

Creating America

Exploring Early America

From Its Beginnings To 1900

Janet L. Kragen

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Introduction

Whenever I teach history, I emphasize cause and effect. I draw connections from one period or incident to others. I weave in geography, economics, and cultural anthropology. I promote critical and creative thinking. I appeal to multiple intelligences and different learning styles. And because I want to make history come alive, I tell stories and include snippets of information that fascinate as well as inform.

Creating America: Exploring Early America from its Beginnings to 1900 is a companion piece to my previous book *Decade Days: Exploring the Twentieth Century in America*. Like *Decade Days*, *Creating America* is designed to be a teacher resource. It is not an exhaustive account of American history but serves instead as an outline and supplement to other materials.

Creating America can be used with any textbook or—as I prefer—with multiple texts. My favorite technique is to collect 40 or more United States history textbooks, from grades four or five through high school or college, along with some general U.S. history books written for adults, including some written from a very particular point of view. I let my students pick the book that best suits their interest and reading level. The students all read about the same topics but bring different specific information to the classroom discussions.

In each chapter of *Creating America*, you will find a brief lesson designed to capture a piece of U.S. history. Use the lesson to introduce or to review material.

Virtually every chapter has a list of resources. A few refer to pages in secondary school textbooks, but more often I list relevant pages from college texts or adult history books or the *Annals of America*, a compilation of primary source material. Most lists of resources include films. In the same way I use books written at multiple levels, I draw on films geared to all ages, from elementary students through adults.

The numbers beside the names of films are the catalog numbers for the Olympic Educational Service District. You can go to their website and search by the numbers to find out more information about each film: <http://otter.esd114.wednet.edu/>.

Each chapter also has activities for individuals or small groups or the whole class. Designed to appeal to students with different learning styles or talents, these activities bring in critical and creative thinking. The activities drive the students into research beyond the textbook. And they help students put themselves into history.

I hope you will use *Creating America* to enrich your presentation of United States history, geography, economics, and culture from the earliest colonies to 1900. I hope you and your students have fun learning about our country's beginning!

Janet L. Kragen
January 2009

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“America was discovered accidentally by a great seaman
who was looking for something else;
when discovered it was not wanted;
and most of the exploration for the next fifty years
was done in the hope of getting through or around it.
America was named for a man who discovered no part of the New World.
History is like that, very chancy.”

(The Oxford History of the American People, p. 23.)

Basic Human Needs

History, economics, anthropology, sociology—in all the social sciences we try to figure out why human beings act the way they do. Why did the early settlers in upstate New York choose to build in Camillus? It wasn't just a random choice. There were trees for building homes, good soil for farms, ample fresh water and game. There was access by water all the way to New York City. There was falling water to provide power for watermills. The first mills in Camillus sawed logs for further construction and crushed corn for the production of whiskey, a cash crop whose concentrated form allowed for more efficient transportation by water to New York City. Settlers could provide for the immediate needs of their family and earn extra money to spend on manufactured or imported goods.

If we have some understanding of basic human needs, we can begin to unravel how and why people—even people widely separated from us by time or space or culture—do the things they do.

ACTIVITIES

List the most basic human physical needs. What do human beings require in order to survive on this planet?

(For example: air, food, water, shelter, clothing, salt).

Use a flowchart to demonstrate how some of those physical needs cover multiple purposes.

(For example: air provides oxygen for breathing and also for fire. Food and shelter are needed for livestock as well as for people. Water is needed for livestock, too, and for washing and irrigation. Waterways still provide the cheapest mode of transportation. Falling water can be used to produce power).

Work in small groups of two or three students each. Two groups work on North America before the arrival of the Europeans—one group on North American clothing and one group on North American homes (human shelters). In the same way, two groups work on South America, two on Europe, two on Asia, two on Africa, and two on the Pacific islands.

Collect and display pictures of different kinds of clothing or shelters from your group's area. Particularly focus on pictures that illustrate clothing and shelter in use before 1900. Label each picture with the name of the group of people who used the clothing or shelters. Provide information on the local climate for each picture. How were local resources used?

Share the displays with the class. Compare and contrast clothing and shelters used around the world prior to 1900. Analyze the impact of climate on the materials available for people to use in creating their clothes and homes.

