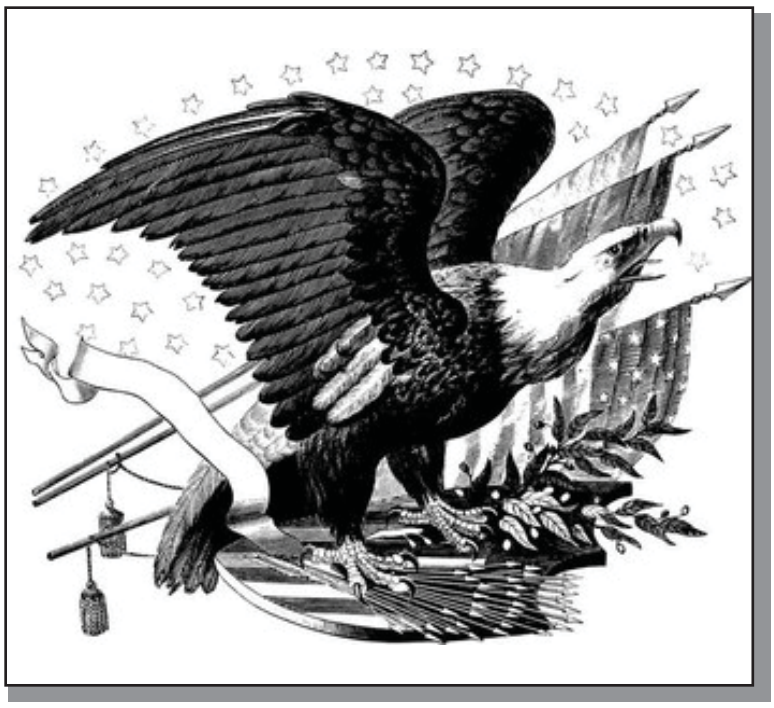
The Defining of America
1769-1872

The People, Places and Principles of America



Chapter 7

Product number: 76314

Revision: 092112

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WHAT AND *HOW* YOU WILL LEARN FROM THIS COURSE

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

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

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


Agriculture


Communication


Discoveries & Explorations


Dominant Personalities


Education & Literature


Light & Energy


Family & Home


Art, Architecture, Fashions & Furniture


Food


Government & Economics


Industry & Medicine


Military


Religion & Celebrations


Sports & Recreation


Transportation

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Each chapter is divided into three sections of five topics each: (Chapter 7; Section 1; Topics 1-5). The course is designed and formatted so you will enjoy your study of America and the United States. Topics are written in vignette style (short stories) that can usually be read in a few minutes. You are encouraged to read each topic completely, then respond to the activity questions which are packaged in a companion Activity booklet and chronologically correspond to the text in each topic. You may answer the questions directly on each activity page or on a separate sheet of notebook paper, according to your teacher's preference.

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

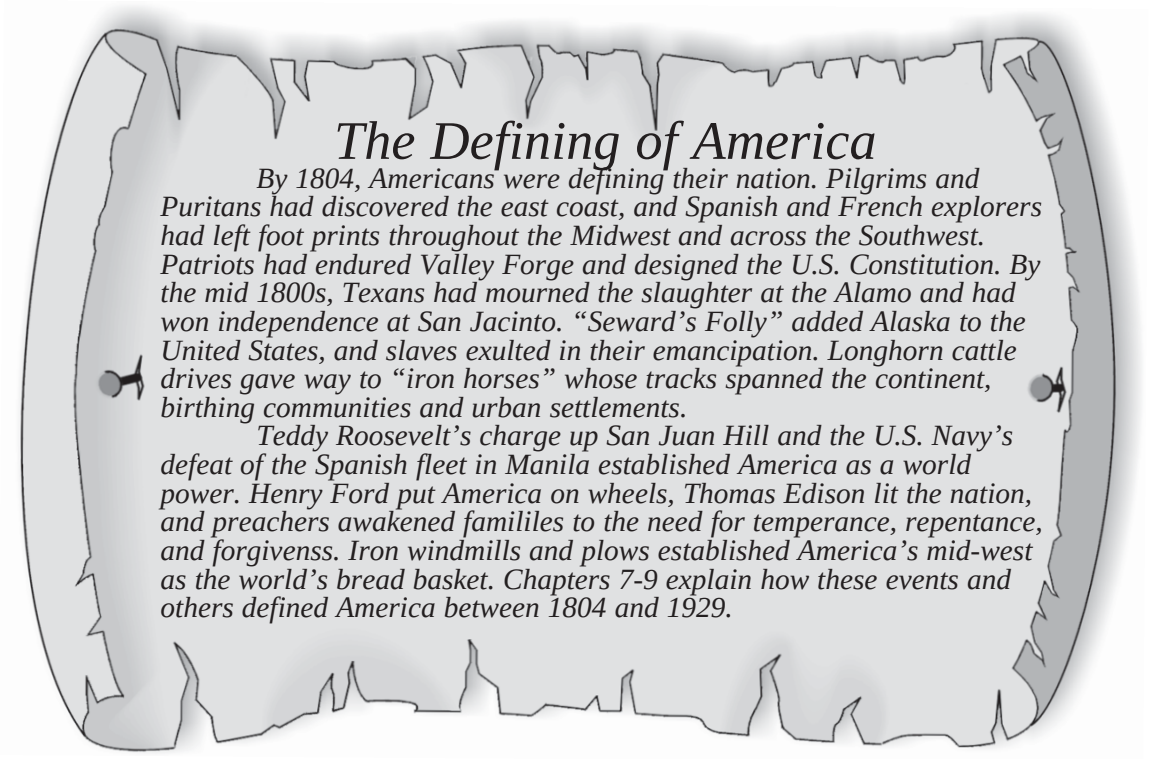
A section quiz is assigned at the end of every 5 topics. The chapter test is compiled from the three section quizzes and is issued after the third quiz. At the teacher's discretion, students who score 85% or above on each section quiz throughout the chapter may not be required to take the chapter test.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

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

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

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

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



The Defining of America

By 1804, Americans were defining their nation. Pilgrims and Puritans had discovered the east coast, and Spanish and French explorers had left foot prints throughout the Midwest and across the Southwest. Patriots had endured Valley Forge and designed the U.S. Constitution. By the mid 1800s, Texans had mourned the slaughter at the Alamo and had won independence at San Jacinto. "Seward's Folly" added Alaska to the United States, and slaves exulted in their emancipation. Longhorn cattle drives gave way to "iron horses" whose tracks spanned the continent, birthing communities and urban settlements.

Teddy Roosevelt's charge up San Juan Hill and the U.S. Navy's defeat of the Spanish fleet in Manila established America as a world power. Henry Ford put America on wheels, Thomas Edison lit the nation, and preachers awakened famililes to the need for temperance, repentance, and forgivenss. Iron windmills and plows established America's mid-west as the world's bread basket. Chapters 7-9 explain how these events and others defined America between 1804 and 1929.

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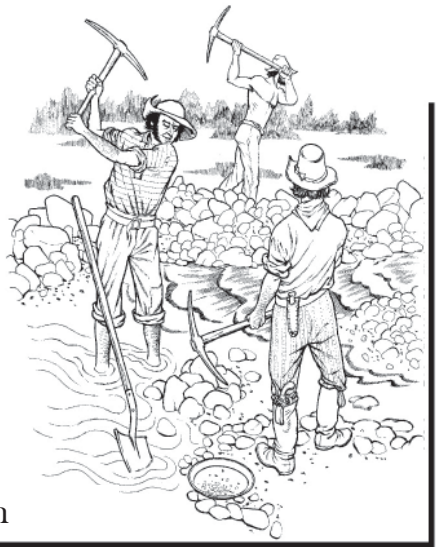
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Chapter 7
Time Line 1769-1872

Use this timeline for referencing important dates throughout the chapter



1769 Watt's Patented Steam Engine

1793 Eli Whitney's Cotton Gin

1803 Louisiana Purchase

1812-1815 War of 1812

1820 Second Great Spiritual Awakening

1823 Monroe Doctrine

1828-1837 Age of Jackson



1830 Indian Removal Act

1836 Battle of the Alamo, Texas Independence

1838-1839 Trail of Tears

1843 Gold Found in California

1844 Samuel Morse's Telegraph

1846 Mormon Migration Begins

1848 Treaty of Guadalupe Hidalgo

1849 California Gold Rush

1850-1860 Underground Railroad

1861-1865 Civil War

1872 Congress Establishes Yellowstone National Park

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The Defining of America

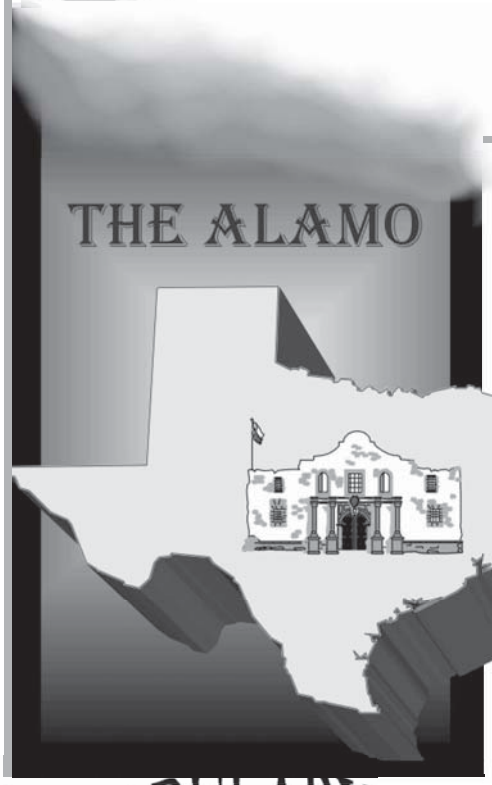


Topic 1
Military

Chapter 7

AMERICA'S EXPANDING BORDERS

Section One
Topics 1-5



Once the newly formed United States had been *designed* through such events as the War for Independence, the Constitution, and the War of 1812, the *defining* of the new nation was to follow. Events like the struggle at the Alamo, the Louisiana Purchase, and westward exploration helped Americans define and "carve out" bold new principles of self-government, free of dictatorships. Creative writers, inventors, preachers, and farmers had begun to stretch the imagination of men and women. Freedom from Europe's dictators, state mandated religions, and economic bondage framed the emerging American spirit of independence, based upon principles, character, and initiative.

By 1835, Americans were not like the rest of the world. However, they were not actually defined either. Americans were religious, but did not embrace the concept of church/state rulers over society. Americans were hard workers, but enjoyed community festivals. Americans wanted strong families, but were not afraid to venture into new frontiers where neighbors and ***kinfolk*** were miles away. Americans were peaceful, but were ready to grab muskets at the presence of thieves or invading troops. Americans were becoming a unique breed of people such as the world had never before seen.

In 1820, the vast land of Mexico (to the southwest of the United States) was owned by Spain. However, the Spanish government had been unable to attract settlers to the wild and sparsely settled region known as Texas. Two American presidents, John Quincy Adams and Andrew Jackson, had offered to purchase this portion of Mexico. Early in 1821, an American named Moses Austin was granted permission by Spain to sponsor a few hundred families to settle in Texas, but Austin died in June before the settlement began. Meanwhile, Mexico rebelled against Spain and won independence in 1822. Under the new Republic of Mexico, the treaty Austin had with Spain was ***obsolete***; however, the now independent Mexican government renewed the ***land grant*** to the deceased Moses Austin under the name of his son, Stephen F. Austin. By the end of 1823, Austin helped 300 families settle along the Brazos River. Settlers from the United States, Germany, and France trickled into the Austin community.

VOCABULARY

Kinfolk: relatives
Obsolete: no longer in use
Land grant: government land given as a gift for a specific purpose
Renegade: an outlaw
Emblazon: to mark or inscribe boldly
Retaliate: to take revenge
Tyrannical: harsh, unjust, abusive use of power
Valiantly: with valor, courage
Clemency: leniency, mercy
Siesta: a midday nap (Spanish)
Annexation: to become part of a larger piece of land
49th Parallel: the 49th degree latitude line on a globe or map

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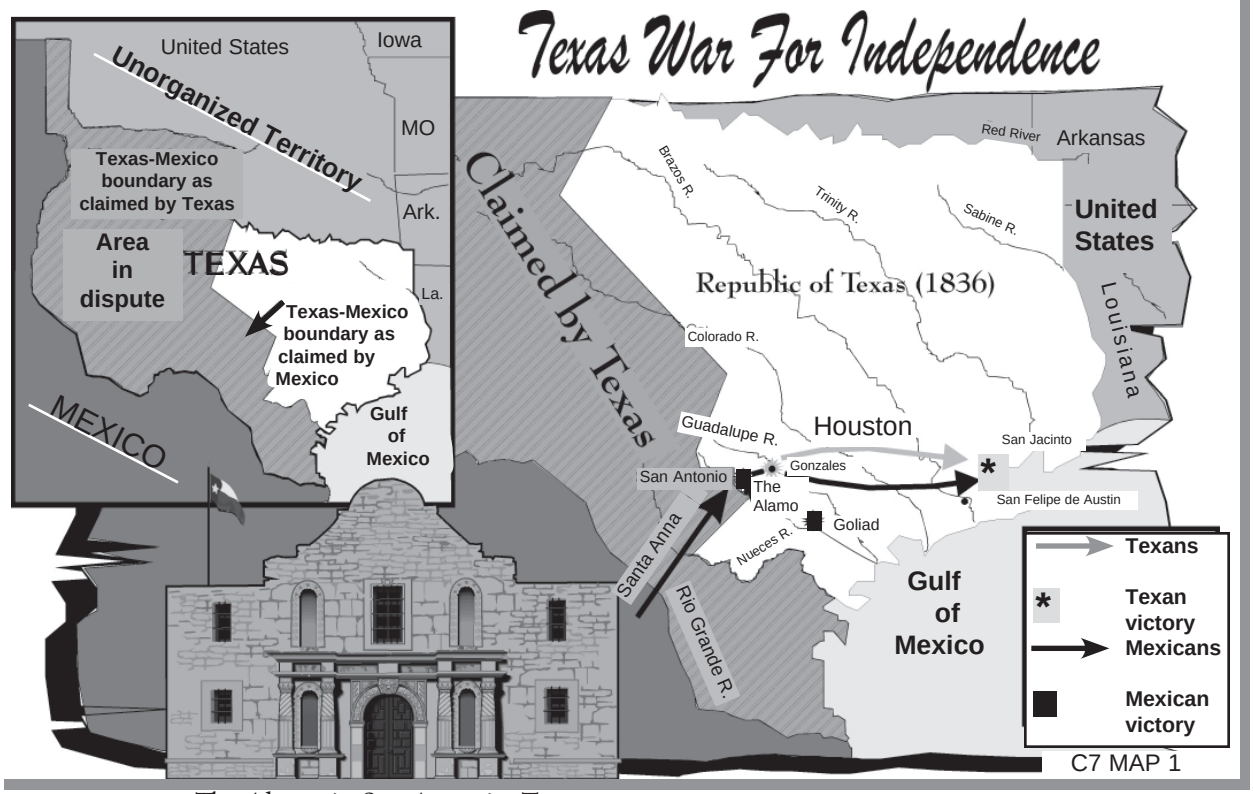
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According to the land grant, these families were allowed to purchase land that was $1.25/acre and free from taxes for six years. Settlers were expected to become Mexican citizens, embrace the Roman Catholic faith, and bring no African slaves. Even though the Mexican government had trouble with the Comanche Indians, Texans developed workable treaties with Comanche tribes. However, ***renegade*** Comanches often raided and plundered many Texas settlers.

By the end of 1824, Texas boasted more than 2,000 hardy pioneers whose independent spirits and low tolerance for dictatorships aroused fear among Mexican officials. The Mexican government saw that Texas was becoming more "American" than Mexican. In order to regain control, the Mexican government dictated that no more Americans could migrate to Texas, and settlers had to give up their military weapons. In response to this demand, the Texans rallied a militia for self-defense and sent Mexican troops home, defeated.

The demands of the Mexican officials and the Texans' response set the stage for a major confrontation in 1834. By then, more than 18,000 white settlers resided in Texas as Mexican citizens, as well as hundreds of Mexican settlers who considered themselves Texans. Santa Anna, a military general who had established himself as dictator of Mexico, was determined to subdue the Texans. He sent his brother-in-law, General Cos, over the Rio Grande River into Texas to retrieve a cannon from the town of Gonzales. Feisty Texans hoisted a flag with a picture of the cannon. ***Emblazoned*** on the flag were the words, "Come and take it!" This bold step enraged the Mexican general. Cos ordered his men to fight, but the Texans won the skirmish. To ***retaliate***, General Cos captured San Antonio, but 500 Texans recaptured the town in six weeks.

Both sides began to see that war appeared inevitable. The Texans had to make a choice: give up their homes and retreat to the United States or challenge Mexican officials for independence. Texans revolted in 1835, resisting the ***tyrannical*** dictatorship of Santa Anna. At first, Texans fought under the Mexican tricolored flag which symbolized the rights guaranteed to all Mexicans by the Mexican Constitution of 1824. Later, however,

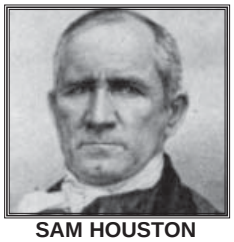


The Alamo in San Antonio, Texas

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Texas leaders declared independence from Mexico altogether. They drew up a constitution similar to the United States Constitution and elected Sam Houston to lead the armed forces. He, in turn, placed other leaders over smaller forces.


SAM HOUSTON

A small force, led by Colonel William Travis, held San Antonio while Sam Houston went to San Jacinto. Santa Anna's army determined to crush the Texans at San Antonio as an example of Mexican authority. The Texans could have escaped with their lives, but David Crockett, Jim Bowie, Colonel Travis, and 180 others (including many Mexican land owners) committed themselves to defend the Alamo. Their homes, their freedom, and their very lives were being threatened – but for such a cause, these men were willing to die. General Sam Houston sent a letter to David Crockett, urging Texas patriots to defend the Alamo as a symbol for freedom. In the letter Houston said, *"I will never surrender. Death is far more desirable and with much more honor."*

In late February of 1836, Santa Anna marched on the Alamo with an estimated four to six thousand soldiers. The Texans, alongside Davy Crockett's sharpshooters, fought ***valiantly***; but on March 6, after 13 days of battle, Santa Anna's men (who by some estimates outnumbered the Texans 22 to 1) scaled the walls of the Alamo, killing all 183 of its heroic defenders. Santa Anna then captured about 500 Texans outside the town of Goliad. Although the Texans were promised ***clemency***, Santa Anna marched the prisoners out of town and executed all of them. News of the Goliad Massacre spread like wildfire across Texas. Volunteers began to report to General Houston. His ragtag army was willing, but poorly equipped to fight a war.

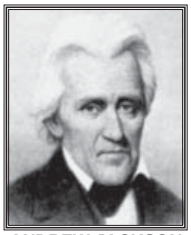
Some people thought General Houston should have rushed to the aid of the Alamo, but his troops were too few, and the time was not right; neither were his troops prepared to fight the well trained Mexican army. The brave men at the Alamo had delayed Santa Anna's advance long enough to help Houston increase his troops to about 800 men and to force Santa Anna to divide his army. But Houston still faced a trained Mexican force of more than sixteen hundred soldiers led by the experienced and ruthless General Santa Anna, himself.

On April 21, 1836, the time was right. Camped near the San Jacinto River, Santa Anna's men were carelessly enjoying a ***siesta*** with their rifles neatly stacked. General Houston and his men fell upon the unsuspecting Mexicans, shouting, *"Remember the Alamo! Remember Goliad!"* The Texans fought like wild men as they cut and slashed their way through the Mexican army. The battle was over in less than 20 minutes. Texas independence was finally won!

The next day, Texas patrols captured a small Mexican man wearing a blue cotton dress, leather cap, and red slippers. They brought him into camp for questioning where other Mexican prisoners jumped to their feet, saluted, and cried, "El Presidente!" General Santa Anna, forced to reveal his identity, signed an agreement recognizing Texas' independence, and agreed on the Rio Grande as the border between Mexico and Texas. Later, the Mexican government refused to accept the agreement and did not acknowledge the separation of Texas from Mexico.

On October 22nd, Sam Houston was sworn in as the first President of Texas. Now called the Republic of Texas, this new country was nicknamed "The Lone Star Republic" because its flag was red, white, and blue, with only one star. Texas immediately asked to be admitted to the United States.

Andrew Jackson, president of the United States at that time, refused the request for Texas' ***annexation*** because he feared annexation could spark a war with Mexico. General Santa Anna was not happy with the loss of Texas and continued disputing her independence. Jackson also was concerned that Texas might come into the union as a slave state. A delicate balance existed between the slave states of the South and the free states of the North, and Jackson did not want to upset that balance. Because of these delicate


ANDREW JACKSON

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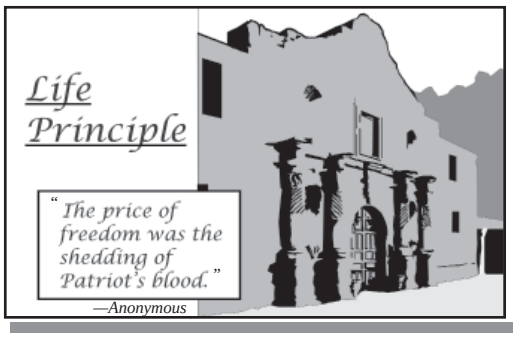
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issues, Texas spent ten years as an independent republic.

By 1845, a concept called *Manifest Destiny* swept the United States. Manifest Destiny was the belief that the United States was destined to extend across the North American continent from the Atlantic Ocean to the Pacific Ocean. In 1845, James K. Polk campaigned for President, claiming that America should expand her borders. After the election, on December 29, Congress admitted Texas into the Union as the 28th state, and the Republic of Texas became the State of Texas. President Polk also wanted to include New Mexico and California as part of the United States, but when he sent John Slidell to Mexico to negotiate the purchases, Santa Anna refused to negotiate; further, he even refused to accept the U.S. annexation of Texas.

The United States recognized the Rio Grande as the Texas border. Mexico claimed the Nueces River, 150 miles further north, as the border and further denounced Texas as a part of the United States. The hostile Mexican reaction to Slidell forced the United States to declare war on Mexico in 1846. President Polk sent General Zachary Taylor, affectionately called "Old Rough and Ready," to fight Mexican troops along the Rio Grande River area. However, it became apparent that the only way to get Mexico to concede Texas was to defeat the Mexican army again.

Taylor captured the city of Monterey, Mexico, and then defeated Santa Anna's much larger army at Buena Vista. Polk sent General Winfield Scott to command the southern campaign against Mexico City. Scott won several battles, including a decisive one at Vera Cruz. Scott then won the gratitude of Vera Cruz citizens by protecting them from looting by renegade Mexican soldiers. Wounded Mexican troops were given food and water and cared for by American doctors. The intent of the U.S. government was not to occupy Mexico but to free American settlers along the border. On September 14, 1847, American troops captured Mexico City and ended the war. However, Mexico was turned back over to Mexican authorities. In battles further north and west, Colonel Stephen Kearny captured Santa Fe, New Mexico preparing the way for Congress to annex New Mexico to the United States. In California, John C. Frémont led a revolt against Mexico and declared California as the Bear Flag Republic.



On February 2, 1848, the United States signed the Treaty of Guadalupe Hidalgo with Mexico, which allowed the United States to establish the Rio Grande River as the border between Texas and Mexico. The treaty included the purchase of California, Utah, Nevada, and parts of Arizona, Colorado, Wyoming, and New Mexico at a cost of $15,000,000, plus the promise to pay $3,000,000 in claims that the Mexican government owed American citizens.

To the north, President Polk worked out a treaty with Great Britain in 1846 agreeing that the ***49th Parallel*** line would be the boundary between Britain's territory and the United States. That treaty split the Oregon territory, with Britain taking the northern part and the United States the southern part. This territory included the present day states of Oregon and Washington. Oregon was set up as a territory, but eleven years later was admitted into the Union as a state. Britain's northern part of the Oregon territory eventually became part of the country of Canada.

Again, the United States had demonstrated readiness to go to war in the cause of freedom. The Battle of the Alamo was a pivotal point in American history. In effect, it was the spark that ignited a series of events that eventually led to the expansion of the United States from coast to coast. Frontiersmen like David Crockett and Jim Bowie shed their blood at the Alamo, but their heroic actions blazed a trail all the way to California.

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The Defining of America

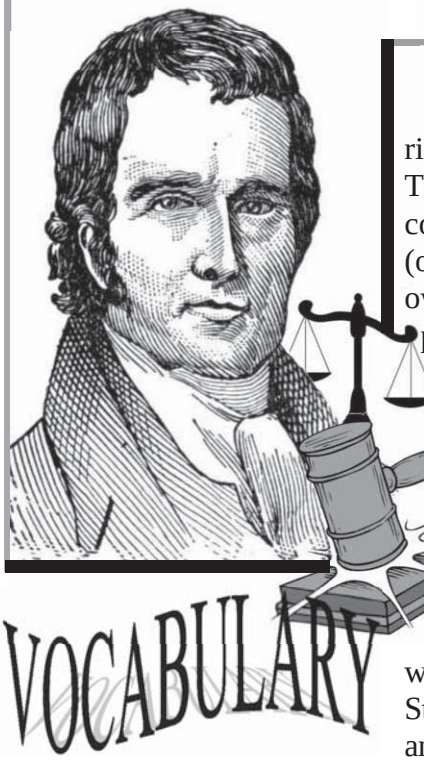
Chapter 7



Topic 2
Dominant Personalities & Events

Section One
Topics 1-5

JOHN MARSHALL: CHAMPION OF CAPITALISM



Capitalism is important to all Americans. It is the system of economics based upon supply and demand that includes the right to own property, engage in free enterprise, and make a profit. The law of supply and demand is simply that private individuals or companies exercise their freedom to produce products demanded (or desired) by consumers. Capitalists are people who invest their own money to start and operate businesses that produce goods or provide services for customers. ***Profit***, an essential ingredient of capitalism, is necessary for the long term survival of any business. Consumers ultimately reap the benefits when profits are reinvested in new products and services, resulting in more choices and lower prices. Also, as businesses expand, more jobs are created. Companies which do not make a profit soon go out of business and jobs are lost. The prospect of making a profit is what encourages individuals to begin new companies, create new and better products, and hire people to work. Later in this course you will read about ***entrepreneurs*** like Levi Strauss, William McGuffey, Alexander Graham Bell, P.T. Barnum and numerous others who provided goods and services to the world by means of America's free enterprise system.

Everyone benefits when companies use their profits to conduct research that leads to life-enhancing advances and lifesaving breakthroughs. Corporations and individuals improve the quality of life in America by giving a portion of their profits to support humanitarian projects, such as schools, art centers, museums, libraries, and churches. (This concept of "giving back" to the community and to the people less fortunate is called *philanthropy*. Most people of great wealth and power throughout U.S. history were also great philanthropists.) The prospect of making a profit encouraged development of such everyday energy saving items as washing machines, telephones, railroads, pencils, and thousands of other products available in the United States.

Born on Virginia's frontier in 1755, John Marshall was the oldest of 15 children. He enlisted in the state militia when the War for Independence broke out. Marshall quickly rose to the rank of captain. He credited events in that war with transforming him from a Virginian to a patriotic American.

