be issued for "probable cause." Government agencies cannot invade the privacy of homes or businesses without evidence or reason for a search or arrest.

AMENDMENT V

Amendment V guarantees *Due Process of Law*. A person accused of a capital crime must be indicted by a grand jury before being brought to trial. This amendment protects the accused from being ***coerced*** to testify against himself, and states that private property may not be taken for public use without fair payment. This amendment also prohibits *double jeopardy,* which prohibits a person from being tried twice for a crime if he or she has been acquitted of, or paid the penalty for, that crime.

AMENDMENT VI

In criminal cases, the accused has the following rights: a *Speedy and Public Trial* by an ***impartial*** jury, to be informed of the charges, to be confronted with witnesses against him, to obtain witnesses in his behalf, and the assistance of legal counsel.

AMENDMENT VII

The *Right to a Jury Trial* is preserved in common lawsuits exceeding twenty dollars.

AMENDMENT VIII

This amendment *Forbids Cruel and Unusual Punishment* and excessive bail or fines.

AMENDMENT IX

Rights are not limited to those listed in the Constitution.

AMENDMENT X

All Power not given to the federal government or prohibited to the States belongs to the States or the People.

When the American people adopted the Constitution with its Bill of Rights, they received a timeless gift. Like all gifts, freedom must be guarded and cherished if it is to be fully enjoyed and passed on to future generations.

After Congress passed the Bill of Rights, two more amendments were added to the Constitution in this time period.

AMENDMENT XI

Amendment XI, passed in 1794 and ratified in 1798, states that federal judicial power does not extend to lawsuits between citizens of different states.

AMENDMENT XII

Amendment XII, passed in 1803 and ratified in 1804, states that the President and Vice President of the United States shall be elected by the Electoral College on separate ballots.

POLITICAL PARTIES EMERGE

Out of the differing opinions and philosophies of government evident in the Constitutional Convention came two political parties: the *Federalist Party* which had voted for the adoption of the Constitution, and the *Anti-Federalist Party* which had voted against the Constitution (until a Bill of Rights was added).

The first party believed that the country needed a strong government—one able to make its power respected both at home and abroad; the second party thought such a strong government dangerous to the liberties of the people, and wished the chief power to be exercised by the different states. In the course of time, this last class came to be known as the Democratic party.

The Democratic party was at first called *Republican*, or *Democratic-Republican*. Eventually the name was shortened to its present form. Care should be taken not to confuse the early Republican (or Democratic) party with the modern Republican party, which did not come into existence until 1856.

The Federalist party was succeeded by the National Republican Party, which was followed in 1835 by the Whig party, and this, in 1856, by the present Republican Party. In that year, Abraham Lincoln became the first president elected as a republican.

Both original parties united in electing George Washington to be the first president of the United States (1789-1793); and when, at the end of four years, his time of office expired, they again united to re-elect him (1793-1797). In both cases, John Adams was chosen as Vice President. New York City was then the capital of the country, and Washington's first inauguration was to be at that location on March 4, 1789, the day the new Constitution went into operation; however, the ceremony was delayed until April 30. The president took the oath of office standing on the balcony of a building in front of Federal Hall, the hall where Congress met, in the presence of an immense multitude. There, amidst ringing of bells and firing of cannons, a great shout went up: "*Long live George Washington, President of the United States!*"

Life Principle

"The Americans are the first people whom Heaven has favored with an opportunity of...choosing the forms of government under which they should live."



—John Jay

The Bill of Rights (Summary)

Amendment 1-*Freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom of petition.*

Amendment 2-*The right to keep and bear arms.*

Amendment 3-*Right not to quarter soldiers.*

Amendment 4-*Freedom from unreasonable search and seizure.*

Amendment 5-*Right of due process of law.*

Amendment 6-*Right of speedy and public trial.*

Amendment 7-*Right to a jury trial.*

Amendment 8-*Freedom from cruel and unusual punishment.*

Amendment 9-*Rights are not limited to the Constitution.*

Amendment 10-*Power not given to the federal government belongs to the State or the people.*

The Constitution reflects the values which govern the United States. The Bill of Rights was added to protect citizens from federal intrusion into personal lives. While the Bill of Rights was being added to the Constitution and political parties were forming, the Industrial Revolution was beginning to affect American agriculture.

Memory Work: Memorize the summary of the Bill of Rights on this page and be prepared to quote it to your teacher and answer questions in your Activity section.

The Designing of America

Topic 5
Agriculture

Chapter 6

THE INDUSTRIAL REVOLUTION AFFECTS AGRICULTURE

Section One

Topics 1-5



When a job needs to be done, Americans are a people known for applying ***initiative***. If the saying, "*Necessity is the mother of invention*" is true, then Americans are the inventors who make things happen.

The ***Industrial Revolution*** came at a time when American agriculture was experiencing drastic need for improvement. American farmers were still using old methods, putting in long hours of hard work, and yielding a low ***per capita*** output of crops. Sometimes, just improving a tool like the plow could make a big difference.

The plow was used to "till" the soil, to turn over ***clods*** of earth so seeds could be planted. The part of the plow that broke up soil was called the *moldboard*. Wooden moldboards wore down easily and were not strong enough to cut through hard soils. In 1797, Charles Newbold was granted a ***patent*** for a cast-iron plow. This stronger plow sliced nicely through the soil. Variations of Newbold's design are still used on plows today.

By 1819, a Quaker named Jethro Wood from Rhode Island patented a cast-iron plow that used a moldboard designed by Thomas Jefferson. This moldboard had removable pieces at the points of greatest wear, so worn pieces could be easily replaced.

Americans continued to meet their agricultural needs with one ***innovative*** idea after another. The Industrial Revolution had begun in England where new inventions were carefully guarded secrets. No one even remotely connected to British cotton mills was allowed to leave England.

You have already read about Samuel Slater who slipped out of England and came to America. Working with Moses Brown and Brown's son-in-law, William Almy, Slater was able to design machines from memory for cotton spinning, and, within a year, began to manufacture yarn. This invention opened the door for full-scale development of cotton as a cash crop. Samuel Slater became a success with his inventions and

VOCABULARY

Initiative: an independent effort to do something without being told
Industrial Revolution: the change from handmade to machine-made items, began in the late 1700s
Per Capita: by or for each person
Clods: lumps of soil, large chunks of dirt
Patent: government certificate that protects an invention or discovery
Innovative: creative
Ingenuity: creative thinking that leads to a discovery

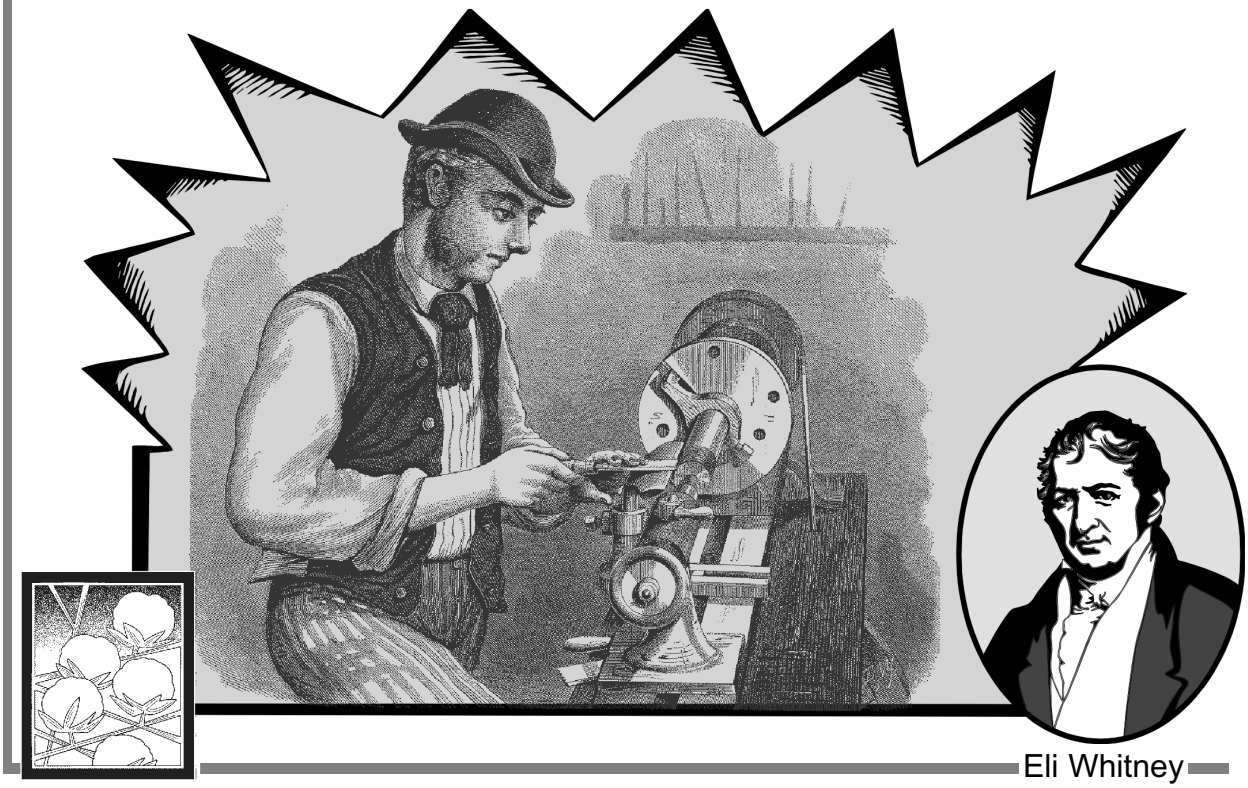
eventually opened mills of his own. He recognized that only people of moral principles could be trusted with major job responsibilities. In 1796, Slater established a Sunday School program so his workers could learn values. His school was the first such program of its kind in the United States.

In England and in America, cotton mills increased the demand for cotton, but Americans could not produce it quickly or economically enough to meet consumer demands. But needs were opportunities for inventiveness and ***ingenuity*** to creative people. Eli Whitney helped meet the need to produce cotton more economically.

Eli Whitney was a young man who had just graduated from Yale College. Having earned a degree in education, he had also worked as a mechanic. In the fall of 1792, Eli was on a ship bound for Savannah, Georgia where he expected to become a tutor for the children of a wealthy family. While he was on board ship, two important things happened to Eli Whitney. First, he found out that the job as a tutor was already taken. Second, he met Catherine Greene, the widow of General Nathanael Greene of the War for Independence. Mrs. Greene was a kind lady, known as a gracious hostess. When she learned that Mr. Whitney had lost his position, she invited him to visit Mulberry Grove, the Greene's plantation in Georgia. While looking for another job, Eli spent time with other plantation owners who came to Mulberry Grove.

As he discussed crops, prices, and farming problems, Eli discovered a need in the cotton industry. Before cotton fibers could be woven into thread and fabric for garments, the seeds had to be separated from the cotton. Separating fibers from the seeds for just one pound of cotton took one slave or indentured servant an entire day. That was far too much labor to make growing cotton profitable.

During the War for Independence, Whitney had manufactured iron nails for builders. He put his creativity and mechanical background to work and invented a machine he called the cotton gin.



Eli Whitney

It could separate seeds from fifty pounds of cotton in a single day. The simple hand machine used iron nails sticking out from a roller to catch the cotton fibers and pull them through slots that were too small for the cotton seed to pass through. Seeds separated from the fibers and dropped into a box. Brushes then pulled the seedless lint off the spikes.

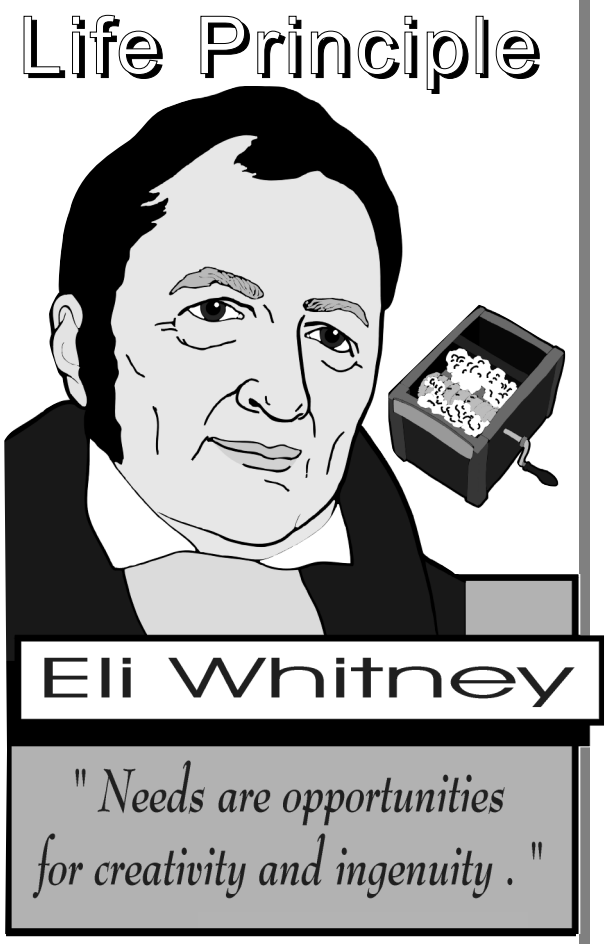
Six months later in 1793, the first cotton engine, or gin, went into production. The water-powered gin could clean as much as one thousand pounds of cotton each day. Eli Whitney's initiative and mechanical genius met the farmers' need and insured availability of large quantities of cotton worldwide for ship sails, draperies, clothes and bedding.

The Industrial Revolution was not an overnight process. Americans were still occupied with farming and clearing land. Most frontier families did not have financial capital needed to buy machinery. Yet, one invention followed another as Americans built on one another's creative ideas.

Along with its success stories, the Industrial Revolution created its own set of problems. As farmers left their fields to work in factories, they no longer produced their own food. Fewer farms had to feed more people, and farmers had to take their produce where the people lived. Each new invention created opportunities as well as challenges for America.

Every need provided an opportunity for creative men and women to solve new problems. Once again, American ingenuity intervened. Farmers utilized better tools, and Americans obtained their daily bread. The same determined spirit that kept the early Colonies going also met America's agricultural demands. Creative people saw needs as challenges instead of obstacles and provided solutions.

The collective array of inventions became known as the American Industrial Revolution. It affected every area of life, including fashions and architecture.





The Designing of America

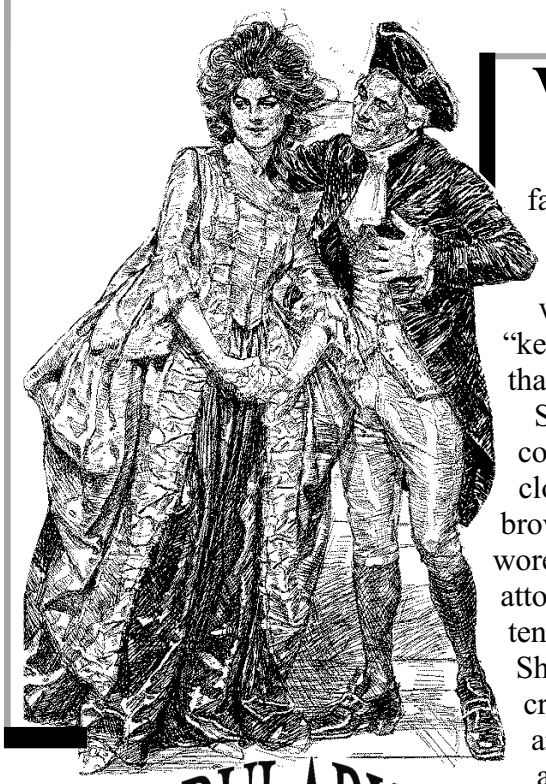
Topic 6
Art, Architecture, Fashions & Furniture

Chapter 6

TURN-OF-THE-CENTURY FASHION AND ARCHITECTURE

Section Two

Topics 6-10



While Europe was recovering from the Napoleonic Wars of the late 1790s, French and English styles continued to influence American fashions. Men's fashions went through the most extensive changes. Breeches, although still worn by some men, gave way to *pantaloons* which covered the entire leg. They usually were made from a knitted elastic wool fabric called "kerseymere"—a fine cloth woven with diagonal ribbing that allowed the pantaloon "to give," or be flexible.

Summer trousers might have been made of heavy Indian cotton cloth called "nankeen," or another heavy cotton cloth called "jane" or "jean." Nankeen was a yellowish brown color. Indoors, men wore slippers; outdoors they wore leather boots or shoes. Businessmen, preachers, and attorneys had stopped wearing the long, powdered wigs and tended to keep their hair cut shorter, with facial sideburns. Shirts had high starched linen collars above a carefully tied cravat, a neckcloth that tied in the front. Rows of starched and pleated ruffles adorned shirt fronts of gentlemen, who also wore a neckcloth known as a "stock." Tied twice around the neck, stocks were buckled or pinned in the back.

Men's coats had high-rolled collars and lapels. Coats were cut back into tails at the waist, revealing close-fitting breeches or trousers. Fashionable single or double-breasted waistcoats, forerunners of today's vests, were made of velvet, satin, embroidered silk, or pastel stripes. Men also wore heavy overcoats in winter, which were known as *greatcoats*. Fur often lined the collar and lapels. Greatcoats extended to the ankles to provide full body warmth.

Except for a simple gold ring or diamond pin at the shirt front, men put aside wearing jewelry. Instead, gentlemen began wearing kid or lamb's wool gloves, dyed to match the color of their suits. Riding gloves of tougher material were usually colored brown or tan. Men gave up the custom of wearing swords and began carrying canes or walking sticks.

Women's fashions at the turn of the century were loose ***muslin*** *chemises*, long gowns draping to the ankles. The high-waisted chemise was belted below the ***bodice*** with ribbons. Full

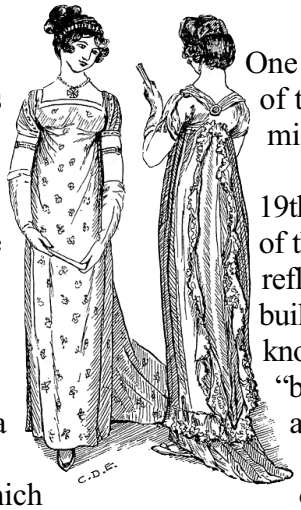
VOCABULARY

Muslin: a type of cotton fabric
Bodice: fitted upper part of a dress
Wardrobe: a clothing cabinet or supply of clothing
Tiara: a crown like ornament, often inlayed with jewels
Porticos: porch or walkway with a roof supported by columns often leading to the entrance of a building
Parapet: low protective wall or railing along the edges of a roof or balcony

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skirts fell to the ankles. Similar to the tunics of ancient Greece, these designs were known as *Empire* styles.