Poor people make do with the materials readily to hand. Rich people can pay inordinate sums of money to have many laborers work long hours using difficult local materials, or they can import expensive materials from far away. Look at your displays again, and try to determine which examples of clothing or shelter are representative of the rich, and which are representative of the poor.

Cultural Universals

Ethnic groups can identify themselves on the basis of religion, language, tribal links, common ancestors, or physical characteristics. Each of us identifies with one or more ethnic groups. Broader populations inculcate common beliefs, behaviors, arts, and institutions to form a culture. Each of us is a part of a culture.

No matter where human beings live—no matter *when* human beings live—they have certain things in common. Every group of humans is impacted by its setting. All groups try to explain the world around them. They teach their young. People work to provide for their basic needs—and for their desires that go beyond the simple requirements for survival.

ACTIVITIES

Define race, ethnic group, and culture. Discuss the various understandings of those terms and how they have changed over time.

(Note to teachers: I am finding that the students I work with are becoming more and more comfortable with the idea that there is really only one race—the human race. I don't know if that trend would be true across the country. The idea of there being different races of human beings seems to be an invention by people who, quite overtly, wanted to classify some groups of people as intrinsically better than others).

Explain what we mean by a “cultural universal.”

(See next page “Sample List of Cultural Universals”).

Working in groups of three to four, list as many different cultural universals that you can. When the time is up, compile a joint list for the class.

Go through the list, telling how each universal applies to life in America today.

Classify and organize your list. Arrange the list into an order that makes sense to you.

(Note to teacher—post the list in the classroom so you can refer to it throughout the year).

Sample List of Cultural Universals

Setting in Time and Place

- location
- climate
- natural resources

Background

- beliefs about the origin and nature of the universe
- history
- legends
- traditions

Common Themes

- basic philosophy
- shared values
- signs and symbols

Religion

- spiritual attitudes and beliefs
- ceremonies and rituals

Art and Aesthetics

- music
- drama
- literature
- storytelling
- painting
- sculpting
- architecture
- folk art

Recreation and Play

- sports
- games
- leisure time

Families and Kin

- family structure
- child rearing and training
- education
- rites of passage
- community

Physical Necessities

- food production
- food preparation
- clothing
- shelter
- power sources
- health care
- waste management

Science and Technology

- tools
- industry

Economy

- money
- trade
- work
- social classes

Political Organization

- boundaries
- government
- strategies and planning
- war and peace
- laws and courts
- crimes
- justice

Transportation

- road systems
- routes
- means of travel

Communication

- language
- alphabet or other written system
- number system
- calendar

European Explorers I

Progressing beyond tribal rivalries and smaller kingdoms, European ethnic groups and cultures began to coalesce into several distinct nations. Inevitably, there was conflict and warfare between the nations. Victors expanded into conquered territory, creating empires in Europe. But ruling in Europe was not enough once Europeans heard the tales of Marco Polo and were introduced to goods from Asia. Increased trade with Asia guaranteed increased wealth. Powerful nations sought to dominate that trade by discovering more efficient trade routes. On their way to Asia, they ran into America—not only a major obstacle, but also another opportunity for riches.

Spain and Portugal were the first two major nations to send out explorers, first around Africa and later to the Americas. The explorers hoped for riches, trade, glory and honor. With them came missionaries. Spain and Portugal feared the spread of Islam into Europe and wanted to counter the world's growing Muslim population by spreading Catholicism to the indigenous people of America.

Although he did not realize it, Columbus introduced Europe to the New World. Intending to set up trading posts, he was thwarted by the peaceable native Arawaks who had no gold and little interest in Spanish trinkets. Eventually, Columbus divided the land—and the Indians on it—among his men, who used the Indians as slaves. Within 50 years the entire tribe was dead.

The rival Spanish and Portuguese empires argued over land claims. The pope's solution was to draw a line in the Atlantic, granting Africa and the east to Portugal and the Americas and the west to Spain. At the time, no one knew how far South America extended to the east. After Portugal discovered Brazil on their side of the Line of Demarcation, they had the chance to settle the New World, too.