VOCABULARY

Capitalism: an economic system based on private ownership and profit; free enterprise
Profit: the money a business has left after bills are paid
Entrepreneur: one who risks time and money to start a business for the purpose of making products that will sell and make a profit (make money for the investor)
Motto: a statement used to express a principle, ideal, or goal
Bayoneted: stabbed by a knife that is attached to the barrel of a rifle (usually referring to an act of war)
Eloquence: refering to speech or words that are fluent, vivid, or flowing

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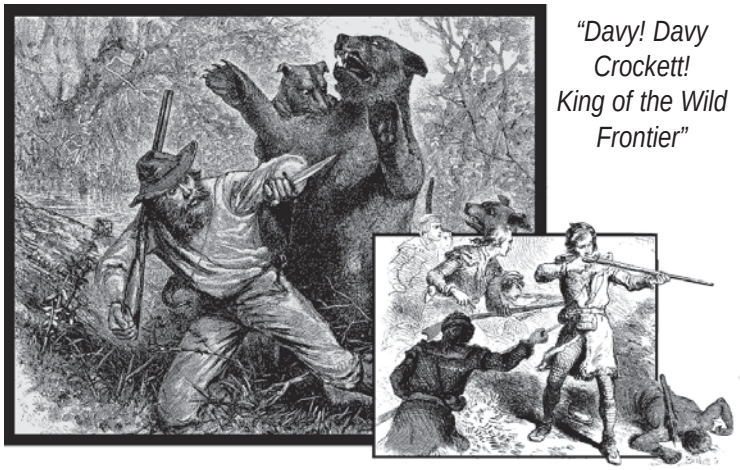
Known for his love of truth and justice, John Marshall was said to have influenced American law almost as much as the Constitution itself. As Chief Justice of the Supreme Court between 1801 and 1835, Marshall opposed President Andrew Jackson's 1830 Indian Removal Act, declaring it unconstitutional, and ruled in favor of protecting Indian lands and rights.

During the 1800s, men and women were defining not only America's boundaries, but were defining the American system for inventing, producing, and marketing products. John Marshall believed strongly in the value of capitalism and was dedicated to ensuring its survival as this nation's economic system.

A keen mind, humility, and unparalleled integrity made Marshall a legend in his own time. His legal opinions favoring a strong federal government, a court system free from political control, and the supremacy of capitalism as America's economic system have stood the test of time.

The capitalism which Marshall endorsed helped to make America a great nation. His concepts enabled frontiersmen to pave the way for the success of entrepreneurs far into the future.

One such frontiersman was David Crockett who not only fought wild bears, but also helped Texans gain statehood. You will be reading about him next.



"Davy! Davy Crockett! King of the Wild Frontier"

DAVY CROCKETT: A TRUE FRONTIERSMAN

Years after the War for Independence with Britain, when Americans began to push their boundaries toward the west, outstanding men embodied the new American frontier spirit. You have already read about Daniel Boone, who became a legend with his exploits in the Kentucky wilderness.

Another of those adventurers was David Crockett. Davy's life began in the Tennessee woods on August 17, 1786 and ended on March 6, 1836 along with 182 other great defenders at the Battle of the Alamo in Texas. The American spirit was reflected in Crockett's personal ***motto***: *"Be sure you're right – then go ahead!"*

The wilderness-loving Crockett often spoke with a type of country exaggeration called "backwoods brag." He entertained campfire gatherings by "spinning" tales about himself, such as how he killed over 100 bears in just seven months, how he tamed an alligator, or the time a raccoon Davy was hunting just gave in to him. Fact or fiction, these stories helped weave the legend of Davy Crockett as "King of the Wild Frontier."

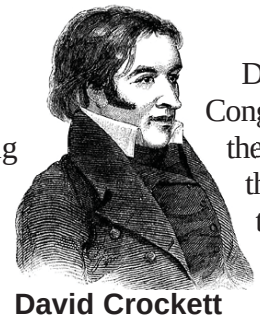
Crockett was known for being an excellent marksman. He named his rifle "Old Betsy"—the same rifle he carried with him to help fend off the Mexican army in Texas. Today, "Old Betsy" is on display at the Alamo in San Antonio. From the time he was a young boy in Tennessee, Crockett was "itching" to hunt and shoot like his father and older brothers. Finally, Davy's father, busy building a mill, turned the eight-year-old loose in the woods with a rifle, but gave him only one bullet each day. Crockett later attributed his excellent marksmanship to his father's bullet rationing. It forced Davy to become a cautious and calculating hunter – he had to make his bullets count.

By his father's arrangement, Davy left his family temporarily at age 12 to earn $6 by helping a man named Jacob Siler drive a herd of cattle up to Pennsylvania. In those

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days, fathers frequently made such work arrangements for their children. Young Davy was nervous about leaving home, but he obeyed his father. As it turned out, Mr. Siler was a very good marksman, so Crockett improved his shooting skills under his employer's direction. Mr. Siler reinforced what Crockett had already learned at home—a gun was to be respected and used cautiously. It was a tool to hunt for food, to obtain animal skins for clothing, bedding or lodging, and to protect oneself or others from outlaws or aggressive animals.



David Crockett

Crockett became a U.S. Army scout in 1813. For the next two years, he was involved in the Creek Indian Wars, which was also known as "Big Bloody." This war was fought under the direction of General Andrew Jackson. After this and several other fierce Indian battles, General Jackson and Crockett disagreed over the treatment of the Indians. Davy resigned as army scout and returned home. He found his wife, Mary, seriously ill. She died in 1815. Davy buried her and took care of his two sons and daughter. Later, he married a widow who also had two children of her own. The family settled down and Davy became involved in politics.

Crockett had a successful political career—serving as justice of the peace, town commissioner, colonel of the county militia, representative in the Tennessee legislature from 1821 to 1824, then as a Congressman in the U.S. House of Representatives. As a United States Congressman, Davy Crockett challenged his former army commander, then President Andrew Jackson, over several issues—one of which was the removal and relocation of Southeast Indian tribes.

During his three terms in Congress (1827, 1829, 1833), Crockett's reputation grew. Known as an honest politician, he was a celebrity of sorts. Newspapers loved to feature him, quoting his wit and wisdom and comparing him to Ben Franklin. People traveled to Washington just to peek at this legendary figure often dressed in buckskin and coonskin hat.

During Crockett's third term in Congress, people began thinking of him as the logical next president. The Whig Party thought Crockett might be the best man to represent their interests. In 1834, the Whigs sent Crockett on a Northeastern tour. He was riding America's newest form of transportation—the steam locomotive—with stops in Baltimore, Philadelphia, and Boston.

While in Boston, Crockett was deeply moved by his visit to Bunker Hill where, 50 years earlier, Americans had fought for freedom from England. He later wrote, *"I felt like calling them* (the patriot soldiers) *up, and asking them to tell me how to protect the liberty they bought for us with their blood; but as I could not do so, I resolved, on that holy ground, to go for my country, always and everywhere."*

Despite Crockett's enthusiastic, crowd-rousing reception at each tour stop, the Whig Party became disillusioned with him, and their support was dropped. Crockett focused on his reelection to Congress in 1835 but was narrowly defeated.

After the defeat, Crockett assessed his life and what he should do about the needs of his country. Texas seemed like a good place to start over. Crockett left his family in the care of friends and pointed his horse toward Texas, which was then owned by Mexico. In the wide open spaces of Texas, a man could start over. Crockett's goal was to become a land agent like Stephen Austin and relocate his family.

By the time Davy reached Texas, Texans were talking of revolt against Santa Anna. A former friend of Crockett's, General Sam Houston, was putting together an army. Crockett felt that the Texas issue was a worthy one. He and about 15 other men organized themselves as the Tennessee Mounted Volunteers. Davy Crockett and his men traveled straight to the heart of the action – in San Antonio where he joined Colonel Travis and Jim Bowie to defend the Alamo.

On March 6, 1836, Crockett was among 183 brave men who died while

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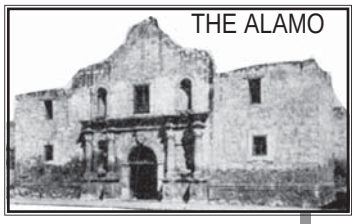
defending the Alamo. For two weeks, they had valiantly held the old Spanish mission, converted to a fort, against more than 4,000 Mexican troops. Before the Mexican troops overran the fort and ***bayoneted*** the last man, the Texans listened to a haunting trumpet solo from the enemy, foretelling certain doom. Still they resolved, *"God and Texas. Victory or death!"*


General Santa Anna

In spite of General Santa Anna's victory at the Alamo, his troops were badly shaken and humiliated. On the Mexican side, an estimated 1,600 were dead and 500 wounded – a loss of eight Mexicans to one Texan. Although Santa Anna's troops captured the Alamo, the Texans who fought and died there "snatched victory from the jaws of defeat". Recall that Crockett, Travis, Bowie, and the other defenders were outnumbered nearly 22 to 1, yet they still held off the Mexican army for 13 days. Logic tells us that 4,000 trained Mexican troops should have easily overrun 183 volunteers in a matter of hours at the most; what the defenders of the Alamo accomplished was nothing short of a miracle. The Alamo stands today, as a testimony to the unyielding spirit of those men who were slain, fighting to obtain freedom from tyranny.

Crockett's memory of Bunker Hill and the cause of liberty fueled him to fight fiercely and bravely for Texas and its symbol of freedom. Even though the Alamo was lost, its defeat inspired General Houston's defenders of liberty. *"Remember the Alamo!"* became the battle cry that spurred Texans to fight with fierce determination. Just one and one-half months later, Houston's freedom fighters soundly defeated the Mexican army at San Jacinto and won independence for Texas.

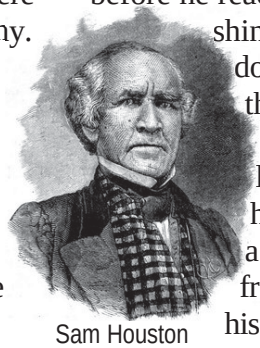
After his death, the legend of Davy Crockett continued to grow. One story alleged he could *"run faster, jump higher, squat lower, dive deeper, stay under longer, and come out drier than any man in the whole country."* With rugged ***eloquence***, courage, and patriotism, this colorful American has been the hero of television shows, songs, books, and movies. A young boy in a coonskin cap, hunting supper in the Tennessee woods...a gentleman in the White House, speaking to thunderous applause...an expert marksman fighting for freedom at the Alamo...Davy Crockett is still admired by Americans of all ages.


THE ALAMO

Our next frontier hero also fought for Texas and lived to become its leader and most prominent statesman.

SAM HOUSTON: A LONE STAR

Noise and excitement were everywhere—speeches, drums, loud voices. On that early spring day in 1813, an Army recruiting party marched into Maryville, Tennessee. An army sergeant made his way to a podium and delivered a rousing speech. After making an impassioned plea, he raised his fist and threw a handful of silver dollars into the crowd. A tall, 20-year-old man with chestnut-colored hair and piercing eyes thought for a moment before he reached down and grasped one of the shiny coins. By picking up that silver dollar, Sam Houston had just joined the United States Army.


Sam Houston

From his early childhood in a large Virginia family, Sam Houston had been restless. When his father, a major in the militia was away from home, young Sam ***brandished*** his father's spare sword in an imaginative replay of a battle in the War for Independence. He also read true stories of great heroes who excited and inspired him.

When Sam was 13, his father announced that the family was moving out west to Tennessee. Then tragedy struck. After selling the family farm, settling his business affairs, and preparing for the big move, Major Houston died. His wife and their nine children were left to move by themselves to the 419 acres waiting for the family in Tennessee.

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Once there, however, Sam became restless. He realized that farm work was not for him. He enjoyed his ***stint*** as a store clerk even less. And like many young Americans with a great future, Sam Houston was cut from a different mold—an adventurer on the lookout for the right opportunity. Finally, the teenaged Houston could take no more of "civilized" life. Determined to find a challenge, he packed up his books and went to live with the Cherokee Indians on a small island in the Tennessee River. There he enjoyed learning Indian ways – how to speak, dress, and hunt like a Cherokee. Houston did not know it then, but the relationships he built with the Cherokee would prove invaluable to the United States. He often referred to these three years in the wilderness as the best years of his life.

To pay a debt incurred during those years with the Indians, Houston, at age 19, left his native friends and opened a school, charging $8 per term for each student. Houston had no formal schooling, although he could read and write well. He had confidence that he could apply what he did know to help young boys who wanted to learn to read. After only one term, he had taught enough students to pay off his debt. With school closed until the next term, Houston found himself restless again and joined the U.S. Army.

Still chasing adventure and intrigued by the new war with England (later to be called the War of 1812), Houston easily committed himself to military service. That decision pleased his dearly beloved mother. At their parting, Mrs. Houston presented her son with a ring inscribed with the word "Honor" on the inside. He wore it for the rest of his life.

Sam Houston's army service brought him under the command of General Andrew Jackson, who would later become a celebrated military leader and U.S. president. At the Battle of Horseshoe Bend, against a Creek Indian tribe in Alabama, Houston was severely wounded. Left behind with other near-dead soldiers to suffer out his final hours, the tough Houston not only survived the night, but was rescued the next day and nursed back to health.

Before resigning from the army in 1818, Sam Houston was given a job that seemed custom designed for him. The United States government was trying to settle an agreement to relocate Cherokee tribes. Houston's challenge was to persuade the tribes to move. Sam visited his old friends and successfully sealed the agreement.

Houston was only 25 years old when he moved into the next arena of his life – politics. He quickly completed studies as a lawyer and began a law practice in Lebanon, Tennessee. Shortly thereafter, he was elected Nashville's district attorney. Houston served in the U.S. Congress in 1823, and four years later, he became governor of Tennessee.

He resigned as governor in 1829 amid controversy surrounding his failed marriage of only three months. At this low point in his life, Houston decided to go live with his Cherokee friends, who were then in Arkansas. Always a man of action, Houston became involved in a series of negotiations among Indian tribes. A successful ***mediator***, he managed to settle differences that had plagued tribes for 30 years. Houston is credited with negotiating more treaties with Indian tribes than any other War Department Representative or United States president.

Despite his many achievements, Sam Houston's life took a downward tumble and



Brandish: the defiant waving of an object
Stint: a period of time spent on an activity
Mediator: a counselor who tries to help settle arguments
Revive: to impart new spirit and energy into someone or something
Futile: having no useful result
Aspirations: strong desires to achieve something great
Reprimand: a severe, formal scolding

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he turned to alcohol. Several attempts to ***revive*** his political career were ***futile***. However, these unfortunate circumstances were not his final destiny. In the autumn of 1831, a visit to his critically ill mother snapped Sam Houston out of his depression and back to Mrs. Houston's ***aspirations*** for Sam to be a man of honor.



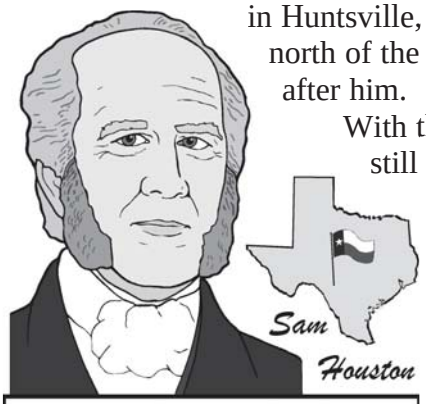
At Washington-on-the-Brazos, March 2, 1836, elected delegates met to declare the independence of Texas from the Republic of Mexico.

Within months of his mother's death, Houston found himself embroiled in conflict. After assaulting a congressman in an argument over government injustices to the Cherokee, Houston endured a highly-publicized trial. It did not begin well for Houston. When his attorney became ill, Houston took over his own defense. Eloquent and persuasive, he delivered an impassioned speech, defending his behavior. The judge agreed Houston's actions were justified and set him free with a strong ***reprimand***.

During the trial, the newly-energized Houston began making plans to go to Texas, a large land full of promise and hope. Even though Mexico owned Texas, Houston desired to purchase land there and become a Mexican citizen. But Texas had problems of her own. Just as the colonies had suffered injustice under England in the years before the War for Independence, this new breed of Americans in Texas was being crushed by burdensome taxes and unjust arrests by Mexican government officials.

When Texans began talking about fighting to make Texas a separate republic, Houston was exactly where he wanted to be—right in the middle of the action. He helped organize a Texas army in 1836 and was appointed its commander-in-chief. Houston's greatest triumph came when he defeated the Mexican army and captured Santa Anna at San Jacinto on April 21, 1836, several weeks after the slaughter at the Alamo. Houston's troops wanted to execute Santa Anna, but Houston knew that Santa Anna was the only Mexican official who could negotiate a treaty for Texas Independence. Sam Houston's negotiating abilities prevailed, and he extracted from Santa Anna the full independence of Texas (which Santa Anna later did not honor).

Logically, Sam Houston became the new republic's first president in 1837, serving three terms. He worked hard for Texas to become part of the United States and saw it happen on June 23, 1845. Before retiring into private life in 1861, Sam Houston added U.S. senator and Texas governor to his accomplishments. Two years later, he became gravely ill from pneumonia. Sam died in Huntsville, Texas, located about 80 miles north of the large city of Houston named after him.



Life Principle

"A man of honor is more important than a man of wealth and popularity."

With the "Honor" ring from his mother still around his finger, the dying Houston whispered, "*Texas . . . Texas.*" The state for which he had fought and devoted his last 30 years would forever remember Sam Houston for his courage, his skill as a statesman, and for that virtue his own mother held highest of all, his honor.

Farther west in California, men looked for wealth among the gold mines. Unfortunately, honor was often put aside in pursuit of riches.

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The Defining of America

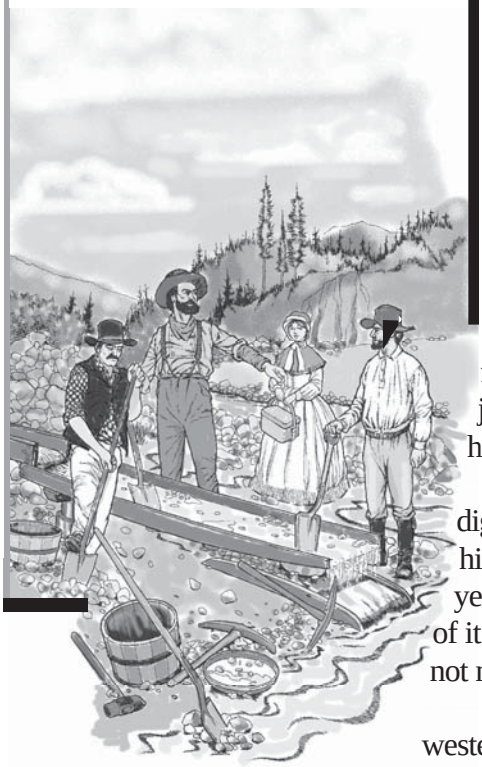


Topic 3
Discoveries & Explorations

Chapter 7

GOLD, GUIDEBOOKS, AND MIGRATIONS

Section One
Topics 1-5



Most historical events leading to the discovery of gold in California could begin with, "It just so happened...." Because early Spanish explorers of the 1700s found no golden cities in California, "it just so happened" that Spaniards left without searching for *buried* gold.

Later, settlers from Mexico came into the open territory to set up large ranches, or ***haciendas***. These ranches were like separate kingdoms with the laborers providing everything the ***rancheros*** needed, much like plantations in the South. The 23 or so ruling families ran their ranches without trading with the outside world. It just so happened, that in the early 1840s, prosperous Californians had no need to search for gold.

In 1843, a California ranch worker, Francisco Lopez, while digging up a clump of wild onions, found the very first gold in the hills northeast of present day Los Angeles. During the next three years, over $8,000 in gold was washed out of the soil. Twenty ounces of it were sent to the ***mint*** in Philadelphia. The first gold sent there did not make an impact on the public mindset.

During most of the 1840s, Americans were more interested in western land than in gold mines. Settlers by the thousands streamed along the Oregon Trail to rich farmlands bordering the Columbia River. Some of the Oregon settlers entered California using trails laid out by mountain men of earlier fur-trading days. One of those settlers, John Sutter, started a trading post near the mountains east of San Francisco. In 1840, Joel Walker headed south from Oregon with two female relatives who became the first American women to reach California. Joel had learned about the land from his brother, Joe Walker, the famous mountain man who blazed the first trail over the Sierra Nevada portion of the Rocky Mountains into California.

An organized company of people, the Bartleson party, set out from Missouri in 1841 before maps of the trail had been printed. The Bartleson party became known as ***greenhorns*** such as the West had never seen. Fortunately, the ***tenderfoots*** joined a group of missionaries led by Thomas Fitzpatrick, a famous and seasoned mountain man. The Bartlesons learned enough from the trail-wise Fitzpatrick to complete the trip, but how they survived is still considered a miracle. However,

VOCABULARY

Hacienda: the main house of a ranch (Spanish)
Rancheros: Mexican cowboys or ranch hands
Mint: a place where the U.S. government produces money
Greenhorn/tenderfoot: a nickname given to people who were unused to hard work, inexperienced in the ways of living off the land

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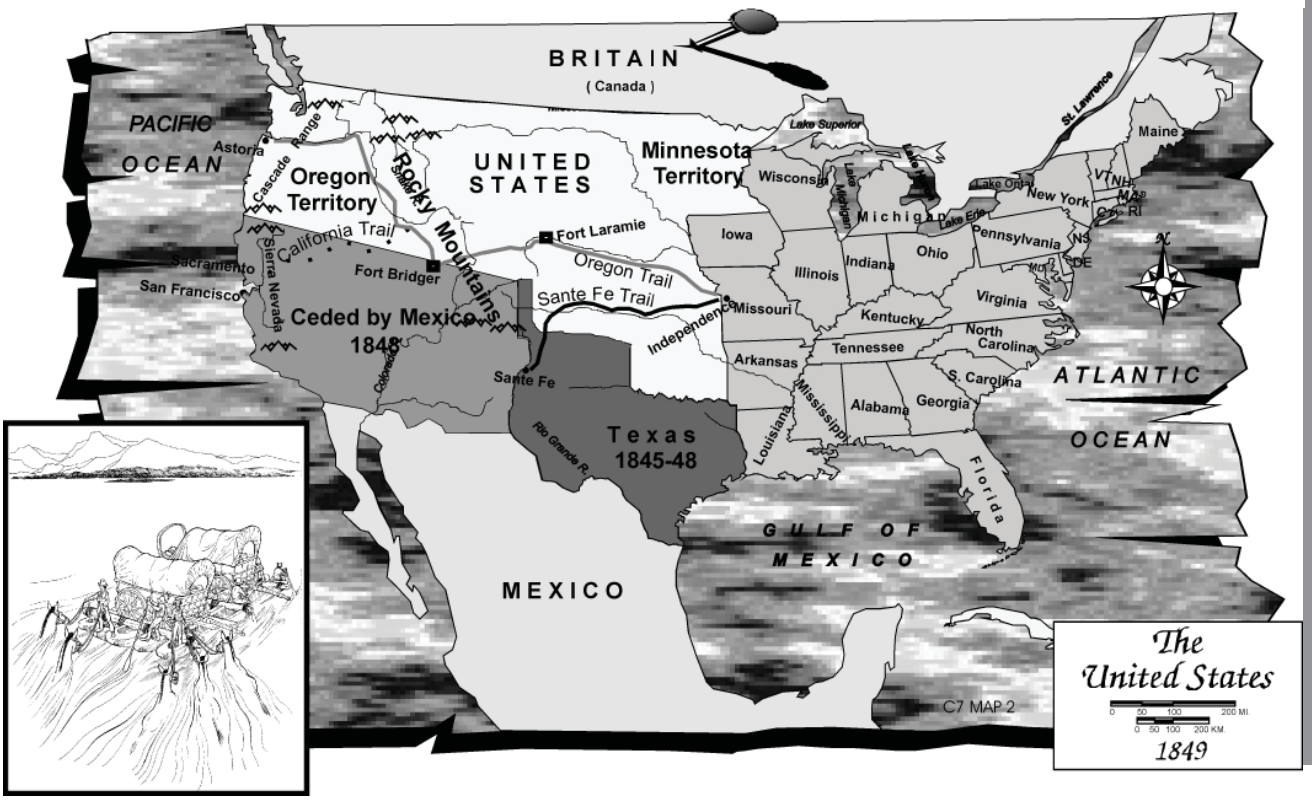
the Bartleson Party proved to Americans that entire families could manage the overland travel into California.

VOCABULARY

Sluice: a trough or other man-made channel for carrying off excess water separating out gold ore
Trekking: making a long, difficult journey
Exorbitant: excessive; beyond reasonable limits
Sect: a religious group adhering to distinctive teachings, often considered extreme and contrary to accepted doctrines
Polygamy: having more than one (several) wives at a time
Ostracize: to exclude socially or religiously from a group or community by common consent
Vigilantes: citizen committees who take the law into their own hands to execute a person thought to be guilty

Two years later, in 1843, a young lawyer named Langston Hastings left Oregon and journeyed throughout California. He dreamed of establishing a Republic in that territory similar to Sam Houston's vision for Texas. Hastings went home and wrote a guidebook in 1843 that attracted a thousand pioneers to the Oregon/ California Territory. Large groups continued to move along the Oregon Trail in 1844. That year, a wagon train party daringly left the main trail and turned toward California. Cabel Greenwood, an expert mountain man, successfully guided the wagon train over the high, almost impassable mountains. Their new route opened the first wagon trail into California. Accordingly, Greenwood Trail was named after Cabel Greenwood. Walker's Pass, the Donner Pass, Carson Pass, Sutter's Fort, Fort Bridger, and Fort Hall are also named for strong, adventurous pioneers.

Men returning from the West wrote travel guides for other Americans to follow. In 1845, John Shivery published one of the earliest guides to Oregon and California. The next year, in Lafayette, Indiana, William Winter published the first detailed account of a return trip going

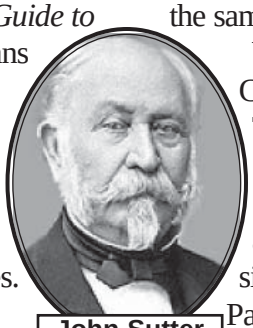


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east along the wagon trail. His book, *Route Across the Rocky Mountains, with a Description of Oregon and California*, inspired other Americans to believe they could also make the long journey to California.

That same year, Winter's fellow traveler, E.A. Farwell, wrote a letter to the New Orleans paper, *The Picayune*. He reported what people wanted to hear – that the new route for wheeled vehicles going to California was 60 days shorter than the earlier route through Oregon.

In 1846, President Polk negotiated a treaty with England, granting present day Oregon and Washington as territories of the United States. The same year, Langsford Hastings, the young lawyer, published his book in Cincinnati, Ohio. Filled with sermon-like phrases, Hastings' book made an emotional appeal for Americans to move to the new territories. *Emigrants' Guide to Oregon and California* inspired Americans to take *"the blazing light of civil and religious liberty"* with them to the beautiful Pacific Coast.



John Sutter

In 1848, under President Polk's Manifest Destiny, the entire western territory was annexed to the United States. At last, the shores of America stretched from the Atlantic to the Pacific, from sea to shining sea.

Sooner or later gold had to be discovered in California. It was simply too abundant to remain hidden. In January of 1848, John Marshall, a carpenter from New Jersey (not to be confused with Supreme Court Justice John Marshall from Topic 2), found the first yellow flakes in the South Fork of the American River. He was building a water-powered sawmill for John Sutter when Marshall noticed that gold had washed to the bottom of the long, wooden ***sluice*** box which carried water over to the mill. Sutter and Marshall tried to keep their news a secret, and at first word spread slowly, but not for long.



Miners panning for gold

Local people set up tents in the area. They stood in icy streams flowing from the Sierra Nevada Mountains and dipped their pans into the gold-filled sand. These gold-seekers probed roots of trees looking for gold nuggets deposited there over the centuries from high in the mountains. At that time, a prospector could leave a can of gold dust in his tent with little fear of theft, but not for long. Thoughts of instant wealth began to infect the crowds that swarmed into California.

Newspapers in the East published the news, and in 1849, gold rush fever hit hard. Gold seekers from throughout the world flooded California. Tens of thousands of young men poured into the hills and streams of northern California, expecting to discover fortunes. Never before in history had such a huge multitude of able-bodied men moved into one area to follow the same dream.