By 1814, ladies gowns changed again. Still falling from the ribboned high waistline, skirts swept down to the ankles and flared slightly at the hem. Sleeves were puffed or "slashed" to reveal underlying material, often of a contrasting color. Some sleeves went to the elbow or even covered the hand in a style called *a la mamelouk*. These were usually found on "walking dresses", which were worn outdoors during the day.



Because most gowns were made of thin fabrics, women began wearing shawls—square pieces of cloth folded corner to corner in a triangular shape. A mark of fashion, shawls were an important part of a woman's ***wardrobe***. In addition to shawls, women wore outer garments called *pelisses*, which were long coats, often of fur, worn over dresses of a lighter-weight fabric. A lady might also wear a *pelerine*—a small shoulder cape of velvet or fur.

Ladies' hairstyles were short. False hair pieces were sometimes added to produce the appearance of naturally longer hair. These included real hair wiglets, made into ringlets, "falls" and loose buns, or "chignons,"—long-haired wiglets attached to the backs of ladies heads when they wished to sport long hair or loose buns. These hairstyles blended with the classical lines of the Empire dress. Ladies also ornamented their hair with jeweled combs, pearls, or ***tiaras*** modeled from Greek styles.

Other accessories for day or evening wear included matching gloves. Popular accents for any outfit were silk bonnets known as jockey-style bonnets, with wide stiff brims, decorated with colorful ribbons. A well-dressed woman's wardrobe was incomplete without fans, parasols, muffs, and reticules (purses). *Parasols* were dainty, ornate, ruffled light-weight umbrellas with which ladies shaded themselves from sun rays. *Muffs* were used in winter to warm the hands and were furry, open-ended cylinders about a foot long and suspended about waist-high by a tiny rope or strap around the neck. One hand was inserted at each end of the muff and overlapped at midpoint to keep warm.

As fashions at the turn of the 19th century imitated classical styles of the past, architecture of the day reflected features of ancient buildings. The 19th century was known as the period of the "beginning of the modern era in architecture." During the early 1800s, American architecture often incorporated classical Greek and Roman designs, such as ***porticos***, carved stone columns, ***parapets,*** and spiral stairways.

Geometrically shaped rooms—octagonal, oval, elliptical, curved, and polygonal also portrayed Greek impact on prominent buildings in America's capitol. Wall hangings, canopies, and wallpaper—both striped and printed—became essential parts of interior design. Chairs were upholstered in striped silks, satin brocades, velvets, or leather, often in cool, formal color combinations like black and gold, red and black, or blue and silver. Using classical elements from Greek and Roman structures gave most building interiors a formal appearance of simple elegance.

The early 1800s were also known as the Federal Period in American architecture. During this time, Washington, D.C. was being built by a Federal government agency called the Corps of Engineers. Mostly Greek and Roman designs dominated the institutional buildings of this Federal Period. Not until 1830 would America break from the mold of imitating styles and begin designing town and country homes which were uniquely her own.

Towns are composed of families, and as families increased, so did towns. People sometimes gathered for a common cause—like barn raisings and quilting bees.

Life Principle

"A man who finds a good wife finds a pearl of great price."

—Jewish Proverb

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The Designing of America



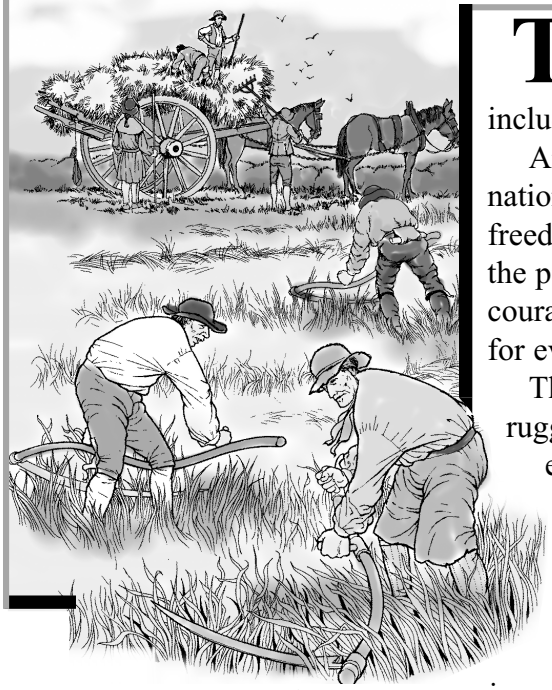
Topic 7
Sports & Recreation

Chapter 6

Section Two

Topics 6-10

PIONEERS AT WORK AND PLAY



Today, Americans take pride in their pioneer ancestors. From coast to coast, almost every community includes parks and historic sites honoring early settlers.

American history is the ***fascinating*** account of a great nation, a nation carved out of the wilderness by a brave and freedom-loving people. Both the colonists and the pioneers who moved westward across the country were courageous people whose ideals of equality, and opportunity for everyone, guided America's growth and prosperity.

Thousands of pioneers struggled through the scenic, but rugged, Appalachian mountains during the late 1700s and early 1800s. They established frontier settlements in Kentucky, Tennessee, Ohio, Illinois, and other areas as far west as the Mississippi Valley. This movement to settle beyond the original Colonies was the "first wave" of migration.

Although frontier life was difficult and rugged, the pioneers brightened their days through neighborhood gatherings. Whenever possible, they mixed work with fun, sports, and games. Just as the Colonists had done, the pioneers had work parties called ***bees.***

Work parties are called bees because, in the animal kingdom, honeybees are industrious insects which work together. One worker bee can do very little by itself. Hundreds or thousands of bees, working as a group, provide food and shelter for the whole colony. Likewise, pioneers working together provided for all the families in their area. Neighbors were always ready to help each other. Bees were organized to make any sort of difficult task manageable.

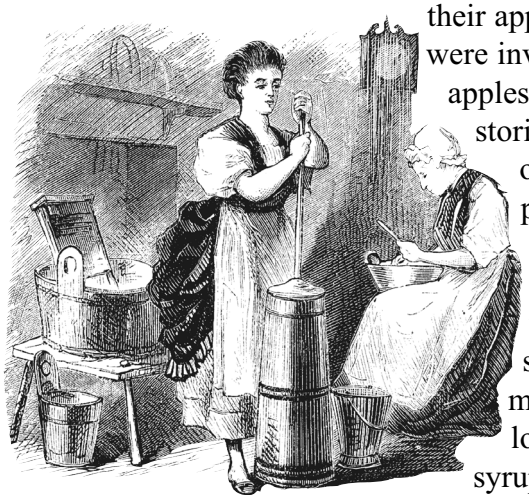
People invited to a bee brought their families, their dishes, their tools, and, if needed, their animals. The host family provided a feast for the workers and music for enjoyment after the work was done. Someone usually brought along a fiddle, and dancing and singing went on until late at night. A *fiddle* is a violin played in a different way. Violin music is more of a classical style, played in more formal settings. Fiddle music is played "for fun" in a

VOCABULARY

Fascinating: very interesting
Bees: public gatherings for work and fun which included contests
Husking: removing the outer covering from plant foods
Opportune: occurring at just the right time
Commodities: useful goods that can be bought or sold
Notched: having a v-shaped cut
Produce: fresh fruits and vegetables
Debts: things owed, such as money, goods, or services

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more "folksy" style for informal gatherings. Musicians from European countries brought their violins to America. Whether in formal Colonial or informal pioneer settings, the violin, or fiddle, made lively music for Americans and added to the fun of life.



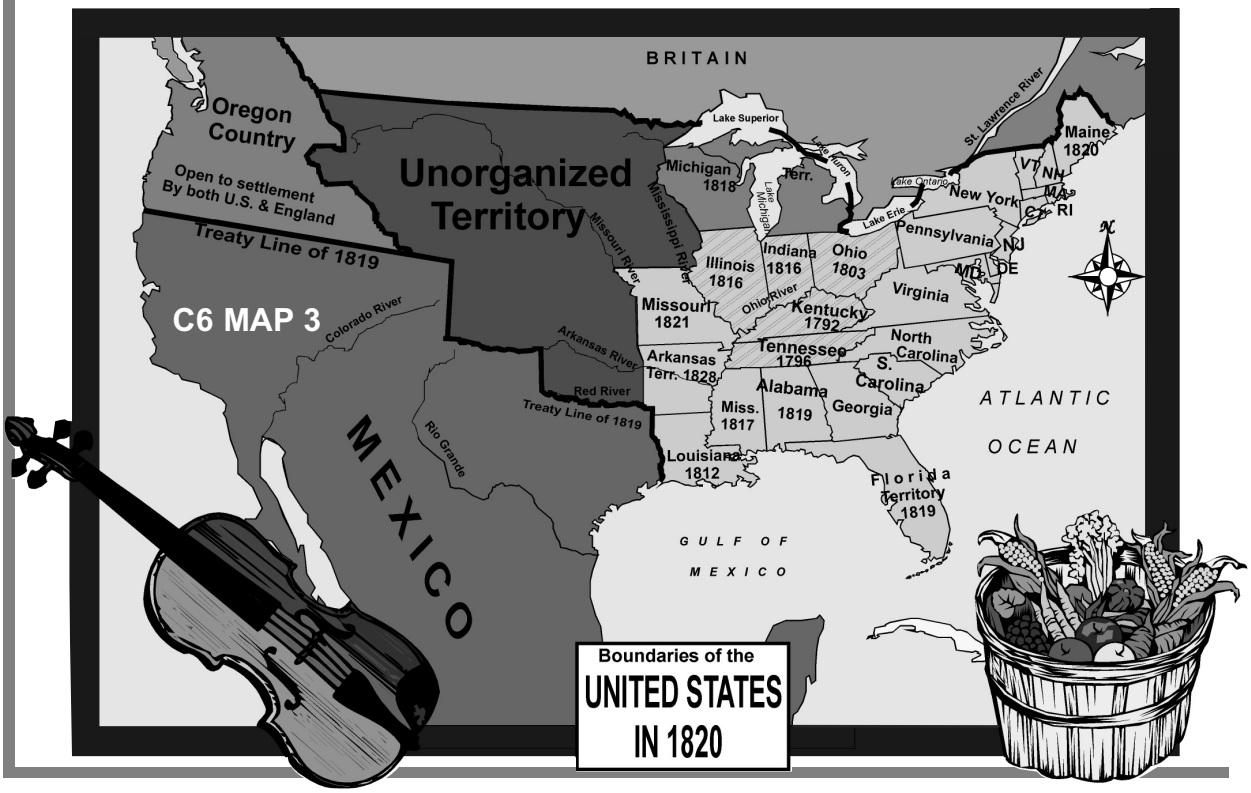
During autumn harvest times, pioneers held *Corn Husking Bees*. Ears of corn were divided into equal piles. Neighbors formed teams and competed to see which team could husk a pile of corn first. To make the job easier, settlers used a special tool called a ***husking*** pin to tear husks from the corn. Corn was vital to the pioneers' survival because it could be preserved and used all year.

Settlers also held *Apple Bees*. Since they could not buy apple juice or applesauce in cans as we do, settlers had to preserve their apples for winter. Neighbors were invited to help core and cut apples to prepare them for storing. Trying to peel the skin off an apple in one spiraling piece was a favorite game.

In February or March, pioneers who had maple trees on their land gathered sap from the trees to make maple sugar. Everyone looked forward to enjoying syrup, sugar, and taffy made from maple sap. Pioneers worked together to gather sap and to make syrup and sugar.

Bees were held for threshing grain, too. Families got together to beat the grain out of its husks. Then the grain was taken to the mill to be ground into flour.

Settlers who owned sheep held *Fulling Bees*. Wool sheared from the sheep was woven into fabric, then put in tubs of soapy water. Boys and girls jumped up and down on the wool until it was soft and clean. This process of cleaning and stretching the



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Colonial Ladies and children gathered around a quilting frame



wool is called *fulling*. After the wool was "fulled", it was dried, spun into thread, and woven into cloth. Then it could be made into dresses, pants, and coats—all sewn by hand. Much work was required to make clothing. Teens made work more enjoyable by inviting friends over to jump in tubs of soapy wool!

Pioneer women organized *Spinning Bees* where wool, cotton, or flax was spun into thread. At *Quilting Bees*, women and girls sewed colorful bed covers. A Quilting Bee was an opportunity for women in the neighborhood to socialize while doing necessary work. Quilts were designed with lovely, repeating patterns. After all of the individual pieces were sewn together, the layers of the quilt were sewn together. To keep the layers properly aligned, a quilting frame or rack was used to pull the material tight. Often, children sat under the frames and passed the needles back from the bottom to the top side of the quilt. After the quilt was finished, the women's families gathered for supper, dancing, and games. Quilting Bees were an ***opportune*** time for young people to meet each other. Usually a young girl had several quilts completed by the time she was old enough to marry. These were stored in a "hope chest" and saved until her wedding.

America's settlers were thrifty people who seldom threw away excess ***commodities***. They recycled what they could, getting the most value from everything they owned. Rugs were made by braiding shredded pieces of old rags. Chips from logs were used for firewood or to spread in cattle stalls. Old horseshoes were used as hat racks. Pioneers learned to use available materials as resources.

The pioneers held *House Raisings* for newcomers and newlyweds. They also held *Barn Raisings*. When a farmer needed a barn, he prepared for the raising bee by having the logs cut, ***notched***, and numbered. He would also have the foundation ready for the workers to begin the structure. Then the planks only had to be put up and nailed. If a bee was properly organized, a large building could be erected in a single day.

Some Raising Bees were major operations. For a larger building, sometimes as many as one hundred men helped. Because the settlers cooperated so well, they were able to build community buildings such as schools and churches in a very short time. Everyone looked forward to the work, the fun, the food, and the brand new building.

Logging Bees were held to clear land for farmers. Helpers brought along their axes and oxen. If a large area needed to be cleared, men and older boys divided into teams and competed to see who could finish their part first. Prizes were presented to winners—and, of course, feasts and celebrating for a job well done.

Pioneers preparing to plant crops also competed in plowing. Then when crops were harvested, wheat was cut, bundled, and taken to the grist mill; fruits were made into preserves; vegetables were canned or dried and stored for the winter; ***produce*** was also traded for goods or service, or sold to pay ***debts*** at the general store. At harvest time, communities also organized *agricultural fairs*. Fairs provided opportunities for friends to get together. They could compete and show off their best livestock and produce, as well

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as cooking samples and crafts. Pioneer fairs were the forerunners of today's large state fairs.

Surviving on the frontier meant using resources wisely and being a good neighbor. Many families had traveled together when they ventured west. Living together in communities, they continued to interact and help one another. Good neighbors invested their lives in others. Whether something seemed like work or play, the people shared their time and tools. They realized that survival depended upon cultivating friendships, being good neighbors, sharing the work, and volunteering to complete community projects.

Another popular gathering of neighbors was the camp meeting—a religious service held in the outdoors.



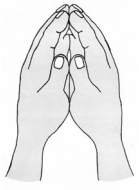
LIFE PRINCIPLE

" The worth of a man is measured by the principles which guide his choices. "

—Anonymous

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The Designing of America

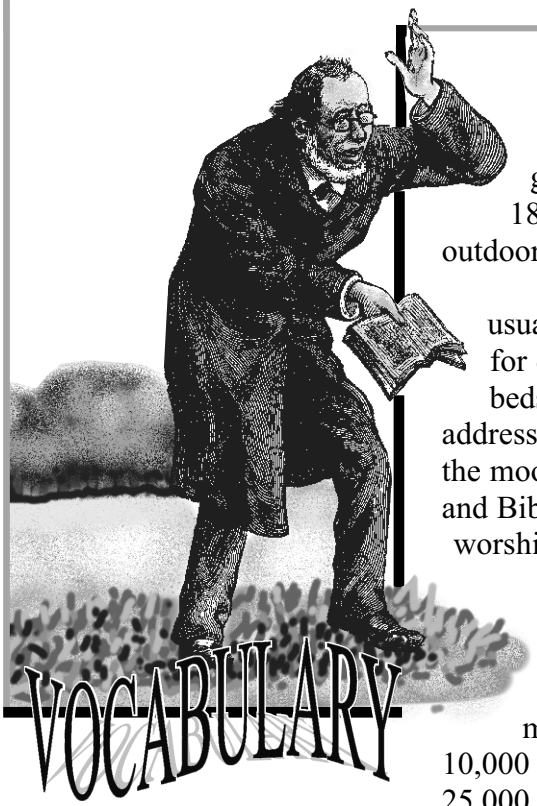


Topic 8
Religion & Celebrations

Chapter 6

CHURCH UNDER THE SKY— THE CAMP MEETINGS OF THE EARLY 1800s

Section Two
Topics 6-10



"*Let's go to church!*" If you heard this invitation today, you might picture a building with padded pews, a polished pulpit, and, perhaps, stained glass windows. But if you were an American in the early 1800s, you might envision going to church in the great outdoors.

Open-air church services, called *camp meetings*, were usually held in a cleared section of forest. People would stay for days, sometimes up to a week, sleeping in tents or in the beds of their wagons. Several preachers sometimes addressed the ***vast*** crowds, one after the other. Often, long after the moon and stars glowed in the night sky, the singing, praying, and Bible reading went on. It was an "electric" time of worshiping and socializing.

No one can pinpoint when the first camp meeting took place, but one of the most famous was the Cane Ridge meeting of Bourbon County, Kentucky, held in August, 1801. People from as far away as one hundred miles flocked to the worship site. Some calculated that 10,000 people had ***congregated*** there; others boldly estimated 25,000. Peter Cartwright, the famous Methodist circuit rider, vividly described the Cane Ridge meeting in his autobiography:

> The mighty power of God was displayed in a very extraordinary manner; many were moved to tears, and bitter and loud crying for mercy . . . thousands heard of the mighty work, and came on foot, on horseback, in carriages and wagons . . . hundreds fell prostrate under the mighty power of God, as men slain in battle . . . the heavenly fire spread in almost every direction.