Meanwhile, the French king Francis I told the pope he did not have the authority to divide the world in two. According to King Francis, any country that explored, conquered, and colonized territory could legitimately claim the land.



http://www.aoc.gov/images/landing_columbus.jpg

RESOURCES

U.S. and Its Neighbors, pages 126-142

Latin America, introduction and chapter 1

- US477 Exploring the World: The Portuguese Explorers
(Prince Henry's school of navigation—13 min.)
- 94951 Expansion of Europe: 1250 - 1500 AD
(early navigators and their voyages—30 min.)
- 92173 VH Age of Discovery: Spanish and Portuguese Exploration
(Columbus, Magellan, search for trade routes—12 min.)
- 94958 VH West and Wider World: 1500-1800 AD
(early explorers, European empires—30 min.)
- 94743 VH Columbus's World
(China, Cairo, Venice, Istanbul, etc. in 15th century—58 min.)
- 92656 VH Spanish Conquest of the New World
(Ferdinand and Isabella fund Columbus—18 min.)
- 94744 VH An Idea Takes Shape
(shipbuilding, navigation, Columbus's motivation, search for patrons—58 min.)
- 94218 VH Christopher Columbus: Americas, 1492
(voyage, discovery, problems—30 min.)
- 94990 VH Christopher Columbus
(animation to describe his voyages—19 min.)
- 94745 VH Crossing
(full-scale models follow route, excerpts from logs—58 min.)
- 00156 Spanish Explorers
(reasons for exploration, conquests of Cortez, Pizarro, more—14 min.)

ACTIVITIES

Name and identify each of the major Spanish and Portuguese explorers of the period.

Explain who sent each and why. Explain who went with the explorers and why those people joined them.

Compare the explorers' understanding of the size, shape, and topography of the world to reality. Show how maps changed over the period.

Decide how well each explorer achieved his original objectives: in short-term results, by the end of the explorer's life, and in the long run (up to the present).

“Columbus, who was as confused as anybody who has been at sea for a long time, called the first people he saw ‘Indians.’

It is not known what they called Columbus.

His unfortunate error has been perpetuated through the centuries.

The original Americans are still known as Indians, while all manner of immigrants from England, Ireland, Angora, and Liechtenstein are referred to as American.”

(It All Started With Columbus, p.2)

Empires of America

Before the Europeans arrived in the “New World,” there were multiple tribal groups in the Americas. Many had moved beyond meeting the bare physical needs for simple survival. Different groups developed different cultures. As is common with humankind, sometimes those cultures came into conflict.

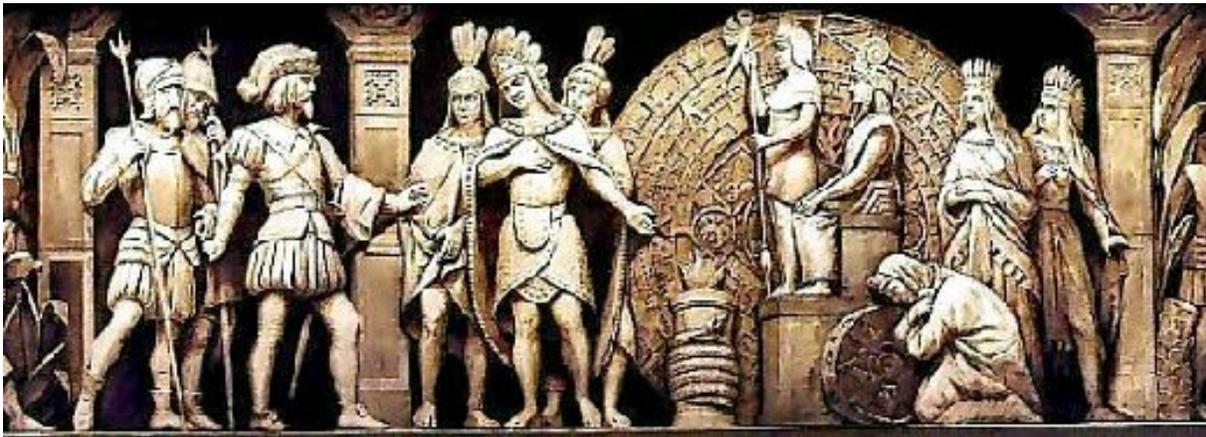
There was fierce and prolonged warfare in America even before Europeans came. Conquering tribes ruled over different people groups spread over extensive territory. Three major empires that established complex civilizations in Central and South America were the Mayans, the Aztecs, and the Incas.