Within two years, the population of California swelled from 15,000 to 93,000. Two years later, the state claimed more than 260,000 people. They came by three main routes. A ship from the East coast around Cape Horn usually took five to six months. A quicker route by ship to Panama meant ***trekking*** overland through the tropical heat and disease before sailing on to California. A third route many Americans chose was to struggle along the overland trails across the western United States.

Most of the young men who came west were not weaklings. They were muscular, brave men, the choice of the world's population.

From 1849-1853 gold miners dug and washed into circulation more than $200,000,000 in gold. Most of it went to eastern states or to Europe to pay for supplies that had outfitted men for the trip. Prospectors needed shirts, hats and boots, canned goods, and firearms.

The flow of gold caused the cost of goods and services to increase dramatically. Men paid ***exorbitant***

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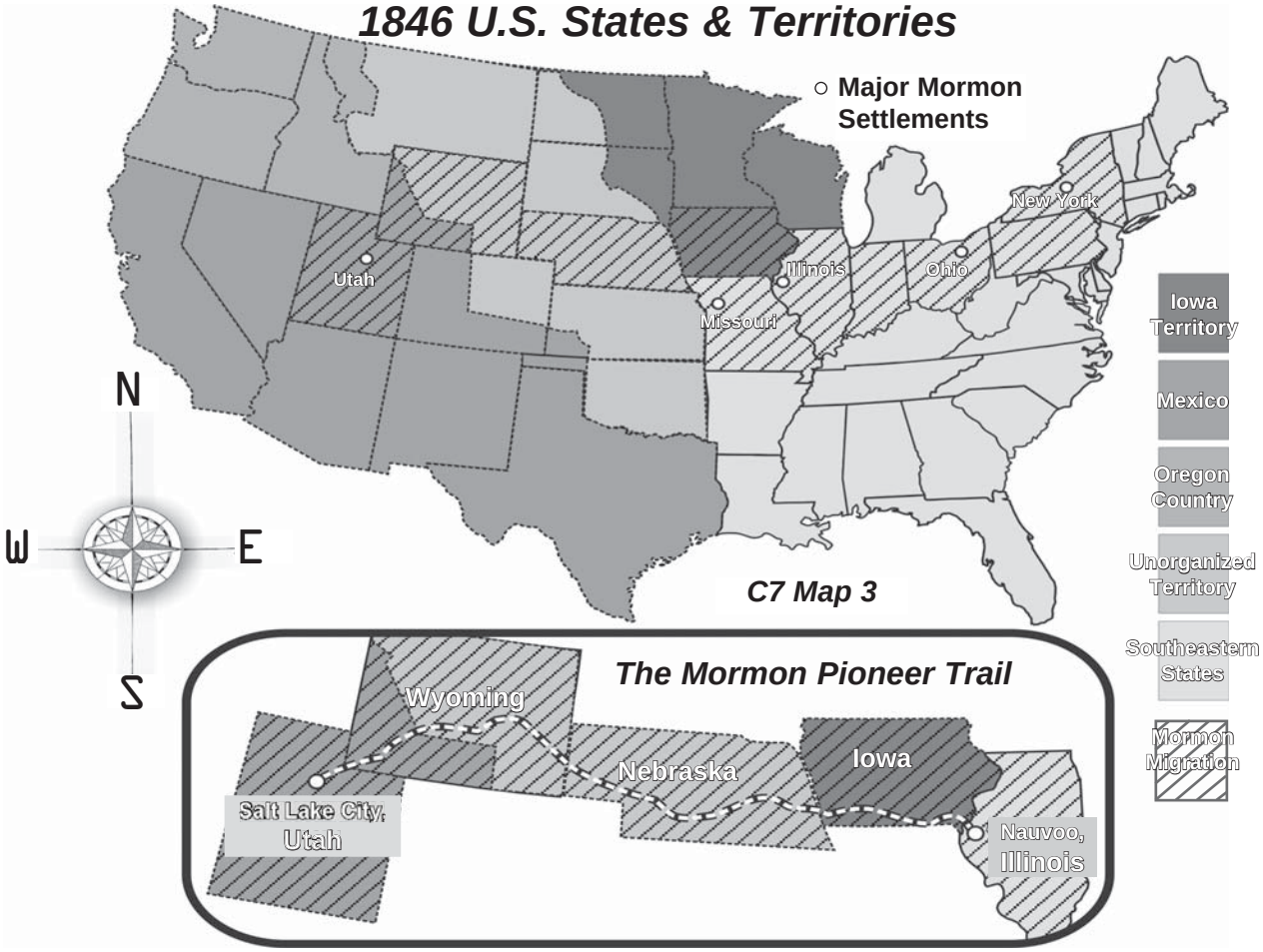
prices to have their dirty shirts washed and boots repaired. Not many miners struck it rich. A few did. Others were murdered by lawless claim-jumpers who prowled the hills, letting miners do the hard, dangerous work then stealing the miner's profits. Even fewer miners went home wealthy.

Impressive fortunes were made by four leading merchants who sold goods needed by miners. These men wisely anticipated income-generating opportunities that accompanied mining. Wells Fargo Express banks kept the miners' gold safe and delivered mail on stagecoaches. Stores and hardware businesses made Crocker, Hopkins, Huntington, and Stanford powerful enough to be named "The Big Four" in California's merchandising history.

Gold attracted settlers and provided capital for building and developing a state. Some of the gold-seekers were outlaws and opportunists, anxious to make a quick profit and move on. Many others were responsible men who banded together and built real communities with churches, schools, and families. The gold rush attracted strong Americans who transformed California into the 31st state in 1850.

Not everyone who "pulled up stakes" and migrated west did so for gold or adventure. A religious ***sect*** called *Mormons* or *Latter Day Saints* (LDS), comprised a main force in the settlement of the West. The sect sprang up in 1830 in New York with Joseph Smith, who claimed to have received divine instructions to establish a new religion.

Many aspects of the new teachings, such as ***polygamy***, were contrary to mainline Christianity. Polygamy was also illegal, which caused the new converts to be ***ostracized*** as



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well as being subject to arrest in communities in New York, then Ohio, and later in Missouri. As their numbers grew, so did the hostility to Mormon practices in the communities in which they settled. Near warfare resulted, with raids, property destruction, and murder. Finally, Missouri's governor sent troops to force the Mormons to leave. They migrated east to Nauvoo, Illinois, in 1839, but more of the same troubles pursued them. There, in 1844, Joseph Smith was shot dead by ***vigilantes*** while in jail, awaiting trial on felony charges. Divisions within the sect, as well as external community pressures, caused most of the "saints" to seek refuge in the unpopulated West. Thus, in 1846, after an internal leadership struggle, Brigham Young emerged to lead the largest, most organized migration in American history. From 1846 to 1869, more than 70,000 men, women, and children traveled the Mormon Pioneer Trail to the Great Salt Lake in the Great Basin area of what was then known as the *Unorganized Territory*. (Today, Salt Lake City is the capital of the state of Utah.) Mormons who could not afford covered wagons pulled handcarts. Those who stayed behind united to form the Reorganized Latterday Saints (RLDS), which refuted polygamy, and today is based in Independence, Missouri.



Handcart

Part of the benefit of studying history is in the lessons that it teaches. In reviewing negative episodes of the past, we sometimes ask, "How could humans treat each other so harshly?" An obvious example is slavery, which you will be reading about in the next topic. Another, lesser-studied segment of American history involved Indian relocation in the late 1830s. Thousands of Indians perished, and an entire race was forever altered as a result of government policies that would be considered inhumane today. Regrettably, each generation has its own way of justifying unjust or cruel actions, such as the aborting (killing) of over 48,000,000 unborn children since 1973 in America alone.

When reflecting upon unfortunate historical episodes, instead of entirely focusing upon the injustices, spend some time understanding the historical backdrop. Studies of harsh treatments will not right the wrongs, but can help us offer solutions for today's cultural challenges by learning from past failures. Hopefully, the lessons learned could help produce healing and avoid future tragedies.

In the next topic you will learn about American Indians and African slaves whose families experienced many hardships and sorrows that resulted from sometimes misguided efforts to define America.

"People who search for truth as if it were gold become wise."

—Hebrew Principle



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The Defining of America



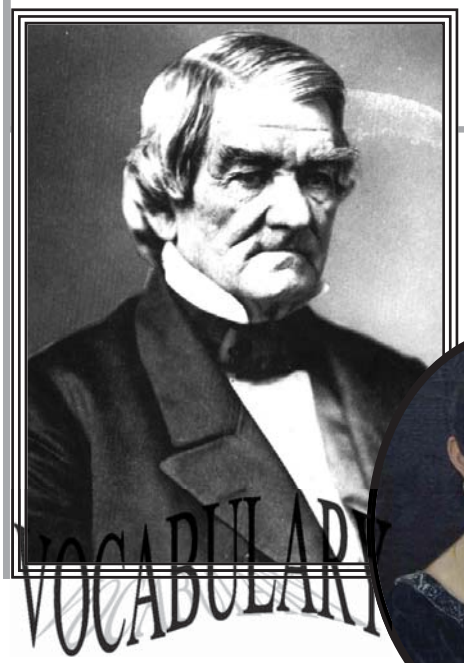
Topic 4
Family & Home

Chapter 7

A PEOPLE FOREVER CHANGED

Section One

Topics 1-5



*images courtesy of the Smithsonian Institute



***John and Quatie Ross**

Elizabeth (Quatie) Ross was with her husband, Cherokee Chief John Ross, and their children on a sorrowful journey. Her home in Georgia far behind, Quatie suppressed the tears once more as sadness overwhelmed her. The Ross family, along with 228 other Cherokee friends and relatives, were being forced to relocate to the government-designated "Indian Territory" a thousand miles away, west of the Mississippi River. It was the winter of 1838. John Ross led this last group of Cherokees to make the move. Many ***detachments*** had already departed and traveled by both land and water routes.

Many of the ***uprooted*** Indians died of pneumonia and tuberculosis. Babies born along the way and the elderly were the hardest hit. Grieving families traveling overland stopped only long enough to bury their dead in frozen ground before continuing on their ***agonizing*** trek west. Slowly they crept on, at about 8 to 12 miles per day.

The Ross detachment traveled on a Cherokee-owned steamboat along the Tennessee, Ohio, Mississippi and Arkansas Rivers. Shortly before reaching Little Rock, Arkansas, Quatie died, leaving behind a husband and five children. Some accounts state that she had given her blanket to a sick child, then caught the dreaded pneumonia, from which she could not recover.

Quatie Ross was one of an estimated 1,500 Cherokees who died along the way when 16,500 Native Americans, in hundreds of covered wagons and boats, were forced to relocate to "Indian Territory". Death and suffering affected most of the Indian families who relocated from Southeastern states to Arkansas and ***Oklahoma***. The Indians referred to their journey as *Nuna da ut sun y*, "the place where they cried." Later, it became known as the *Trail of Tears*.

The relocation of the Five Civilized Tribes (the Creeks, Choctaw, Chickasaw, Seminole, and Cherokee) was the ominous and dramatic culmination of years of growing conflict between the native Indian population of the Southeast and the inpouring of

VOCABULARY

Detachment: a group of persons purposely separated from a larger body and sent to a specific place
Uprooted: pulled up by the roots; displaced from a country or native land
Agonizing: extremely painful, both physically and emotionally
Oklahoma: two Choctaw Indian words joined, meaning "red person"; Oklahoma has the largest number of Native Americans of any state
Squatters: those who settle unlawfully on others' property
Stereotype: a commonly held impression or mental picture of a person or thing
Ancestors: relatives who lived in the past
Assimilate: merge completely into another culture
Predicament: difficult situation

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land-hungry settlers from the North. This was especially true in Georgia, where the number of settlers increased six times between 1790 and 1830. These newcomers then petitioned the federal government to remove the Indians. To make matters worse, gold was discovered on Cherokee lands in Northern Georgia in 1828 which attracted hordes of ***squatters*** to Cherokee lands. Instead of defending Indian rights according to America's founding documents, U.S. Supreme Court rulings and numerous treaties, the state of Georgia passed a series of laws that stripped the Cherokees of their ancestral land rights. This was designed to pressure them to leave the state.

The Indian Removal Act of 1830 was proposed to Congress by President Andrew Jackson. The plan's purpose was to move the Five Civilized Tribes west of the Mississippi River by 1838, to lands largely unsettled by whites at that time. Cherokee Chief John Ross, Tennessee Congressman Davy Crockett, along with Senators Henry Clay, Daniel Webster and others argued fiercely in Congress for Indian rights. In the end, after bitter debates, prejudiced politics and shattering betrayals, the Indians lost by one Senate vote.

Chief Supreme Court Justice John Marshall had ruled, in the 1832 case of *Worcester vs. Georgia,* that the removal laws were unconstitutional. The Cherokee themselves would have to initiate a removal treaty which would then have to be ratified by a 2/3 vote of the Senate. Unknown to Chief Ross, certain other Cherokee leaders, representing only three percent of the tribes, initiated a removal treaty in 1835. This gave President Jackson the legal document he needed to pursue removal. The treaty was then ratified by a one-vote margin.



Artist's rendition of the "Trail of Tears"

Chief John Ross had worked tirelessly in the nation's capitol on behalf of his people during the terms of three presidents. Ross did not fit the ***stereotype*** of an Indian. He was not an "uneducated savage," clothed in buckskin, moccasins, beads and feathers. Ross' Cherokee ancestors had intermarried with Scottish fur trappers, making Ross seven-eights Scottish. As a young person, he participated in Cherokee festivals, but was educated by private tutors and Christian missionaries. At the age of 28, Ross was elected Cherokee Nation Chief, due to his bilingual and bicultural education and diplomatic skills. John Ross also became the fifth wealthiest Cherokee leader. He founded the town of Rossville, which was renamed *Chattanooga* after the Indian Removal. John Ross and many fellow tribal leaders owned large parcels of land, owned and operated various businesses, established a newspaper, lived in mansions, and even owned African slaves. As one report stated, *"Many Cherokee were more prosperous and 'civilized' than their increasingly envious white neighbors."*

Naturally, the Indians did not want to relocate. Tribal ***ancestors*** had settled the land long ago and were buried there. To the Indians, these facts made the land sacred. As tensions increased over the years, many injustices were committed against the Indians; instances of Indian retaliation also horrified settlers and various Indian wars broke out. Finally, Indians faced two choices: ***assimilate*** into mainstream society and forsake their heritage and tribal laws or relocate to Oklahoma and lose their ancestral lands and belongings. Either choice was agonizing for people whose lifestyle was deeply rooted in the ways of their ancestors.

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White settlers had faced a similar ***predicament*** when they relocated to America from Europe. For them, however, relocation was voluntary and reasonable. But to the Native Americans, it was forced, making the move heartbreaking and frightening.

Most of the Five Civilized Tribes relocated before the 1838 ***deadline***. Many Cherokees, however, did not, hoping that ***last-ditch*** political efforts would save them. That did not happen, so armed troops were sent to force resettlement in Oklahoma.

Native Americans were bound to face these issues after the first Spanish, Dutch, French, or English explorers planted boot prints over moccasin trails. Sooner or later, stronger, larger cultures would have displaced the natives, as has happened throughout history in countries worldwide. That fact did not diminish the sorrow Indians faced from relocating. It was, however, ***inevitable***. The "civilized" world would not have allowed vast regions of America to remain "unsettled", set apart only for animals and native tribes.

Forced relocation of Indians marked more than just a geographical change for the Cherokee and other Indian Nations. It began something the Indian had never known—a life of dependency upon the government. The U.S. Government funded the relocations, including basic supplies, during the trip and for one year after settlement. Money was also set aside to care for the Indian poor. Dependence upon the government continues today, further draining the Indian people of their dignity, self-reliance and independence. Alcoholism, lack of employable skills, discouragement, and disease adversely affected Indian families. Many simply gave up and lost their will to survive.

Many Cherokee survivors, however, like Chief John Ross, worked to rebuild their shattered lives in the land that would later become the state of Oklahoma. Truly a sad chapter in American history, the Trail of Tears marked the twilight of the Cherokee Nation as it had been, and the birth of government welfare systems. Other tribes, likewise, ended up in the same situation.

Another harsh chapter in our Nation's history is the story of slavery. In our next vignette, we will look at the family life of plantation slaves.

VOCABULARY

Deadline: final date or time by which something must be done
Last-ditch: slang expression for a final effort to avoid disaster
Inevitable: sure to happen
Negro: an historical term for any person of African descent
Toiled: worked hard under difficult conditions
Spirituals: songs of deliverance and deep emotion sung by Christian African slaves

THE SOUTHERN SLAVE FAMILY: A SONG IN THE NIGHT

From morning to night, usually for 12 to 14 hours each day except Sunday, ***Negro*** slaves ***toiled*** in the fields, shops, or in the main house of the plantation. Plantation owners considered slaves as property, necessary for the economic success of plantation business. On plantations where slaves were treated well, the slaves who worked in the main house were loved almost like family.

Some slave owners took good care of their slaves, buying them proper clothing and needed medicine, and doctoring them when they were sick. White farmers who could afford only one or two slaves usually worked side by side with the slaves. Some masters even provided a chapel and a minister to teach slave children the Bible. Others did not provide even sufficient food to maintain health. Most

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white communities forbade the teaching of slaves to read and write.

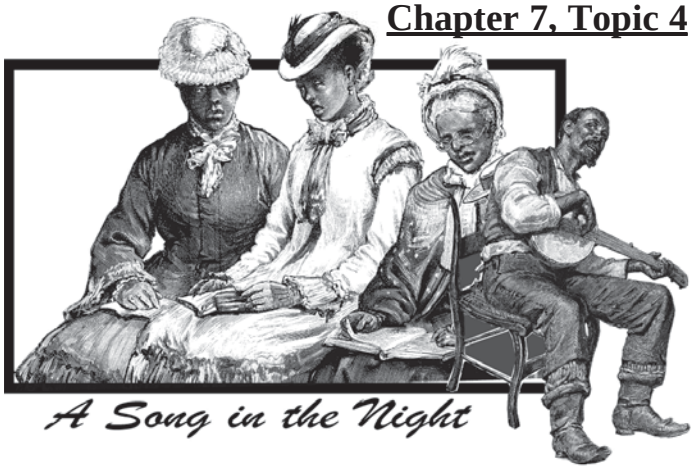
Slave families lived with the constant threat of heartache. They knew that at any time, one of them could be sold and probably never be seen again by family members. One former Kentucky slave said, *"The things that my sister May and I suffered were so terrible ...It is best not to have such things in our memory."* However, despite physical and emotional pain, slaves bonded together in families and found ways to cope with harsh life. They raised children, worshiped a God they believed would someday deliver them from bondage, sang ***spirituals*** and told stories.

The most important survival tool for a slave was his or her family. At home, slaves found love and acceptance. Families provided opportunities for rest, comfort, and learning about their heritage. Families were a *refuge,* a safe place to go and commune with people in common circumstances.

Slave marriages, though not legally recognized, were encouraged by plantation owners and benefitted both owners and slaves. "Happy" slaves, living in families, simply produced more work and more slaves.

Despite the work load on the typical Old South plantation, young slaves did find time to flirt with and court each other. At Saturday night dances in slave quarters, boys and girls "sweet" on each other paired up in the group setting. Young girls tried to "fix themselves up special" for these occasions, even if they could tie only small pieces of discarded ribbon in their hair.

Most plantation owners, who had authority over marriage unions, preferred marriages among their own slaves, rather than between slaves of different plantations. One reason was practicality. If slaves from two plantations married, visits between the two provided opportunities for escape. The second reason was economic. When two slaves of the same owner married, the offspring added to the owner's wealth.



Each slave family was generally assigned to a small cabin, about sixteen by eighteen feet in size. Sometimes families shared cabins. Although some owners provided good facilities, most slaves' cabins were small, crowded, and uncomfortable, with dirt floors and cracks in the walls. In his book, *Up From Slavery, An Autobiography,* Booker T. Washington described the cabin in which he remembered growing up:

> *"The cabin was not only our living-place, but was without glass windows; it had only openings in the side which let in the light, and also the cold, chilly air of winter . . . While the poorly built cabin caused us to suffer with cold in the winter, the heat from the open fireplace in the summer was equally trying."*

Southern slave families were typically large. A slave wife gave birth an average of seven times, however, between 1850 and 1860, less than two out of three Negro children lived to the age of ten. While parents worked in the fields, young slave children were supervised in a nursery by slaves too old for field work.

Eventually, slave children were given small tasks around the plantation, such as entertaining the owner's children, scaring off garden predators like crows and rabbits, or fanning the plantation owners and their guests during meals. Negro parents made use of a few moments in the early morning hours, and again late at night, to care for their children and pass along family values and cultural traditions.

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VOCABULARY

Wrenched: yanked or pulled away harshly
Assets: possessions that could be used to sell in order to survive financially
Field hand: an outdoor farm worker
Conductor: a leader or guide who operates or directs a mode of travel
Abolitionists: a political term referring primarily to compassionate Christian whites who worked to end (abolish) black slavery
Fragmented: disconnected, scattered
Fugitive: a person who evades the authorities in a subversive manner

Negro youngsters learned from a very early age to obey two forms of authority—their parents and their masters. Children became conditioned to their status by watching the way their parents interacted with the master. Sometimes children watched their parents get punished or lose a loved one who was sold and shipped away.

Separation of families was tragic. First-person accounts reveal horror stories of young children being ***wrenched*** from their mother's frantic clutches as one or the other was sold. Even a caring master, who never meant to cause intentional harm, sometimes ran into financial difficulty and had to sell one of his ***assets***, perhaps a slave father or older brother. Selling a good ***field hand*** could bring the owner $1,000. In most cases, these loved ones neither saw nor heard from each other again. Plantation slavery established for American blacks a cultural pattern of broken homes, absent parents, and emotional trauma over separation from loved ones.

A Negro woman named Sojourner Truth, one of the most noted speakers against slavery, said during a women's rally in Ohio in 1851, *"I have borne thirteen children and seen them most all sold off into slavery, and when I cried out with a mother's grief, none but Jesus heard."* Sojourner spoke often against the



Southern slave family

brutality of ripping families apart. She and many others, both black and white, slowly helped to raise national awareness about the Negroes' struggle for dignity and freedom from slavery.

These brave women, along with Christian anti-slavery groups like the Quakers and Methodists, helped redirect public opinion. Ultimately this issue came to a head, and Americans fought a war which divided the country and claimed 600,000 lives. However, slavery in the United States was finally abolished in 1865.

Most people, both Black and White, knew that slavery was wrong. Let us see how some people worked to free the slaves.

ANONYMOUS CONDUCTORS AND INVISIBLE TRACKS

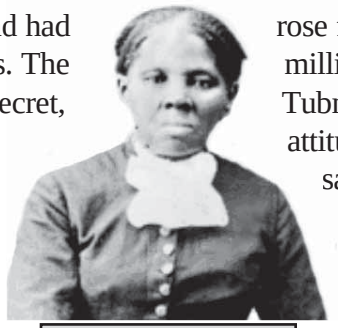
Slave catchers where nearby. She could hear them. Blinking back the fatigue in her eyes, the frightened slave woman remained crouched in the grass which had been her bed for the past few hours. Terrified of being caught, she waited quietly—hardly breathing for fear of attracting attention—until finally the men rode away. She had come so far in so little time, wading along a river for the past two days and nights so bloodhounds could not track her, following the North Star to freedom.

Harriet Tubman was on the *Underground Railroad*. While it had

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"***conductors***" and "lines," this railroad had no tracks, rail cars, tickets, or engines. The Underground Railroad referred to a secret, complex web of escape routes set up by ***abolitionists*** for Negroes fleeing the grip of slavery. For those who survived the journey, a life without bondage was the reward.



Harriet Tubman

Harriet Tubman got that reward. After traveling 40 miles barefoot from her owner's property in southern Maryland, she was housed, fed, and clothed in secret by whites in Camden, Delaware. Then she continued northward through the state until she crossed into Pennsylvania where she became a free woman.

Tubman was among thousands of Negroes who secured freedom at the hands of dedicated, courageous, sympathetic whites, and free blacks who believed that slavery was wrong. While the first organized plan to assist slaves to freedom came in 1775 in Pennsylvania, efforts for the next 80 or so years were ***fragmented***. A tough ***fugitive*** slave law was passed in 1850, enhancing the return of runaway slaves—even those who had escaped into Free States—but sympathetic Christian whites continued to organize escape routes.

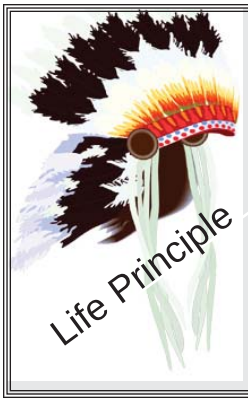
The people who silently became partners in this secret organization were always in danger of arrest and punishment. These anonymous "conductors" were a committed group who came from all walks of life, including many officials in city, state, and federal government. They hid runaways in secret rooms of their houses or in underground tunnels until the fugitives could be transported along various escape routes.

Harriet Tubman not only secured her own freedom, but she helped hundreds of other slaves, including her parents, along the Underground Railroad between 1850 and 1860. Those whom Tubman helped to freedom lovingly called her "Moses," comparing her to the Hebrew Old Testament leader who rose from slavery in Egypt to lead millions of Hebrew slaves to freedom. Tubman's determined, optimistic attitude encouraged fearful slaves. In safe territory, she could be heard singing as she led a band of freedom seekers through river bottoms or forests:

"Who comes yonder all dressed in red?
I heard the angels singing –
It's all the children Moses led,
I heard the angels singing."

For the thousands of slaves who gained their freedom on the Underground Railroad, those "angels" came with faces like Harriet Tubman's and others like her who knew that helping their fellow human beings was the highest calling.

Just as the family life of the slave differed greatly from the family life of the plantation owner, so did the foods they ate. Let us turn our focus to family meals.



"Right is right even if few people do it, and wrong is wrong even if most people do it."
—Anonymous

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The Defining of America

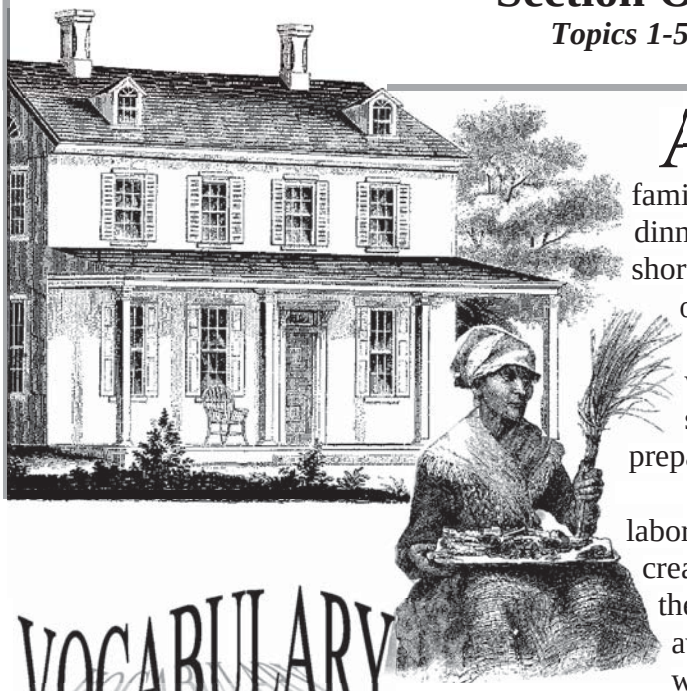
Chapter 7



Topic 5
Food

Section One
Topics 1-5

SOUL FOOD: A "MAKE-DO" FEAST



A long day on a southern plantation was coming to an end. The planter and his family sat down to a ***sumptuous,*** two-course dinner in an elegant, candle-lit room. But a short distance from the main house, in a row of primitive cabins, a different scenario unfolded. There, tired and hungry slaves who had worked the fields from sunup to sundown gathered around their fireplaces preparing simple meals.