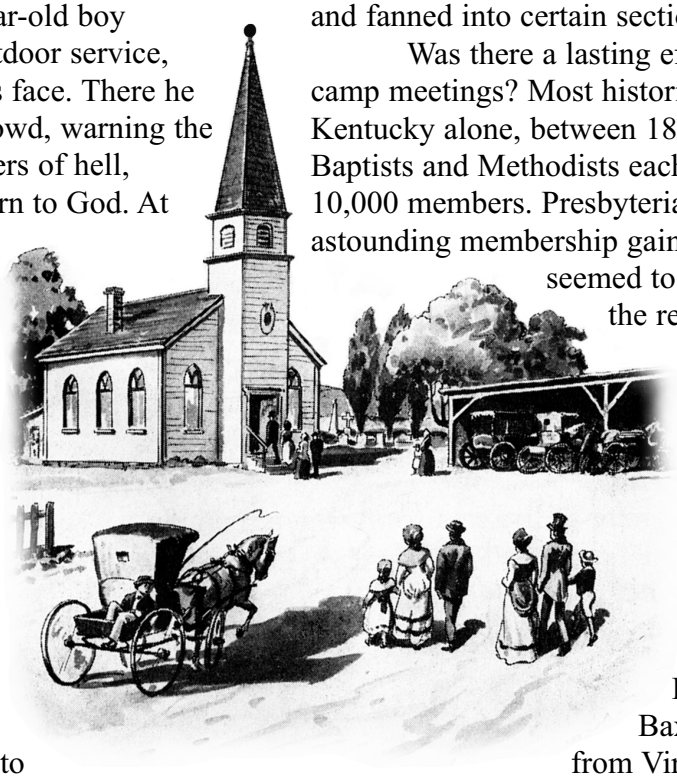
The Cane Ridge camp meeting was the high point in a flood of religious ***fervor*** called *The Great Revival*, or *The Second Great Awakening*. You will recall in earlier chapters studying about *The First Great Awakening* that swept across New England in the mid-1700s under the leadership of Jonathan Edwards and George Whitefield. The Great Revival roared across America like a thunderstorm, drenching practically every state with its flood waters.

VOCABULARY

Vast: huge, enormous, spreading over a great distance
Congregated: gathered
Prostrate: lying face down on the ground
Fervor: expression of strong emotion
Convicted: guilty of wrong-doing
Mourner: one who expresses grief
Skeptic: one who does not believe in a certain thing
Repentant: change of behavior after conviction of wrong-doing
Piety: morality, goodness

Some ministers were shocked by the intense emotions at the camp meetings. Worshipers would sometimes weep, scream, and drop to the ground as if dead. Fiery preaching was loud, peppered with images of heaven's glory and the unspeakable agonies of hell. People ***convicted*** of their sins were ushered to a ***mourner's*** bench directly in front of the preaching stand. This bench varied from a split log seat to a spacious enclosed area. There a preacher's aide encouraged mourners to "confess their sins and find peace with God."

Children were also touched by the camp meetings. A 12-year-old boy mounted a log at one outdoor service, tears streaming down his face. There he preached to a solemn crowd, warning the wicked against the dangers of hell, pleading with them to turn to God. At another meeting, a ten-year-old girl fainted to the ground, and when she arose, she pleaded with the crowd for two hours.



Some ***skeptics*** were also moved. James B. Finley, a minister who described himself as a "*freethinker*," was visibly shaken at the Cane Ridge meeting. As the noise of the crowd swelled, his heart began to beat furiously, his knees trembled, and his lip quivered. *"I felt as though I must fall to the ground,"* he later wrote. *"A strange supernatural power seemed to pervade the entire mass of mind* (people) *there collected."*

Struggling to contain his emotions, Finley fled to the woods to rally his courage. When he returned, he witnessed a wave of about 500 people falling to the ground at once, *"as if a battery of a thousand guns had been opened upon them."* Some ***repentant*** worshipers simply and quietly bowed their heads in prayer. Others knelt quietly and humbly near a stump or wagon.

Camp meetings sprang up like brush fires, spreading the flames of revival throughout the young American republic. In 1803, Rev. Henry Smith organized a camp meeting in Virginia, even while skeptics were saying, *"It may do in the West, but it won't do here."* Smith's camp meeting sparked similar services in Maryland, Delaware, Pennsylvania, and New York. The revival even touched the New England states and fanned into certain sections of Canada.

Was there a lasting effect from these camp meetings? Most historians think so. In Kentucky alone, between 1800-1803, Baptists and Methodists each added about 10,000 members. Presbyterians also noted astounding membership gains. Revival seemed to have softened the reputation of Kentucky, infamous throughout America for its hard drinking, hard-fisted woodsmen.

A skeptical preacher named Dr. George Baxter traveled from Virginia to investigate the effects of the Great Revival in Kentucky. Surprised by his findings, he wrote an article that appeared in a popular New England magazine. Dr. Baxter described Kentucky as, *"the most moral place I have ever seen . . . a religious awe seemed to pervade the country."* His description matched the one given by Rev. David Rice in 1803:

> "Yea, some neighborhoods, noted for their vicious . . . manners, are now as much noted for their ***piety*** and good order. Drunkards, profane swearers, liars, quarrelsome persons, etc. are remarkably reformed."

The Great Revival also sparked enthusiasm for missions. Preachers collected funds to translate the Bible for Indians. Organizations that printed Bibles and religious pamphlets sprang up during that period—the most famous being the American Bible Society in 1816—which still operates today.

The Second Great Awakening was also responsible for pouring fuel on smoldering anti-slavery sentiments. The Friends of Humanity, an abolitionist group that earned the nickname of the "*Emancipator*," was founded in Kentucky in 1807. Another social concern rose from the fires of revival in the early 1800s—the temperance movement, which stressed the dangers of alcohol. Through its efforts, thousands of hard-drinking men were "turned sober," becoming responsible husbands and fathers.

As the West was tamed, camp meetings declined in popularity. Cities with church buildings began to pop up across the wild frontier, bringing a sense of order and refinement. Today, forms of the great camp meetings can be seen in tent revivals, church rallies, and evangelistic crusades. These modern meetings hark back to a bold and colorful time in our nation's history, when the wild frontier met old-time religion, and mourners came to God under a cathedral ceiling of blue sky.

In 1831, a famous French statesman and historian named Alexis de Tocqueville toured America in order to observe the American people and their institutions. A few years later, he published a two-part book entitled *Democracy in America*, a comprehensive analysis of the relationship between character and society in America. He wrote:

> "I sought for the key to the greatness and genius of America in her harbors...; in her fertile fields and boundless forests; in her rich mines and vast world commerce; in her public school system and institutions of learning. I sought for it in her democratic Congress and in her matchless Constitution.
>
> Not until I went into the churches of America and heard her pulpits flame with righteousness did I understand the secret of her genius and power.
>
> America is great because America is good, and if America ever ceases to be good, America will cease to be great....
>
> The safeguard of morality is religion, and morality is the best security of law as well as the surest pledge of freedom."

While camp meetings stirred interest in spiritual things, trouble was once again brewing between young America and the British Empire.

LIFE PRINCIPLE

"If we will not be governed by God, then we will be ruled by tyrants."

—William Penn

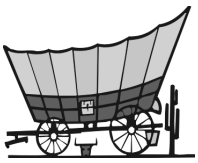




Frigate *Constitution, A.K.A. "Old Ironsides"*

The Designing of America

Chapter 6

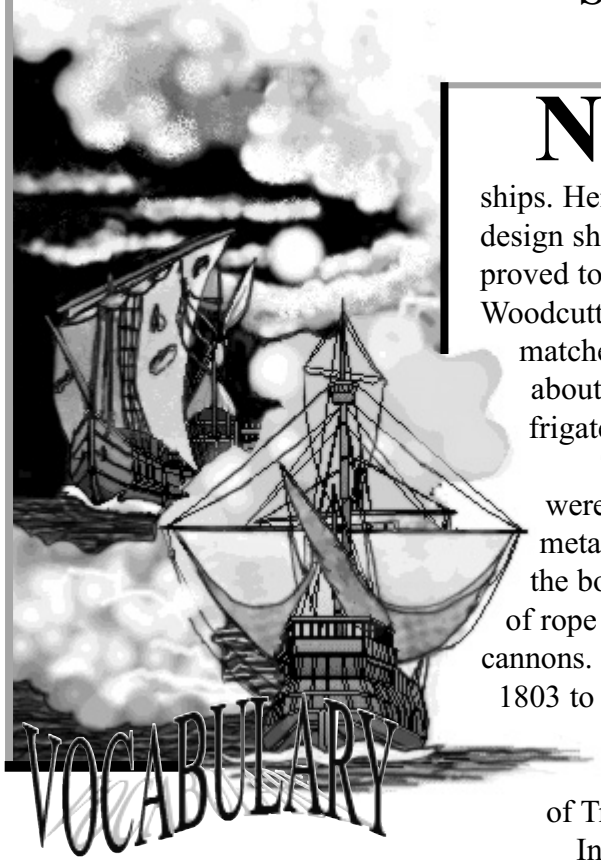


Topic 9
Transportation

VICTORY AT SEA

Section Two

Topics 6-10



No war threatened in 1793, but pirates in the Mediterranean area terrorized American merchant ships. Henry Knox, Secretary of War, hired shipwrights to design ships called ***frigates*** for speed and agility. ***Live Oak*** proved to be the most durable wood for the frigates. Woodcutters searched for trees whose shapes more closely matched the pattern pieces. Building each frigate required about 3,000 trees. Congress authorized completion of three frigates: *Constitution*, *United States*, and *Constellation*.

The *Constitution* was completed last. Local craftsmen were proud of their efforts. Paul Revere, a Boston metalsmith, made the copper sheathing for the bottom of the boat. An acre of fabric comprised the sails. Four miles of rope controlled the sails. Local ***foundries*** cast the ship's cannons. The *Constitution* was sent to the Mediterranean Sea in 1803 to participate in the U.S. war with Barbary pirates in Tripoli, North Africa. Marines from the *Constitution* helped gain a U.S. victory. The phrase "to the shores of Tripoli" became a part of the U.S. Marine Corp Song.

In 1810, Captain Isaac Hull noticed the *Constitution's* responses were sluggish. After removing more than ten wagon loads of ***barnacles***, oysters, and ***debris*** from the ship's underside, Captain Hull ordered a new copper covering for the hull. Then, he reduced the weight of the ship by replacing the original artillery with lighter cannon that had a longer range. When England and the United States declared war in 1812, Captain Hull's ***refurbished*** *Constitution* ship was ready for combat.

British and American naval strength in the War of 1812 was greatly unequal. The English navy boasted 900 ships, 27,000 cannons and a military force of 150,000 troops. In contrast, the United States had only 17 ships, 442 cannons and 5,000 troops.

However, engineering gave American sea captains an advantage. U.S. frigates were light-weight and could ***maneuver*** faster than heavier British war ships. Gun sights on American cannons enabled accuracy unmatched by English

VOCABULARY

Frigate: a light-weight navy fighting ship with sails
Live Oak: a variety of oak tree that does not lose its leaves in winter
Foundries: factories that make metal products
Barnacles: small, hard-shelled sea creatures that attach themselves to submerged surfaces
Debris: *(deh-bree)* scattered remains of something broken or destroyed, junk
Refurbish: restore, clean up
Maneuver: strategic movement
Venerable: revered, highly respected

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cannons. American powder cartridges were superior to those of the English because they reduced risk of fire and could be fired faster. The best American marksmen were chosen to fire rifles on ship; each marksman had six standbys to keep the rifles reloaded. English seamen reloaded their own rifles.

The second battle of the war occurred when five English ships surrounded the *Constitution* at night. In the morning when the wind fell, the sails of all six ships hung slack. Hull's challenge was to escape with no wind powering the sails. He launched lifeboats from the *Constitution*, each carrying a rope attached to the frigate. Slowly, the boats towed the frigate away from the British ships. When the English realized what was happening, they adopted the same strategy. For three hours, the race continued in the hot, July sun. Then Captain Hull tried another maneuver. When a slight breeze puffed out his sails, he ordered the crew to wet the sails so they would catch and hold the wind better.

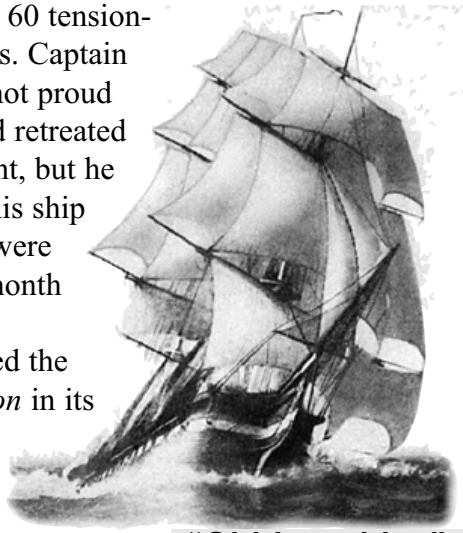
Captain Hull's next tactic was called "kedging." The crew spliced rope to make a cable one-half mile long. One end was held by a long line of men on board ship, the other end was tied to an anchor. The anchor, carried by a small boat as far as the rope would allow, was dropped in the ocean. Crew on board the *Constitution* pulled on the rope, hand over hand, to draw the ship closer to the anchor. Again, the English copied the procedure. Hull lightened his load by dumping the ship's drinking water overboard. The race continued until midnight when a storm headed toward them. Hull took down his sails as if expecting a huge storm, and the English ships did the same.

While the *Constitution* was hidden in clouds, Hull outwitted the English. Just as the storm hit, Hull raised his sails to take advantage of the wind. When the storm cleared, English captains could see the *Constitution* far away. Hull's ship had escaped the British "cat-and-mouse" chase,



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after some 60 tension-filled hours. Captain Hull was not proud that he had retreated from a fight, but he was glad his ship and crew were intact. A month later, he commanded the *Constitution* in its most famous battle.



"Old Ironsides"

Hull did not fire his cannons until the English ship had approached within 25 feet of his vessel. Then his crew pounded the enemy ship with cannon balls. Swift reloading and accurate shots by Hull's crew won the battle in 40 minutes. During the battle, one of Hull's crew saw a cannonball bounce off the side of the ship and yelled, *"Her sides are made of iron!"* The *Constitution's* sturdy oak frame had saved her. After that, people referred to the ship as *Old Ironsides*. This ***venerable*** old ship was at sea more often and won more battles from Nova Scotia to Brazil than any other early American warship. Having been restored, she remains anchored in Boston Harbor.

As these sea battles illustrate, wisdom and knowledge are more valuable than gold or silver. Money bought a larger English naval force, but superior engineering of ships combined with sailing skill gave America victory. Knowledge gained in constructing frigates profited the nation's economy. The shipbuilding industry in Atlantic seaboard cities flourished.

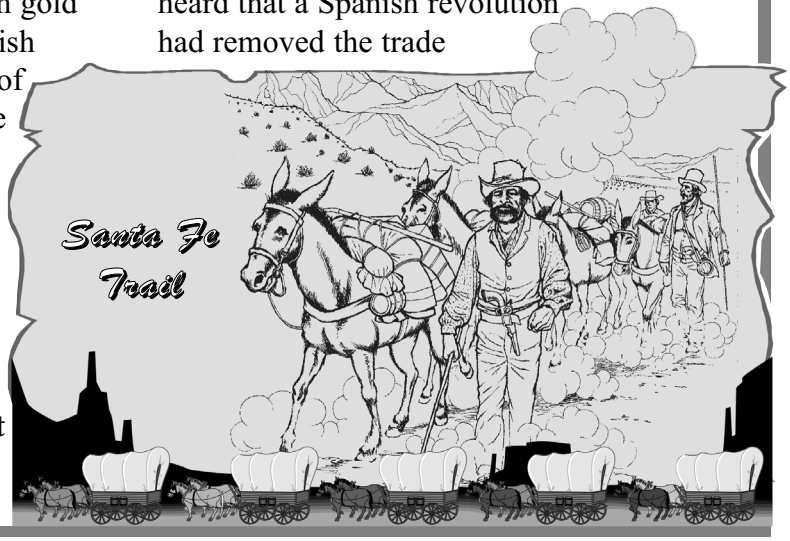
While ships were exploring U.S. naval power, merchants were beginning to venture across the vast plains toward the Rocky Mountains.

THE SANTA FE TRAIL

Adventurous Americans were constantly looking west. Even though St. Louis, Missouri was the farthest westward civilized community known to American settlers, explorers brought news of other land and opportunities in the western region around Santa Fe.

Santa Fe was separated from St. Louis by a thousand miles across the Great Plains. Although Santa Fe was founded by the Spanish in 1605, more than 200 years passed before a regular trade route carried merchandise between the two cities. Spanish settlers had established Santa Fe as a center for gold and silver mines. Santa Fe merchants were allowed to trade only with other settlements in New Spain (which is now Mexico). The five-month trip to transport goods overland from Vera Cruz, Mexico through Chihuahua to Santa Fe was expensive. The excessive transportation costs prevented Santa Fe citizens from buying more than bare necessities for their families. Strict Spanish laws, however, forbade American businessmen from trading with Santa Fe residents.

Robert McKnight, an American trader, heard that a Spanish revolution had removed the trade



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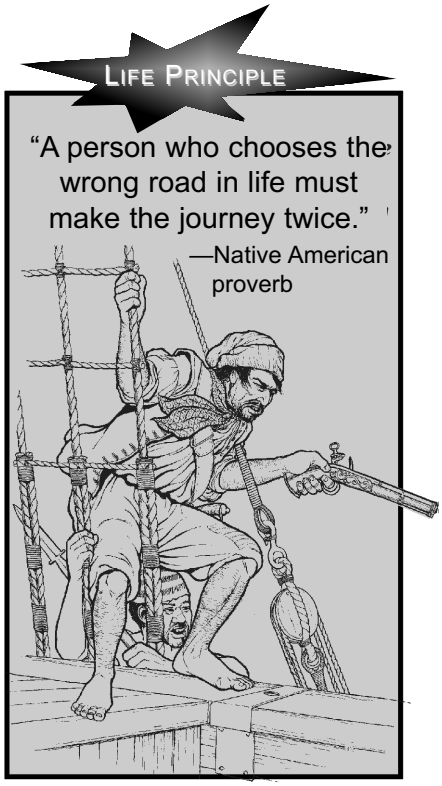
restrictions. He reached Santa Fe in 1812 with his train of horses and mules carrying household merchandise. He did not discover that the revolt had failed until he reached Santa Fe, and there he was imprisoned. News traveled so slowly that another trader who arrived five years later also was jailed for breaking the law against importing foreign goods.