RESOURCES

U.S. and Its Neighbors, pages 76-81

Latin America, introduction and chapter 2

Civilization, pages 359-364



<http://www.aoc.gov/cc/art/rotunda/frieze/cortez.cfm?displaylargeimages=1>

ACTIVITIES

Work in three large groups, one each for Mayans, Aztecs, and Incas. Using the Cultural Universals list the class created, identify and be prepared to describe at least ten specific items from the list as they apply to your empire.

Trace the history of your empire.

Show on a map the extent of the empire at its peak. Show travel routes and modes of transportation: how were goods and people moved?

Once a culture has an advanced stage of development in the arts and sciences, in politics, in social and cultural complexity, it may be classified as a civilization. Analyze and evaluate each empire at multiple levels: meeting basic survival needs of its members, providing for human desires beyond the basic needs, attaining the leisure time and economic base to support extensions in art and science and technology, building a complex political and social structure.

Suppose you were going to be born into the culture of your choice: Mayan, Incan, or Aztec. Without knowing in advance which social or economic class you would be part of, which civilization would you choose? Why?

Pretend you were living in the culture of your choice. Pick a card to find out your status: aristocrat, priest, baker, goldsmith, farmer, or slave. Describe a day in your life using rich, sensory language. Help the reader not only *see* but also *hear*, *taste*, *smell*, and *touch* the everyday things you encounter.

Clash of the Titans

How did mere handfuls of Europeans defeat mighty empires in the Americas?

Mythology entered into it. The Aztecs believed that their god of death and resurrection, Quetzalcoatl, who was often depicted as a plumed or feathered serpent, had been driven out and exiled by the god of the night sky. According to prophecy, Quetzalcoatl would return as a light-skinned and bearded man. The light-skinned and bearded Hernán Cortés arrived, and the Aztec ruler Montezuma believed he might be the returning god. In addition, the Americans had never seen a horse before, and when they saw Spaniards on horseback they initially thought each horse and rider was a single beast, rather like a centaur. The Spaniards were careful to foster that incorrect assumption.



<http://weber.ucsd.edu/~anthclub/quetzalcoatl/image.htm>

Even though the Spaniards had far fewer men, they had wildly better military technology. Their weapons were made of iron and steel. They had gunpowder, guns, and cannon. Their metal armor offered some protection from the Aztec arrows.

In reality, the Aztecs were not facing just a few Europeans. They were not loved by the tribes they had conquered—after all, they regularly used prisoners of war for mass human sacrifices. Right from his first landing, Cortés allied himself with indigenous tribes who were happy to help him defeat the hated and feared Aztecs.

And in this War of the World, the final deciding factor was disease. Unwittingly, the Europeans brought with them microbes for which they had developed immunity but which swept through the unprotected Native Americans like a forest fire in August. Smallpox, measles, and other diseases killed as much as 90% of the indigenous population.

RESOURCES

U.S. and Its Neighbors, pages 143-147

Latin America, chapter 1

- 92643 VH Early American Civilizations (2nd ed.)
(Olmecs, Mayans, Toltecs, Aztecs and Incas; cultures destroyed—22 min.)
- 94956 VH Americans Before the Europeans: 100-1500 AD
(Mayan, Aztec, Inca achievements; none survived—30 min.)
- 92237 VH End of a Culture
(destruction of ancient cultures in New World—13 min.)
- 92236 VH Conquest of Mexico and Peru
(Cortez and Pizarro—13 min.)
- 91464 VH Cortez and the Legend
(Spanish conquest and epic clash between Cortez and Montezuma—52 min.)
- 94217 VH Francisco Pizarro: Inca Nation, Peru, 1532
(rapacious army destroys Incas who have no wheels or guns—30 min.)
- 94748 VH Columbian Exchange
(interchange of horses, cattle, corn, potatoes, sugar, lasting impacts—58 min.)
- 91751 VH Life in a California Mission in 1790
(Spanish missions resemble feudal system—14 min.)

ACTIVITIES

How is a microbe like a letter?

How is armor like a cloud?

Get ideas from mythology to improve tanks.