Often ***destitute*** and exhausted, these laborers learned, out of necessity, to use their creativity. With an ***expertise*** still famous in the South, slaves took the ***meager*** ingredients available and created a special brand of fare which today we call *soul food*. Menu regulars included ***hominy***, ***grits***, pickled pigs' feet, fried catfish, corn ***fritters***, barbecued spareribs, and sweet-potato pie. Interestingly, many of these delicious "make-do" menus of yester-year are still favorites on modern dinner tables.

Slaves were resourceful with their food. Nothing was wasted. They relied primarily on cornmeal, molasses, pork scraps, occasional vegetables, and sometimes spices brought from Africa. Plantation families living near rivers might have enjoyed fish. Sometimes, chicken (or chicken feet) was available. However, most of their protein came from throw-away pork products like the feet, head, skin, ***maws***, and intestines (cleaned and prepared to make *chitterlings*).

Chitterlings, more commonly pronounced *chitlins*, were classic soul food. Pigs' intestines were washed, soaked, cleaned, pulled, and then cooked until tender. Pigs' feet were typically pickled in vinegar and brown sugar. The cheek, or jowl, was cooked with black-eyed peas. Pig fat, fried until crispy, was called *cracklins*.

Slaves adapted American foods to create menus which resembled African dishes. For example, the American sweet potato was similar to the African yam. Grits reminded slaves of

VOCABULARY

Sumptuous: expensive and lavish
Destitute: in desperate need
Expertise: great skill or knowledge
Meager: scanty, extremely limited
Hominy: dried corn kernels that have been processed in a certain way to remove their skin and expand their size
Grits: a common Southern food made from ground hominy
Fritters: small clumps of fried batter, often containing bits of meat, vegetables or fruit
Maw: the stomach of an animal
Adept: highly skilled
Abundance: more than needed
Evoke: to cause a reaction

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foo-foo, a grain native to their homeland. Slaves learned to prepare new foods as well, such as corn, squash, lima beans, and tomatoes. Slave families also became ***adept*** at finding edible berries, nuts, and herbs growing wild on plantations.

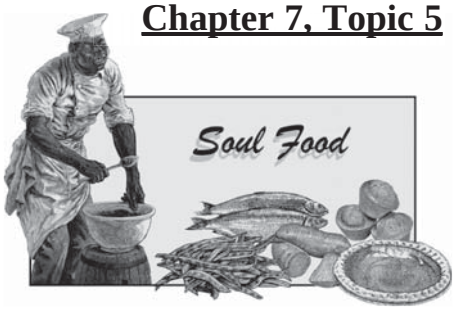
Slaves usually grew vegetables in patches, small garden plots allotted for slave families. Patches were usually in shady plots with low-quality soil, which nevertheless produced an ***abundance*** of potatoes, corn, melons, collard greens, pumpkins, and other vegetables. Slaves usually had only Sunday to tend garden patches. During winter months, the more durable vegetables were preserved by storing them in dirt cavities under cabin floors.

After the vegetables were eaten, the liquid left in the cooking pot did not go to waste. Families would dunk cornbread into the liquid, called *pot liquor*, until the pot was bone dry. At the time, slaves did not realize that this vitamin-rich vegetable juice was brimming with valuable nutrition that today would be highly prized.

Slaves typically did not have dairy products, but they were often allowed to drink *buttermilk*, the watery liquid remaining after milk is churned into butter. (This is much different than modern, commercial buttermilk.) Buttermilk was a good source of calcium.

Another staple of the slave's diet was black-eyed peas, which were actually imported to America from Africa in the 1600s. Black-eyed peas were often cooked with rice and a little pork to make a dish called *hoppin' john*.

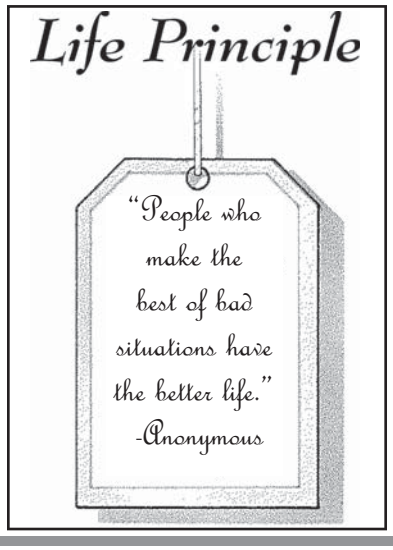
Cornmeal was plentiful. A typical cornmeal allotment was six quarts of cornmeal per slave per week. Cornmeal was regularly turned into cornbread creations such as *dodgers*, long corncob-shaped pieces of cornbread baked in a cast iron pan. Dodgers were so hard, that if one was thrown, dodging it was the only way to avoid a bruise. Another cornbread creation was *scratch backs*, cornmeal batter cooked in buttered muffin tins. Scratch backs were so named because the tops were rough or "scratchy-looking." Still popular today, *hush puppies* were mounds of cornmeal batter deep-fried, and later baked, to a golden brown. They were especially good with wild honey.



Slaves did not have much time for breakfast. Because they had to begin work very early, they usually relied on quick-to-prepare breakfast foods, such as leftover cornbread crumbled into a bowl of buttermilk. On cold mornings, slave mothers might stir up a pan of buttermilk biscuits or grits.

Southern slaves took a terribly difficult situation and made the best of it. Particularly in America's southern states, Soul Food is prized for its delicious flavor and the down-home feeling it ***evokes***. Born out of hard work and sheer survival, many of the dishes created over coals in crude cabins are still relished by Southern Americans today.

While food was prepared by women—whether slave or not—other issues were being affected by women. The next vignette reveals how the concept of freedom also impacted the role of women in public institutions and education.



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The Defining of America

Topic 6
Government & Economics

Chapter 7

WOMEN ON THE MOVE; ERA OF GOOD FEELINGS; SECTIONALISM

Section Two
Topics 6-10



*image courtesy of the Ohio Historical Society



***Lucy Stone**

Lucy Stone was born in Massachusetts in 1818. That was a time when women were not involved in politics or public affairs. She grew up in an era when women were not expected to become highly educated. However, young Lucy was an eager student who wanted to attend college, just like her brothers. Their father, a prosperous farmer, did not approve of Lucy's ambition to obtain a college education; so, Mr. Stone refused to pay his daughter's college expenses.

To earn money for books, Lucy picked and sold berries and nuts. She studied at night, preparing herself to teach public school. By age 25, Lucy had finally saved enough money to enroll at Oberlin College in Ohio.

Founded in 1833 by two Presbyterian ministers, Oberlin College would become a key institution in defining much of America's history. Oberlin was the first college to admit black students and female students. Oberlin's first black male graduate was George B. Vashon in 1844 who also became the first black lawyer to be admitted to the bar (licensed to practice law). Oberlin's first black female graduate was Mary Jane Patterson in 1862. Oberlin was famous for another reason—lawyer/famous preacher Charles Finney (about whom you will study in Topic 11) served as the college president from 1851-1866. Oberlin was also a key stop along the Underground Railroad.

Although Oberlin advocated equality of persons (whether black or white), the college had strict rules of conduct and behaviour for women. Women were allowed to attend debate class, but could not participate in actual debates—women who argued were considered "unfeminine."

Even though she did not appreciate these restrictions on female behaviour, Lucy's strength of character sustained her. She was encouraged, too, by studies in Greek and Hebrew that convinced her that the Bible spoke of women and men as equals. Lucy earned her way through Oberlin by teaching in

VOCABULARY

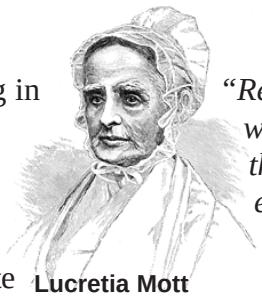
Commencement: ceremony in which earned college degrees are presented to the graduates
Jubilee: a 50th anniversary celebration
Suffrage: the right to vote
Controversial: pertaining to subjects on which opposite opinions are held
Espoused: firmly committed to
Abased: disrespected
Fortify: to strengthen
Missouri Crisis: Missouri application for statehood as a slave-holding state
Sectionalism: concerned with regional or "special interest" issues, without looking at the good of all involved
Billowing: surging or swelling in mass

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the primary department and working in the ladies' boarding hall – for three cents an hour.

When Lucy completed her studies in 1847, she was the first female from Massachusetts to graduate from college. Lucy graduated with honors and was asked to write an essay for ***commencement***. She refused when she learned that a male professor would read the essay at the ceremony while Lucy was to sit in silence on the sidelines. However, thirty years later, women had gained the right to speak in public at Oberlin, and Lucy was invited to speak at Oberlin's ***Jubilee***.


Lucretia Mott


Elizabeth Cady Stanton

Armed with Christian values and an excellent education, Lucy Stone was eager to help other women develop their abilities. The same year she received her degree, Lucy delivered her first lecture on women's issues from her brother's church pulpit in Gardner, Mississippi. An eloquent and persuasive speaker, Lucy Stone was soon hired by the Massachusetts Anti-Slavery Society. On weekends, Stone campaigned against slavery with the understanding that she could speak on women's issues during the week. In 1855, Lucy married fellow abolitionist, Dr. Henry Blackwell, and became known as Lucy Stone-Blackwell. Even today, married women who retain their maiden names are sometimes called "Lucy Stoners."

One year after Lucy Stone graduated from Oberlin, Elizabeth Cady Stanton and Lucretia Mott officially launched the Women's ***Suffrage*** Movement. In July, 1848, twelve resolutions were presented at a women's rights convention held in the Wesleyan Chapel in Seneca Falls, New York. The resolutions included more educational opportunities for women, property-owning rights for married women, and women's rights to equal employment options.

Many participants feared the ninth resolution was too ***controversial***. It read: *"Resolved, that it is the duty of the women of this country to secure to themselves the sacred right to the elective franchise."* When Elizabeth Stanton rose to read the resolution to the convention, famed abolitionist and former slave, Fredrick Douglass, stood by her side, proclaiming the importance of suffrage for every American. All twelve resolutions passed. However, more than seventy years elapsed before women were given the privilege to vote. In 1920, the nineteenth amendment to the Constitution granted that privilege.

The Biblical principle of the dignity of womanhood gave expression to the women's suffrage movement. In America today, the principles ***espoused*** by Lucy Stone-Blackwell elevate women to a status still denied women in most foreign cultures which reject Biblical principles as being significant or important.

A woman with strength of character is a "jewel"—like a crown to her husband and family, but the woman of immoral character weakens her husband and family as well as her culture. Married or single, women of high moral character are the pride of America. When women receive respect based upon character, America prospers. When women are ***abased***, America suffers—in homes, in politics, and in society. American history is rich with stories of outstanding women...like a young girl named Lucy who picked berries to buy books to ***fortify*** her mind with positive life principles.

While women were beginning to express interest in life outside their homes, the nation awakened and stretched. But economic issues soon began to divide the nation.

THE ERA OF GOOD FEELINGS

With the War of 1812 behind them, Americans elected a new president in 1816—James Monroe—the last

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VOCABULARY

Electorate: a body of voters
Administration: the president and other national leaders in the executive branch of government
Virtue: high character having to do with good morals honesty and integrity
Radical: revolutionary; severe departure from normal; drastic change from what has been
Federalism: a governing system in which powers of the federal government are limited and distributed among branches (such as executive, legislative and judicial) to check and balance power
Socialism: a European-style, big government system in which the means of production and distribution of goods are owned and controlled by the state; no private property exists; less freedom
Circumvented: using strategies to "get around" standard procedures
Thwarted: made less effective
Tariffs: taxes on imported goods
Perceive: thought to be valid or true
Expedite: to speed up the process
Popular sovereignty: residents of a territory reserving the right to decide an issue locally, such as deciding whether or not to allow slavery in a certain place

president of the original Founders. Monroe had been only 18 years of age when he fought under General Washington in America's War for Independence. Since that time, Monroe had served the Nation in various ways. Now, with his election as president, an "Era of Good Feelings" followed. The economy was alive and growing. Spain ceded Florida to the United States. However, storm clouds were gathering that would shatter the tranquility.

Financial panic swept the nation in 1819, bringing unemployment, failed banks, and other ills. In the same year, the ***Missouri Crisis*** erupted, exposing an unsuspected depth of hostility between pro-slavery and anti-slavery sections of the country. The economic and political concerns were hotly debated in Congress and elsewhere, then temporarily settled by compromise.

By December 1823, situations in Europe prompted President Monroe to address Congress. Embodied in the speech were four basic principles that would later come to be known as "The Monroe Doctrine" and would be a key principle of American diplomacy:

1. The Western Hemisphere was to be off limits for further colonization;
2. The American political system was different from Europe's system;
3. Any attempt by other nations to extend their systems into the Western Hemisphere would be regarded as a threat to American peace and safety;
4. The United States would not interfere in the wars and affairs of other nations.


James Monroe

James Monroe served two terms as president. He was known for his honesty, integrity, sound judgement, achievements in foreign affairs, and commitment to limited government. He died on July 4th, 1831, preceded by Founders and former presidents John Adams and Thomas Jefferson, both of whom had also passed away on July 4th in 1826.

The next eleven presidents each inherited the growing sectional unrest and hostility that surfaced during President Monroe's tenure in office.

UNITY OR SECTIONALISM: WHICH WILL IT BE?

Sectionalism, which started ***billowing*** in the Missouri Crisis, had become more menacing, and came to a head during the "Age of Jackson." Andrew Jackson was elected as President of the United States in 1828, and re-elected in 1832—the first president not connected to the founding

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principles of the country. This disconnect was to cause quite a bit of turbulence in America's history. However, Jackson was accustomed to turbulence—he grew up without the guidance and instruction of his father, who died a few weeks before "Andy" was born. Andrew was only nine years of age when the Declaration of Independence was signed, and just thirteen when he enlisted for a short time in the War for Independence. By age fourteen, his mother and two older brothers had died, leaving Andrew as an orphan to fend for himself in the world. With little education, much pride and prejudice, no guidance or good manners and a fiery temper, he was a wild and rough young man. By age twenty-nine, Jackson's ignorance and unwise speech and behavior had improved little. Despite all of this, he was elected as a temporary congressional representative from the new state of Tennessee during the second presidential term of George Washington. Jackson quickly distinguished himself as a crude opponent of the nation's first president. Having no regard or respect for this great man who had sacrificed so much to secure American's liberty, Jackson voted against the House of Representatives' efforts to show its appreciation to Washington for all that he had done.

However, Jackson did excel in other ways, especially as a rough military man. He was the victorious general and hero of the Battle of New Orleans at the close of the War of 1812. Also famous as an Indian fighter in various Indian wars, Jackson was portrayed to the ***electorate*** of 1828 as one who believed in states' rights (except secession from the Union)—a "common man," a "man of the people," a man who would remedy the perceived ills of the previous ***administration***.

In contrast to the Founding Fathers' emphasis on education and ***virtue*** being critical to holding public office, Jackson's ***radical***, anti-intellectual agenda alarmed many Americans. Cartoons portrayed him dressed as a king, wielding the stick of presidential power. During this stormy and confusing political time, ***Federalism*** was down-played, while various forms of ***Socialism*** were popularized. Labor unions were established, and the modern Democratic political party was formed. Under Jackson's presidency, the Five Civilized Indian Tribes were removed from their homelands in the Southeast and were relocated at a great cost in lives. However, during these turbulent political and social times, many reform efforts flourished. The Second Great Spiritual Awakening (which you will study in Topic 11) gave birth to various reform movements to make America a better place: movements such as the Temperance Movement, the Women's Rights Movement, and the Abolition Movement.



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"Jacksonian democracy" also became known as "The Ferment of the Thirties" (1830s), due to the revolutionary nature of Jackson's actions as president. Jackson ***circumvented*** Congress on numerous issues, thereby strengthening the presidency and weakening the legislative branch of government. The Constitution's checks-and-balance system among the three branches of government was ***thwarted*** as the power base shifted: presidential power and the concept of "direct democracy" increased, while Constitutional representation and legislative power decreased. Jacksonian democracy profoundly affected politics and national issues (and continues to do so to this day).

By the 1840s, conflicting interests in the North, South, and West created intense political rivalry. Each section of the country demanded laws that favored its own economy. Problems arose over states' rights, slavery, western expansion, ***tariffs***, improvements in the transportation system, and money matters. Whereas many of the issues facing America were legitimate items for debate, political focus eventually turned to economics. People wanted employment, and debates on slavery were replaced for a time by debates about economics.

Cotton, known as *white gold*, brought handsome profits to Southern planters but increased the ***perceived*** need for African slaves. Wanting to replace worn-out farm acreage and expand slavery, the South favored low land prices in the West. Southerners considered slavery a states' rights issue and warned the North not to oppose Southern slavery.

Southern focus on agriculture retarded long-term regional development and forced Southerners to buy a variety of products from outside the region (mainly from the North). Southerners opposed federally funded improvements on roads and bridges in the West and North, fearing that large government expenditures would result in higher tariffs and increased prices in goods the South had to purchase. One person expressed the frustration of many Southerners:

> *"From the rattle with which the nurse tickles the ear of the child born in the South to the shroud that covers the cold form of the dead, everything comes to us from the North."*



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Harriet Beecher Stowe

The industrialized North was the country's center of manufacturing, urban development, and higher education. It was also the place where Irish immigrants in 1846 earned a mere 87½ cents per day. But because of the devastating potato blight in Ireland, thousands of Irish were glad to escape starvation by working at very low wages in America.

Northerners needed a skilled work force for their factories, and thus favored "cheap labor" from immigrants whose wages only sustained livelihood and were barely above that of some slaves in the South. Northerners wanted high tariffs to reduce foreign competition, and inflated land prices in the West to discourage migration of their cheap labor force. Manufacturers also favored a strong federal administration that would fund construction of canals and other improvements in the North and would distribute those expenses nationwide.

In 1845, John O'Sullivan, editor of the *Democratic Review*, wrote that it was America's "manifest destiny" to expand her empire of liberty from coast to coast. Fertile land in Texas and the discovery of gold in California, aided by improved transportation, encouraged hardy pioneers to head west and stake their claims on land to raise cattle and crops, or to dig for gold.

Economic interests of the rough-hewn West contrasted sharply with the urban North and colonial South. Like the South, the new frontier was primarily agricultural, but workers wanted a good wage that was not in competition with slave labor. Western farmers sought low land prices, high tariffs and road improvements which would ***expedite*** demand for western products in eastern markets.

The North and South were like a family where each member wanted something different, and few were willing to compromise. As a result, strife escalated. Powerful voices in the Senate debated regional concerns. John C. Calhoun of South Carolina defended southern slavery. Daniel Webster of Massachusetts opposed slavery and sectionalism. Henry Clay of Kentucky wanted to preserve the Union and offered several compromises. The final Compromise of 1850 consisted of four basic parts: To please the North, California was admitted to the Union as a free state; Slave trade was banned in Washington, D.C.; The South was temporarily appeased by new territories obtained from Mexico, settling the slave issue via ***popular sovereignty***; Congress also adopted a more severe Fugitive Slave Law, whereby all citizens were required to report or help return runaway slaves, or be subject to a $1,000 fine and six months in jail. The novel, *Uncle Tom's Cabin*, by Harriet Beecher Stowe deals with wrongful treatment of slaves and effects of the Fugitive Slave Law.

The nation's future stabilized somewhat, but time would tell whether unity or sectionalism would prevail. Tragically, the Civil War was soon to engulf America over the issues of states' rights and whether slavery would be sustained for the benefit of cotton production.



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The Defining of America

Topic 7
Agriculture

Chapter 7

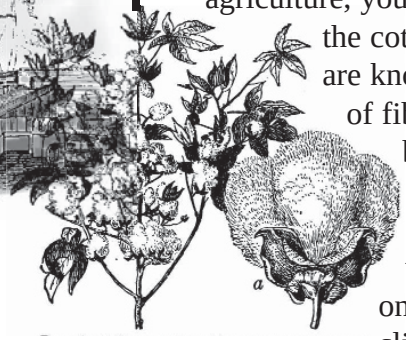
COTTON, KING OF THE SOUTH

Section Two
Topics 6-10



What do T-shirts, towels, linoleum, cattle feed, fertilizer, and soap have in common? They are all cotton ***by-products***. The United States is one of the world's leading producers of cotton and manufacturers of cotton products. Since the cotton gin was invented, cotton production has figured prominently in the success of America's textile industry.

To understand cotton's role in the history of agriculture, you need to know something about the cotton plant. Five different varieties are known, each with special lengths of fibers. Each variety is preferred by a manufacturer for a specific product. Cotton requires a long growing season and warm temperatures. In the United States, only the South and Southwest have climates suited to growing cotton. The variety grown most often in the South is short-fiber, American Upland Cotton.



Cotton plant and boll

In April or May, after the ground is warm, the farmer plants his cotton seeds in rows, adds fertilizer, and covers the seeds with soil. While this process is now accomplished by machine, it was once done by hand, requiring many laborers to do the work on large plantations.

A developing cotton plant grows a bud that produces a white flower. When the bloom falls off, it leaves behind a ***boll***, which contains the undeveloped cotton fibers. Cotton ripens fully in about two months. The boll splits into five parts, opening to reveal a white puff of fibers. Cotton must then be picked off the opened boll and fibers separated from the seeds. Until the late 1700s, cotton was ***cultivated***, picked, and cleaned by hand. An efficient worker could clean only about one pound of cotton in a day.

VOCABULARY

By-product: something produced from material left-over from the manufacturing of the main product
Boll: rounded seed pod of a plant such as a *cotton boll*
Cultivated: developed or improved
Entrenched: deeply imbedded, fixed firmly
Institution: something firmly associated with a place or thing
Pillaged: destroyed and looted by an enemy
Freedmen: slaves who had been legally set free

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Eli Whitney

In 1793, Eli Whitney invented a machine that dramatically changed cotton production. His machine, called the *cotton gin*, increased the value of growing cotton in the South. Until that time, people grew primarily what was needed to make clothes for family members and slaves. Whitney's invention made cotton a profitable cash crop for export. An unwitting effect of the cotton gin was that dependence upon slavery became even more ***entrenched*** in the Southern economy. Without slavery, planters could not afford the labor needed to produce and harvest large quantities of cotton. In England, cotton mills—where fabric was woven from cotton—could not process enough cotton to keep up with the market demand. Soon, the Southern United States was producing about 80% of England's raw cotton supply.

Planters naturally expanded their cotton growing areas. Other than investments for tools and equipment, slave labor enabled plantation owners to produce large quantities of cotton. Most large plantation owners simply used up the nutrients in the soil, then moved to another piece of ground. Some Southern farmers tried to use scientific agriculture, encouraging land owners to plant crops that would replenish depleted nutrients in the soil. Unfortunately, as long as land was cheap, most farmers just bought more property and left behind the wasted fields.

By the early 1800s, slavery was an ***institution*** on Southern farms—several generations of African-Americans had grown up in it. When the Civil War was over in 1865, slaves in America were legally freed. However, sudden freedom also initiated a new set of woes, both for farmers and the freed slaves.

The Civil War devastated the South. Banks and businesses shut down. Churches and schools had been destroyed. Most estates had been ***pillaged*** and burned. Crops had been



trampled; seeds for re-planting were scarce. Plantation life was over. The South paid a crushing price for dependency upon slavery to produce cotton. But land owners and ***freedmen*** would begin anew.

Unfortunately, while freedom was right and good for the former slave, freedmen were not prepared to operate in a free enterprise society based upon initiative and self reliance. Freed slaves had been conditioned to depend upon government ***subsidies*** or a plantation owner's provision for food, shelter, and clothing.

The old way of life was difficult to overcome. The personal devastation of many blacks that was to follow the new-found freedom was not foreseen or prepared for. Many displaced freedmen drifted from place to place, working only to earn enough money to move on to the next place. They often had no money, no friends, and no property. Many died from starvation or disease. Even though freeing the slaves was a necessary and noble step to take, many whites had not anticipated that previously dependent slaves needed to be taught personal responsibility and how to cope with freedom.

Agriculture was basic to national and personal survival. Food and cotton seeds had to be planted and harvested to earn cash. But the Southern states were so devastated that no money was available to pay hired help. At first, freedmen would not stay anywhere long enough to harvest the crops. The government instated a sharecropping system, whereby former farms and plantations were divided into smaller plots. Cotton farms were then primarily worked by share-tenants and sharecroppers. A *share-tenant* provided his own labor, tools, seeds, and machinery. He paid the landowner one-fourth to one-third of the profits. A *sharecropper* provided his own labor and borrowed the landowner's tools and machinery.

A freedman could become a sharecropper and work his own plot of land. The landlord paid no wages; the tenant paid no rent. Profit from the crops was shared. Even though this system was an awkward lifestyle, it helped ex-slaves, Indians, and poor whites make the transition from dependency to self-reliance. Children of sharecroppers learned a valuable lesson in free enterprise—that work, with hope of a profit, encourages effort.

By 1870, cotton was again produced in pre-war quantities. Prices were initially high, and smaller farms were being worked efficiently. Higher cotton production lowered the price paid for cotton, which meant less profit. Change came slowly, and other avenues for generating income had to be explored. The *New South* would eventually emerge, but it would be slow in recovering from life based on slave labor.

With time, the South's income became more diversified, but cotton was around to stay. Today, America is still one of the world's leading cotton producers. Six states produce most of America's cotton: Arkansas, Arizona, California, Louisiana, Mississippi, and Texas. (Many modern cotton farms, like other agricultural products, are owned by large corporations and cover several thousand acres, requiring millions of dollars of investment money.)

Sometimes cotton is still harvested by hand. Pickers are paid by the hundred pounds, and a fast worker can pick from 200-300 pounds per day. Usually, though, cotton is harvested by two kinds of machinery called *pickers* and *strippers*. Pickers pluck only the cotton from the open boll and are used mostly in the Southwest. Cotton strippers pull the



Subsidies: financial support other than what a person earns by his/her own labor

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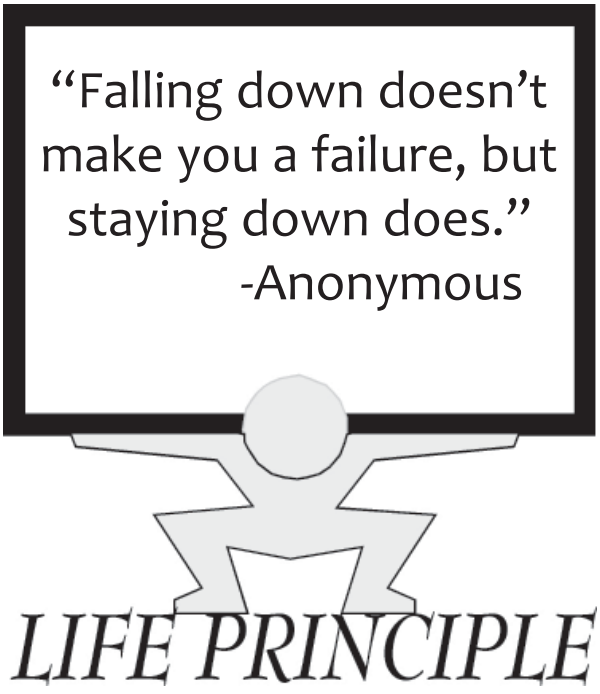
entire bolls from the plants, making the cotton harder to clean.

Cotton taken to a plant for processing goes through a drying machine. Then the cotton is cleaned of burrs, dirt, sticks, stems, and other foreign matter. Next, the gin removes the seeds. The cotton is then packed into tight bales or big round rolls. The first seeds pulled out by the gin are saved for next year's crop. The remaining seeds are processed into various products.

Cotton bales are graded according to color, brightness, length of fibers, and the amount of foreign materials. The whiter and cleaner the cotton, the more valuable it is.