William Becknell, the first successful American trader to Santa Fe, did not know the historical role he would fill. Planning merely to trade with Indians, he left Missouri in 1821 with a packtrain of horses. He was unaware that the revolution of the Mexican people against Spain had finally succeeded. Friendly Mexican soldiers encountered him and urged him to travel to Santa Fe. They even escorted Becknell and protected his packtrain of goods. Two weeks later, a man named John McKnight, who was searching for his brother, Robert, arrived with another load of goods. A third trader that same month added the hoof prints of his packtrain to the same trail.

Becknell, returning to Missouri with a load of precious metals and furs, also brought a message of welcome from the Governor of Santa Fe. The next year, Becknell retraced his path to take the first wagon train of settlers to Santa Fe. His path became known as the *Santa Fe Trail* which was used by traders for almost half a century.

Santa Fe residents were delighted to have manufactured goods and cloth they could afford. They exchanged gold, silver, fur, and pack animals for practical household and homestead merchandise such as pots, pistols, cloth, needles, sugar, flour, and yarn. Becknell's unexpected destination was a boon to the United States. People of Santa Fe—which became the capital of New Mexico when it later became a state—enjoyed a better life style. American traders had profitable businesses at both ends of the long journey. More important, the Santa Fe Trail became a major thoroughfare in America's western expansion.

The opening of trade routes across the Great Plains helped America design her own distinctive identity in business and transportation, even as the War of 1812 progressed along the eastern coast of America and the Great Lakes region.



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The Designing of America



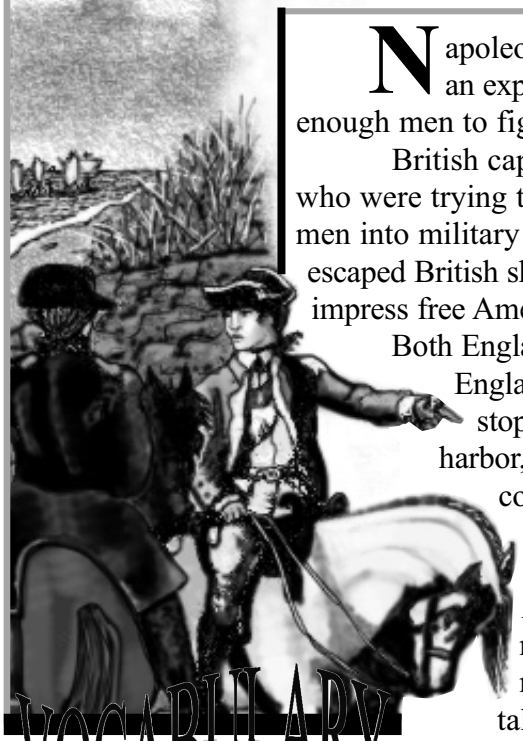
Topic 10
Military

Chapter 6

A WAR, A FLAG AND A SONG

Section Two

Topics 6-10



Napoleon led France to war with England in the early 1800s. It was an expensive war and English sea captains had difficulty getting enough men to fight in Britain's navy.

British captains began to search American ships for English sailors who were trying to escape serving in the British navy. This act of forcing men into military service was called ***impressment***. Along with men who had escaped British ships, English "press gangs" also began to kidnap and impress free American citizens.

Both England and France interrupted America's import-export trade. England passed a law forcing any ships doing trade in Europe to stop at a British port first. If ships did not report to the British harbor, then English ships attacked and seized the trading ships. To counter this action, France declared that any trading ships going first to the British ports would be confiscated.

This "legalized pirating" angered freedom-loving Americans. They wanted to stay out of European wars, but neither England nor France would respect America as a neutral trading country. President Jefferson responded by taking economic actions against both France and England by passing the ***Embargo*** Act of 1807 which stopped all U.S. ships from trading with all European countries. The problem was, this hurt American business far more than it hurt the Europeans.

The act was repealed, but in 1809 another act was passed to stop American trade with just Britain and France. In 1810, Macon's Bill Number 2 was passed, stating that America would trade with the country that repealed its anti-neutral laws. The conflict was complicated further when men from the South and the West, called *War Hawks*, wanted America to expand her territory further into French-controlled Canada and Spanish- controlled Florida. Unfortunately, the desire for expansion into French territory, and British impressment of American sailors, raised tempers against England. So, on June 18, 1812, America declared war on England. Many Americans, especially in New England, opposed this war. At first, the U.S. had some success fighting the British at sea. Commander Isaac Hull of the warship *Constitution* destroyed the British warship *Guerriere* in a thirty-minute battle near Nova Scotia. During the war, American naval vessels and ***privateers*** seized more than 1,500 English naval and merchant ships.

VOCABULARY

Impressment: force into service
Embargo: a government order restricting trade with certain nations
Privateer: a privately owned ship authorized to attack and capture enemy vessels
Garrison: a military post
Papers of State: important government documents
Ominous: threatening, dark and foreboding
Powder magazine: a room, warehouse, or other place where ammunitions are stored
Routed: made to retreat
Perilous: extremely dangerous.



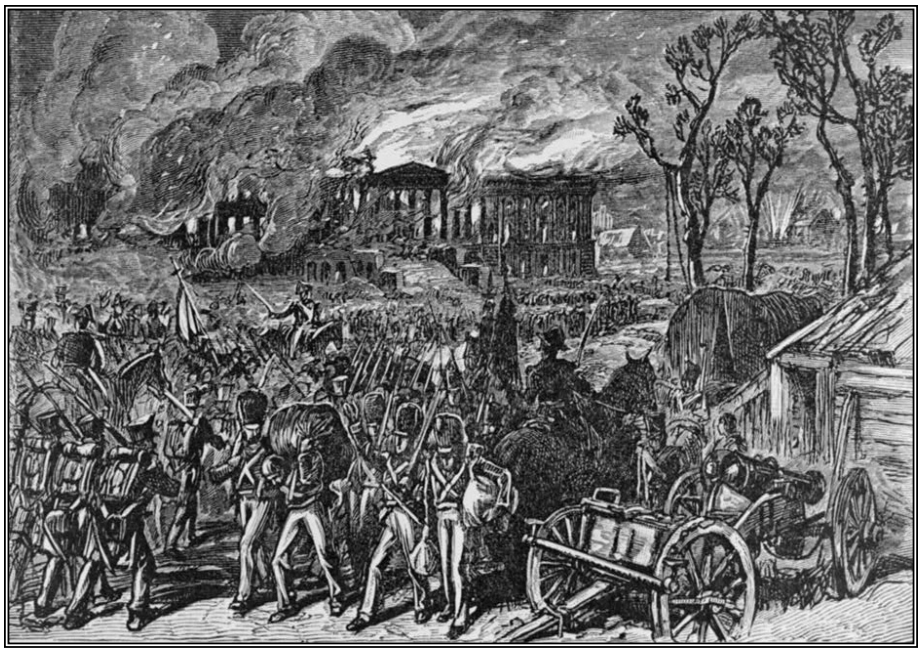
In January, 1813, Britain's Indian allies under the leadership of Chief Tecumseh captured Fort Dearborn (present day Chicago). The British promised that American prisoners would be protected from the Indians; but, after the British left, Indians massacred the entire American ***garrison***. That left the British in control of Lake Erie, and outraged the Americans.

Like great American heroes throughout history, a man rose up to fight injustice. Commodore Oliver Hazard Perry challenged the British hold on the Great Lakes. The British did not think the Americans would even try to win back the Great Lakes, but Perry, using green timber from nearby forests, literally built his small fleet of ships on the shore of Lake Erie, Pennsylvania. In a fierce battle costing his ship, the *Lawrence*, and four fifths of her crew's lives, Perry defeated the British. He regained the Great Lakes area and sent to Congress one of the most triumphant messages in military history: *"We have met the enemy, and they are ours!"* Perry's ship, the *Lawrence*, had been named for another courageous American naval officer, Captain James Lawrence. Mortally wounded in America's first important naval defeat near Boston, Lawrence's dying command, *"Don't give up the ship!"* became the motto of the American navy.

American forces followed the British into Canada and defeated them, killing Chief Tecumseh and causing the Indians to desert the British. This battle ended England's hold on the territories of Illinois and Missouri.

During the War of 1812, Americans made several unsuccessful attempts to fight the British in Canada. By 1814, Napoleon had been defeated in Europe and England dispatched additional troops to Canada for her defense. Americans finally abandoned their attempts to capture Canada and moved on to other battles.

On August 24, 1814, British forces marched on Washington, D.C. A few days before, suspecting an attack, President Madison and his wife, Dolley, began removing ***papers of State***; but the president could not persuade the commander of the local militia that the danger was imminent. Madison left to attend to some military matters, leaving Dolley and others to



Burning of the Capitol Buildings

continue their hurried packing. President Madison's wife was able to salvage the original Declaration of Independence and the Constitution, plus other important documents and a famous portrait of George Washington. These refugees with their precious cargo barely escaped the British onslaught. The British torched all government buildings and then headed for strategic Fort McHenry at the entrance to Baltimore's harbor.

A 29-year-old widowed flag maker, named Mary Pickersgill, and her 13-year-old daughter had made a very large battle flag for Fort McHenry at the request of its commander, Lt. Col. Amistead. Made of wool, with 15 stars and 15 stripes, and containing 1,762,560 hand stitches, the flag measured 42 feet by 30 feet. This flag that flew high over the harbor weighed 50 pounds and required 11 men to raise it!

Francis Scott Key was an American attorney detained on board a British ship during the battle that followed. As the British bombarded the American fort, the night sky was ablaze with rockets and bursting bombs. Sixteen British ships during their 25-hour attack fired 20-pound iron balls filled with explosives at Fort McHenry. Out of the 1,500 shells fired, most missed their targets—only 400 landed inside the fort. Colonel Amistead later reported that of the 1,000 men in the fort, only four were killed and 24 wounded. One bomb landed on the ***powder magazine*** but did not explode!

In the ***ominous*** light, Mr. Key could not always see the Stars and Stripes waving over the harbor, but as dawn broke, miraculously, the flag still waved! The fort was standing! The Americans had withstood the British attack! Mr. Key was so stirred by the sight, he penned the words to a song that was to become our national anthem, *The Star Spangled Banner* (on the next page).

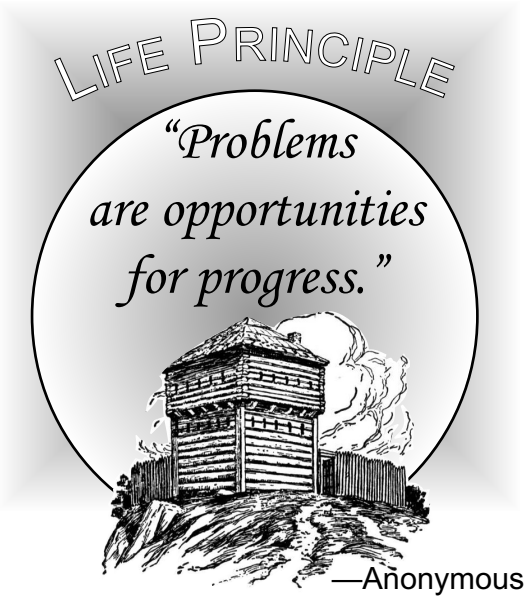
Two days before, the British had decided to attack New York. American Captain Thomas MacDonough ***routed*** the British attack at Lake Champlain, helping the Americans win another battle that the British had not expected to lose. Retreating to Canada, the defeated Englishmen abandoned their invasion of New York. British and American leaders met in late December, 1814 in Ghent, Belgium to work out a treaty. The British were making high demands of the Americans until word arrived of the American victories at Fort McHenry and Lake Champlain. Battle-weary British were ready for peace. The terms of the treaty ordered the British to respect America as a nation and abandon impressment. Ownership of land reverted to the way it was before the war.

During these times, communication was slow. Even though the treaty had been signed two weeks earlier, neither English nor American troops had received word of peace. In an attempt to seize control of the

Mississippi River, the British decided to attack the city of New Orleans. General Andrew Jackson stood in their way, and everything went wrong for the British. American troops, assisted by French pirate Jean Lafitte *(Lah-feet)* of New Orleans issued the British a devastating defeat, though outnumbered nearly two to one. (The 1959 movie, *The Buccaneer*, portrays the roles of Jackson and Lafitte in the Battle of New Orleans).

The War of 1812 gained respect for America from England and other world powers. The war also forced the development of more American industry during the trade embargoes. Westward expansion resumed when Indian opposition weakened after Chief Tecumseh's death. Even more significant, a strong sense of nationalism increased and Americans saw themselves as a truly independent nation. The flag did indeed wave "*o'er the land of the free and the home of the brave!*"

Two men whose commitment, perseverance, and love of freedom helped bring about the "land of the free and the home of the brave" bid farewell to the new republic on its 50th birthday. Read about them in the next topic.



Although the Star Spangled Banner was not officially adopted by Congress as our National Anthem until March 3, 1931, Francis Scott Key's words have inspired millions of Americans since 1814.

Memory Work: (first verse only)

The Star Spangled Banner

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the ***perilous*** *fight,*
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen, through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:
'Tis the star-spangled banner; oh, long may it wave
O'er the land of the free and the home of the brave.

Oh, thus be it ever when free men shall stand,
Between their loved homes and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Power that has made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

—Francis Scott Key

The Designing of America



Topic 11
Dominant Personalities & Events

Chapter 6

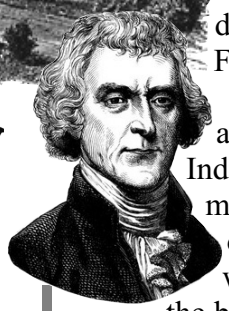
Section Three

Topics 11-15

ADAMS & JEFFERSON



Monticello

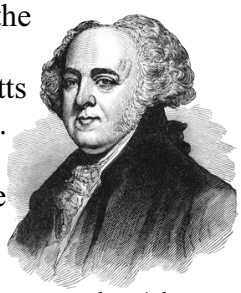


VOCABULARY

Persuasive: ability to change another person's opinion
Orator: person who can speak very well to audiences
Orchestrate: design, compose, lead, put together
Indelible: cannot be erased
Philosophers: people who pursue wisdom and discuss meaningful issues of life
Autocratic: rulers who have absolute authority
Exert: exercise or practice
Diplomat: one who is skilled in negotiating agreements between nations
Staunch: reliable, loyal, devoted
Etiquette: proper manners required by good breeding or prescribed by authority for social or political life
Protocol: a code prescribing strict adherence to etiquette and precedence as in legal, military and diplomatic proceedings

On a picturesque plantation in Virginia, the old Southern gentleman lay dying in his bed. Struggling to wake up, he turned his head toward the doctor at his bedside. *"Is it the Fourth?"* he whispered softly. *"It soon will be,"* replied his physician. The weakened man drifted in and out of sleep for another day. Then, knowing he had hung on until the fourth day of the month, Thomas Jefferson, one of America's Founding Fathers, released his last breath.

It was the Fourth of July, 1826, the fiftieth anniversary since the signing of the Declaration of Independence. Thomas Jefferson had been a young man when he signed it, but he still remembered the day: a day that had changed world history. Strong-willed all of his life, he was determined to live until the birthday of the country he loved so much. Thomas Jefferson knew that July 4th was a milestone for the young United States and he wanted to share it.



Hundreds of miles away on a Massachusetts farm, another elderly statesman lay close to death. Once, when he awoke, a servant asked the 90-year-old, *"Do you know, sir, what day it is?"* The dying man knew. *"O yes,"* he said, *"it is the glorious Fourth of July. God bless it. God bless you all."* John Adams, too, was glad he had lived to see the 4th of July. He died within just a few hours of his friend Jefferson in Virginia.

July 4, 1826 was a day of joy and grief. There was joy because America was 50 years old. In big cities and small towns great gatherings took place. Bands played, ***persuasive orators*** spoke, and people cheered, remembering the outstanding events symbolized by their celebration.

It was also a day of great sadness. Two of the most influential men who had helped ***orchestrate*** America's independence were gone. Thomas Jefferson and John Adams left an ***indelible*** mark on the birth and infancy of this great nation.

Thomas Jefferson:

As one of the most brilliant figures in American history, Thomas Jefferson made many names for himself: lawyer,

scholar, musician, inventor, writer, architect, statesman, and book collector. His personal library restocked the Library of Congress (the world's second-largest library) after the burning of the Capitol buildings by the British in 1814. The red-haired Jefferson was a big man. He stood nearly six feet, three inches tall with a large but lean build and a long, square-jawed face.

The greatest contribution this wealthy Virginian made to America was his role in creating the Declaration of Independence from the consensus of ideas of the committee members designated to compose the document. Not only did Jefferson sign the history-changing document, but he wrote it in just two days! Jefferson himself counted drafting this document as one of his greatest lifetime achievements. It was one of his three accomplishments he requested be immortalized on his tombstone.

This well-educated scholar had studied many of the world's great ***philosophers***. Jefferson believed that human rights were a gift from God and should not be controlled by ***autocratic*** governments. He believed that no one person or group of persons should ***exert*** absolute authority over a nation's citizens; that government should be responsible to uphold life, liberty, and the pursuit of happiness for the people it represented. Jefferson formed the basis of the Declaration of Independence on the concept that Divine authority established freedom from human tyranny.

Jefferson was one of ten children born to a wealthy Virginia plantation owner. Young Thomas' education was the private instruction typical of plantation children, which included attending the esteemed College of William and Mary. Jefferson was happily married to Martha Wayles. They had six children, only one of which lived past age 25. The couple enjoyed playing music together and spending time at Monticello, the plantation home designed by Jefferson. Martha was only 33 years old when she died, leaving her distraught husband depressed for several months.

As much as he enjoyed his home at Monticello, Jefferson devoted much time furthering the principles of democracy and serving the new nation he had helped establish. He carried out diplomatic assignments overseas and held positions under two U.S. presidents: Washington and Adams.