I understand catching a cold or the flu. Explain smallpox or measles to me (real measles, not the three-day variety).

European Explorers II

After Spain and Portugal split most of the New World between them, and after they started raking in fabulous wealth from their conquests, other nations scrambled to explore North America and lay claim to territory there. Perhaps they, too, could discover a fortune in gold. As international trade had increased, gold had become the standard by which the value of other goods was determined. Nations were stockpiling gold as a way of ensuring their power and prosperity.

Asia and its spices remained a major draw. Hoping to find a route by water to Asia, explorers sought the mythical Northwest Passage.

With the blessing of Queen Elizabeth, Sir Francis Drake and other “privateers”—really just government-sponsored pirates—attacked and plundered Spanish galleons, hauling their loot back to England. At the same time Sir Walter Raleigh tried to start an English settlement on the island of Roanoke, a part of the land grant he named Virginia. Between 1585 and 1590 every one of the ill-suited colonists had quit, failed, died, or disappeared. The English fleet defeated the Spanish armada in 1588 and finished fighting Spain in 1604. At last England had the ships, experience, and power to support efforts at colonization.



http://www.nwhm.org/images/jamestown/page20image1_large.jpg

Jacques Cartier sailed up the St. Lawrence River and claimed the land for France. Under Samuel de Champlain the French built settlements and established trade relations with the local Hurons.

Sponsored by the Dutch, the English sailor Henry Hudson sailed up the Hudson River. Shortly thereafter the Dutch bought land at the mouth of the Hudson from Indians, settled there, and began trading. Swedes bought land on the Delaware Bay where they traded local furs for supplies from other colonies.

English, French, and Dutch explorers did not find a waterway to India. They did not find gold or other mineral wealth. They *did* find fish, furs, trees, and land. Instead of attracting adventurers who wanted to plunder America and return to acclaim in Europe, their discoveries attracted colonists who wanted to settle in America and make a profit through trade.

RESOURCES

U.S. and Its Neighbors, chapter 6

Civilization, pages 365-376

- 94862 VH Landforms and Climates of the United States
(six major landforms and effects—20 min.)
- 91750 VH Life in the Woodlands Before the White Man Came
(importance of deer—17 min.)
- 92645 VH French Explorations in the New World
(Verrazano, Cartier, Marquette, Joliet, LaSalle—18 min.)
- 91051 Sir Francis Drake: Life and Voyages
(historic locales, maps, paintings, animated scenes—22 min.)
- 91473 VH Visit from Captain Cook
(last voyage in 1776 to Hawaii and Alaska—16 min.)

ACTIVITIES

Name and identify each of the major English, French, and Dutch explorers of the period.

Explain who sent each and why. Explain who went with the explorers and why those people joined them.

Compare the explorers' understanding of the size, shape, and topography of the world to reality. Show how maps changed over the period.

Decide how well each explorer achieved his original objectives:

- in short-term results
- by the end of the explorer's life
- in the long run (up to the present).

Motivations to Move

The journey across the Atlantic was long, arduous, and dangerous. The New World was unknown, mysterious, disquieting. There was no guarantee of success in America—in fact, the odds were against it. What motivated people to make the move?

Religion was a factor. William Bradford led the Pilgrims and John Winthrop led the Puritans to Massachusetts to escape religious persecution in England and to establish their own religious society. They thought of themselves as a “city set on a hill,” a highly visible example to the rest of the world.

“And for ourselves here, the people of New England, we should in a special manner labor to shine forth in holiness about other people. We have that plenty and abundance of ordinances and means of grace, as few people enjoy the like; we are as a city set upon a hill, in the open view of all the earth, the eyes of the world are upon us, because we profess ourselves to be a people in covenant with God”

Economics was a factor, too. Since the Crown was not willing to pay the start-up costs for colonies, and since no other individual could afford the cost, companies were formed to spread the risk and, as they hoped, reap the reward. New Amsterdam which later became New York, and Delaware which was originally a Swedish colony, together with New Jersey, Pennsylvania, Virginia, Georgia, and North and South Carolina were all settled in hopes of future trade and profit. Even the Puritans hoped to make a profit.