Resourceful Americans are always looking for new ways to use their products. Through experimentation, agriculturalists have found uses for most cotton by-products. The kernel of the cotton seed contains cottonseed oil, which is high in protein. The oil may be used in cooking and food preparation, as well as in soaps and cosmetics. *Linters*, which are short cotton fibers still stuck to the outside of the seed after the first ginning, are used to pad furniture and automobile seats, as well as to make cotton swabs. Linoleum, cattle feed, and fertilizer are made with crushed cotton seeds. Most of the clothes you wear contain various amounts of cotton: T-shirts, blouses, skirts, trousers, and socks, to name a few.

In the following topics, you will read about inventors who, prior to and during America's expansion and turmoil over slavery, were providing new products that changed the way people worked or traveled.



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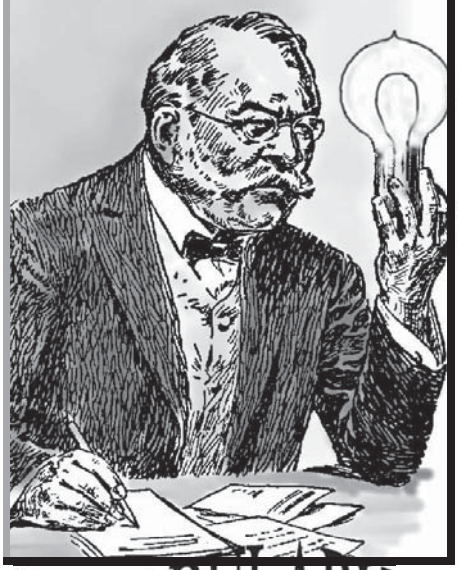
The Defining of America

Chapter 7

Topic 8
Light & Energy

Section Two
Topics 6-10

WATT'S THE NAME OF THAT INVENTOR



Horses pull a heavy load...a massive rock rolls aside as four men dislodge a log...someone flips a switch, and light floods a room...then, a key turns in an ignition switch, and an automobile roars to life.

Throughout history, man has harnessed energy to accomplish the task at hand. In each case, someone with a dream or an idea had the courage, determination, and willingness to work hard to convert his dreams into reality.

One person often builds upon another person's ideas and research. Americans have greatly benefitted from the creative work of men and women in other nations, particularly those from Western Europe. This principle is demonstrated by records of the steam engine and the electric light bulb.

James Watt was born in Scotland in 1736. His aunt remarked that as a young boy, James spent hours watching a steam kettle. He had his own workbench and enjoyed machinery and experiments. When James was eighteen, he apprenticed himself to an instrument maker in London, England. He was so motivated, he completed seven years of studies in just one year!

At the age of 21, James Watt went to work for the University of Glasgow repairing scientific equipment. One of his assignments was to repair a steam engine used for teaching the principle of ***compressed*** energy. James studied the engine, and became obsessed with the idea of making it better.

In this engine, a piston went up and down inside a cylinder which was placed over a boiler. Rising and falling, the piston moved a wooden arm up and down, working a pump or turning a gear. The boiler made steam, and the compressed steam forced the piston up. When the steam cooled, it would ***condense***, lose pressure, and allow the piston to fall to the bottom of the cylinder where the process began again. In cooling, the piston would condense the steam too quickly; then, it had to be reheated before the steam could build up enough pressure to push the piston back to the top of the cylinder. Much energy was lost in reheating the piston, rendering the steam engine slow and inefficient.

VOCABULARY

Compressed: pressed tightly together
Condense: made smaller, more dense
Financial capital: money to invest
Physicist: a scientist who specializes in physics
Flourished: thrived and succeeded
Insatiable: unquenchable, incapable of being satisfied
Illumination: abundant light
Filament: a slender, hair-like thread of metal
Tenaciously: very persistently
Drawn tungsten: a heavy metallic element used in steel which is stretched and pulled into hair-like widths

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After five years of hard work and determination, James Watt found a solution. He designed a separate chamber for condensing steam, eliminating the need to reheat the piston during each cycle. Watt received a patent for his steam engine in 1769. However, like many young inventors with a good product, Watt lacked the ***financial capital*** for manufacturing and marketing his invention.

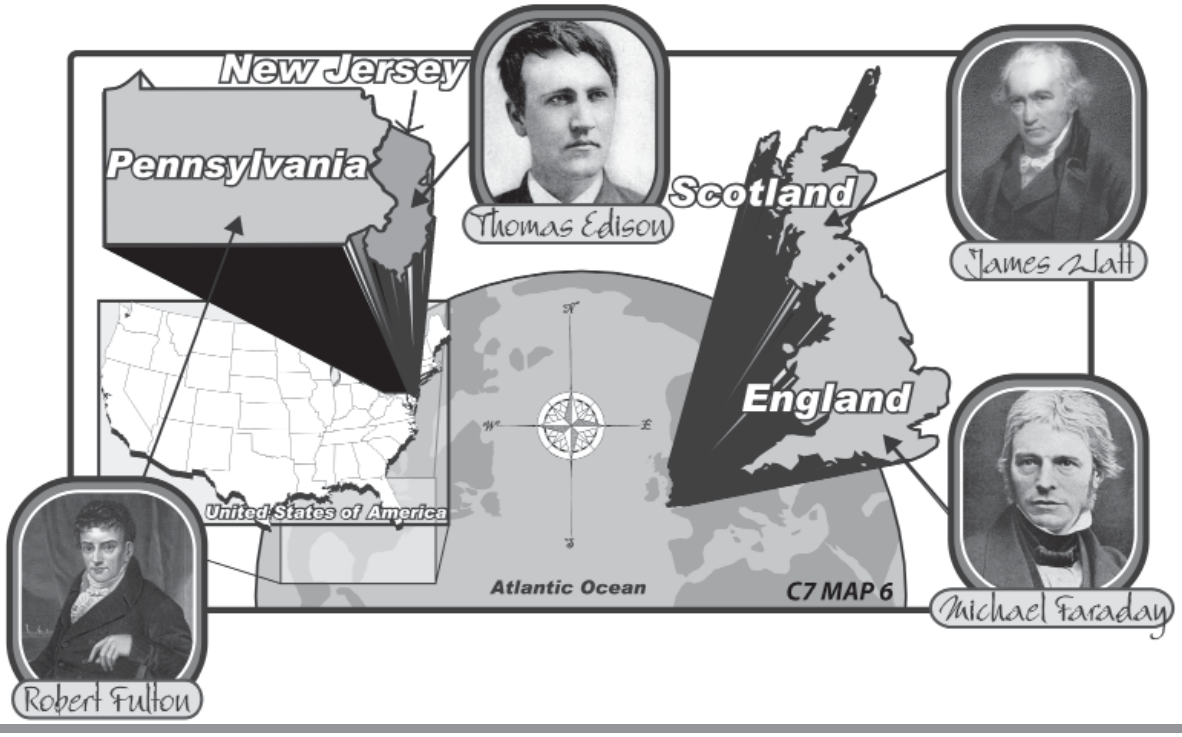
In 1775, James Watt formed a partnership with an Englishman named Michael Boulton. Boulton agreed to finance the project and provide workers to build the steam engines, and Watt was to receive one-third of the profits. The new engines used less fuel and produced four times the power of any existing steam engines.

Then Watt braced himself for his next challenge—convincing manufacturers of the benefits of the powerful new steam engine. To do that, Watt had to devise a standard of measure to compare the new engine with something the manufacturer already understood.

Watt decided to use a horse, because people already compared a horse to doing the work of ten men. Through experimentation, James Watt calculated the rate at which a horse could move weight. This standard became known as *one horsepower* and is defined as 33,000 *foot-pounds* per minute. One foot-pound is the amount of work needed to lift one pound of weight a distance of one foot. Watt claimed that his engine could do the work of forty horses. Manufacturers responded by placing orders for Watt's product.

In Pennsylvania, in 1765, a child was born who would later benefit from James Watt's hard work and persistence. Robert Fulton was that child. At the age of 17, he worked for a jeweler and studied art. By the time this talented youth turned 21, he had acquired enough money to buy a small farm for his widowed mother and sisters. Then he went to England to study art.

While in England, Fulton befriended some scientists who encouraged the young man to develop his interest in steamboats. He knew that no fast or efficient steamboat had ever been designed. Then, several years later, Fulton met a man in Paris who wanted to harness steam to power boats.



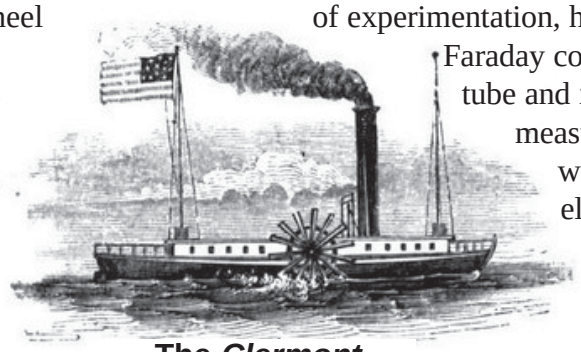
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That man's name was Robert Livingston. He owned the marketing rights to all steamboat traffic in New York State, back in America. In order to keep his contract, Livingston had to provide a steam engine that could move merchandise at least four miles an hour. Livingston promised to finance Fulton's project and offered a partnership if Fulton could provide an efficient steamboat.

While in Paris, Fulton experimented with several engines and boats. None of them proved suitable for the task or the required speed. On his way back to the United States in 1806, Fulton ordered a Boulton-Watt steam engine. James Watt's English invention was headed for America where Robert Fulton would take it a step further into history.

Back in America, Fulton designed a steamboat called the *Clermont*. It was 150 feet long with a paddle wheel on the side. The Boulton-Watt engine was secured in place, and a boiler to fuel the engine was designed. Finally, the *Clermont* was ready for its first trip. Onlookers were so skeptical, they nicknamed the boat "Fulton's Folly."

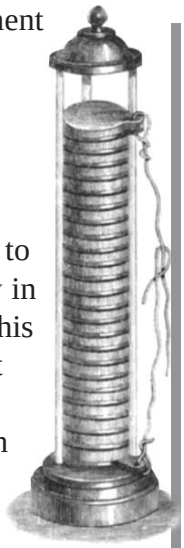


The *Clermont*

The engine was started, an adjustment or two was made, and the boat paddled its way from New York City to Albany, a 130 mile trip, in just 32 hours. Robert Fulton's steamship was a success. Boats would no longer have to be at the mercy of the wind.

Fulton designed and constructed the *Clermont* using and advancing the discoveries of Watt. Each man's invention added to the growth of industry in America. These men dared to believe in their dreams while other men scoffed and ridiculed. While they jeered, another English inventor, Michael Faraday, was experimenting with electrical energy.

Faraday began to experiment with electricity about 1821. Men had begun to understand that electricity could be conducted through wires from one place to another. Alessandro Volta, an Italian ***physicist***, discovered how to store small amounts of electricity in containers called *Voltaic piles*. This discovery later evolved into what we know as *batteries*.



voltaic pile

Having experimented with the Voltaic pile, Faraday felt certain that he could convey magnetism into electricity. Faraday was a devout Christian man and part-time preacher. His quiet lifestyle enabled him to work patiently with electrical experiments. After eleven years of experimentation, his idea became reality. Faraday coiled wire around a paper tube and inserted the ends into a measuring device. This device would indicate when electric current passed through the wires. Then Faraday moved a steel magnet through the center of the coils. He found that as long as either the magnet or the wire coil was moving, electricity moved through the wire.

Then Faraday knew that if he could keep one of the two in constant motion, he would have a continual source of electricity. He placed a disk of copper between the two poles of a horseshoe magnet and turned the disk with a handle. It worked! Faraday's peers, however, were not sure how useful his discovery was. They could hardly foresee what others would accomplish with Faraday's inventions.

One of the men who knew what to do with Faraday's work was Thomas Alva Edison, an American born in 1847. Edison

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was a young man of incredible genius, but teachers had labeled him as "stupid" because he questioned everything. Mrs. Edison knew her son was no "dummy", so she took charge of her son's education with private tutors and encouraged his study of science. This seemed to provide the key to young Edison's mind, and he ***flourished*** as he learned about the things he loved.

History records that the young boy who asked questions became one of America's foremost inventors. Edison harnessed the energy of electricity for many inventions, but none more useful than the light bulb. An ***insatiable*** student, Edison compiled more than two hundred notebooks from his study of gas ***illumination***. He wanted to invent a lamp that would light up from the heat of electricity passing through it.

Edison used an extensive list of materials for the ***filament*** through which the electricity must pass. Some burned up, others would not conduct electricity. For thirteen months he failed. His pile of rejected experiments stacked more than eight feet high. ***Tenaciously***, Edison kept trying. He perceived each attempt not as a failure, but as another step toward the solution. Success came on October 21, 1879, when Edison watched a charred cotton thread glow for forty hours in a glass vacuum bulb. After more experimentation, he developed the modern filament made of ***drawn tungsten*** wire. His dream, confidence, and hard work gave light to the world.

James Watt, Robert Fulton, Michael Faraday, and Thomas Edison were men with creative minds whose inventions radically improved life for themselves and mankind worldwide.

After a lifetime of hard work and persistence, James Watt retired at the age of 65, a wealthy and well-known man. Never tired of work, he continued to invent things in his attic. At the age of 83, Watt invented a mold for copying art sculptures.

Robert Fulton's steamship made him a national hero. In 1814, Fulton was commissioned by the federal government to build America's first steam-powered warships. He built 21 vessels by 1815.

Michael Faraday worked in his laboratory many years, and the results of his simple machine evolved into giant turbo-generators that provide electricity for homes, factories, churches, and schools.

Thomas Edison never quit inventing. *"Genius,"* he said, *"is one percent inspiration and ninety-nine percent perspiration."* During World War I, Edison worked for the American government, researching torpedo mechanisms and antisubmarine devices.

These examples illustrate how one man's dream becomes a stepping stone for another man's success. Fulton built on Watt's lifework, as Edison built on Faraday's. The list goes on. In America, people who applied hard work and determination fulfilled their own dreams, and benefitted not only themselves, but future generations.

Robert Fulton's steam boat encouraged the shipping of merchandise through America's waterways. A young man named DeWitt Clinton pioneered development of man-made waterways to improve the use of boats for transporting people and manufactured products. Read about him next.

Life Principle



"Genuis is one percent inspiration and ninety-nine percent perspiration."

-Thomas Edison

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The Defining of America



Topic 9
Transportation

Chapter 7

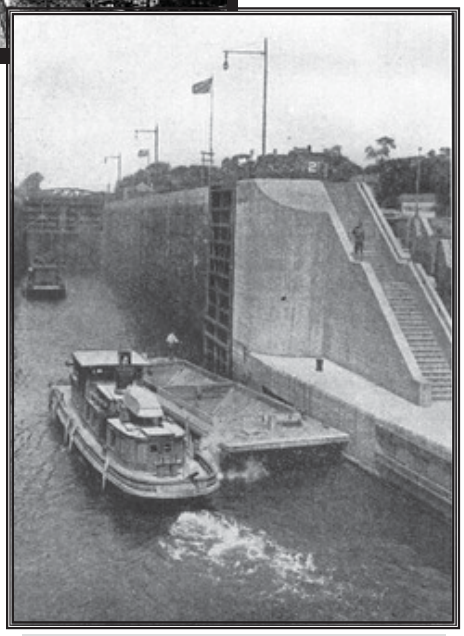
Section Two
Topics 6-10

CLINTON'S ERIE CANAL



Can you imagine wearing a smoke bomb under your chin while you work? Laborers constructing the Erie Canal had to suspend, from their necks, buckets containing smoking ***embers***. The smoke repelled mosquitoes that transmitted the deadly illness called *malaria*. This fatal disease was only one of the many obstacles faced by DeWitt Clinton's crew in completing the Erie Canal.

Clinton envisioned the benefits of a canal linking western New York and the Great Lakes with Eastern seacoast harbors. (See map on next page.) Excessive costs of land transportation across the state raised prices of merchandise. Shipping freight over water cost less, but not all bodies of water were accessible. Canals to connect waterways were a possible solution, but construction risks were extreme. However, hardships did not deter DeWitt Clinton.



a barge in a lock on the Erie Canal

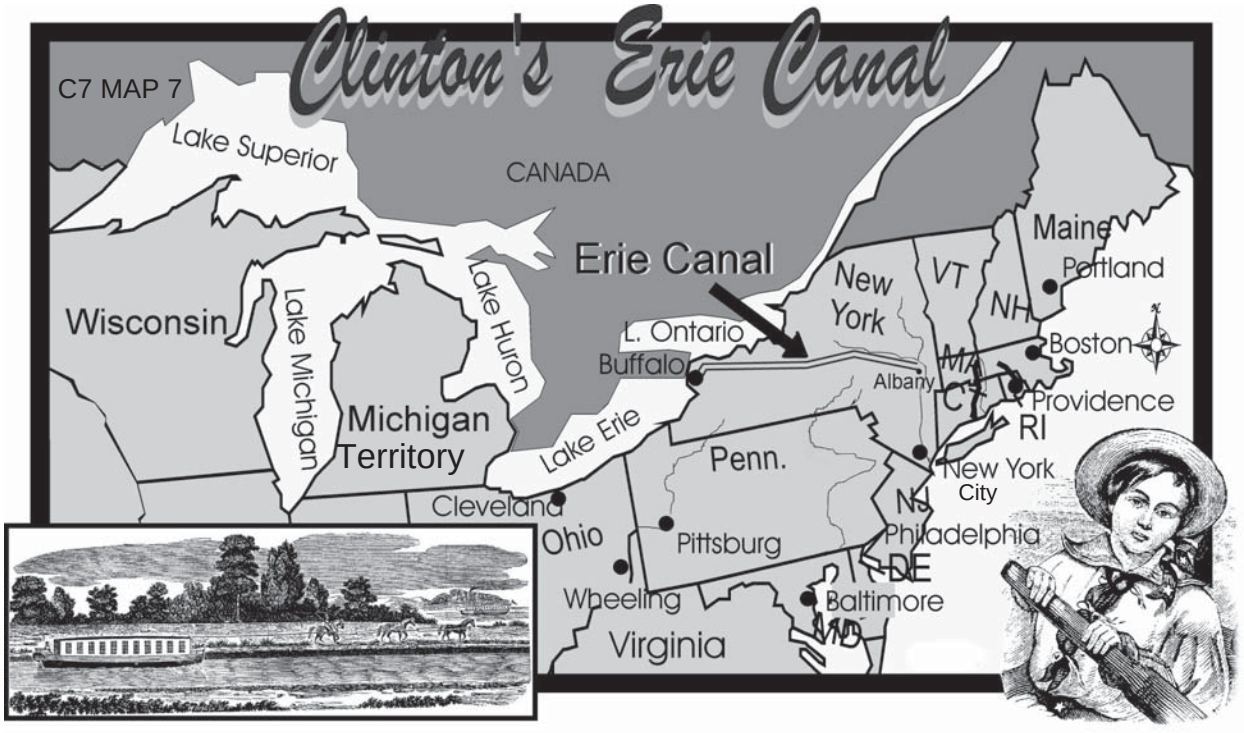
A canal linking rivers of eastern New York with Lake Erie had been proposed as early as 1724, but no action had been taken. Eight decades later, President Jefferson refused Clinton's request to finance the Erie Canal with federal funds. Jefferson believed the estimated cost of $6,000,000 exceeded a canal's benefits.

As governor of New York, Clinton finally convinced a majority of lawmakers to finance the canal. During its eight years of construction, Clinton was insulted and ridiculed publicly. People nicknamed the canal "Clinton's Folly" or called it

VOCABULARY

Embers: glowing remains of a fire
Lock: a canal enclosure with gates at each end that control water levels; used in raising or lowering boats as they slowly pass from one water level to another in a canal
Abate: to decrease
Monetary: pertaining to money
Elated: very excited
Free enterprise: the freedom of privately owned businesses to operate competitively for profit with minimal government regulations
Urbanites: city dwellers; people who live in cities rather than in rural areas
Conveyances: ways to transport messages or objects
Dilemmas: serious problems
Condoned: permitted, allowed
Emitted: sent out

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"Clinton's Ditch." Many folks were skeptical of the proposal to float heavy boats in canal ***locks*** with water only four feet deep.

In 1819, the first part of the canal was completed and opened. Stretching from Albany to Rome, New York, the canal proved Clinton's shallow-ditch theory worked.

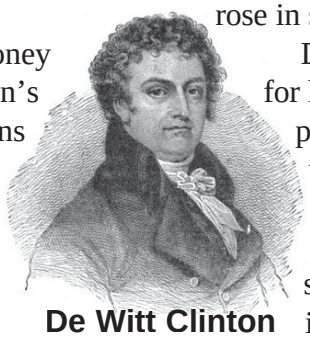
Problems did not ***abate*** after the success of the partial route. Employees continued to die from malaria in summer and pneumonia in winter. Farmers and tradesmen who lived in the vicinity worked on the canal. When the work in their area was finished, they were replaced by inexperienced workers in the next area. Work crews needed continual retraining to reduce accidents and maintain efficiency.

Another challenge was raising money to complete the project. Jealous of Clinton's growing popularity, competitive politicians tried to block funds to finish the canal. Resolute, Clinton endured every attack. Emphasizing benefits from the canal's first section which had begun service, Clinton regained ***monetary*** support.

In 1825, 100 years after the original proposal, the Erie Canal was completed. Ships from the Atlantic Ocean floated up the Hudson River to Albany, New York. They then passed through 363 miles of canal locks to Buffalo, New York on Lake Erie.

Merchants, ***elated*** that shipping costs were reduced from $90 to $3 per ton on the route, lowered prices for their customers. Cities bordering Lake Erie in Pennsylvania, Ohio, and the Michigan Territory also reaped benefits from the canal.

At last, New York taxpayers decided their $7,700,000 investment had been wisely spent. The canal returned more money than the state treasury had spent on the canal. Income the first year exceeded $1,000,000 and rose in succeeding years.



De Witt Clinton

DeWitt Clinton was rewarded for his 12 year ordeal. His perseverance brought prosperity to New York. Wages earned by canal laborers boosted sales. Tradesmen opened more stores. New people brought ideas for better products.

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Industries flourished, creating more jobs. America's ***free enterprise*** system was gaining momentum. Population surged along the canal route, on Lake Erie, and on the Atlantic seaboard. In addition to financial prosperity, New York boasted ownership of the world's longest canal.

Of course, moving passengers and goods from region to region was not the only transportation problem of the 1800s. As cities grew larger, people had difficulty getting from one part of town to another. Many times distances were too far to walk. The next vignette tells how enterprising men solved transportation problems in America's cities.

MOVING THE MASSES

Would you willingly go to school or work if you had to walk several miles in heat or cold? In the 1830s, few cities had vehicles for intra-city transportation. Of course, wealthy ***urbanites*** purchased or hired carriages, but the majority of Americans walked—just as people had for centuries in Europe, Asia, and Africa.

In the middle of the 19th Century, transportation technology blossomed as creative people pooled their talents. Experimentation was encouraged. Creative ***conveyances*** were tried and discarded, but each was a learning experience.

VOCABULARY

Cobblestoned: paved with rounded stones placed close together and mortared to be held in place
Relinquished: given up; surrendered
Innovative: new, creative, never before considered or accomplished

Increasing the size of coaches to accommodate more travelers required extra horses; but even in larger vehicles, vibrations from roughly-paved or unpaved streets still jolted passengers. An idea evolved which eased these ***dilemmas***: if tracks were laid in the street, a horse-drawn streetcar's large wheels would glide on the smooth tracks so easily that one horse could pull a car filled with many passengers.

New York ***condoned*** horse-drawn streetcars between New York City and outlying suburbs in 1831, but did not allow routes inside the city. One year later, however, New Orleans took up the idea and owned a fleet of one-horse city buses.

Steam engines which powered boats were adapted for streetcars in some cities, but were opposed by townspeople. The engines ***emitted*** smoke, created excessive noise and posed fire hazards near the engines.

Washington, D.C., sprawling outward from the Capitol, chose horse-drawn streetcars to transport residents in 1862. Seventy horse-drawn cars served travelers at affordable prices. The popularity of this system brought in high profits and was instituted all over the country in cities.

The same system was used in California; however, the steep hills of San Francisco were treacherous for horses. This came to the notice of Andrew Smith Hallidie, an engineer, who had watched a horse fall on a slippery, ***cobblestoned*** street. When the horse fell, he dragged the vehicle and three other horses to the bottom of the hill. Prompted by the misery of these horses, and the unsafe conditions, Hallidie considered alternatives to horse-powered vehicles.


Andrew Hallidie

Hallidie and his father were both inventors. Hallidie's father

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held a patent in Great Britain for wire cable. In 1852, Hallidie's family immigrated to the United States during the height of the California Gold Rush. Mr. Hallidie's work with wire cables and pully systems became invaluable to Americans hauling ore from gold mines and building suspension bridges. Building on his father's ideas with cable wire, Andrew Hallidie conceived the idea for a steam powered streetcar that ran on cables, thus eliminating the need for horses.

In 1869, he began working on his idea. The first such cable car was tested in 1873 and began public service in that same year. Hallidie's streetcar was guided by underground cables and could move along at speeds of nine miles per hour. A claw dropped from a streetcar and grabbed the cable through a slot in the street. When the claw released the cable, the car stopped.

By the 1880s, at least eight other companies had duplicated Hallidie's design and serviced Californians with steam powered cable cars. The cable car system was so popular with Californians that, even when newer methods of urban transportation were developed, San Franciscans did not ***relinquish*** their cable cars for over 100 years (some are still in use today).

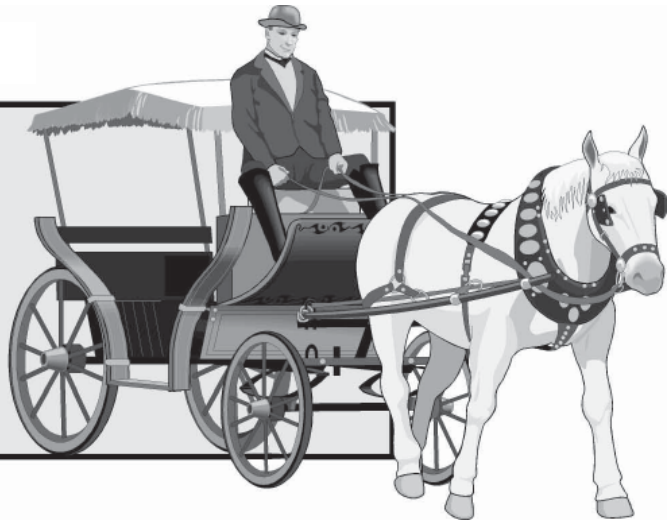
In the meantime, Americans were busy building upon one another's inventions to improve urban life. Horse-powered streetcars had two main negatives—the treatment/condition of the animals and the messy manure and strong urine odors that filled the cities. The invention of the electric generator eventually led the way to the development of streetcars powered by electricity. In 1888, Washington D.C. replaced its horse-powered public transportation system with electric streetcars. Cities across the nation switched to electric streetcars, solving transportation problems for much of America.

As the population of the nation grew, its transportation needs grew with it. Once again, enterprising Americans met those needs in *innovative* ways through new roads, better wheels, and more efficient energy.

LIFE PRINCIPLE

"Hold fast to your dreams; remove only the obstacles to your dreams."

—Anonymous



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The Defining of America

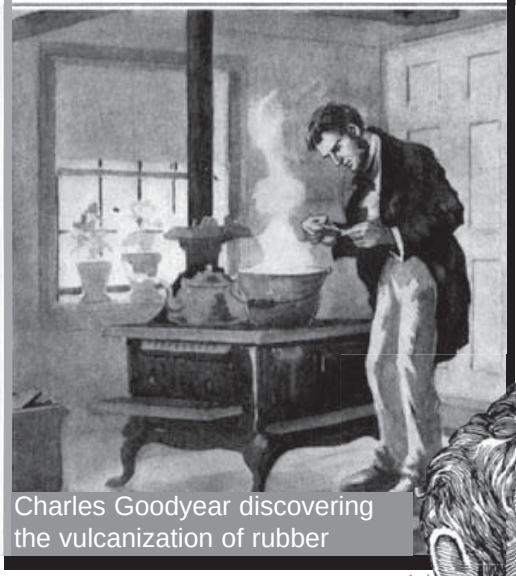
Chapter 7



Topic 10
Industry & Medicine

Section Two
Topics 6-10

STRETCH IT, BOUNCE IT, ROLL IT!