Jefferson was a logical candidate for the third President of the United States, but he faced bitter opposition. A vicious campaign painted him as unfit for the presidency, but he overcame criticism and served two terms as America's chief executive. During those eight years, Jefferson made important decisions for the United States. The most important decision was the Louisiana Purchase which more than doubled the size of the United States.

After serving as President, Jefferson retired to his beloved Monticello plantation, but his service to the public was far from over. He founded the University of Virginia where he helped develop curriculum, served on the board of trustees, became the first rector, and designed some of the buildings still standing on that campus today. Jefferson's 17-year relationship with the university was the hallmark of his later life. He also spent time experimenting with rice production and writing.

Jefferson was born into wealth and sustained it through hard work and creative use of his time. Jefferson believed in occupying himself productively. *"Determine never to be idle . . . "* he said. *"It is wonderful how much may be done if we are always doing."*

Thomas Jefferson was *"always doing,"* and this country



would not be the same without his important contributions.

John Adams:

John Adams was born March 4, 1737 into a family of hard-working Puritan farmers in Braintree, Massachusetts (just outside of Boston). John's father devoted special attention to the development of John's moral character. He referred to his father, who served in the military and as deacon in his church, as *"the honestest man I ever knew."* Education was important to Adams' father who taught his son how to read. Adams attended a private school and then Harvard College. Both his well-rounded home life and academic education helped shape him into one of the most remembered ***diplomats*** and public speakers during America's move toward independence.

Following his college work, John Adams became a teacher and, later, a lawyer. He developed self-discipline early in life. In his second year of teaching, a diary entry states: *"I am resolved to rise with the sun and to study the scriptures on Thursday, Friday, Saturday, and Sunday mornings, and to study some Latin author the other three mornings."* Adams felt his education gave him a responsibility to his fellow men. Another diary entry states, *"I will strive with all my soul to be something more than persons who have had less advantages than myself."* He recognized that it was his responsibility to improve his own life.

John Adams was a ***staunch*** patriot who was deeply moved by the protests of the Stamp Act, the Boston Massacre, and the Boston Tea Party. He became passionately involved in both the First and Second Continental Congresses and the move toward national independence from England. He worked many months and long hours writing, debating, and planning the fight for a separate nation.

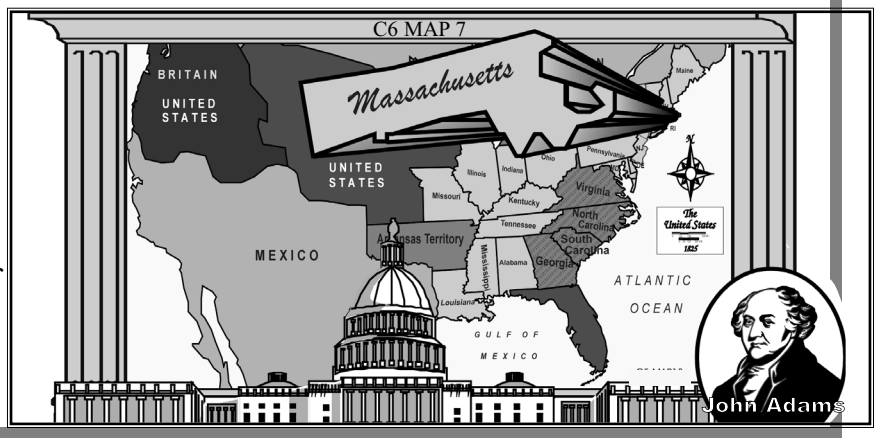
Like most of America's Founding Fathers, Adams was totally committed to the ideals of liberty. He understood what being free could cost. He was prepared to die for what he believed. After the Declaration of Independence was ratified, John Adams wrote in a letter to his wife:

> "I am well aware of the toil and blood and treasure that it will cost us to maintain this Declaration, and support and defend these States. Yet through all the gloom I can see rays of ravishing light and glory. I can see that the end is worth more than all the means."

During the war years, John Adams served a short time as chairman of the Board of War, whereby he tried to keep the Continental Army equipped. Adams also served as diplomat to France where he helped negotiate the Treaty of Paris in 1783 that officially ended America's War for Independence.

After that war, when George Washington was elected U.S. President, John Adams became Vice President. Eight years later, Adams was elected as this nation's second president, a responsibility he honorably performed for four years. During his presidential term, Adams' major accomplishment was keeping the United States out of war with France.

Adams' marriage to Abigail Smith was one of the highlights of his life. Equally well-educated, Abigail was a devoted helpmate to her husband. The couple had five children, one of which was John Quincy Adams who became the sixth president of the United States. The frequent letters John and Abigail exchanged during his long absences while serving his country are a beautiful commentary on Colonial times. John valued Abigail as his true partner in life.



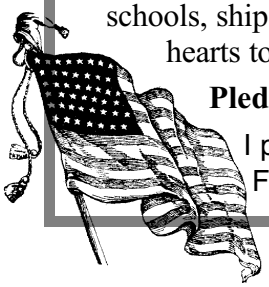
John Adams and Thomas Jefferson stood for something greater than anything either man could have accomplished as an individual. Along with their contributions in writing, revising, and ratifying the Declaration of Independence, both men served as able Presidents and left behind a legacy of commitment to freedom.

America's love for freedom is represented by many of its symbols. The following are just a few.

SYMBOLS, PLEDGE AND CREED

The Stars and Stripes

In 1776, General George Washington brought a flag design to Betsy Ross in the upholstery shop she and her husband owned in Philadelphia. Washington believed that a national flag would unify the troops during the War for Independence. Mrs. Betsy Ross is credited with making the flag, using the design Washington supplied: only suggesting that he use five-point stars instead of six-point stars. There are 13 stripes on our flag, representing the original thirteen Colonies. General Washington explained the symbolism—the stars are taken from the heavens, representing a rising new constellation in the sky; the red was from the mother country, England (whose flag has much red). The white stripes are to separate the red, representing our separation from England. In the original flag, thirteen stars were placed in a circle to show that all thirteen Colonies were of equal value in the new nation. The Continental Congress adopted the Stars and Stripes as our national flag on June 14, 1777. Today, there are 50 stars in the blue field—one for each of the 50 states. The Stars and Stripes, the nation's banner, waves over battlefields, homesteads, schools, ships and celebrations, stirring hearts to pride in our country.



Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands: One nation under God, indivisible, with liberty and justice for all.

The Pledge of Allegiance to the American Flag was written in 1892 by Francis Bellamy. Although recited by millions of Americans for many years, the basic pledge was not made official until June 22, 1942. The phrase "under God" was officially added by Congress on Flag Day, June 14, 1954, at the request of President Dwight D. Eisenhower.

Flag Manners

The Flag is a symbol that embodies or represents America's courageous history, noble ideals, founding documents, patriotic emotion and the "divine right of liberty in every man—liberty through law," as noted by Henry Ward Beecher. These powerful concepts dictate the use of special Flag ***etiquette.*** This is because of the universal understanding that the greater the power of a person, government or institution, the greater is the amount of ***protocol*** involved.

Practicing good manners with the Flag demonstrates that you love and appreciate America and the rights and privileges you enjoy by living in the land of the free. Not to honor the flag, or to abuse her, is to state by means of actions that you are either ignorant of flag etiquette, and/or are ungrateful for the blessings of freedom you enjoy, for which others have bled and died.

Flag etiquette, or protocol, noted here was prescribed by Congress in 1942 and includes the basic concepts with minor modifications.

- Treat the Flag with great care and respect and never let it touch the ground, water, or anything beneath it.
- The Flag must not be tied down—it must be allowed to fly freely. The only exception is when draped over the coffin of a soldier or head of state. Before the coffin is lowered into the ground, the Flag is properly tri-folded and presented to the widow or next of kin.

- When displayed with state or other flags, "Old Glory" is to be at the top, in front of or to the right of other flags. The only exception is in international displays in which all flags are the same size and at the same level.
- When displayed flat on a wall or suspended without a staff or pole, the blue field of stars (the union) should be on the observer's upper left.
- When a president dies, the Flag is flown at half-mast as a sign of national mourning.
- The upside down Flag is a sign of dire distress of national significance.
- The Flag is to be flown over all government buildings (and may be flown elsewhere) on all fair weather days, and is not to be left outside in rain or inclement weather.
- The Flag is to be raised each morning and taken down before dark (in non-military settings) unless a spotlight illuminates it at night.
- When the Flag passes by in a parade or when being hoisted or lowered from a flag pole, persons present should stand at attention and salute (military style if soldier or scout style if boy or girl scout), remove hat and place over heart (if civilian male with hat), or place hand over heart (all others).
- The Flag is not to be worn as clothing. It may be carefully washed and mended. When too ragged or faded to be a proud symbol, it should be either folded and saved, or given to the American Legion or other patriotic organization to be burned ceremoniously. Do not throw the Flag in the trash.
- The Flag is not to be burned as a protest against the policies of the United States.

The American Bald Eagle

In 1782, the American Bald Eagle was chosen by Congress to be the national bird. It is said that Benjamin Franklin tried to make a case for the turkey to be the national bird, but Congress fortunately chose the Bald Eagle. Can you imagine Thanksgiving without the turkey? Because it is the national bird, the Bald Eagle is a protected species.

The Great Seal of the United States

Founding Father, Charles Thompson, who was Secretary of the Continental Congress, was tasked to review the ideas of three Great Seal committees between 1776 and 1782, and construct a design acceptable to Congress. Many concepts had been proposed, including one early design by Benjamin Franklin for the reverse side, depicting Pharoah's Army drowning as they pursued the Israelites across the Red Sea. The Seal was encircled by Thomas Jefferson's quote, *"Rebellion to Tyrants is Obedience to God."*



Artist's rendition of the reverse of the First Committee's Great Seal

Charles Thompson's design of the Great Seal, adopted on June 20, 1782, is used to authenticate important documents of a national stature. On the front of the Seal is our national bird, the Bald Eagle. It holds an olive branch in one talon, representing our desire for peace. The other talon grips 13 arrows, representing our ability to fight if we must. Its chest bears a shield, representing self-reliance.

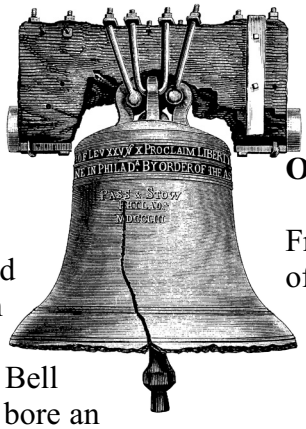
The stripes on the shield remind us of the flag; the blue field (background) represents the branches of government. The Eagle's beak holds a banner reading *"E Pluribus Unum,"* which is Latin for "Out of Many, One." This banner represents the states uniting in one nation. Over the Eagle's head is a cloud, out of which comes the "new constellation" of stars which represents the original thirteen Colonies.





The reverse side of the Seal, designed by William Barton, contains other symbols: The Eye of Providence representing God is placed over a pyramid having 13 levels, whose foundation stone is dated 1776. The motto *Annuit coeptis* means "He (God) has favored our undertakings." The motto *Novus ordo seclorum* means "a new order of the ages" and refers to the new American Republic. The die (or mold) for the face of the seal is on display in the State Building in Washington, D.C. A die for the reverse side has never been cut.

The Liberty Bell



Cast in London, England in 1751, the bell that was to become known as the *Liberty Bell* was hung in the building in Philadelphia where the Continental Congress would later meet to write and sign the Declaration of Independence. The Liberty Bell weighed 2,000 pounds and bore an inscription from the Bible that read, *"Proclaim Liberty throughout all the land to all the inhabitants thereof. . ."* It chimed to declare the ratification of the Constitution and for many other events of national significance. It tolled when Washington, Jefferson, Adams and other Founders died. In 1876, it was on display during the 100 year celebration of our liberty. At that time, it became officially known as *The Liberty Bell*. It is on display today across from Independence Hall in Philadelphia.

The American's Creed

In 1917, William Tyler Page won a national contest for "the best summary of America's political faith." His 100-word statement was adopted and proclaimed by the government's Committee on Publications. In 1918 the Creed was "accepted on behalf of the American people" by the House of Representatives.

The American's Creed

"I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes."

"I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its Flag, and to defend it against all enemies."

Our National Motto

"In God We Trust" was inspired by Francis Scott Key's wording of the last verse of the Star Spangled Banner:

". . . Then conquer we must,
When our cause it is just,
And this be our motto:
'In God is our trust'. . ."

In 1865, Congress authorized *"In God We Trust"* stamped on all future U.S. coins. In 1955, the authorization was extended to all paper money printed thereafter. The following year Congress enacted a law making *"In God We Trust"* the official motto of the United States.

Jefferson and Adams, along with the other Founding Fathers, also set the American standard for reading and learning.

Life Principle

"Sure, I wave the American Flag. Do you know a better flag to wave?"



—John Wayne

The Designing of America



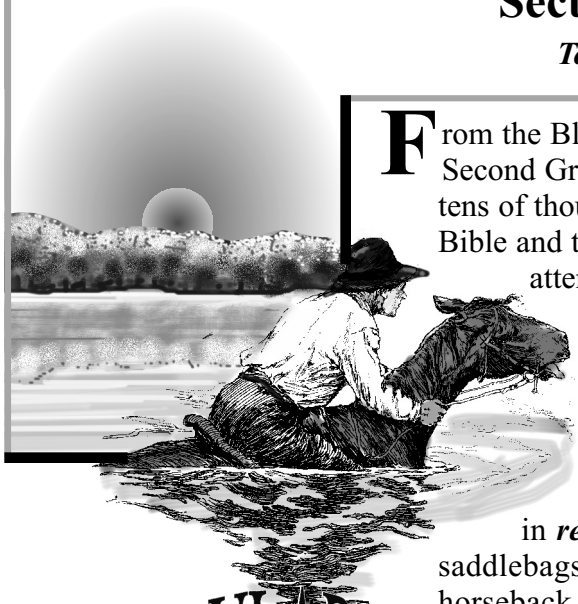
Topic 12
Education, Music & Literature

Chapter 6

Section Three

Topics 11-15

SCHOOL IN SADDLEBAGS AND LOG CABINS



From the Bluegrass Region of Kentucky, all across America, the Second Great Awakening swept the nation in the 1800s. By the tens of thousands, Americans longed to learn more about the Bible and to become better educated. This they accomplished by attending great revival meetings and by reading. Newly founded religious societies printed Bibles so every family could have one. Shorter messages were published on small leaflets called *tracts*, which could easily be handed out to people in all levels of society.

Methodist preachers took books to people living in ***remote*** settlements of the West. Filling their saddlebags with books, papers, and Bibles, these devoted horseback riding preachers did much to improve America's reading skills. John Wesley, founder of the Methodist church, required his preachers to read a series of books he had set aside as the *Christian Library*. A great leader and educator, Wesley expected each preacher to be an excellent reader who would deliver good books to every family in his assigned territory.

The circuit rider's route took him from house to house, where families gave him food and a place to stay until he saddled his horse and moved on. Building churches was not the circuit rider's priority. Braving difficult weather and many dangers along the trails, he distributed Bibles and books to people who had no other access to them. Always ready to lend a hand, he talked to people about God, shared their burdens and performed marriages. This earned the circuit rider much respect. His hard work, common sense and determination in taking Biblical principles to the settlers did much to civilize the West.

In more established communities of the early 1800s, lecture associations organized speakers for meetings that were open to the public. Special open-sided buildings called *pavilions* were built near the centers of towns. Crowds gathered to hear experts lead discussions on science, literature, and morality. Lectures enhanced the learning that came from reading.

In the early 1800s, children went to a local schoolhouse for their education. Through rain, sleet, or snow, many children walked or rode horseback two or three miles each way to school, five days a week. Coming from homes scattered across the

VOCABULARY

Remote: far away
Blackboards: the original chalkboard made of slate—a fairly smooth black rock that splits into thin layers and used as a writing surface for chalk or slate pencils
Slate board: a lap-size version of a blackboard
Rod: A straight, round stick from a tree or branch
Spurred: encouraged
Satire: the use of ridicule, humor or sarcasm to point out problems
Episode: event
Outlandish: unbelievable; funny
Essay styled: required complete sentence answers and paragraph compositions

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countryside, school children brought their own lunches. Everyone drank from the school water pail with one dipper. There were no indoor toilets. Walls were not weatherproof and windows gave poor lighting. The schoolroom was heated unevenly by a stove box or wood stove that kept some children sweating, and others shivering from cold.

An early Massachusetts law required that each township set aside public land for a school. This law provided no money for the school building, books, or a teacher. Families paid a fee and children provided their own books or reading materials. Sometimes a father paid his fee by chopping and stacking wood for the school to use.

Buildings used for classrooms were often uncomfortable. Early American schools were not the "Little Red Schoolhouse" made famous by paintings and stories about frontier villages. In fact, they were quite likely the local church or a crude log cabin, smaller than a standard railroad boxcar: 20 feet long, 8 feet wide, and 7 feet high. All grades from one through eight were taught in the same room. Children were passed from one grade to the next whenever they completed their assigned books. A normal fourth grade could include children from 10 years to 14 years old. Desks were the same size for everyone, which meant teenagers could hardly squeeze into them, while smaller children's feet dangled off the floor. Usually there were no ***blackboards*** or maps. Children wrote in their own "copybooks" on small ***slate boards*** using slate pencils. *Webster's Blueback Speller* and *McGuffey's Readers* were popular texts. They focused on reading, reasoning (including math) and writing which included moral principles based on Bible verses. Children who completed eight years of school were equipped to be responsible citizens and parents.

If one wanted to become a teacher, two more years of "normal school" were required as training. Teachers were usually unmarried men or women who were literate and liked to study or teach. An old-timer in New Hampshire said that the person who could whip the boys and read from the Bible was hired! Sharp raps from a ***rod*** or ruler were used to discipline unruly children. A milder form of punishment was also given to younger boys—making them sit on the girl's side of the room. Schools were open only a few months during the year when children were not needed to work on the farms.

Horace Mann in Massachusetts wanted a state-run school system like the model he observed in Prussia (Germany) with compulsary attendance laws and curriculum that supported the government's social and political agenda, and that would be free to all children. Mann proposed the idea that tax money should be used to provide the "free" government schools, but not everyone agreed. Childless people did not want to pay for educating other people's children. Also, religious and private schools wanted to maintain their own independent education programs, which the first survey in the nation (in Boston) showed to be most effective with ninety percent attendance, despite there being no compulsary attendance laws. But by the mid-1800s, almost every state legislature decided the nation could not succeed unless voting citizens were educated according to government standards. Legislators believed that less-educated children might grow up and vote for laws that could take away private property or other freedoms. In 1837, Mann convinced the Massachusetts Legislature to use tax money to support a government school system. His persuasive discussions ***spurred*** Americans to provide better classrooms and new subjects beyond the traditional "3 R's" (reading, 'riting and 'rithmetic). Other states soon followed Massachusetts' example and paid for new schools and more teaching materials, dramatically changing education in America. Over time, the one-room county school evolved into city-wide school districts that set standard courses of study for each grade level and age.

For many decades, however, a person who graduated from the 8th grade was

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considered to have completed his education. The primary objective of early schools was to impart as much knowledge and wisdom as possible to students. Character training was stressed, while social activities and organized sports were not part of the routine program.

The 8th grade exit exam was timed, ***essay styled*** and divided into various subject sections, such as math, English, history, geography, and so forth. The 8th grade final exam given in Kansas in 1895 read, in part:

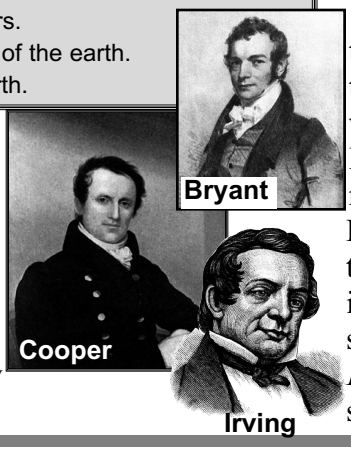
U.S. History (Time, 45 minutes)

1. Give the epochs into which U.S. History is divided
2. Give an account of the discovery of America by Columbus.
3. Relate the causes and results of the Revolutionary War.
4. Show the territorial growth of the United States.
5. Tell what you can of the history of Kansas.
6. Describe three of the most prominent battles of the Rebellion.
7. Who were the following: Morse, Whitney, Fulton, Bell, Lincoln, Penn, and Howe?
8. Name events connected with the following dates: 1607, 1620, 1800, 1849, 1865.

Geography (Time, one hour)

1. What is climate? Upon what does climate depend?
2. How do you account for the extremes of climate in Kansas?
3. Of what use are rivers? Of what use is the ocean?
4. Describe the mountains of North America.
5. Name and describe the following: Monrovia, Odessa, Denver, Manitoba, Hecla, Yukon, St. Helena, Juan Fernandez, Aspinwall and Orinoco.
6. Name and locate the principal trade centers of the U.S.
7. Name all the republics of Europe and give the capital of each.
8. Why is the Atlantic Coast colder than the Pacific in the same latitude?
9. Describe the process by which the water of the ocean returns to the sources of rivers.
10. Describe the movements of the earth. Give the inclination of the earth.

Regardless of grade level or size of school, reading was a main key to learning. Early American authors met the challenge with quality stories and poems.



EARLY AMERICAN WRITERS

Throughout the Colonies in the 1700s, Americans read Benjamin Franklin's *Poor Richard's Almanack*. Its calendar was insightful, and farmers read its advice about crops and weather. This guidebook was also filled with recipes, poems, and witty sayings. Throughout the book, an imaginary character named *Poor Richard* gave entertaining advice about working hard and saving money. Readers learned "A penny saved is a penny earned" and "Honesty is the best policy."

Franklin was a master with words. His clever articles and stories in his *Pennsylvania Gazette* newspaper and elsewhere revealed his genius for writing. He could turn words around to mean one thing while actually meaning something different. This "play-on-words," sometimes called ***satire***, was very popular.

Another popular Colonial writer was Washington Irving whose wit made him something of a comic. His stories poked fun at the New York political and social life. His friends encouraged and even dared him to print his entertaining tales. Irving decided to tease his readers by hiding his identity as the author. Among other famous characters, he created the imaginary Salmagundi who told ridiculous urban myths. Dutch settlers along the Hudson River had long been a rich source of humor to the English. In 1809, Irving printed a long series of stories called *History of New York* into which he wove historical facts in a creative and entertaining way that joked about everyday habits of the Dutch.

In one silly ***episode***, Irving wrote that the Dutch official who traded with Indians for the island of Manhattan measured off the land with his undergarments called *knickers*. Employing a sly bit of humor, Irving even named the imaginary author of his stories Diedrick Knickerbocker, who seemed to be telling the correct history of his people. Today in New York, descendants of early Dutch settlers are proud to be called *Knickerbockers*, and even named a New York sports team, the Knicks.

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After Irving's first tales made him popular, he began writing about people in rural settings, like prosperous Dutch farmers living along New York's Hudson River Valley. From their peaceful villages, Irving created ***outlandish*** and amusing characters for his stories. A character named Rip Van Winkle evaded the hard work his wife gave him by heading for the Catskill Mountains and sleeping for twenty years. In a tale about Sleepy Hollow, a headless horseman chased the local teacher, Ichabod Crane, through a dark forest. When the *Sketch Book* of these tales was published in 1820, Washington Irving became America's first famous writer. He gave American literature its first fictional characters taken from daily life in America. Irving's short story, *The Devil and Tom Walker*, was about a greedy man named Tom Walker who made a deal with the devil in order to find buried treasure in New England.

James Fenimore Cooper was one of Washington Irving's bright, young friends in New York. Early in life, Cooper determined to make writing a full-time career and became America's first serious novelist. Cooper knew that city people wanted to know what went on in the great American forest, so he created a character named Natty Bumppo, who mastered the skills of survival alone in the wilderness.

Natty Bumppo entered the forest as a young man, learning the simple ways of Indian life. A new character in a new land, Natty did not follow old country ways. Living by the values of his religious Colonial family, he became a brave hero. Natty Bumppo was a skilled woodsman, a clever hunter, and a sharpshooter who always outsmarted his Indian friends. He won every fight, but respected the Indian as a "Noble Savage." The old hero's death among Indians on the western frontier illustrated how one way of American life was closing as another was beginning. Bumppo's adventures filled a series of five novels which Cooper called *The Leatherstocking Tales*. The fictional woodsman made Cooper famous in England as well as America. His most popular novel, *The Last of the Mohicans*, remains a popular selection for high school students and has been the subject of various modern movies.

Americans were leaving the great forest and entering the new land West of the Mississippi River. New heroes from new adventure stories would move into the forefront of American literature.

As Americans moved across the land, the great beauties of nature captivated them. Huge forests, sparkling streams, and views from high mountains stirred their hearts. William Cullen Bryant was only 17 when his insights on nature inspired him to write a poem called "Thanatopsis." He took the title from two Greek words meaning *death* and *seeing*. The verses reflect Bryant's new way of thinking about death. Though it seems to speak of death, the poem was more about new life springing up from things that had died in nature. Bryant challenged the reader to live a good life and leave a good influence. Then, at the end, he could "lie down to pleasant dreams."

Published in Massachusetts in 1817, Bryant's poem made him famous. The publisher could not believe that an American had written a flawless poem. Bryant was the first American to write poetry considered as great as the work of English poets of that time period. Even so, he did not continue to write poetry as a career. Bryant became a newspaper publisher, and for over 50 years set very high standards for the newspaper he owned and edited. However, the poetry of his youth gave William Cullen Bryant a lasting place among the important writers of America's first real literature.

Strong moral lessons appeared in poems of the early 1800s, which school children were expected to learn.

Americans were proud of the important moral truths they learned from the natural beauty of their new land's expanding borders.

LIFE PRINCIPLE

"Reading provides knowledge that opens the doors to opportunities and success."

—Anonymous

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The Designing of America



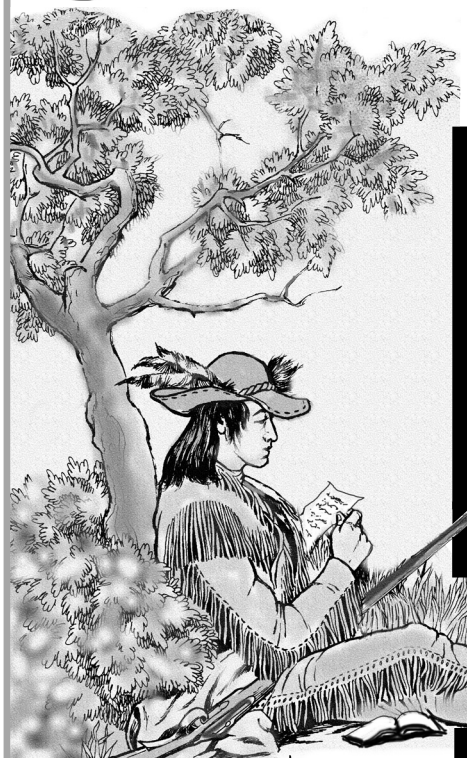
Topic 13
Discoveries & Explorations

Chapter 6

MAPPING THE WEST: THE MOUNTAIN MEN

Section Three

Topics 11-15



The remarkable success of Lewis and Clark's expedition to the Pacific Ocean and back stirred other men to action. Bold and daring, they ventured into the unknown—the unmapped western lands.

In July 1806, 27 year old Lieutenant Zebulon M. Pike began his exploration of the western frontier. His assigned goal was to locate the source of both the Red and Arkansas Rivers, and to improve U.S.-Indian as well as inter-tribal relationships. Pike's party of 23 white men and 51 Osage Indians departed from St. Louis, knowing as the "Jumping-Off Place" for most explorers and later wagon trains.

The Pike Party first followed the Missouri River and then the Osage River into present day Kansas. Leaving the Osage, Pike went Northwest to Pawnee Territory in Nebraska, then Southwest to the Arkansas River which he followed into present day Colorado. Near the edge of the Rockies, Pike discovered a 14,110 foot peak (which was given Pike's name by later pathfinder, John C. Frémont) and also found the headwaters of the Arkansas River. Today, the city of Colorado Springs lies just east of Pike's Peak, a popular tourist attraction that is the second most visited mountain in the world. Pike continued Northwest almost to Wyoming, but with towering mountains and fierce snow storms blocking his way, Pike turned South toward Santa Fe. Camped on the west side of the Rio Grande River just inside present day New Mexico, Pike and his men were arrested by Spanish soldiers and charged with spying. The group was taken first to Santa Fe, then followed the Rio Grande to the area of present day El Paso and to Chihuahua, Mexico. Pike and his men were detained there for a time, then escorted to San Antonio where they were released to travel to Natchitoches, Louisiana where Pike was reunited with his wife and young daughter.



Zebulon Pike

VOCABULARY

Continental (or Great) Divide: high land ridges of the Rocky Mountains which separate rivers flowing toward the Atlantic (to the East) from rivers flowing toward the Pacific Ocean (to the West); extends from Alaska to Mexico
Faze: to throw into confusion or disarray
Boisterous: loud, noisy, lacking in restraint or discipline
Zeal: enthusiastic diligence in pursuit of a cause, ideal or goal
Master: artist or performer of great exemplary skill
Orient: eastern Asia; the Far East
Conveyor: a carrier or transport

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Although Pike was a loyal, patriotic person of high character, he did not receive the public acclaim given to Lewis and Clark, which was disappointing. One reason for this was that Lewis and Clark kept excellent, organized journals, charts, and accurate maps. Pike, on the other hand, who was not well educated, was unable to communicate written accounts of his wonderful findings to others. At age 34, as a brigadier general in the War of 1812, Pike died of wounds suffered at the Battle of York (present day Toronto, Canada).

The Stephen H. Long Expedition of 1819-1820 was sent west to build forts along the Missouri River to protect America's fur trade. Results were too slow, and Congress stopped paying for the work in 1820. Major Long's men were ordered to explore near the Rocky Mountains and return to the Mississippi River by way of the Red River. They camped in Colorado, then divided into two groups. One group went down the Arkansas River to Fort Smith, Arkansas. Major Long led another group in search of the Red River. Long returned to Fort Smith following the Canadian River. While he explored, two men deserted with valuable scientific papers and charts.

Long was still able to make a map showing a large area Zebulon Pike had called *The Great American Desert*. Other men knew about the huge plains area—later called *The Great Plains*—but the explorers' name for the harsh region convinced Americans not to settle the mid-continent areas until a decade later.

The unexplored West challenged young men who dreamed of testing their skills by meeting the wilderness head on. In 1820, General Ashley advertised in a St. Louis paper for "100 Young Men." Ashley wanted men who would seek out the richest beaver streams in the mountains. Eager young men signed with him and entered the mountains alone. To survive, each man had to make right choices based on his own alertness and keen instincts.

From 1820-1840, these rugged men, called "pathfinders," or "mountain men" crisscrossed majestic mountains and found passes that led over the ***Continental Divide***. They walked through open spaces and breathtaking valleys. The pathfinders were impressed by America's grand beauty. Mountain men entered huge forests and barren deserts and gazed in wonder at giant sequoia trees, towering 300 feet, or 37 stories high. Mountain men steadfastly blazed trails around and through scorching deserts. These pathfinders' eyewitness accounts flowed back to fellow Americans in the East.



Jedediah Smith

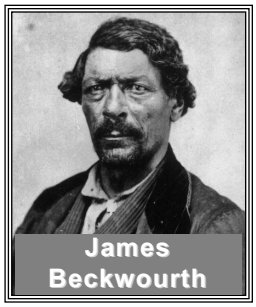
Leaving from St. Louis, Jedediah Strong Smith was 23 years old when he entered the West with General Ashley. Carrying a gun in one hand and his Bible in the other, Smith packed incredible achievements into his few years, working as a mountain man.

Born in Jericho, New York, the fourth of 12 children, Smith was a modest young man who took religion with him into the brawling West. One nickname he picked up was "the Bible toter". This quiet, mild-mannered man did not smoke, chew tobacco, or use profane language. He would have been a curious person in the eyes of his fellow mountain men except for his outstanding qualities as a leader. Smith was stronger than most men. Showing cool courage under fire, he did not let hard times in the wilderness ***faze*** him. His intelligence was impressive, and when it came to leadership, he had the energy and drive of three men.

From 1822-1826 Smith led expeditions where he had blazed trails. Smith was the first white man to find the South Pass in Wyoming and cross the Central Rockies. Many settlers later followed his paths into California and Oregon. In 1826, leading a group of traders (merchants), he was the first frontiersman to mark a direct route across The Great Basin,

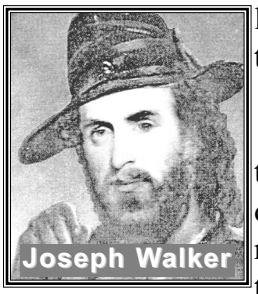
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and the first man other than Indians to walk overland into California. Settlers had previously entered California from the Pacific Ocean or from Mexico. For 16 blistering days, Smith and his men traveled overland through the Great Basin and Mohave Desert to the San Bernardino Mountains. They had journeyed 1,600 miles from Utah's Great Salt Lake to Southern California. After conflict with Spanish authorities, Smith's expedition traveled North. Smith left some of his men camped on the American River, east of present-day Sacramento, while he and the others returned to Salt Lake; but he soon set out again for Southern California with another group of traders. Most men in the return party were killed on the way by Indians. Rejoining the men he had left at the river, in 1828 Smith was the first to reach Northern Oregon and Ft. Vancouver overland by traveling up the coast of California into present-day Washington. From there, he explored his way back to St. Louis by following the Columbia River half way up the state of Washington, then veering Southeast to the Yellowstone River until it joined the Missouri River, and following it onto St. Louis.


James Beckwourth

Smith was outstanding among mountain men. His sharp business ideas as a trader caused General Ashley to form a partnership with Smith. Together they established the rendezvous (ron-dā-vo͞o), an annual trading event for trappers and traders. Trappers were notified to bring their furs to a designated site where traders exchanged money and supplies for furs. Such meetings usually evolved into ***boisterous*** festivals.

Whether on the Oregon or Santa Fe Trail or anywhere else, Jedediah Smith's calm nature helped him survive. Once, he was almost killed by a vicious bear which broke several of Smith's ribs and almost scalped him, ripping off one eyebrow and peeling the skin back from his left eye to his right ear. Smith's right ear was severed, but the rugged explorer calmly told one of his men how to replace the skin and stitch his ear back on. A few days later, Smith saddled his horse and headed West again.


Joseph Walker

Jedediah Smith was killed at age 33 by Comanches while on an expedition to Santa Fe in 1831. Some historians view Smith's explorations and achievements as second only to those of Lewis and Clark.

James P. Beckwourth, a run-away Southern slave, joined the ranks of mountain men as a trapper and explorer. A pass he discovered in 1850 through the Sierra Nevada mountains into California bears his name. A friend of the Crow Indians, Beckwourth first lived among one Crow tribe, then became their chief.

Joseph Walker, another mountain man, explored and mapped the Rocky Mountains until fur trading died out in the 1840s. Walker was an example of the many men who carried a living map in their minds of the whole Northwest. Walker crossed the Northern Nevada desert and traced a path that settlers later made into the California Emigrant Trail. Crossing the high Sierra Nevada Mountains of Northern California, Walker discovered the awesome Yosemite (yo-sem-ih-tee) Valley.

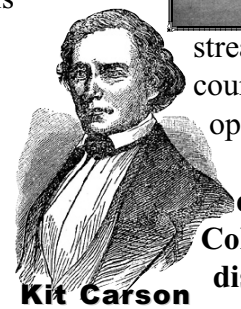
Walker was the first white American to gaze upon the *"incredibly large"* giant redwoods (later named *sequoia* trees in honor of the great Cherokee Indian chief, Sequoya, who developed a written Cherokee language and taught his people how to read and write their language). One of Walker's men wrote that the trapper found the trees *"profoundly moving."*

When Walker tried to travel down the Western edge of the Sierras, the descent was too steep. His men used ropes to lower their horses one at a time, inching their way down into the

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San Joaquin (wä-keen) Valley of California. Walker found his way out of California by crossing the Southern Sierra Nevadas. The mile-high pass he found through the mountains is still known as Walker's Pass.