Charles Goodyear discovering the vulcanization of rubber

Strench it, bounce it, roll it! Wade through a puddle or float down the river in it. Wrap it around a pony–tail hair style, erase a mistake, or protect your hands with it. Then cruise into town and thank Charles Goodyear for his accidental discovery. Or was the discovery of ***vulcanized*** rubber in 1839 really just accidental?

Rubber fascinated young Charles after he found a rubber bottle. It intrigued him with its *"wonderful and mysterious properties."* Charles was a Connecticut Yankee born in 1800. He joined his father's farm equipment business as a young man. Later, he opened America's first retail hardware store in Philadelphia. When the store went ***bankrupt***, Goodyear decided being an inventor might suit him better.



His next venture took him to New York where he tried to sell an improved life preserver valve to the Roxbury India Rubber Company. The manager announced that he needed better *rubber*, not a better valve. Something clicked in Goodyear's mind. He ***envisioned*** great things for this gooey, smelly, gummy sap that came from certain tropical trees.

Charles Goodyear was determined to develop a non-sticky form of rubber that would not soften into a blob of goo in summer heat, or harden and crack in the winter cold. Goodyear set out on his quest without money or training in chemistry. He and his family endured constant poverty that forced Charles to perform many of his experiments while held in a ***debtor's prison***. He was there so frequently he called it his "hotel."

Goodyear's experiments were only modestly successful until one glorious day in 1839 when he accidently dropped a lump of rubber mixed with *sulfur* onto a hot stove. Instead of melting as expected, the outer surface merely charred. Charles next placed a piece of the treated rubber outside in the cold New England winter. In both heat and cold, the rubber retained

VOCABULARY

Vulcanized: stabilized or strengthened by the addition of certain chemicals
Bankrupt: legally out of money
Envisioned: foresaw or imagined improvements for the future
Debtor's prison: a prison for people who cannot pay their debts
Pliability: flexibility; having the quality by which to be molded
Array: a large, impressive grouping
Magistrate: an official who exercises government power over a prescribed area.

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its ***pliability***. Goodyear had accidentally discovered the process which became known as *vulcanization*.

The rubber industry was soon on a roll, but problems with patents and legal fees consumed Goodyear's potential profits. However, his name remained at the forefront of rubber products, and his legacy continues even today. When asked about his capacity for discovering ways to perfect rubber, he said that he *"would refer the whole to the great Creator."* Goodyear's perseverance and confidence in God served him well during times of extreme hardship and disappointing failures.

Eager manufacturers found nearly 500 uses for Goodyear's process before he died in 1860. However, the greatest application would come at the turn of the century when newly invented automobiles were fitted with vulcanized rubber tires.

The Goodyear Tire and Rubber Company ™, founded in 1898, is recognized as a leading tire manufacturer in North America. This corporate giant produces tires for all types of vehicles, such as automobiles, trucks, earthmovers, and airplanes, plus a wide ***array*** of other products. Perhaps a reflection of the inventor's faith encouraged Goodyear Tire to begin sponsorship in 1950 of a Christian radio program entitled, "The Greatest Story Ever Told".



Advertisement by Goodyear Tire and Rubber Company ™

Toward the end of his days, Charles Goodyear said:

"The advantage of a career in life should not be estimated exclusively by the standard of dollars and cents. Man has just cause for regret only when he sows and no one reaps."

Technology affected other areas of life, such as architecture and toilets. The indoor restroom is a fairly recent convenience. Read about it in the next vignette.

PRIVACY IN THE PRIVY

Gratitude for the comfort of modern bathrooms is a natural response when you consider that most Americans used outdoor toilets for the first 300 years. A typical *outhouse* was built of rough lumber and contained a board seat with one or two holes over an open pit.

One city ***magistrate*** outdid his neighbors with a fancy, five-hole brick outhouse instead of the usual humble one-seat wooden structure. But his luxurious outhouse had the same disadvantages as less expensive structures: odor, cold in winter and hot in summer, inconvenient at night, as well as during rain and winter snow storms.

Health considerations were also ***paramount***. A water well located too close to the outhouse often spread diseases such as ***cholera, typhoid,*** and ***dysentery***. These limitations inspired inventive Americans to develop new technologies for indoor plumbing and fixtures, safe drinking water and sewage disposal.

Boston, Massachusetts built the first municipal sewer system in 1823. Bored-out logs had been used earlier, but baked clay or iron pipe transported city wastes downhill to Boston Harbor. Ignorant of potential sea contamination, city officials expected the tide to carry away waste deposits, but raw

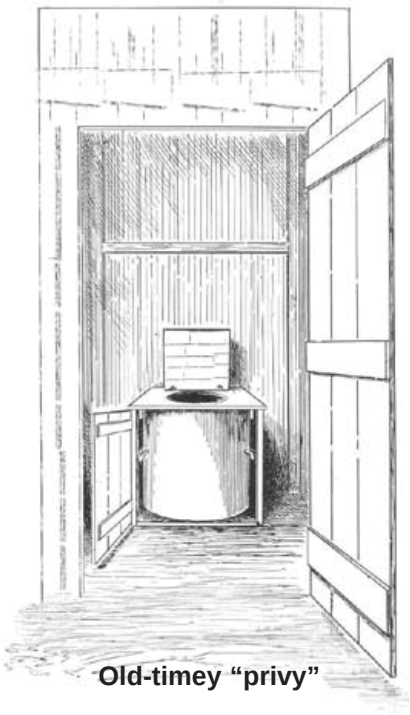
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VOCABULARY

Paramount: of great importance
Cholera: a severe, fatal intestinal disease
Typhoid: a disease that causes fever and intestinal disorders
Dysentery: inflammation of the intestines (bowels) that causes bloody diarrhea
Unheralded: not famous, unknown, not popular
Unsurpassed: never equaled, top quality

sewage often washed up on shore. The "municipal sewage disposal system" was far from perfect.



Old-timey "privy"

Boston also claimed the first hotel with indoor plumbing. In 1829, Isaiah Rogers, a brilliant 26-year-old architect, designed and built the Tremont Hotel. Five years later, he constructed the six-story Astor House in New York City. His state-of-the-art facility served 300 guests and boasted 17 rooms on the upper floors with *water closets* (private, indoor toilets) and copper or tin tubs for bathing. However, taking a bath at home was still considered a health hazard in some places. In 1845, Boston officials actually passed a law which forbade bathing except on specific medical advice.

In 1857, the city of Brooklyn, New York, which then covered 20 square miles, commissioned an engineer named Julius W. Adams to design a municipal sewage disposal system. Adams was successful and published the results of his work. His comprehensive approach provided a blueprint for modern sanitary engineering that was adopted by other cities across the country.

Historians have noted the contributions of innovative leaders like Isaiah Rogers and Julius Adams. ***Unheralded*** plumbers and engineers also helped to develop and implement U.S. health and safety standards that remain ***unsurpassed*** in the world. Because of the combined efforts of inventors and engineers, Americans can give thanks in all circumstances for the comfort, convenience, and safety of modern indoor plumbing and bathing.

While men were figuring out how to dispose of human waste in eastern cities, a doctor and his wife went west to help Indians learn how to live better. Read next about their heroic lives and tragic deaths.

LIFE PRINCIPLE

"A minute of thought is worth more than an hour of talk."
—Anonymous

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The Defining of America

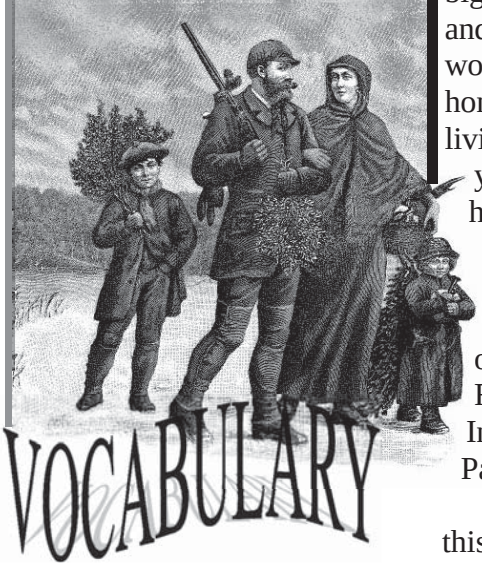
Chapter 7



Topic 11
Religion & Celebrations

Section Three
Topics 11-15

THE WHITMANS: MISSIONARY TRAILBLAZERS



Some pioneers were not content to settle in the Midwest during the 1830s, and looked further west. One of the biggest difficulties was travel. Imagine that you live in Boston and want to visit your grandmother in Washington state. You would probably hop on a jet and be munching on Grandma's homemade apple pie in a matter of hours. Now, visualize yourself living in the 1830s and wanting to make the same trip. This time you would travel across the country in a spine-jarring wagon, hopefully arriving at your destination in six or seven months.

One of the men who made this rough journey was Dr. Marcus Whitman, a Boston physician. Like many men of his day, Whitman yearned to go west. Finally, in 1835, an opportunity was presented to him. The American Board of Foreign Missions, eager to carry Christianity to Northwest Indian tribes, authorized Dr. Whitman and Reverend Samuel Parker to go on a fact-gathering tour to the Oregon Territory.

Two dreams fueled Whitman—planting a mission in this wild, unknown land and obtaining a wife. Back in Boston, a spirited 27-year-old belle named Narcissa awaited Whitman's return to propose marriage. The good doctor ventured as far as Wyoming, then returned to Boston to wed Narcissa and recruit pioneers for another trip.

Only three people joined the Whitmans on the Oregon Trail the next spring. The tiny group faced hardships from meager food supplies to broken wagon axles. Yet they were inspired by the hope of their dream for a new life on the western frontier. Relentlessly, they traveled westward as the miles and months piled up. Finally, on September 1, 1839, Whitman and his group arrived at Fort Walla Walla in present-day Washington state. In her journal, Narcissa happily scribbled,

> *"You can better imagine our feelings this morning than we can describe them. If you could have seen us, you would have been surprised, for both man and beast appeared alike,* ***propelled*** *by the same force. The whole company galloped almost all the way to the Fort."*

Dr. Whitman's success was a personal triumph, for he had set out to prove that his wagon could make the cross-country trip. News

VOCABULARY

Propelled: driven forward
Infusing: filling, inspiring
Converted: having renounced former pagan or secular life-styles to embrace the beliefs of a particular religion
Skeptical: doubting, questioning
Priority: goal to be accomplished before other activities
Taverns: public establishments that serve alcoholic drinks, also known as, bars, cantinas, or saloons
Repentance: turning away from a negative lifestyle, typically associated with a religious experience
Heresy: an unbiblical, unacceptable religious belief or practice
Denomination: a religious group holding to a particular belief, such as Baptist or Methodist

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of his arrival drifted back to the east, ***infusing*** Americans with "Oregon Fever." By 1845, five thousand settlers had migrated to the Oregon Territory.

Shortly after their arrival, Marcus and Narcissa selected a mission site near the Walla Walla River and began ministering to the Cayuse Indians. The Whitman's first home and clinic was a drafty log building containing a kitchen and two cramped bedrooms. Marcus Whitman later built a large adobe building near the Oregon Trail. He also set up a gristmill, blacksmith shop, and a school for the Indian children. In addition to their mission to the Cayuse, the Whitmans also provided a refreshing stop for emigrant families on their way to other west coast settlements.

Sadly, the story of Marcus and Narcissa Whitman ends in tragedy. Unwittingly, eastern pioneers brought measles to the Northwest, a disease that Indian immune systems were unable to resist. In the fall of 1847, an epidemic stunned the missionaries and their Indian friends. Half of the Cayuse tribe died. Dr. Whitman worked hard to provide a cure for the tribes, riding through the sleet and freezing cold to treat them in their camps. Yet the doctor could not stop the measles outbreak. Grief-stricken and outraged, the Indians blamed the Whitmans for the death of Cayuse children and murdered Dr. Whitman and Narcissa at the mission on November 29, 1847.

The Whitmans had not been driven to the remote western region by the lure of gold or fame; they were driven by their religious convictions. On their trail-blazing trip to Oregon in 1836, Whitman's group had rested at a Wyoming settlement and held well-attended worship services for the Indians and mountain men. *"This is a cause worth living for!"* Narcissa had cried. Her main regret was that not enough Bibles were available to distribute to all the people who had requested copies.

The Whitmans practiced the creed that people cannot really live until they are willing to die for something. History records many radiant examples of this principle in the growth of our country, but Dr. Marcus and Narcissa Whitman shine as some of the brightest.

While Dr. Marcus Whitman applied his medical training to help Indians, an attorney was applying another kind of training to change the way people lived.

THE LAWYER/ PREACHER

Everyone seems to know at least one lawyer joke. But in the early 1820s, as the Second Great Spiritual Awakening swept America, a ***converted*** lawyer began preaching in upstate New York—and it was no joke.

His name was Charles Grandison Finney, born in Connecticut in 1792. Finney was two years old when his family moved to the state of New York. He grew up to be a tall, athletic man whose eyes, noted one observer, were *"large and blue, at times mild as an April sky, and at others, cold and penetrating as polished steel."*

Finney began practicing law in 1820. He was a ***skeptical*** individual who rarely gave serious thought to religion. However, to deepen his professional knowledge, Finney began studying the Ten Commandments and other Biblical laws of the Old Testament, upon which most American civil laws are based. But something the young lawyer read disturbed him deeply. The Bible told him all men were "sinners and needed a savior". If so, that included him. Deep in thought, Finney wandered into the woods near town. He walked up a hill, vowing, *"I will give my heart to God before I ever come down again."*

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There, Finney experienced what he believed was a personal encounter with God. After careful thought about ***priorities*** in his life, he began talking about the love of God for people. His preaching attracted the attention of the entire town, as well as neighboring communities. After Finney preached in Rome, New York, Reverend Moses Gillet commented, *"Religion was the...subject of conversation in our streets, stores, and even **taverns**."*

In Utica, New York, Reverend Samuel C. Aiken noted that Finney's services were *"solemn and sometimes terribly so by the presence of God which made sinners afraid and Christians humble and still."*

Wherever Finney preached, he caused social changes in the way people lived. Newspapers began reprinting the former lawyer's sermons, spreading his fame throughout the East. Finney eventually conducted huge services in major cities. He later became president of Oberlin College in Ohio, the first university in America to award degrees to women and blacks.

Finney's success was evident in his popularity. He spoke plainly, but with great power. Treating congregations like juries, the attorney-preacher argued for the necessity of ***repentance*** from drunkenness, adultery, and careless living.

Critics branded Finney a radical who deviated from traditional social and church practices. Finney's style included publicity for his meetings, nightly worship services, allowing women to pray publicly, and mobilizing door-to-door evangelism teams. Such activities are standard practices today, but in Finney's time they were considered ***heresy***. Finney's new way of encouraging participation in church gatherings thrilled many but angered others.

Regardless of Finney's methods, the results of his ministry cannot be argued. Often called the "Father of Modern Revivalism," Finney enjoyed near-celebrity status. His most famous book, *Lectures on Revival*, became a manual for conducting community revival services. Finney maintained that revival was not a miracle, but simply the result of people agreeing to turn from their personal sins. This belief sharply differed from a major view of his ***denomination*** – that God decided everything that happened without human decision.

Changes in church services were not the only result of Finney's preaching; social reform followed. One of Finney's most famous converts, Theodore Weld, rose up as a leader in the anti-slavery movement. Finney himself said that the church must take the *"right ground"* on all practical matters of morality. In his day these included slavery, temperance (the battle against alcohol abuse), and urban reform.

Charles Finney died in 1875, but his social and religious reforms still affect Christian religious practices in America. Finney's intellectual approach to public

VOCABULARY

Urbanization: growth of cities
Formative: during the development stages of a process
Strenuous: stressful, lending to anxiety
Triune: three parts making up a single whole
Principles: guidelines by which to live; typically referring to religious or moral codes

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worship set a trend in America's churches and demonstrated that Christianity offered vital alternatives to social problems.

One of the most influential religious organizations in America was the YMCA, which had its roots in England. The next lesson reveals the story of the YMCA.

THE ORIGIN OF THE YMCA

For over 100 years, millions of people have discovered that the YMCA offers more than mere amusement. The YMCA has been a place of fellowship, an opportunity for self-improvement, and an outlet to serve other people.

George Williams, a 22-year-old clerk in London, England founded the first Young Men's Christian Association in 1844. Williams wanted to establish a safe place in the city for young workers moving in from the countryside.

The YMCA, as its name suggests, was founded as a ministry organization. According to the National Council of the YMCA in the United States, the YMCA is a *"worldwide fellowship united by a common loyalty to Jesus Christ for the purpose of developing Christian personality and building a Christian society."* The YMCA does not exclude anyone on the basis of race or religious creed.

After Williams organized the first YMCA in London, the idea quickly spread. In 1851, a missionary and retired sea captain named Thomas Sullivan established the first YMCA in Boston. Because America was undergoing rapid ***urbanization***, the YMCA quickly became popular. In 1820, only 7.2% of Americans were living in cities. By 1870, that number had jumped to almost 26%. For a country boy moving to the big city, the YMCA offered a haven of rest, study, and encouragement.

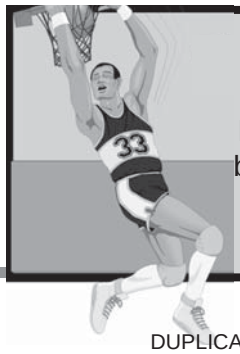
In its ***formative*** years, the YMCA was mainly involved in Bible studies, prayer meetings, and providing lodging for young men. Later, YMCA clubs in New York, San Francisco, and Washington, D.C. constructed new buildings which included gymnasiums and swimming pools. By 1900, 77% of all YMCA locations had gyms. In 1891, a YMCA instructor named James Naismith invented the game of basketball to help young men occupy their time during cold winter months.

Four years later, trying to invent a less ***strenuous*** game for Massachusetts businessmen, another YMCA instructor named W.G. Morgan created the game of volleyball. Luther Halsey Gulick, a YMCA international secretary, introduced a red triangle as the official symbol of the YMCA, stressing the individual as a ***triune*** being made of mind, body, and spirit. The focus of the symbol was to train youth to have strong bodies, alert minds, and moral values based on Biblical ***principles***.

The YMCA is still a popular place. Each year, about 13 million Americans participate at over 2,000 local YMCA branches. These branches offer a variety of programs, including daycare and summer camps, swimming classes, recycling projects, fitness centers, sports' leagues, and handicapped services. Y-Indian Guides and Y-Indian Princesses are some of the most popular programs of the YMCA, offering opportunities for fathers and their children to go on camping trips and short outings.

Although too few of them make headlines, hundreds of YMCA volunteers invest hours in local Y's, improving communities and the lives of young people. Volunteers' efforts have made the YMCA more than just a fun place to stay. The YMCA is one of the largest nonprofit, voluntary organizations in the world, serving over 25 million members in over 90 countries. Mr. Williams would be proud.

While the YMCA offered opportunities for wholesome activities, clothing designers were busy providing fashionable garments for leisure, work, and entertainment.



Life Principle

"Life can be understood by looking backward, but must be lived by looking forward."
—Anonymous

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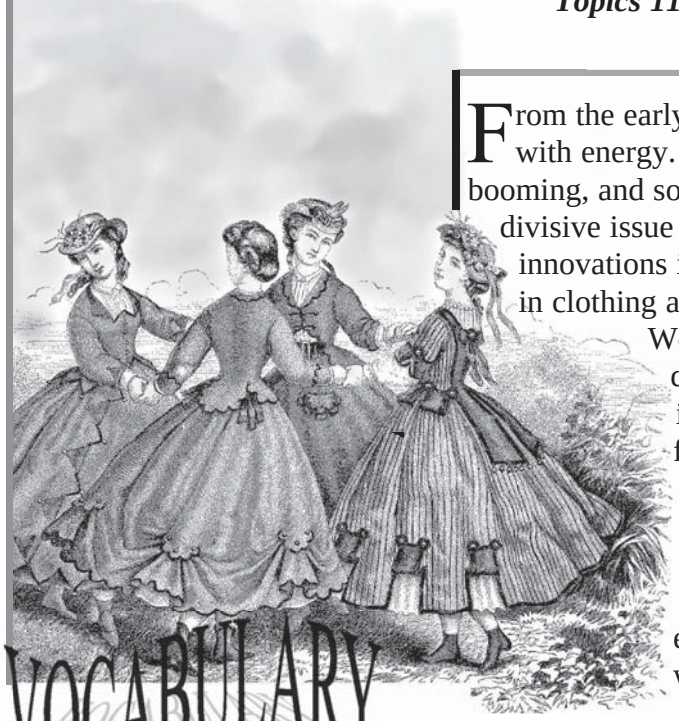
The Defining of America

Chapter 7

Topic 12
Art, Architecture, Fashions & Furniture

Section Three
Topics 11-15

FROM HIGH FASHIONS TO LOWLY LEVIS



From the early 1830s to the 1860s, America was bursting with energy. The West was expanding, industry was booming, and society was focusing on how to address the divisive issue of slavery. Fashions were evolving, and innovations in style were the norm. The trends of the time in clothing and furniture were attractive and elegant.

Women's dresses included high necklines with delicate collars. Wrist length sleeves blossomed into a *gigot*, or "leg of mutton," shape. The fashionable length for wide, bell-shaped skirts decorated with ribbons was just above the ankle. The fullness of the skirt emphasized tiny waists. Young ladies also wore lace-trimmed *pantalettes*, or long underwear which extended over the ankles. Fluffy *petticoats* were worn underneath skirts.

Some skirts were padded underneath at the back, on top of the petticoat, with a crescent-shaped *bolster*, *bum-role* or a series of frills sewn onto a band of material tied around the waist. The purpose of these accessories served to support the weight of the skirt. This became the popular "bustle," worn by women of all social ***strata***. Servant girls who could not afford the current styles tried to stay in fashion by rigging ***makeshift*** bustles out of such items as feather dusters.



a bustle skirt

Children's clothing tended to be practical and comfortable. The trend to outfit toddlers was long, dress-like garments similar to a long T-shirt that reached to the child's ankles. This outfit suited boys and girls alike. From ages five or six, however, the boys could start wearing pantaloons or knee-length trousers. Older boys wore long trousers, short jackets, and peaked, soft hats or floppy berets. Little girls wore fancy dresses that resembled those worn by their mothers.

Women wore full-length or three-quarter length cloaks or *mantles* over dresses. Shawls remained fashionable, along with a

VOCABULARY

Strata: a certain status or level in society
Makeshift: a temporary substitution
Devout: committed to beliefs
Harmony: working together
Sod: a mixture of grass and mud
Primitive: simple, original
Flimsy: weak, undependable, unstable
Thatch: plant material (such as straw) used for roofing
Yucca: a desert plant with rigid, spiny leaves and clusters of white flowers on stalks
Oilcloth: cloth treated with oil or paint, making it water resistant (able to shed water)

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cloak called a *burnous* – a large evening cloak with a hood.

Women's hats became quite elaborate. For indoor caps, simple fabric and lace trimmed with ribbons and flowers would do. Berets and turbans also were popular, adorned with similar trims. However, the fashion in women's outdoor hats focused on elaborate designs. Huge-brimmed straw hats and silk and satin bonnets were loaded with garlands of flowers, ribbons, and feathers.

In addition to enormous hats, women wore quantities of false hair plaited (braided), curled, and arranged in chignons (rolls at the back of the neck). Hair accessories included tortoise-shell and ivory combs, jeweled pins, ribbons, and flowers.

In contrast, men cut their hair short and grew long beards and sideburns. *Quizzing glasses*, or single-eye glasses, were fashioned to gaze on anyone and anything of particular interest. Gentlemen often carried walking sticks or canes, which replaced the swords worn by their forefathers. Sometimes a gentleman would mount his quizzing glass to the top of his cane. These canes were usually ebony, with ivory or gold tops trimmed with tassels. Men often wore top hats, waistcoats, *cravats*, and tail-frock coats. The tail-frock coats were single-breasted coats with wide collars that extended to the shoulders.

Elegance in furniture also became more popular in the 1830s and '40s. By contrast, however, a new style of simple furniture with clean lines, using little or no decoration, began to emerge as being a unique product of the Shaker religious sect. Named for their practice of shaking during worship services, ***devout*** Shakers believed everything should be simple and useful. They also insisted that whatever they made to sell should be very sturdy. With this virtue, Shakers were excellent craftsmen. Because they believed they were creating a heavenly counterpart on earth to support and improve the physical aspects of their community, the simple furniture they produced reflected quality. Shaker furniture included desks, drawers, cupboards, tables, candle stands, wash stands, stools, and rockers.

The most popular piece of Shaker furniture was the simple chair. Most Shaker chairs had rounded legs, three slats across the back, and seats of woven cotton or woolen tape (straps). Maple chairs were slanted backward at a comfortable angle for sitting. Some designs were equipped with rockers.

The Shakers often painted their chairs bright yellow and crisscrossed red and blue tapes in the seats. The chair's beauty came from its purity of form, the ***harmony*** of materials, and the obvious care taken by the craftsman. Shaker chairs set a standard for furniture manufacturing in America.

People who could afford quality furniture also wanted to live in quality homes. City residents could usually choose their homes from a variety of available styles ready-built by developers, but western pioneers had to build their own homes. Houses varied with the area of the West, the time of settling, and the resources of the landscape.

Settlers of the Great Plains often had no rock or timber with which to build homes, so they creatively turned to the dirt beneath their feet. ***Sod*** houses were made of sod (dirt) shaped into squares and stacked like

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bricks. Some variations of sod houses were "dugouts" (which were little more than holes dug into a side of a hill and covered by sod cut into squares). Although these sod homes with dirt floors were ***primitive***, they provided excellent protection against cold or windy weather. *Soddies*, as they were called, were extremely economical—they could be built for less than $3. However, as many pioneers discovered after a heavy rainfall, sod roofs leaked.

In more wooded areas of the West, a sawmill could be established and settlers could build log or frame houses. A well-constructed log house helped protect settlers from Indian or outlaw attacks, but the wind would easily blow through cracks not properly sealed.

Homesteaders on the northern plains used tar-paper shacks as their primary shelters. These ***flimsy*** structures were built of wooden frames and rough slats covered with thick paper soaked in tar. Tar–paper shacks were cheap and could be built quickly but were drafty and cold in wintertime and unbearably hot in summer.

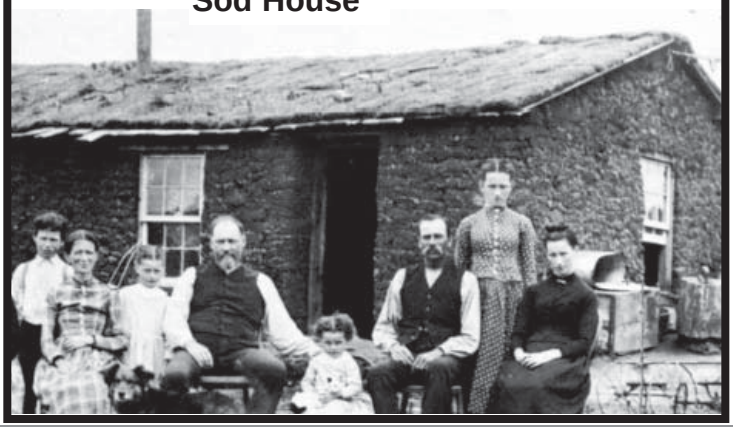
Settlers in the Southwest built brush arbors as their first shelters. These crude houses were constructed by placing poles similar to fence posts into the ground at eight foot intervals. Then the owner placed another row of poles 14 feet from the first row. ***Thatched*** roofs over these small dwellings were made with brush and ***yucca*** plant leaves woven through and secured by plaster or adobe clay. These small thatched homes provided little privacy or protection from human or animal invaders. Later, most settlers constructed adobe houses, patterned after dwellings popular with Indians or Mexican settlers of the area.