Mountain man Christopher "Kit" Carson became a legend of the Southwest. In 1826 at age 15, after the death of his father, Carson joined a wagon train headed to Santa Fe. He performed whatever jobs were needed—from camp cook to saddle/harness repair to errand boy—in order to support himself. As a trapper, he lived for a time with various Indian tribes. Carson's first two wives were Arapaho and Cheyenne, one of whom died shortly after birthing a daughter. When she was six years old, Carson took his daughter to a Missouri convent to be educated.

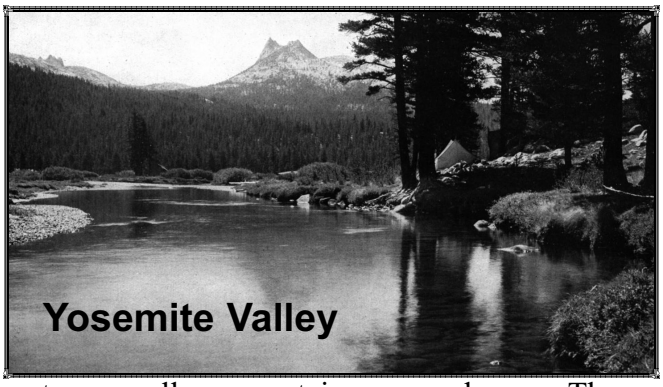

Kit Carson

On Carson's return trip, he met soldier and explorer Captain John Charles Frémont who hired Carson to guide the first of several Frémont expeditions to map trails and publish information about the West.

The highly skilled Frémont was able to make scientific maps because Carson knew the territory so well. Captain Frémont had married Jessie Benton, daughter of Senator Benton. All three were dedicated proponents of *Manifest Destiny*—the idea that America's expansion to the Pacific was inevitable, or bound to happen. Jessie enthusiastically accompanied her husband on his expeditions; and it was she who wrote the glowing reports of their findings in a sparkling and sometimes humorous style which made national heroes of both Frémont and Carson.

Kit Carson's exploits also included ranching, being appointed Indian agent, serving as military scout, rising to Colonel in the Union Army, and being commissioned a brigadier general in 1865.

Driven by an endless ***zeal*** to experience the unknown, trappers and explorers found and named almost every


Yosemite Valley

stream, valley, mountain pass, and range. The courage and drive of great mountain men opened the American West to expansion.

While mountain men were discovering new routes to the West, Colonists on the east coast were discovering new products.

INGENUITY, IDEAS, AND INVENTIONS

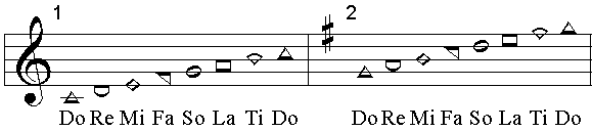
From the beginning, creative Americans were inspired with ideas for making things they needed. Many American inventors were not trained in universities, but learned by everyday experiences. The local blacksmith of the 1700s tinkered with a problem until he fixed it, made an improvement, or created something new. This ingenuity set Americans' attitude toward success and improved their quality of life.

Inventive Yankee craftsmen tackled the problem of church music in the 1700s. America's original colonists had been trained in England to sing church music. But without the same training, their sons and daughters could not carry a tune. Local craftsmen discovered that most people could sing when taught to identify musical notes. Some craftsmen became *tunesmiths—men* who "tuned" the human ear to recognize musical notes.

William Jennings, a Boston tanner, was the first craftsman to make his mark as a tunesmith. Using a pitch pipe, he trained voices to sing very basic high and low parts.

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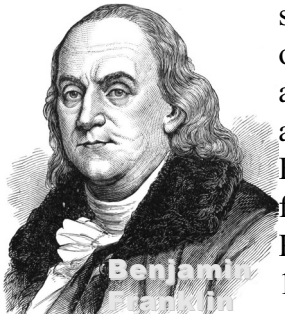
The first Colonial churches did not use musical instruments; but voices, singing chords, soon added an organ-like sound. Chord singing opened the way for voices to sing in harmony. One tunesmith drew squares, triangles, and other shapes on paper so singers could read high and low notes.



With these written notes, called "shaped" notes, tunesmiths took the next step and became singing teachers.

New England communities saw no conflict among religion, schools, music and everyday life. They warmly welcomed the singing ***master***, whose classes became a popular gathering place. In a church or school building, classes met once or twice a week for a month or more. One Yale student, writing to a friend, admitted he was sick of everything except the singing-meetings. He looked forward to standing close to girls as he sang harmony. As early as 1720, the famous New England preacher Cotton Mather had music classes taught in his school. From these singing schools came the idea for teaching music in public schools.

Limited musical abilities did not stop tunesmiths from writing their tunes. Compositions were simply built on popular folk songs from England and Ireland. Most of the lyrics were simple. Songs about faith and strong ideals have endured to present times: "My Faith Looks Up to Thee," "There is a Happy Land," and "Work for the Night is Coming" are a few examples.



The singing master's compositions became popular at the singing schools where he sold his tunebooks. Lowell Mason left his job as a bank clerk and part time music teacher to establish the Boston Academy of Music, which is known today as the prestigious New England Conservatory of Music. The inspiration and ambition of these early singing teachers made them the first composers of American music.

Benjamin Franklin, one of America's Founding Fathers, used his scientific genius to invent useful and practical things. In the 1780s, he made the first pair of bifocal eyeglasses, which allowed readers to focus on small print and see things up close. Italian glassblowers in the 1500s had developed a curved lens that improved distance vision. Franklin simply curved a lens in the opposite direction and improved close-up vision. He placed his lens on a pair of existing glasses and created bifocals.

Ben Franklin also turned his attention to the fireplace. Colonists often read by the light of their fireplaces. Cold, New England winters called for roaring fires, but too much heat escaped up the chimney. Franklin built a stove that could be installed inside the fireplace and project hot air into the room. Reflective panels he designed forced more heat into the room. Franklin stoves of the original basic design are still sold today.

During the late 1700s, clever Americans learned to use freezing weather to stir up a tasty treat. From vast stores of pure New England ice, they created a real luxury—ice cream. The recipe arrived with the first Colonists from England. It had passed to England from Italy, where explorer Marco Polo had brought it from the ***Orient*** in 1286. Americans served their ice cream in shops called Ice Cream Parlors. Both George Washington and Thomas Jefferson had ice cream machines.

During James Madison's tenure as U.S. President (1808-1816), "First Lady" Dolley Madison established a White House tradition at one of her formal dinners. She served her guests something a New York paper described as a

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Dolley Madison

"high dome of pink ice cream." Following her example, American families enjoyed ice cream at home, even before the hand-cranked ice cream freezer was invented in 1846.

New England craftsmen developed new ideas and inventions in their shops or at their trades. Young Oliver Evans, working as an apprentice to a wagon maker, grew keenly interested in motion and the power needed to move objects. Although he had very little schooling, he carefully studied books on mathematics and mechanics.

In 1780, Evans and his brother built a mill with water-powered machines. His mill in Wilmington, Delaware was an ideal place for Evans to tinker with gears, ***conveyor*** belts, and grain elevators. By 1783, Evans had designed a way to use one continuous motion for moving wheat through the mill and grinding grains into flour. Evans' mill was the first automated mill in America. Other millers quickly adopted his ideas. Evan's design for automation revolutionized mills in England, as well, and helped stop the overuse of child labor, especially in textile mills.

For over 10 years, Oliver Evans worked in Pennsylvania to combine his design for automation with the steam engine built by James Watt, the English inventor. Evans wanted to build a steam powered carriage. By 1802, he had designed a high-pressure steam engine with a 5-inch cylinder, an 18-inch piston-stroke, and a 7.5-foot flywheel. However, the engine was too heavy for the carriage, and no one wanted to finance Evans' automated vehicle. River traffic gave him the idea for using the heavy engine to power a barge.

Evans brought a barge to his shop and put the engine on it. He installed wheels and drove the barge 1.5 miles down the road to the riverside. That short trip made Oliver Evans the first man to drive a self-propelled vehicle on an American road. He had, in fact, driven an *automobile.* Much later, the internal-combustion engine would equip Americans with cars.

The lead pencils that students use today were invented by a New England craftsman who had very little education. A hard worker, Joseph Dixon was fascinated by the chemistry of things around him. He studied and gained important skills, focusing on the properties of graphite. Dixon used graphite to make a very useful stove polish. By working with the hardness of graphite, he found a way to make the lead in pencils more practical. He improved the hardness so that lead pencils would not smear easily.

In 1812, lead pencils were first fully manufactured in Marblehead, Massachusetts. A panel of cedar wood held a rod of graphite in carved grooves. On top of this, a matching grooved panel was placed, and pencils were then carved from the wood. The first mechanical pencil was manufactured in 1822, because the wooden pencil was such a bother to sharpen by hand with a pocket knife. Dixon and another pioneer named Faber founded companies that are still producing pencils. The "No.2" lead pencil still ranks first with American school children.

Discoveries and explorations were linked to inventions of all sorts, which gradually improved Americans' quality of life.

LIFE PRINCIPLE



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The Designing of America

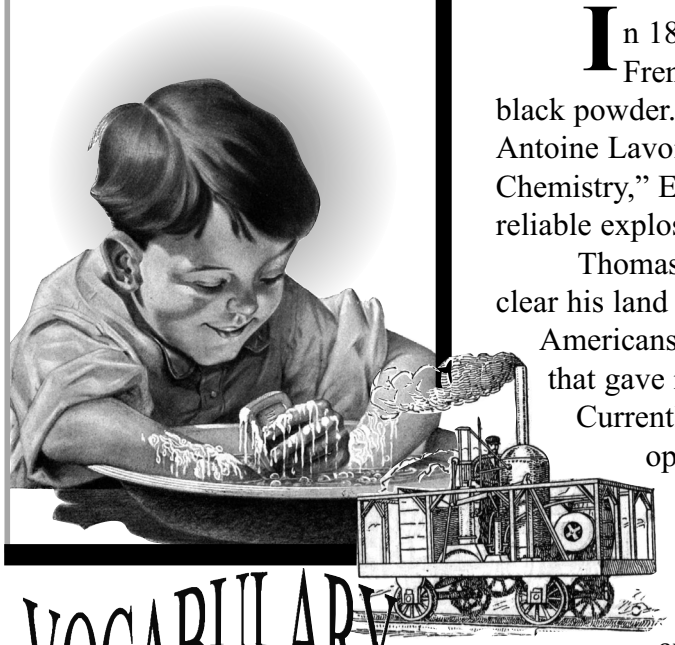


Topic 14
Industry & Medicine

Chapter 6

INDUSTRIAL ENTREPRENEURS

Section Three
Topics 11-15



In 1802, near Wilmington, Delaware, a young French immigrant established a factory to produce black powder. Using manufacturing techniques learned from Antoine Lavoisier, known as the "Father of Modern Chemistry," E.I. du Pont invented the first consistently reliable explosive powder for guns and construction use.

Thomas Jefferson used Du Pont's blasting powder to clear his land at Monticello. Jefferson and other leading Americans highly valued the safe and reliable products that gave rise to the Du Pont company's success. Currently, Du Pont is one of the oldest continuously operating industrial enterprises in the world.

While men appreciated the excellence of Du Pont's black powder, William Colgate's soap earned the gratitude of women. As you will recall, commercial soap was not available in Colonial times, so women undertook the tedious chore of making soap for their families. In the mid 1700s, tallow ***chandlers*** and soap boilers started buying fat which local housewives had saved from cooking. Soap makers then made soap and sold it back to the homemakers. Later in the century, women could purchase their soap from a general store, where it was cut from huge blocks and wrapped for carrying home. William Colgate's factory, which opened in 1806, was the first to sell individual bars of soap in uniform weights.

In 1872, Colgate introduced a perfumed soap called *Cashmere Bouquet*—which is still available today. The following year, smiles brightened as Colgate marketed its first toothpaste. Today a global industry, Colgate manufactures ***innumerable*** household and personal products.

While gunpowder and soap were marketed successfully by Du Pont and Colgate, a steam locomotive helped Peter Cooper chug his way to success. Trains were becoming popular in America, but they were still pulled by horses. Many rail workers thought existing tracks were too crooked for steam

VOCABULARY

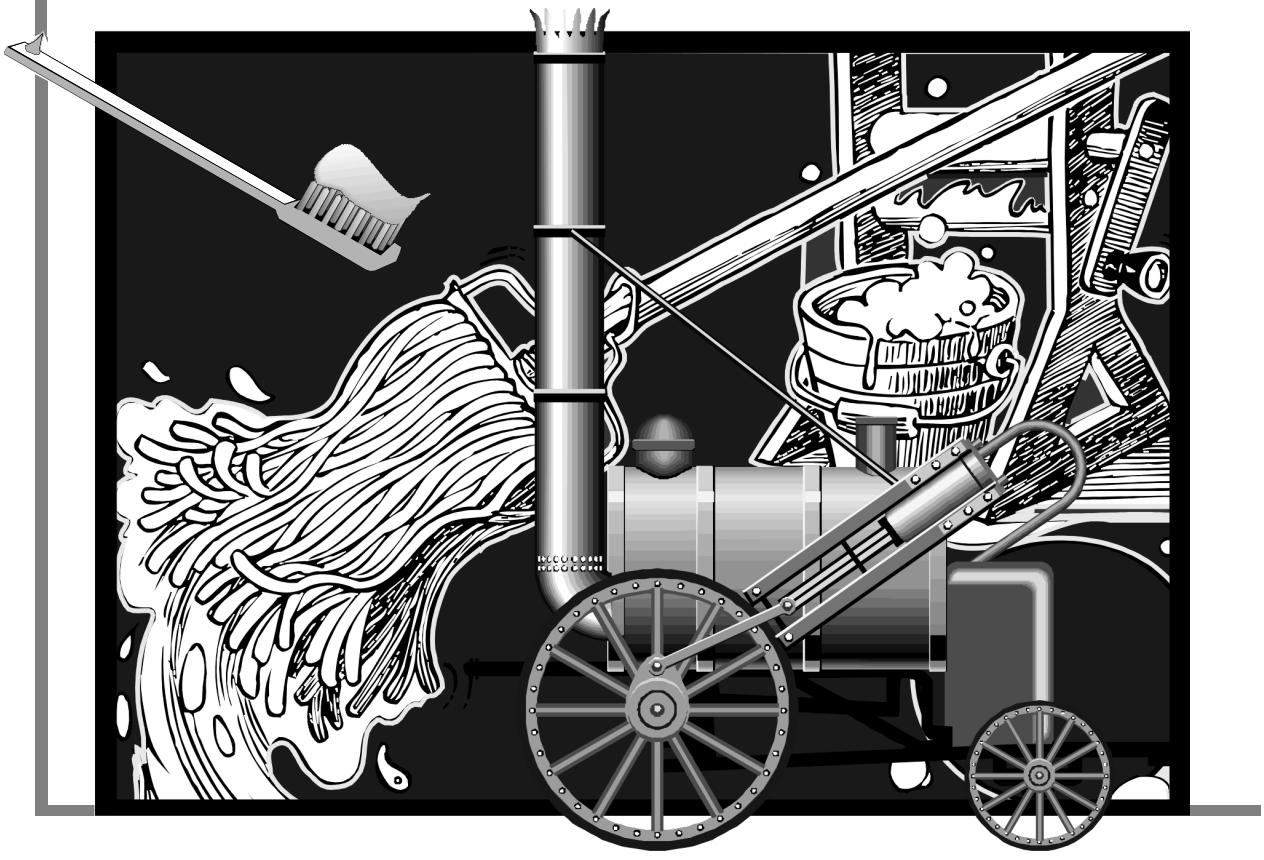
Chandlers: candle makers
Innumerable: too many to count
Dubbed: "nicknamed"
Structural: shaped
Synonymous: meaning the same as another word or concept; a synonym
Icon: an image or person which represents a certain thing
Deterrent: discouragement, obstacle
Baron: a powerful person in areas of business, industry, or finance
Sumptuous: luxurious, very expensive
Lucrative: profitable, money making
Relish: to take great pleasure in something

locomotives. Peter Cooper, a New York City native born in 1791, disagreed. Steam locomotives had been used in England since 1804. In 1830, Cooper announced he would *"knock an engine together in six weeks"* that could pull a car along the track from Baltimore to Endicott's Mill.

***Dubbed** Tom Thumb*, Cooper's tiny locomotive weighed just one ton and produced about 1.5 horse power. Using old musket barrels for boiler tubing, *Tom Thumb* chugged out of Baltimore towing a wagon load of railroad dignitaries. "The little engine that could" covered the thirteen-mile track to Endicott's Mill in one hour. On the return trip, *Tom Thumb* lost its pulley belt, and a famous race with a gray horse; but that did not dampen the enthusiasm of Baltimore & Ohio Railroad officials (the same B & O Railroad name used in the game of Monopoly™). Peter Cooper's *Tom Thumb*, the first successful locomotive in America, had persuaded the railroad to convert to steam power.

Building a locomotive was just one of Peter Cooper's notable, diverse accomplishments. As a young man, Cooper became familiar with the hat industry and also worked as a brick maker. Later, while working as an apprentice to a carriage maker, this creative young man developed a special device for fastening carriage wheels. At one point, he even invented a gelatin dessert that later became known as "Jell-O".™ Learning something from each experience enabled Cooper to tackle each new challenging project with enthusiasm and skill.

In 1845, Cooper designed and built a mill in Trenton, New Jersey where slabs of metal, called *"ingots"*, were passed between rollers to create thin sheets. Nine years later, his rolling mill created the first ***structural*** iron for fireproof buildings. As head of North American Telegraph Works, Cooper was instrumental in laying the Atlantic telegraph cable that connected Europe and North America.



Enthusiastic, generous, and highly successful, Cooper felt his wealth should be used to benefit his fellow man. He believed a man's life would generate good or evil, based on his own actions and the choices he made. Applying this law of sowing and reaping, Cooper established and endowed America's first free night school in the 1850s. *Cooper's Union*, located in New York City, offered working people an opportunity to better themselves with practical courses in engineering and art. Cooper also served his country in the political arena and was nominated for President by the Greenback Party in 1876.

E.I. du Pont, William Colgate, Peter Cooper, and other early entrepreneurs had something in common. Each of these outstanding Americans identified and responded to a specific need. As these needs were met, both the people and the industrialists benefited from America's free enterprise system.

THE MAN WHO HELPED AMERICA MOVE

Today, the name *Vanderbilt* is ***synonymous*** with high finance and enormous personal wealth. That was not the case when Cornelius Vanderbilt was born on Staten Island, New York, in 1794. No one could have predicted that this poor farmer's son, who quit school at the age of 11 to work for his father, would become a rags-to-riches ***icon*** of success.

Vanderbilt's lack of interest in formal education, coupled with his love for fighting, seemed to hold little promise for his future. Who would have guessed that one day he would overcome every ***deterrent***, become a multi-millionaire, and establish a university bearing his name?

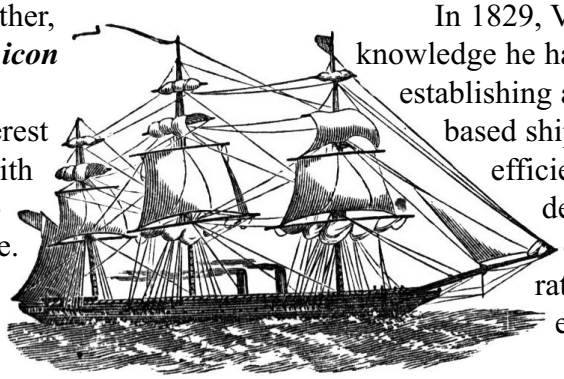
Exceptionally large and strong, young Vanderbilt learned to sail when he helped his father take their products to market. His physical prowess and aggressive nature equipped him well for the rough-and-tumble atmosphere of New York Harbor.

Although his formal education ended after he learned to read and do basic mathematics, Cornelius Vanderbilt was just beginning to learn lessons that would make him a highly successful financier, shipbuilder, and railroad ***baron***. As Vanderbilt moved ahead, he also helped America move across the water and along the rails toward her destiny as the greatest industrial nation on earth.

When he was 16, Vanderbilt struck out on his own. He bought one boat and began ferrying passengers and goods between Staten Island and Manhattan. During the War of 1812, he expanded his company, and by 1818, he had several schooners under his command.

Although his enterprise was successful, Vanderbilt must have realized he needed more experience to reach his long-term goals. He surprised everyone by selling all his vessels and going to work for Thomas Gibbons' struggling freight, mail, and passenger operation.

Within one year, the young businessman overhauled Gibbons' only boat and turned his failing business into a profit-making venture. Vanderbilt learned that by working hard, a man always gains something valuable, whether working for himself or for someone else.



In 1829, Vanderbilt poured the knowledge he had acquired into establishing another New York-based shipping company. His efficient service and determination to offer customers lower rates enabled him to expand his business.

For Vanderbilt, self-control and good business practices became more productive than fighting with other men. By the 1840s, Vanderbilt's fleet of steamships operating up and down the Eastern seaboard earned him half a million dollars and a solid start on building his business empire.

Vanderbilt, known by this time as "Commodore" in recognition of his sailing skills, developed a new route to California during the Gold Rush of 1849. He financed the immensely profitable venture himself and built eight new steamships for a Central American land-and-sea passage across Nicaragua. Vanderbilt was so successful at luring passengers with his lower rates and shorter route, another shipper paid him $56,000 a month NOT to compete in neighboring Panama.

In 1853, for his first trip to Europe, the "Commodore" built the *North Star*, America's first great, steam-powered yacht. Vanderbilt's half-million dollar luxury vessel, decked out in ***sumptuous*** satin and rosewood, symbolized the wealth and status he had achieved. During the Civil War, 70 year old Vanderbilt sold his ***lucrative*** shipping interests and planted his profits in the emerging railroad industry.

Several years earlier, the editor of the *Boston Courier* had written,

> "The project of a railroad from Boston to Albany is impracticable . . . and the expense would be little less than the market value of the whole of Massachusetts; . . . every person of common sense knows (it) would be as useless as a railroad from Boston to the moon."

This was just the kind of challenge the enterprising Vanderbilt ***relished***. Starting with stock he purchased in three struggling railroads, he upgraded equipment and service to create the New York Central Rail System. It became a highly efficient and profitable rail complex. By 1875, Vanderbilt's trains, pushing north into Canada and as far west as Chicago, were part of one of the nation's largest rail systems.

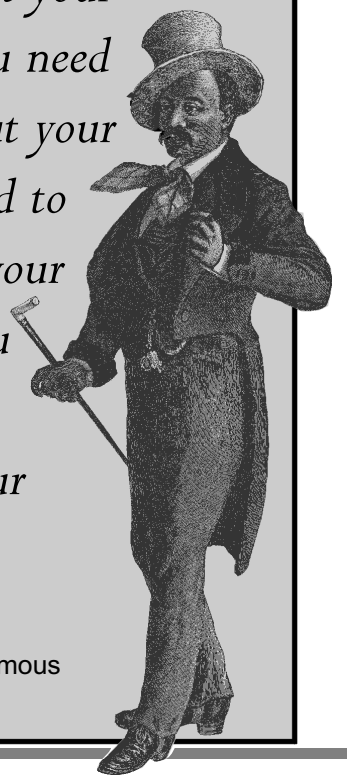
When the "Commodore" died in 1877, he left an estate valued at one hundred million dollars, as well as a lasting imprint on American finance and transportation industries. During his long and colorful career, Cornelius Vanderbilt succeeded—the old-fashioned way—with hard work, experience, and daring. Before his death, he donated one million dollars to establish Vanderbilt University in Nashville, Tennessee. Perhaps it was his way of recommending that a formal education would be good for young people after all.

As America progressed from the use of primitive equipment to mechanical devices, creative men learned to harness the wind to provide electrical power.

LIFE PRINCIPLE

"To be at your best, you need to feel at your best; and to feel at your best, you need to look your best."

—Anonymous



The Designing of America

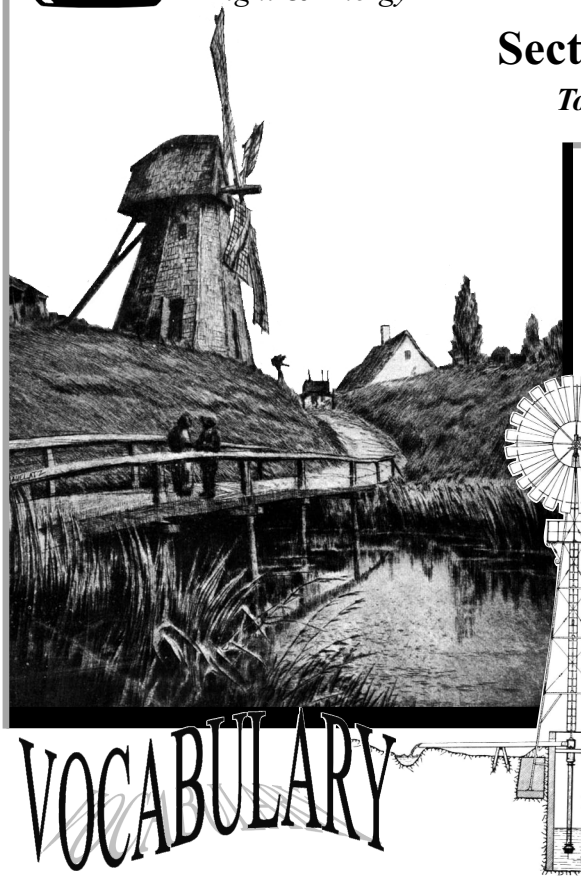
Chapter 6

Topic 15
Light & Energy

Section Three

Topics 11-15

WIND ENERGY



The man settled down to sleep, snug against the feather bed. Earlier that day, he had come from his home in East Hampton to visit his good friends at Montauk Point, hoping to get his mind off troubles at home. Just as he finally relaxed and drifted toward sleep, he heard something he had not heard for weeks. Could it be? After listening for a few moments, he knew. Yes, he had heard right. A rising wind was breaking gently against the house. Within minutes, he was back in his clothes. ***Anticipating*** what he would soon do, his burdens lifted.

Why would a little wind in the night send this man racing home? He was a miller who ground grain for a living, and wind supplied the power to operate his mill. For weeks now, his town had been without wind, and he had been unable to grind his customers' grain. The sound of the wind was music to the miller's ears. He rode his horse quickly to the mill, where he labored all night, making use of every available minute. Townspeople were depending on him to supply their much-needed flour.

Use of windmills to supply power is another example of American Colonists' resourcefulness. From ancient times, man has harnessed wind as a natural energy source, not only to glide his ships across the oceans, but to pump water, grind grain into flour, and saw wood. Even today, wind is used to turn wind turbines that generate electricity.

Originating in the ***Middle East*** about A.D. 600, windmills became common in Europe by the 1100s. When most people think of Holland, they visualize windmills. These energy-capturing structures played a definite role in Holland's history. During the latter part of the 13th century, thousands of four-armed windmills drained water out of Holland's marshy

VOCABULARY

Anticipating: thinking about what will happen
Middle East: the several, mostly Arabic speaking, nations East of the Mediterranean Sea, between China and Africa
Habitable: useful for building houses and farms
Picturesque: colorful, artistic, like an attractive picture
Adorned: covered, decorated
Ingenious: very creative, smart
Converted: altered, changed, adapted
Contraptions: devices, inventions
Protruded: mounted on, stuck out, attached to

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landscape, making more land ***habitable***. Still today, windmills adorn the landscape in that charming country.

Interestingly, though, during the Colonial period of American history, New England also sported a ***picturesque*** windmill belt. It extended from Long Island in New York through Rhode Island, on out to Nantucket and Cape Cod (Massachussetts). Windmills ***adorned*** almost every high point on Cape Cod, so sea captains watched for them as landmarks. A few of Cape Cod's windmills were used for grinding grain, but many others powered salt plants. In fact, until the 1930s, nearly all the salt consumed in the U.S. was produced there.

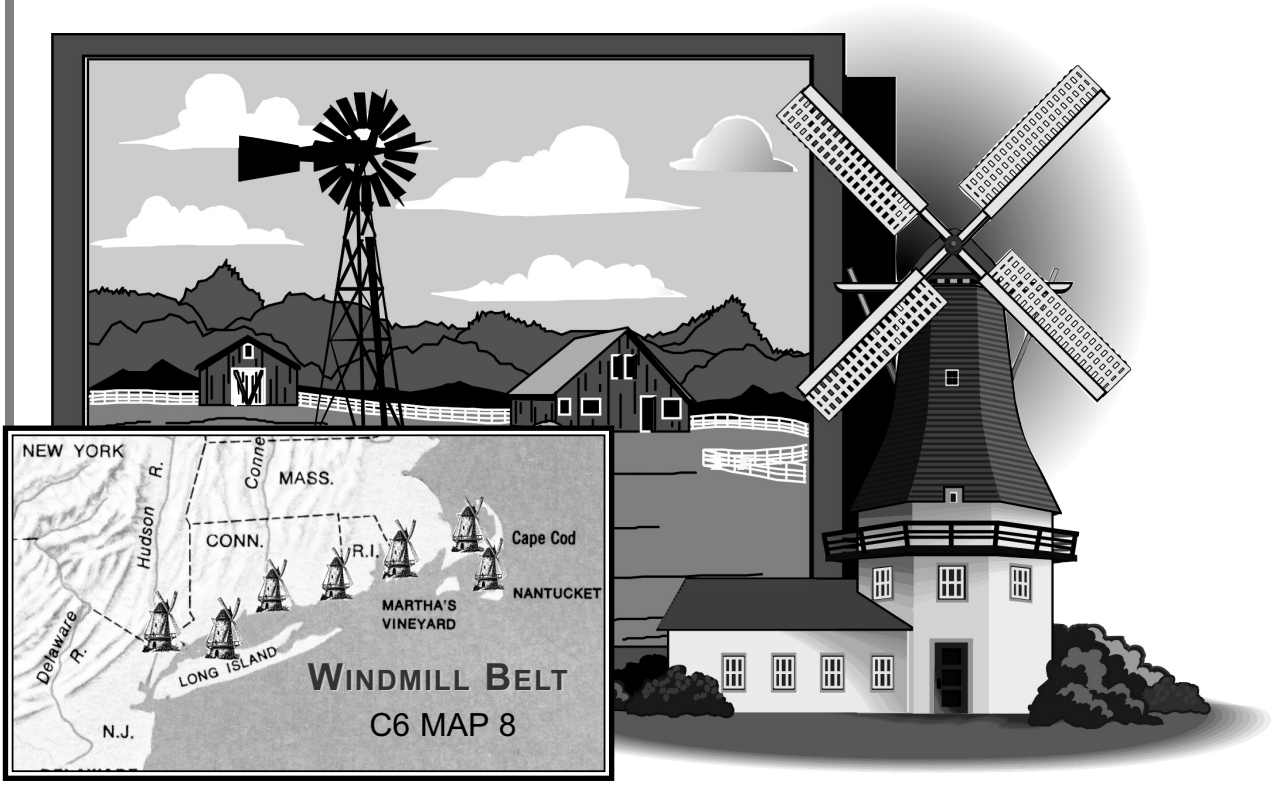
Designs of New England windmills varied. Some of the earliest were copies of ancient mills. Others resembled four-blade designs common in Holland and Mediterranean countries. The Pilgrims built an eight-sided windmill.

About the time windmills were declining in Europe, American windmills were at their highest level of use. A man named Daniel Halladay recognized the windmill as a farmer's least expensive water pump. In western regions, windmills provided a clean, inexpensive way to pump water from sources deep in the ground.

Halladay, probably inspired by a unique windmill design in Haverhill, England, constructed a smaller wind-catcher, basically a round fan made of small wooden slats and a tail. This modest structure became popular throughout the West, Southwest, and across the Great Plains because it was efficient and inexpensive. These windmills pumped water to irrigate crops, water cattle, and refill train tanks. Later designs incorporated steel vanes and towers.

Throughout the mid-to-late 1800s, large ranches in the West operated with the help of ten to fifteen windmills. On some of the largest ranches, dozens of wells were pumped by whirling windmills.

By 1900, people began to see windmills as more than just water pumps and grain mills. By the 1920s, two ***ingenious*** Iowa farm brothers set out to solve an isolated problem and ended up with a worldwide business that propelled wind power to new levels.



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Like many other great innovators, John and Gerhard Albers were trying to solve a problem rather than attempting to contribute to science. Every month, their battery-powered radio set had to be recharged. Annoyed, the brothers did not want to miss any radio programs, and they disliked paying the $1 service fee to recharge their batteries. After reading about British experiments with wind-powered electricity in Antarctica, Gerhard decided to see what he could do. He ***converted*** an abandoned metal windmill, an old car generator, and parts from a cream separator into a wind-powered electric generator. By experimenting with these, and improving on them, the Albers brothers were able to supply their farm with electric light and power.

Believing others might be interested in using small windmills, the brothers placed advertisements in a few Iowa newspapers. Orders far exceeded production of the ***contraptions***, since wooden blades had to be whittled by hand. Eventually, after putting together all their savings, John and Gerhard designed a machine to cut wooden blades. A short time later, a radio manufacturing engineer contacted the two young entrepreneurs. The engineer had been trying to adapt windmills to generate electrical power on remote farms not supplied by electric power lines. When the brothers joined forces with the engineer, an international business emerged. Solving problems on a farm led to the development of an extensive business enterprise.

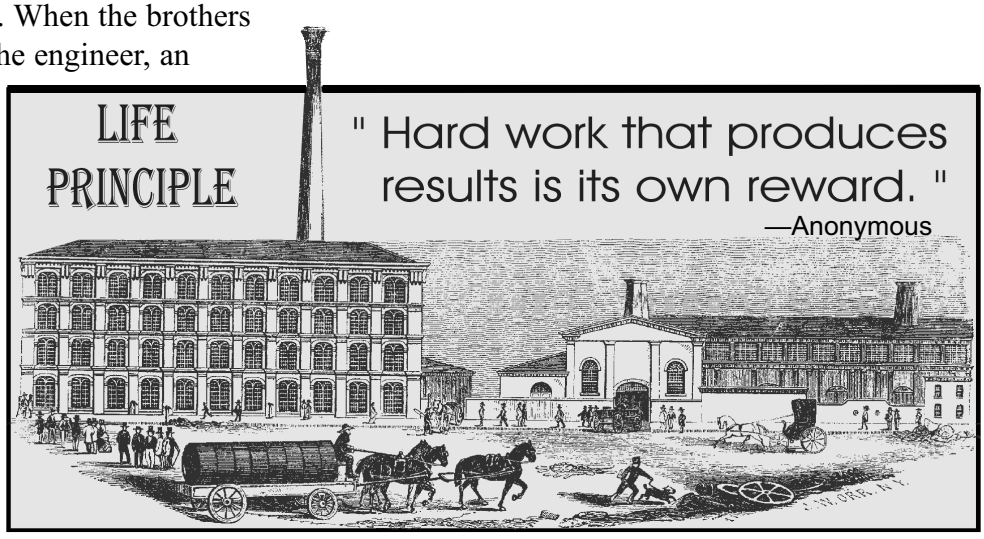
Another inventive farm boy, Marcellus Jacobs, made further advances in the use of wind and electricity in the early 1930s. Frustrated by the limitations of kerosene lanterns at his Montana farmhouse, he experimented with an old engine, a small generator, and outdated car batteries. Then the 19-year-old, who had an amateur interest in electricity, experimented with the generator and one of the old windmills on his farm. Three years later, Jacobs adapted a three-blade design of airplane propellers to construct an effective wind-powered generator. After setting up about 25 electrical wind plants for neighbors, Jacobs found himself with a thriving business. The design perfected by Jacobs powered radios and other household equipment for the next 25 years. Before electrical power became common, thousands of small windmills ***protruded*** from the tops of farm homes across America.

This type of ingenuity appears over and over in the American story—the Pilgrim miller grinding grain, a couple of Iowa boys looking for a way to save a dollar and keep the radio turned on, a Montana teenager wanting rural homeowners to have better lights—all of these people were searching for better ways to work and live. Freedom to apply ingenuity and resourcefulness has truly been the backbone of American invention.

LIFE PRINCIPLE

" Hard work that produces results is its own reward. "

—Anonymous



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REMEMBER . . .

"A lot of people died to give us our country; it is important for us to remember their sacrifices."

—Nora Young

Congratulations! You have completed Chapter 6 of *The People, Places, and Principles of America.*

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