Cracks in the exterior walls of some dwellings were sealed with mud, newspapers, scraps of metal, or fabrics, such as ***oilcloth***, to keep out wind and dust. Interior walls were formed by hanging quilts or canvas from the ceiling to the floor. These cloth partitions provided "separate rooms" throughout the home.

Because settlers could bring only a few cherished items and furnishings along wagon trails, traveling merchants became a common sight, marketing their dry goods and wares on hand-pushed or horse-drawn carts. Levi Strauss was one of those merchant peddlers. He sold wares up and down the California coast during the Gold Rush of 1856. On one of Levi's visits to a mining camp, a prospector requested a pair of trousers that would last for months in the harsh northern California wilderness.

Never one to pass up an opportunity to meet a customer's need, Strauss found a tailor and together they fashioned a pair of trousers out of tent canvas. The prospector was so impressed with his sturdy new pants that Levi's popularity grew. These pants became a precious commodity for prospectors. Levi perfected the pants and eventually made them out of a sturdy cotton fabric called *denim*, imported from the town of Nimes, France. Levi's denim pants became so popular that men everywhere were soon wearing them. These pants were later called *Levi 501 jeans*.

Sod House



With profits from the sale of his denim pants, Levi Strauss contributed generously to educational scholarships that enabled less

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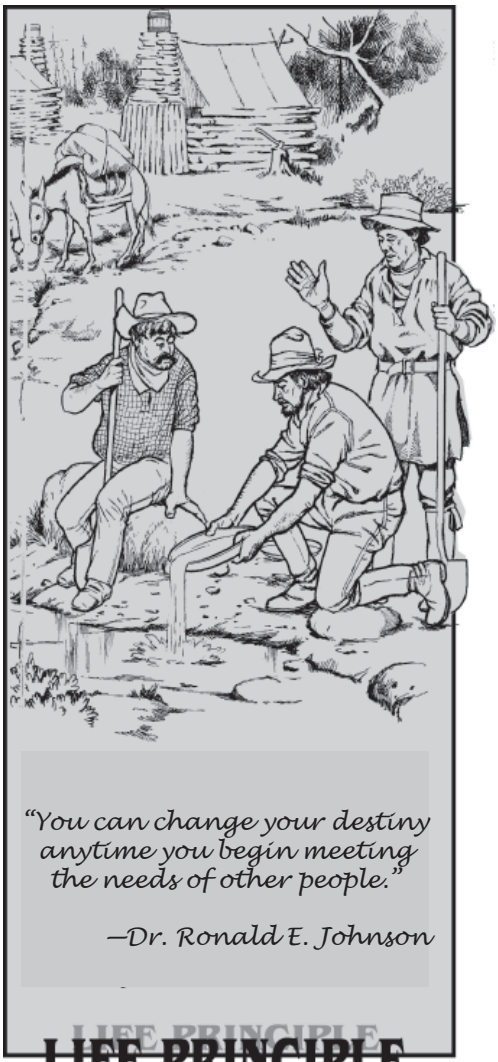
fortunate students to attend universities. He was also an active board member of the California School for the Deaf. Strauss was quoted in an interview by the *San Francisco Bulletin*:

> *"I do not think large fortunes cause happiness to their owners, for immediately those who possess them become slaves to their wealth. They must devote their lives to caring for their possessions. I don't think money brings friends to its owners. In fact, often the result is quite the contrary."*

Levi Strauss had learned that using his talent to help others was what produced true happiness.

The energetic years of the 19th century brought much progress. Americans utilized resources from the areas where they lived for shelter, clothing, and furniture. Wise businessmen, like Levi Strauss, prospered by accommodating the requests of customers.

America in the mid 1800s was not all work. People began to enjoy their country's art and literature, as you will learn in the next lesson.



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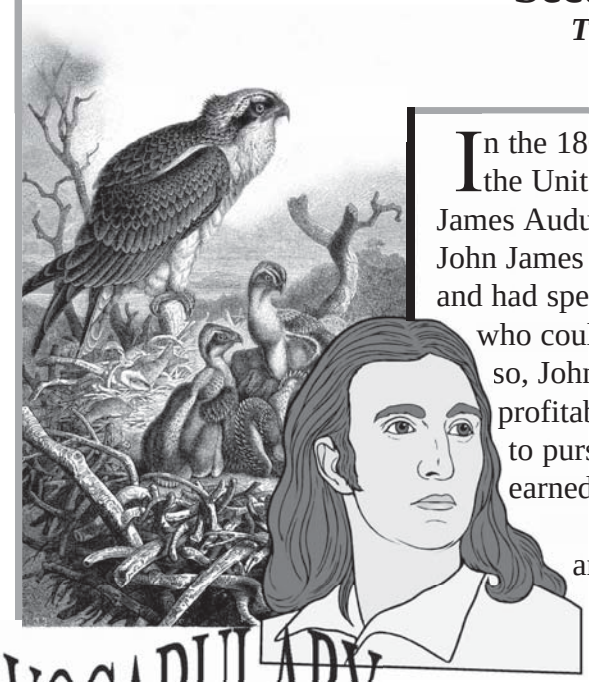
The Defining of America

Chapter 7

Topic 13
Education, Music & Literature

Section Three
Topics 11-15

AUDUBON, LONGFELLOW, EMERSON, & MORE



In the 1800s, a wealthy sea captain sent his son from France to the United States. America was the right place for young John James Audubon to learn self-discipline and a trade. Previously, John James had lived with his family in the French colony of Haiti and had spent time studying the birds there. He was a good artist who could accurately recreate on paper what he saw. Even so, John's father tried to encourage John to choose a more profitable career than that of an artist. The art Audubon chose to pursue in America gave him very little money, but it earned him an outstanding place in two fields of study.

For years, Audubon explored America's fields and forests, making careful records of more than 400 species of birds, tracking their flight patterns and studying their intricate colors. His ***painstaking*** drawings and paintings later made him famous.

Audubon's paintings depicted each bird in its natural setting, often including a nest with the correct number of eggs, or a young bird drawn to accurate scale beside its mother. Birds' feathers were painted with their glowing natural colors. However, the real genius of Audubon's work was in how he posed the birds. Like the stop-action of a camera, he caught the bird in flight or other natural motion. Wild turkeys strutted along a path with little ones bobbing under their parents' wings. Tall cranes dipped their beaks into pools of water, and Carolina parakeets fluttered among the vines in trees.

Over 1,055 life-size paintings were published in 1838 in Audubon's book, *Birds of America*, the first scientific record of America's birds. Audubon combined the best skills of two very challenging careers, ***ornithologist*** and artist. Today, the respected Audubon Society carries on the work that John Audubon started—looking after the welfare of birds around the world.

Before the age of photography, Americans relied upon artists to portray the grandeur of Yosemite or the majestic giant redwoods, the valleys and plains of the Midwest bathed in a sunset, and other sites that folks who did not have the opportunity to travel and see for themselves might want to enjoy. Thomas

VOCABULARY

Painstaking: precise, meticulous, greatly detailed
Ornithologist: a bird specialist
Epic poem: a long poem that tells a story of a hero's great deeds
Immortalized: made famous through media or literature for a long time
Poet Laureate: a poet honored and recognized above all other poets in a country
Idyllic/pastoral: conveys concept of serenity and peace in rural settings.
Humanistic Philosophy: stresses the supreme importance of the individual; God may be acknowledged but is of far less importance; man is the "center" of the universe

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Cole established the Hudson River School of Landscape Painting in the late 1820s and trained artists to paint inspiring scenes from America's natural wonders, making creative use of light to accent the beauty of rocks, trees, and waterfalls.

Thomas Cole himself painted close-up views of the smallest details in rocks and leaves. Then, in contrast, he would sometimes paint a foggy mist over distant hills that hid close-up details. Cole's ***idyllic, pastoral*** paintings were very popular because he showed Americans the incredible beauty of their country. His most celebrated masterpieces combined nature's grandeur with Biblical themes. Two of Cole's equally famous students were Frederick Church and Albert Bierstadt.

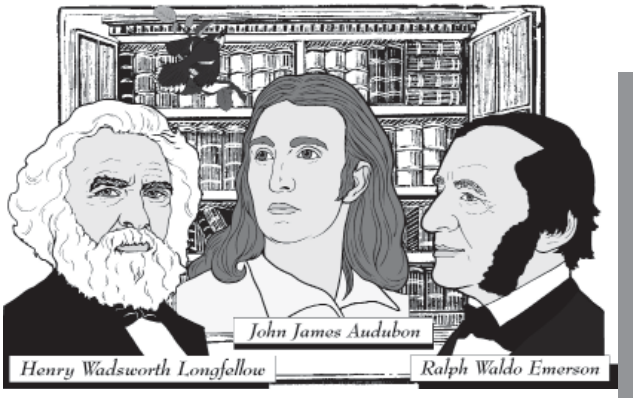
Frederick Church used bursts of light to accent special parts of exotic landscapes in his paintings. He achieved spectacular effects of light on water, making his powerful painting of water thundering over Niagara Falls his masterpiece.

German immigrant Albert Bierstadt effectively captured on canvas the enormous spaces of the American west. He specialized in huge, panoramic scenes of the grandeur of the American wilderness, centered in the Rocky Mountains and Hudson River Valley.

George Cabel Bingham painted a scene portraying fur traders on the Missouri River. Light around and behind the traders gave their faces a lifelike look. Through these



a Bierstadt painting



paintings, Americans enjoyed intimate and authentic glimpses of nature in their beloved homeland.

Americans also inherited a great gift from another noted genius, Henry Wadsworth Longfellow. Longfellow left New England in the 1830s to study in Europe, then later returned to Massachusetts to become a brilliant teacher of languages at Harvard College. Teaching his students to respect the work of famous scholars, Longfellow filled lessons with the best examples of literature from other countries.

Longfellow also wrote poetry that glorified America's past and honored her ideals. His poem about Paul Revere described the brave patriot's dark and dangerous ride through the countryside of Massachusetts in 1775 to warn other patriots of an impending attack by British forces.

Longfellow's poetry inspired strong feelings about living a good life. In "A Psalm of Life," he wrote: *"Life is real! Life is earnest! And the grave is not its goal!"* Longfellow urged his students and fellow Americans to *"Be up and doing, with a heart for any fate."* Readers loved his simple, uplifting poems, and could easily grasp their meaning.

Evangeline and *Song of Hiawatha*, Longfellow's intriguing romance/adventure ***epic poems***, ***immortalized*** the poet at home and abroad. He left his teaching position at Harvard University as America's most beloved poet. Many of Longfellow's poems were translated into

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24 foreign languages which helped people in other countries learn about American ideals and daily life. Henry Wadsworth Longfellow was recognized as America's first ***poet laureate***.

While Americans found pleasure in the creative works of artists and poets, Ralph Waldo Emerson stirred audiences with lectures, as a form of entertainment. Earnings from his speaking tours afforded him a comfortable lifestyle in Concord, Massachusetts. Listeners flocked to hear Emerson's melodious voice expressing new and intriguing thoughts. However, some of these reflected a growing ***humanistic philosophy*** called *transcendentalism*, which was at variance with the traditional Judeo-Christian world view of American's founders, which were held by the majority of Americans at that time. Some of Emerson's most popular works were: *The Rhendora, Threnody,* and *The Conduct of Life.*

America was hungry for knowledge and true to her tradition, people rose to the occasion to provide schools and books. The next vignette gives you a glimpse into America's early schools.

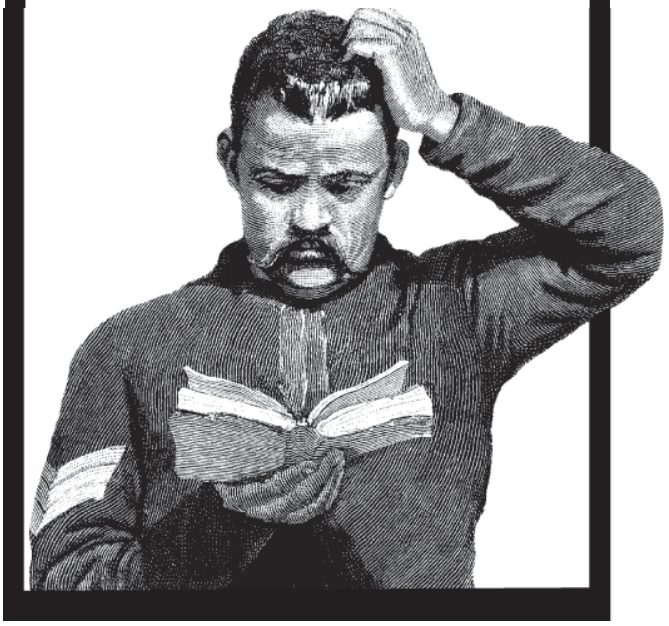
FROM McGUFFEY TO A&M

Thirteen-year-old William McGuffey's experience in frontier Ohio schools had taught him one thing for sure—he was meant to be a teacher. McGuffey studied hard and soon became a college professor who worked to improve education. In the 1830s, the Truman and Smith publishing company asked McGuffey to write a fresh, new series of textbooks for young children. Students growing up in the West needed schoolbooks filled with examples from everyday life, while retaining scriptural values and virtues from earlier textbooks. McGuffey provided books that included information about plants, animals, and work on farms. Books published in the eastern states were not adequate for western students because the eastern books did not include lessons based on rural life.

McGuffey's contribution to education in America exceeded the goal he set as a young man. His books spread across the nation with a powerful influence that lasted far into the 1900s. Thousands of McGuffey Readers were sold during the 1800s. Eventually, the number reached more than 122 million copies.

Excerpts from McGuffey's Fourth Reader

Be careful to pronounce every syllable distinctly and not to join the words together....
Give full and distinct sound to the consonants in every syllable.
Take care not to let the voice grow weaker as you approach the end of a sentence....
Sound the vowels correctly and very full....
Do not read poetry with a drawling sing-song tone....
Avoid reading in a monotonous way, as if you were not interested, and did not understand what is read....
Let every pupil notice, as each one reads, where a comma is not marked by a proper pause....
When anything solemn or devotional is to be read, there should be a full, solemn tone of voice....
Stop at each comma long enough to take breath....



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William McGuffey

In 1834, McGuffey published his *First Reader*. The alphabet used examples like *Ax* for "A" and *Oxen* for "O" because children saw these objects in daily life. In the *Second Reader*, stories taught good behavior and moral values. Students learned through a story about a truant schoolboy's misadventures, not to skip school. The boy in the story was rescued from drowning after he skipped school to go swimming in a pond. Children also learned values like truthfulness from stories about famous Americans. For example, McGuffey wrote about young George Washington cutting down his father's fledgling cherry tree with a hatchet. When questioned by his father, George readily confessed to the deed, vowing, *"I cannot tell a lie."*

Readers *Three* and *Four* were published two years later. Examples of poetry and literature were meant to be read aloud. Students stood before the class and followed rules for correct speaking.

VOCABULARY

Debate: a regulated arguing of opposing viewpoints in a formal setting
A&M: originally meant "Agricultural & Mechanical"
Instill: to make a concept permanent in the minds of the hearers
Perilous: extremely dangerous
Ramparts: a bulwark; a wall-like ridge or broad embankment for fortification
Extricate: to remove by force
Rousing: awakening, stirring
Gourd: a hard–shelled, hollow vine fruit
Bygone: in the past
Nostalgia: sweet memories
Creed: a fundamental set of beliefs

McGuffey ended the series with Readers *Five* and *Six* in 1853. Older students used the Readers to form ***debate*** clubs and contest each other in order to improve their speaking. By teaching people how to speak their opinions clearly and correctly, McGuffey's Readers strengthened America's democratic system.

Everyone was given an equal chance to read from the same textbooks. Immigrants from Italy, Germany, Ireland, China, and many other lands arrived in America needing to learn English like other Americans. Young people from other nations quickly learned about America's heroes and about the American traditions of caring about home, church, community, and country.

In the 1800s, Americans on the frontier valued religion as well as education. Faith in God gave meaning to daily life, while education explained the high ideals the Founding Fathers held for America. Frontier families welcomed missionaries who settled in communities to set up schools and colleges. By 1830, a Church Movement was in full swing to start colleges among poorly educated settlers. One of those was Oberlin College in Ohio. Methodist, Presbyterian, Baptist, and other denominations in the East sent money to support new schools in the West.

Students were taught courses that improved morals and thinking skills. Students learned to read important books and to speak effectively. Schools worked hard to instill good habits and social manners common to successful people in New England.

Jonathan Turner attended Yale in the East but went to the Western frontier in 1833 as a missionary. His dream was to found colleges that offered practical courses to frontier settlers. He wanted to provide courses in the application of agriculture and machinery and to teach respect for the laws of nature. His concept was that farmers could learn how to grow better crops, raise stronger animals, repair broken machinery, and even invent better ones when trained to think clearly

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and knowledgeably. Instead of listening to speeches in Latin, graduation would be celebrated by an annual fair displaying the graduates' products and industry. Jonathan Turner wisely believed that laborers who were trained to think clearly would build stronger communities.

In 1857, while serving as a Congressman in Washington, D.C., Justin Morrill sensed the time was right to push for better education in the West. He told Congress something should be done for America's farmers. Morrill shared Turner's new idea for agricultural colleges. Morrill suggested that states be granted public lands for establishing agricultural and mechanical (A&M) colleges. Low costs to students would allow everyone to attend.

In 1862, President Lincoln signed the Morrill Act that established the Land Grant System for ***A&M*** colleges. Missionary Turner's idea for more practical skills came with Land-Grant Colleges, which provided one of the most practical education plans ever proposed for adults. Courses were meant to answer the burning question ***instilled*** in the minds of the public by Turner and Morrill, *"Of what good is it when a man can say 'I am hungry' in six or seven languages but cannot earn his own bread and butter?"* Later, programs known as *extension services* grew out of the A&M colleges which sent workers into rural communities to assist farmers who had not attended college to learn better ways of farming.

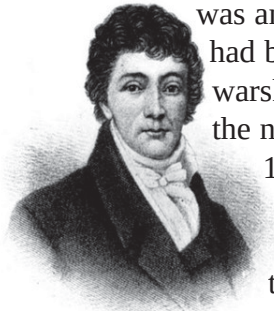
As the West opened, a new breed of Americans needed a new brand of education. William McGuffey, Jonathan Turner, and Justin Morrill devoted their time and talents to meet that need.

A natural part of knowledge is expression through poetry and music. Both became popular in America. The next vignette is about the role of music in America.

MUSIC FOR DAILY LIFE

Americans in the early 1800s seemed to prefer patriotic songs like "Hail Columbia, Happy Land."

As early as 1798, President John Adams had liked that song, knowing such music could help keep the country united. Later, enthused about their country being the "land of the free and the home of the brave," Americans were singing the recently written "Star Spangled Banner." Its author, Francis Scott Key, was an American attorney who had been detained on a British warship in Baltimore Harbor the night of September 13-14, 1814, toward the end of the War of 1812. While apprehensively watching the British bombardment of Fort McHenry, Mr. Key penned the stirring words which would become America's National Anthem.



Francis Scott Key

"The Star Spangled Banner"
by Francis Scott Key

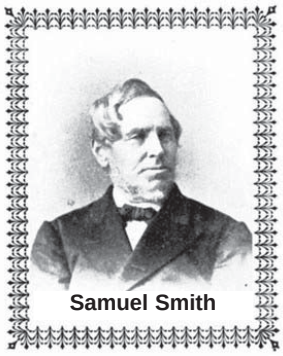
Oh, say, can you see, by the dawn's early light.
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the ***perilous*** fight,
O'er the ***ramparts*** we watched, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air,
Gave 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?

In the 1800s, Americans also staged large, impressive Fourth of July celebrations. They honored the tiny band of Colonies that

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had somehow managed to ***extricate*** itself from the huge, powerful British Empire.


Samuel Smith

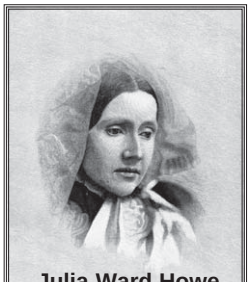
"America"
by Samuel Smith
My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died!
Land of the Pilgrims' pride!
From every mountain side
Let freedom ring!

In 1831, a minister named Samuel Smith wrote a hymn that gave God credit for America's new freedom. In subsequent verses of his famous song, Smith proclaimed that God was the Author of liberty. Smith wanted the country to *"let music swell the breeze and ring from all the trees, sweet freedom's song."* The hymn's closing words were a prayer: *"Long may our land be bright with freedom's holy light; protect us by Thy might, Great God, our King."* The ***rousing*** song became popular throughout America.

In 1861, Julia Ward Howe wrote the most stirring national hymn of all. After an opening battle of the Civil War, Howe accompanied her husband to Washington, D.C. The Howes were among a great crowd that went across the Potomac River to watch Union troops battle against Rebel forces. Deeply moved, Julia saw the long, blue line of soldiers struggling to survive. That very night, she sat with Union war officers.

"The Battle Hymn of the Republic"
by Julia Ward Howe
Mine eyes have seen the glory
of the coming of the Lord;
He is trampling out the
vintage where the grapes of
wrath are stored;
He hath loosed the fateful
lightning of His
terrible swift sword;
His truth is marching on!

Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.


Julia Ward Howe

As they talked, she studied the face of President Abraham Lincoln, comparing it to a portrait of George Washington which hung in the background. Both faces radiated courage and determination.

In the middle of the night, Julia awoke with the words of a poem and quickly wrote them down before going back to sleep. In the morning, she could not remember writing the poem, but there it was—perfectly complete, without changing any words.

Julia Howe's poem was published by the *Atlantic Monthly Magazine* which specialized in publishing the literary works of American authors. Readers were inspired to memorize the words, which fit a well-known tune soldiers were already singing. Men sang as they fought, believing they were fighting for God's truth to march on and set people free. "The Battle Hymn of the Republic" became America's theme song, sung wherever crowds gathered for patriotic purposes.

Music was a part of community life in America. As early as 1809 in Boston and 1820 in Philadelphia, formal orchestras were formed to provide entertainment. In 1842, musicians in New York City organized America's first Philharmonic Orchestra. By the end of the 1800s, 37 cities including St. Louis, Cincinnati, and San Francisco had established orchestras and appealed to large crowds with outdoor concerts.

Appealing to the public trend, storekeepers of the 1800s stocked a few musical instruments obtained from Europe. However, most Americans could not afford ready-made instruments, nor could they play the quality of music performed by professional orchestras. So, everyday Americans developed their own instruments and folk music.

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Negro slaves with musical skills are credited with the creation of drum-like instruments made of such things as halved ***gourds*** and turtle shells, with an attached, long, slender neck to support three or four strings across the opening. This crude device evolved into the *banjo*. In the early 1800s, the idea caught on, and both black and white performers began playing banjos all across the country. It soon became famous as a unique American musical instrument, and strumming the banjo became a favorite form of entertainment for people in cities, on farms, or in the mountains.

Joel Walker Sweeny modified the design in 1835 and brought the banjo even more attention. By the 1870s and '80s, the banjo was played at waltzes, marches, reels, and jigs. Star players appeared in small banjo bands. Musical variety shows became popular entertainment for Americans during this time. Orchestra music was even written for the banjo by the end of the 1800s. Other stringed instruments were made after the banjo was created; but the original instrument, constructed by slaves and modified by manufacturers, had found its own place in American music.

Stephen Collins Foster, America's first recognized professional songwriter, was not a trained musician, but he had a natural gift for writing songs. Later called the "Father of American Music," Stephen Foster was born on July 4, 1826, amid celebrations of the 50th birthday of the United States–the same day on which Thomas Jefferson and John Adams (both signers of the Declaration of Independence) died.

Foster wrote the music and most of the lyrics for 285 songs and hymns, plus various instrumental arrangements during his short life. He also composed music for the work of other lyricists, as with "Stand up for the Truth," which in part reads:

"Stand up for the truth all your lifetime,
And never be tempted away;
Stand firm in your duty though others
May seek you to lead you astray;
Stand firm though companions around you,
Are yielding to error and sin;
Stand firm, and when this life is over;
A heavenly crown you will win...."


Stephen Foster

Foster's many popular songs included "Beautiful Dreamer," "Old Folks at Home" (Swanee River), "Praise the Lord," and "Camptown Races." Foster's first big hit was a song about an Alabama man going to see his girlfriend in Louisiana, "O Susanna!" This song became the "anthem" of the 1849 California Gold Rush. In part, the song reads:

"I come from Alabama,
Wid my banjo on my knee;
I'm gwyne to Louisiana,
My true love for to see;

It rain'd all night the day I left,
The weather, it was dry!
The sun so hot, I froze to death,
Susanna, don't you cry.
O Susanna, Oh don't you cry for me,
For I'm gwyne to Louisiana
Wid my banjo on my knee."

Many of Foster's songs, especially the ones depicting ***bygone*** eras, evoked sad longings for rural life centered on strong families and communities. Foster sometimes used the adjective "old" in his song titles. His classic song of southern ***nostalgia***, "My Old Kentucky Home,"

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became the state song of Kentucky and is still sung to open the Kentucky Derby, the famous horse race. The beautiful melodies in Stephen Foster's many songs show how well the songwriter understood what Americans liked to hear.

The last ten years of Foster's life were marked by personal and financial losses. Complications from a head injury at age 37 took his life on January 10, 1864. Nearly a hundred years later, in 1970, Stephen Foster was inducted into the Songwriters Hall of Fame.

One discovery or social need sparks research to discover more and encourages development of inventions. Means of communication through musical instruments and books led the way to electronic communication. The next vignette lets you in on the discovery of the telegraph.

MEMORY WORK: Quote from memory to your teacher the first stanza of either "The Star Spangled Banner", "America" or "The Battle Hymn of the Republic." <u>All will be included on your quiz and some on the chapter test.</u>



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The Defining of America



Topic 14
Communication

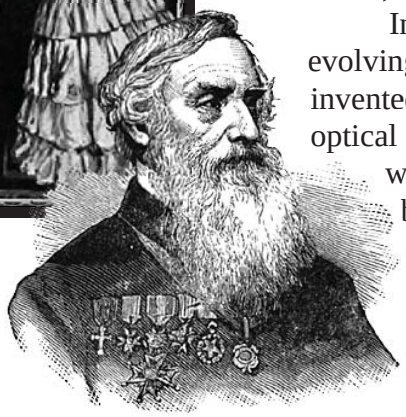
Chapter 7

Section Three
Topics 11-15

LONG DISTANCE COMMUNICATION IN A MATTER OF SECONDS



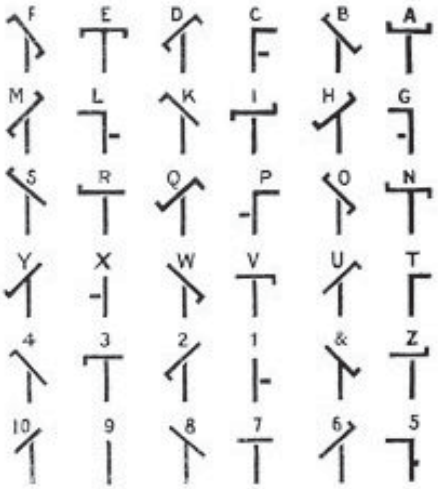
Americans have consistently attempted to find better and faster ways to communicate over long distances. Various methods of communication have included smoke signals, trail signs, flags, mirrors, and bells. Some Indian tribes communicated by pounding large sticks on hollow logs. A patriot used lanterns in the Old North Church steeple to signal warning to Paul Revere. Letters were written with feather quills and then sent to recipients by way of couriers on horses, barges, or stage coaches.



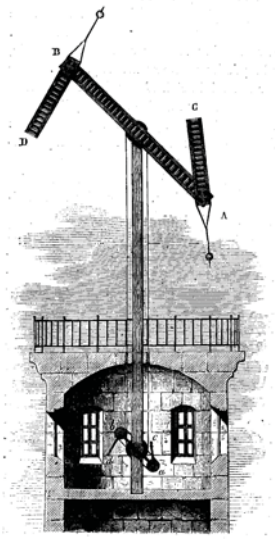
Inventive methods of communication are ever evolving. In 1792, French engineer Claude Chappe invented the ***semaphore*** telegraph. This allowed optical (visual) relay signaling from towers equipped with telescopes and spaced about 7 miles apart between Paris and other French cities. On clear days, messages could be sent 150 miles in 15 minutes—a fraction of the delivery time for a horse and rider. The number of stations soon increased to 556 and covered some 3,000 miles.

VOCABULARY

Semaphore: a device for conveying information by using visual signals such as with arm or flag movements
Prodigies: those who are naturally gifted or talented far beyond average
Aspirations: desires, goals, hopes
Medium: a means through which something is transmitted or conveyed



Telegraph Tower Code Positions



Chappe's telegraph tower

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In the United States, during the 1830s, a man named Samuel Morse introduced an invention that greatly improved long–distance communication. His history-making device allowed people to transfer messages not in weeks, days, or hours, but literally in seconds. The story of Samuel Morse and his telegraph is a story of hope, encouragement, faith, and success.

Morse, born in 1791 in Charlestown, Massachusetts, was not one of those scientifically-oriented child ***prodigies*** who invented from the age of three and read everything he could find on world scientific thought. Samuel Morse had other ***aspirations*** for himself—he wanted to be an artist.

Young Samuel did not do anything remarkably well during his school years. At age four, instead of reading, writing, and arithmetic, Samuel could be caught etching his teacher's face on schoolroom furniture. Later, at another school, Samuel proved he could do adequate schoolwork, but he just was not consistent.

In 1805, at age 14, Samuel entered Yale College, still receiving from his teachers mixed reviews on his grade school and secondary school performances. The teenager found lectures on electricity quite interesting, but his main love was drawing. He even earned extra money drawing portraits of his friends. When graduation from Yale was only two months away, Morse still had not admitted his artistic ambitions to his family. Probably fearing disapproval, Morse wrote to his parents that he "was made for a painter" and would like to study art in Europe.

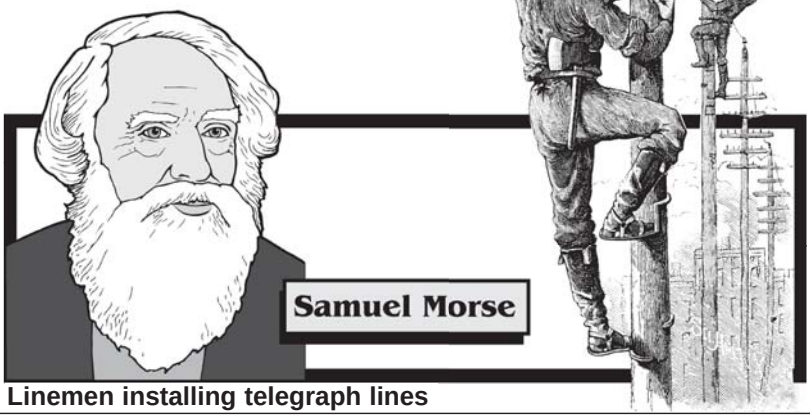
Samuel's father, a minister and author of the first American geography book, did not approve of his son's career choice. The elder Morse preferred the more traditional and prestigious vocation of bookseller for his son and even arranged an apprenticeship for Samuel in Boston. Obedient to his father, Morse began working at the bookstore on Solly Square in Boston. But, the young man was miserable. Finally, after some of his artwork caught the attention of renowned artist Washington Allston, Mr. Morse finally consented to fund his son's passage to Europe for art school.

Samuel Morse flourished in London where he studied hard and gained recognition for his artistic talent. He studied in Europe for three years and then returned home to Boston, where he found work scarce. Morse began traveling from town to town, not only finding a little work painting portraits, but also a wife, Lucretia Pickering Walker. Samuel and Lucretia were married in 1818 and eventually reared three children.

Morse had difficulty supporting his family only through painting and selling portraits. When he was not busy doing portraits, he successively marketed some of his inventions, such as a water pump for firemen and a marble cutting machine.

After several years of small successes and financial struggles, Morse began

Samuel Morse summarized his inventions: "...It is His work. Not unto us, but to Thy name, O Lord, be all the praise."

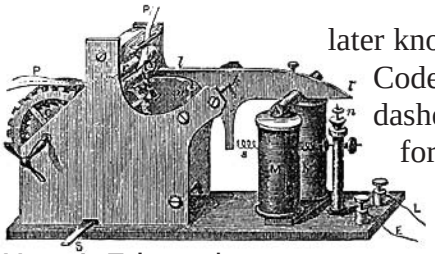


Linemen installing telegraph lines

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gaining respect and recognition as an artist. Finally, he was commissioned to paint a portrait of President James Monroe. Then, three years later, in 1822, Morse painted a large portrait of members of the House of Representatives, titled, *Congress Hall*. In 1825, Morse painted a portrait of French General Lafayette who had aided George Washington in America's War for Independence.


Morse's Telegraph

Morse was enjoying increased career success when tragedy struck while he was away from home. His beloved Lucretia died of heart trouble in February 1825. Because of slow means of communication, Morse did not even learn of his wife's death until several days after her funeral. Although we do not know for sure, the pain of this experience might have inspired Morse to invent the telegraph.

After selling all he owned and moving his family to Europe where he could further his studies in art, Morse became fascinated with the French semaphore telegraph system. Then, remembering the interesting lectures on electricity he had heard years before at Yale, Morse's inventive mind began churning. Could electricity be used to make a better telegraph?

In 1832, on a ship bound for America, Morse joined several passengers in a discussion about electricity, specifically electromagnets. In a simple electromagnet, a wire tied around a nail and connected to a battery produced an electric current. Morse was inspired to find out if electricity could be used to transmit messages.

Morse spent the rest of the ocean journey and his first weeks back in New York working on a simple telegraph system. On one end, the sender tapped out a coded message; on the other end, a device holding a pencil would receive the current and print the code. Morse had devised a system of coding later known as *Morse Code*. Morse Code consisted of dots and dashes—a different combination for each letter of the alphabet.

Although Morse developed his first working system simply and quickly, 12 years of persistence and hardship passed before his new invention was accepted by the public. Like many other inventors throughout history who believed so strongly in their ideas, Morse devoted himself completely to his project. He even gave up artistic work to perfect the telegraph and to raise money to have it tested and approved as a communication ***medium***.

When Morse believed his telegraph was ready for long-range testing from Washington, D.C. to Baltimore, he asked the United States Congress to provide the needed funds, but legislators would not issue a grant. Morse then traveled overseas trying to gain support in several European countries; but there, too, he failed. The determined Morse was disappointed, but not beaten.

Finally, Samuel Morse was rewarded for his diligence and faith. In March 1843, Congress approved $30,000 for a test. Morse and his partners had only one year to finish the electrical line which was strung from tall poles between Washington, D.C. and Baltimore, Maryland, a distance of about 90 miles. On May 24, 1844, in a tension-filled room in the United States Supreme Court Building, Samuel Morse took a slip of paper with a message selected by a friend, Annie Ellsworth. Morse began transmitting Annie's meaningful words, *"What Hath God Wrought?"* The message was received in Baltimore in a matter of seconds.

Finally, the world understood the value of Morse's invention. All along the east coast and across the frontier, the click-clack rhythm of telegraph operators transmitting and receiving messages became a familiar sound.

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The artist-turned-inventor received honors from all over the world. Morse, who often did not have money to buy food while testing and securing funds for his invention, became a very wealthy man. He gave much money to Christian missionaries, charities, and seminaries (colleges that specialize in religious studies). Within twelve years after Morse's history–altering test, telegraph lines crisscrossed North America and Europe, extending the range of electronic messaging.

Morse's final years, through which he stayed active in his telegraph business, were happy ones. He married again at age 57, this time to Sarah Griswold.

Once, when asked to sum up his life, Morse replied, *"I agree with that sentence of Annie Ellsworth, 'What hath God wrought?' It is His work, 'Not unto us, but to Thy name, O Lord, be all the praise.'"* After his death, Samuel Morse was elected to the Hall of Fame of Great Americans.

As a young boy, Morse was known for his short attention span. He enjoyed fairly good success in his first career as an artist, but he gave it up to pursue a dream. Through years of despair, continual disappointment, and poverty, Samuel Morse remained focused on a project he knew could change the world. His invention was later named one of the ten most practical inventions in history.

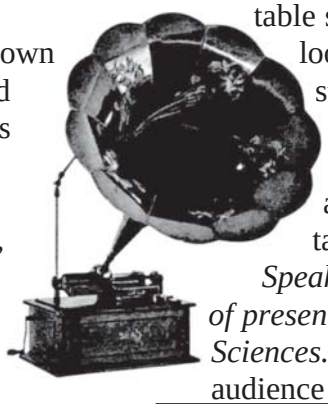
Morse's Morse Code remained an important part of military and civilian radio communications for nearly 150 years—from the Civil War, to the Titanic distress signals, to World War I and II, to Vietnam Prisoner of War (POW) camps, to Ham Radio operators, and onward. In one famous incident in 1965, Admiral Jeremiah Denton, who spent over seven years in a brutal Vietnam POW camp, was able to blink Morse Code for "t-o-r-t-u-r-e" during a television interview in which his captors wanted to convince the world of their good treatment of prisoners.

Morse's determination, persistence, and hard work revolutionized communication and "paved the way" for modern communication inventions.

The development in the next vignette opened the door to the booming business of recordings.

LADIES SWOON AT REPEATED SOUND

Voices hushed in the huge auditorium. People crowded the aisles of the Washington, D.C. meeting hall. It was the spring of 1878, and the National Academy of Sciences had gathered for demonstrations of the newest scientific discoveries. A slightly ***disheveled*** man sat on the stage next to a table supporting a small, peculiar-looking machine. Another man stood nearby. The room fell silent.



Then the listening crowd heard an unusual sound, like someone talking through a tin can, *"The Speaking **Phonograph** has the honor of presenting itself to the Academy of Sciences."* Was it possible? Was the audience hearing these words from the

VOCABULARY

Disheveled: unkept, untidy
Phonograph: machine that reproduces sound from a disk
Diaphragm: a thin disk, the material of which allows it to produce vibrations
Momentous: very significant, greatly important
Cumbersome: bulky, awkward

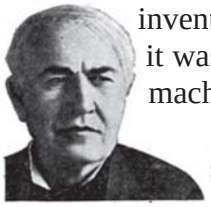
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machine on the table? Indeed they were.

Thomas Edison, the man sitting in the chair, turned to his chief assistant, Charles Bachelor, and nodded. Bachelor spoke directly into the machine. To the astonishment of everyone, the machine repeated his words. A lady in the audience fainted. Then Bachelor, ready to have a little fun, crowed like a rooster into the machine. When the crowing sound was repeated, another woman fainted. The new machine, called a *phonograph*, had the crowd's full attention.

That incredible machine, created by Thomas Edison, one of America's greatest inventors, caused a great stir everywhere it was presented. It was the first time a machine had recorded the human voice.



Thomas A. Edison

Edison was not a newcomer to the scientific community. Ten years earlier, he had introduced his first major invention, the vote-recording machine. Then he developed an improved stock ticker device used by financial managers on Wall Street in New York City. In 1869, Edison started a business designing telegraphic equipment. By 1876, Edison had invented the electric light bulb and moving picture. He had done so well in his inventions that he built his dream "invention factory" in Menlo Park, New Jersey, where his famous phonograph was created. Edison is known as the first person to go into business specifically for the purpose of making inventions. Thomas Edison's success earned him the nickname, "The Wizard of Menlo Park."

Edison's first phonograph was invented almost accidently. He had actually been trying to improve the telephone. One day while experimenting with different ***diaphragms***, Edison heard a sound repeated instead of being transmitted. The discovery startled him.

Edison first thought his new invention could be perfected as a telephone repeater, a machine to record phone conversations. Other possibilities unfolded in his mind. Partially

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deaf himself, he was sensitive to the needs of others with disabilities. Edison thought about this invention being able to "read" books to the blind. Perhaps it could document family voices like a verbal scrapbook, give teachers a way to record instructions for students, be used to create "talking" dolls for children, and maybe even record and play music.

Edison worked on his invention for four months, experimenting with different materials until he developed a phonograph with a better quality of sound. Edison's first official phonograph (record player) used a tin-foil wrapped cylinder on a rotating shaft. A diaphragm was placed at each end of the cylinder. As sound waves hit the diaphragms, they would vibrate. A needle moved across the tinfoil, scratching different depths of grooves to record the sound.

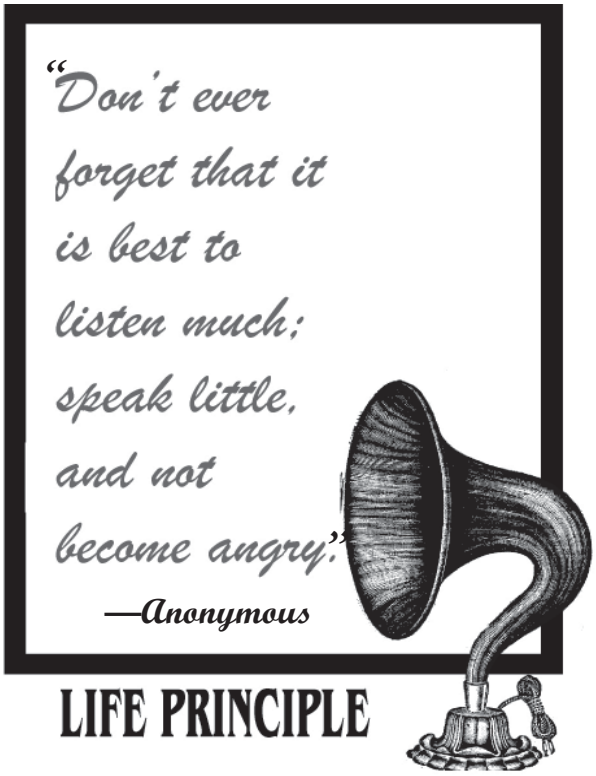
One evening, Edison tested his machine in front of his doubtful staff by quoting the "Mary Had a Little Lamb" nursery rhyme. When the rhyme was repeated, Edison's employees applauded then stayed up with him long into the night, dreaming of and planning for the future of voice recording.

After that ***momentous*** demonstration at the Academy of Sciences meeting, the fanciful phonograph was invited to the White House. President Rutherford B. Hayes and his wife entertained Edison and listened to his phonograph until the wee hours of the morning.

Phonograph parlors sprang up around the country, allowing paying guests to hear the wizardry of sound recording. The decade of the 1880s is known as the New Era of Recorded Music.

Thomas Edison's first ***cumbersome*** phonograph was a crude form of the turntable device later perfected by other inventors. Before cassette tapes and compact discs hit the recording industry, phonographs dominated the recording market for almost 100 years. But the evolution of the multi-billion dollar recording business can be traced to the one invention Thomas Edison called his favorite—the phonograph.

The serious work of Morse and Edison was balanced by the creative efforts of fun-loving people who wanted to provide wholesome entertainment. The next lesson is about a man who used wild animals and high wires to entertain large crowds of spellbound viewers.



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The Defining of America



Topic 15
Sports & Recreation

Chapter 7

Section Three
Topics 11-15

NOW, THAT'S ENTERTAINMENT!





The year was 1881, when half a million people gathered just after dark in downtown New York City to watch a long parade of torches winding up the street. A great cheer thundered as performers streamed into view...acrobats and clowns, freaks and exotic dancers, brightly painted wagons, a steam ***calliope***, and wild animals! Hundreds of amazing creatures paraded by—lions and elephants, giraffes and camels, trained bears and dancing horses Americans had never seen such a parade as that one provided by Barnum and Bailey's Greatest Show on Earth.

P.T. Barnum was one of the greatest entertainers of all time. He was an amazing showman who did not even begin organizing a circus until he was over 60 years old! Before that, he was responsible for many other ventures that revolutionized entertainment in America and provided recreational ***diversions*** for millions of people.

Growing up in a small Connecticut town, Barnum always had creative business ideas. With his enterprising spirit and natural good judgment, he opened his own general store when he was only nineteen years old. That store was so successful, Barnum opened stores in half a dozen other cities. His strategy was simple – advertise!

Barnum is considered the "Father of Modern Advertising." He first used large gold colored signs and ***engrossing*** pamphlets to attract attention. P.T. Barnum believed a large part of advertising was stirring people to imagine possibilities, to entice and entertain. Throughout his successful career, Barnum used this principle. And time after time, people crowded in to see whatever Barnum had to offer.

Barnum's first major attraction was the American Museum he bought from Francis Olmstead. Barnum turned this

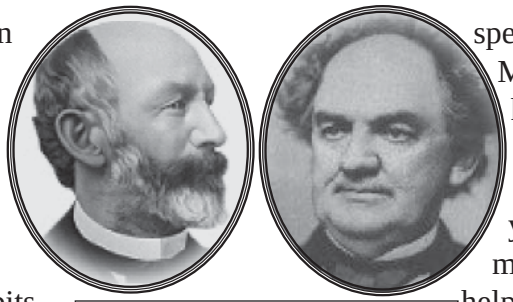
VOCABULARY

Calliope: a keyboard instrument having a series of steam whistles
Diversions: entertainment
Engrossing: capable of completely occupying one's mind
Giantess: a female giant
Mainstay: supporting element
Perpetual: continual
Gauchos: South American cowboys
Expositions: large public exhibit or show
Lauded: highly praised

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five-story marble structure in downtown New York City into the center of American entertainment.



James Bailey & P.T. Barnum

Barnum's American Museum differed greatly from museums today. In addition to predictable exhibits, it also sported a wide variety of live entertainment. Barnum had all sorts of oddities and entertainers. People kept coming back to the museum which always had something new on display.

Many of the performers Barnum promoted became entertainment celebrities. Some of the best known were Chang and Eng, the first Siamese twins widely publicized in the United States and Anna Swan, a ***giantess*** standing 7 foot, 11 inches tall. The most successful of Barnum's performers, however, was Charles Stratton, alias *General Tom Thumb*. This 23-inch-tall midget captured the hearts of Americans with his wit. The General became the first act Barnum exhibited overseas. In 1844, "the General" performed for Queen Victoria in England and made a tour of Europe, earning international fame for himself and Barnum.

In 1850, Barnum brought Jenny Lind, called, "The Swedish Nightingale," from Europe and took her on a charity tour of the United States. Barnum's flood of favorable media about Jenny Lind made her an overnight success and paved the way for her music to become a ***mainstay*** of American entertainment.

After the nine-month tour with Jenny Lind, Barnum went into semi-retirement to write his autobiography. He lived comfortably until 1855 when he lost his entire fortune in an investment that went bankrupt. But P.T. Barnum was never one to give up. He took General Tom Thumb on another tour of Europe, where he also launched a personal tour as a motivational speaker on "The Art of Money Getting" to pay off his debts.

From there, Barnum spent the next several years building up his museum, and then watched helplessly one night as it was totally destroyed by fire. But again, the unstoppable Barnum was not discouraged. A few years later, in 1870, he was back on his feet with what was to be his greatest achievement – the circus.

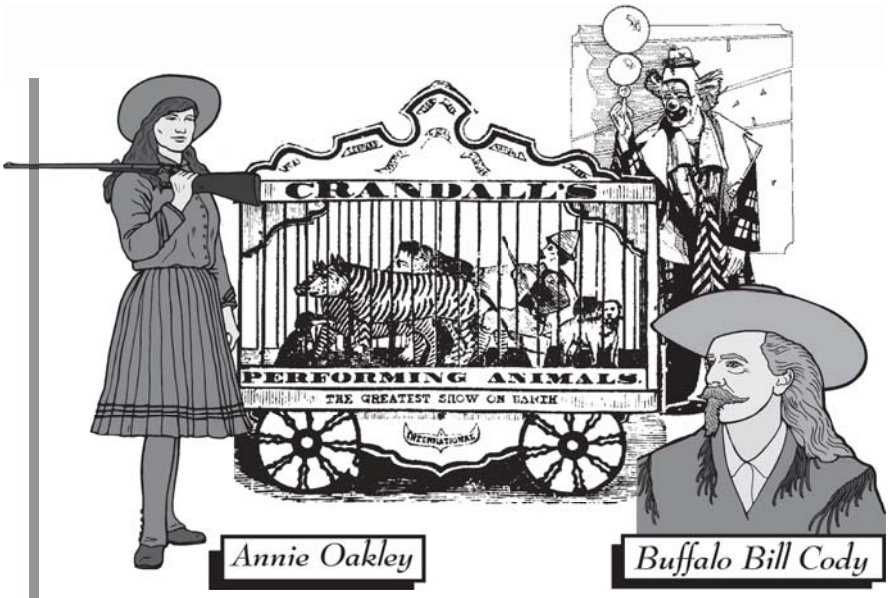
Barnum was not the first man to put on a circus, but he did give it size and widespread appeal. Like everything else he did, Barnum's circus had to be the biggest and the best. When he chose a partner named James Bailey, owner of Allied Circuses, their combined attractions became Barnum and Bailey's Greatest Show on Earth. Barnum and Bailey's first show together, the world's first three-ring circus, was to a sold-out crowd in Madison Square Gardens in New York City. For a time, the show's biggest attraction was Jumbo, a 13,000 pound elephant imported from the London Zoo. Thousands of people bought tickets to see the "largest elephant that had ever lived."

Always striving to keep his circus the biggest and the best, Barnum worked until his death in 1891. P.T. Barnum's life was marked by a ***perpetual*** optimism and an unshakable belief that anything was possible. Ever persistent and practical, Barnum refused to let financial reversals or personal obstacles defeat him. His greatest satisfaction can be summed up in his own words, *"That I have had the power, year after year, of providing innocent amusements . . . is my proudest and happiest reflection."*

Another important entertainer of the time was William F. Cody, better known as "Buffalo Bill." As a young man, Cody hustled jobs as a buffalo hunter, U.S. Army

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Scout, Indian fighter, horse wrangler, and sharpshooter but became best known for his Wild West Show.

Started in 1883, Buffalo Bill's "Wild West Show" and "Congress of Rough Riders of the World" earned immediate success. Tens of thousands of people turned out to see the Indians, the buffalo hunt, the stagecoach attack, and the other rough-riding events Cody staged.

Unfortunately, near the end of the 1884 season, most of the operation sank when two steamboats collided on the Mississippi River. Not to be defeated, the determined Cody rebuilt the Wild West show and promoted his new star, the legendary Annie Oakley.

Annie Oakley was one of the finest sharpshooters ever born, and the crowds loved her. In her lifetime, Miss Oakley performed thousands of exhibitions and won over 40 marksmanship awards. As one of the Wild West show's key performers, she accompanied Cody on a grand tour of the United States and Canada. Also part of the tour was the famous Sioux Indian Chief, Sitting Bull, who had helped defeat General George Custer at the Battle of the Little Bighorn in 1876.

A few years later, Bill Cody's Wild West Show made its most memorable tour as a star act in England's Golden Jubilee year celebration. In 1887, the show awed the British audiences and even Queen Victoria who came to watch. Cowboys and Indians had never performed overseas, and the British were fascinated by the diversity of people and cultures that starred in the shows.

After winning acclaim in England, Buffalo Bill's Wild West Show toured mainland Europe, then performed in America with varied success for the next 20 years. Over time, acts included South American ***gauchos***, some of Teddy Roosevelt's Rough Riders, and performers from as far away as Cuba, Hawaii, and the Philippines.

Over the three decades that Buffalo Bill Cody exhibited his Wild West show around the world, he weathered many setbacks. But, Cody was a true showman and frontiersman who persevered to give the world a living picture of the West. Even today, American society reflects Cody's influence—western novels and cowboy movies carry on the culture which Cody spent a lifetime depicting.

Fairs and ***expositions*** comprised another aspect of American entertainment in the 1800s and early 1900s. Agricultural fairs continued to be important community events. Celebrating harvests, these fairs provided times of fun and fellowship.

In addition to the usual agricultural fairs of the 1800s, significant expositions were held to feature industrial, commercial, and scientific developments. In 1853 and 1854, the New York Crystal Palace Exhibition featured the first passenger elevator and demonstrations of the sewing machine. The Centennial Exposition in Philadelphia in 1876 honored Alexander Graham Bell for his

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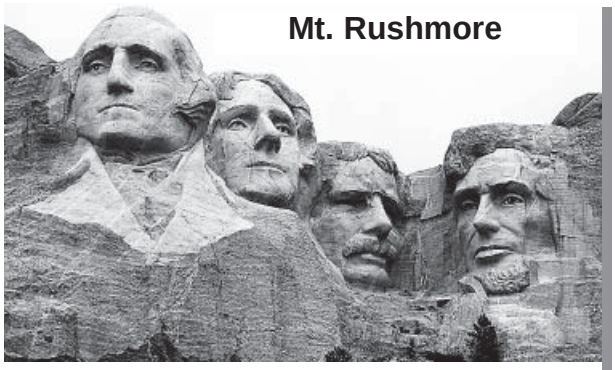
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amazing invention – the telephone. In 1893, the World's Columbian Exhibition in Chicago featured electricity and structural steel.

Even as Americans ***lauded*** industrial, commercial, and scientific developments, the natural beauty of our magnificent land commanded public attention. During the 1800s, hunters and trappers reported awesome natural wonders in the Yellowstone region. They spun stories of hot springs, spurting geysers, and "black glass" mountains. After further expeditions, a judge in Montana proposed that the spectacular region be preserved as a national park for all people to enjoy forever. Thus, in 1872, Congress established Yellowstone National Park, covering parts of Montana, Wyoming, and Utah. During the 1800s, four more national parks were created—Yosemite, Sequoia, and General Grant (which is now Kings Canyon) in California, plus Mount Rainier in Washington.

In 1906, a law was passed enabling the President of the United States to establish national monuments on government land. More than 30 national monuments were designated in the ten years following that new law, providing thousands of acres of natural beauty for families to enjoy.

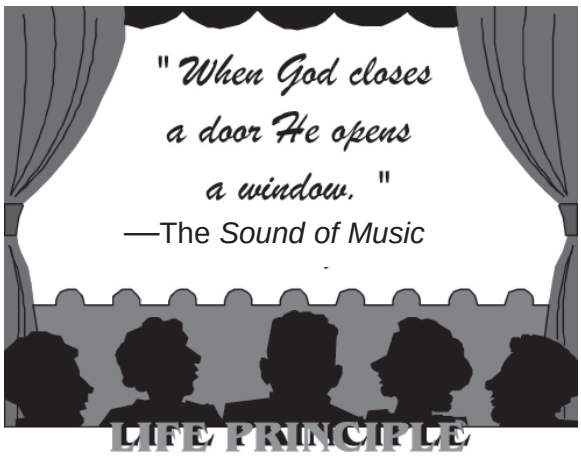
In 1916, Congress set up the National Park Service under the Department of the Interior. Its director expanded and promoted the National Park System, creating many new national parks and monuments in the United States. Some are scenic parks while others are historical landmarks set aside as recreational areas for visitors to enjoy. One of America's greatest attractions is Mount Rushmore in South Dakota. It is one of the seven wonders of the modern world and attracts thousands of visitors annually. The carved faces of Presidents Washington, Jefferson, Roosevelt, and Lincoln are visible from miles away. The magnificent sculpture was finally completed in 1941.



Mt. Rushmore

American writers, actors, musicians, and artists helped the young nation laugh, cry, and rejoice. They defined for the world America's people, places, and principles.

Congratulations! You are almost finished with Chapter 7. Complete the Activities, then request your Section 3 Quiz before taking the chapter test.



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