The organizers of the first successful English settlement, the 1607 colony at Jamestown, Virginia, had visions of easy wealth. The colonists, who had little experience farming, found themselves in a swamp. They were too proud and lazy to work, but they had no one else to do the work for them; they were unable to force work out of the local Indians who were members of a powerful confederacy. Many died during the first winter until Captain John Smith took over and required everyone to work, saying, “He that will not worke, shall not eate.” He went back to England in 1608, though, and the colonists went through what came to be called the “starving time.”



http://edsitement.neh.gov/monthly_images/monthly126/jsmith.jpg

Some people had little choice about coming. Debtors or criminals were offered transportation to America in return for release from jail. They had to work for years as indentured servants to pay off the cost of their passage. Slaves, of course, had no choice at all. They came to America because they were compelled.

England encouraged the idea of colonies for a variety of reasons: to relieve overpopulation; to establish markets for English woolen goods; to find precious metals; to produce olive oil, currants, wine, timber, tar, and cordage, all items England was importing; to discover a short route to the Indies; to promote Protestant Christianity (and create a haven for Protestant Christians if the Catholics again took over in England).

RESOURCES

U.S. and Its Neighbors, chapter 7

Alistair Cooke's America, pages 61-91

ACTIVITIES

Pick a reason you might choose to come to America: to escape religious persecution or as part of a moneymaking venture.

Write a page diary entry about your life in England, why you chose to leave it, and what you hope for in the New World. Explain which type of colonist you chose to be. Give at least three reasons why you made the choice you did, and explain each reason with specific details. Make your readers understand how you feel as you prepare to take your journey into the unknown.

Bringing Baggage

Some things we are born with: race, gender, body type. Some things are not genetic, but are handed down by our families nonetheless: traditions, holidays, family structure, rituals, and skills.

Early American colonists were still Europeans in terms of culture. They still used the same languages, clothes, and money; they still planted the same crops and ate the same food (as much as possible); they depended on the same manufactured goods, which they had to import from Europe. They often still celebrated the same events at the same time and in the same way.

ACTIVITIES

Suppose you were a colonist leaving Earth to settle on Ganymede, one of the moons of Jupiter. Most of your needs are being met by the colony's well-chosen supplies. The colony's governing board will allow you to bring some of your own stuff, but it must fit inside a cubic box half a meter long on each side, and it can weigh no more than 10 kilos (22 pounds). What will you choose to bring?

You have been asked to serve with several other colonists on a calendar committee. To maintain a strong connection with Earth, the colony's governing board has agreed to continue a seven-day week and 365-day year. However, there is less agreement about holidays or festival days. You and your group need to decide on ten holidays or festival days. You need to give the name for each day and its date, and you need to add suggestions for how each day should be celebrated. Keep in mind, whatever you do the first three years will become the tradition for the new colony.

Your committee has a second task. All children in the colony will be required to attend school for 180 days out of the year. You need to decide on the school schedule for the year.

Once your committee has agreed on its recommendations, you need to submit them in writing to the colony's governing board. Use Publisher to create your proposed Colony Calendar.



“Moons and Jupiter”

<http://solarsystem.nasa.gov/planets/profile.cfm?Object=Jupiter&Display=Moons>

Colonial Children

If you were a child coming to live in a colony in America, how would adults expect you to behave?

- Never speak to thy parents without some title of respect such as Sir or Madam.
- Approach near thy parents at no time without a bow.
- If thou art going to speak to thy parents, and see them *engaged* in *discourse* with company, draw back and leave thy business until afterwards; but if thou must speak, be sure to whisper.
- Among *superiors* speak not till thou art spoken to and *bid* to speak.
- Speak neither very loud, nor too low.
- If thy superior speak to thee while thou sittest, stand up before thou givest any answer.
- Sit not down till thy superior bid thee.
- *Dispute* not, nor delay to obey thy parents' commands.
- Go not out of doors without thy parents' *leave*, and return within the time by them *limited*.
- Bear with *meekness* and patience, and without *murmuring* or *sullenness*, thy parents' *reproofs* or *corrections*.
- Grumble not nor be discontented at anything thy parents *appoint*, speak, or do.
- If thy superior speak any thing wherein thou knowest he is mistaken, correct not nor contradict him, nor grin at the hearing of it, but pass over the error without notice or interruption.
- Quarrel not nor *contend* with thy brethren or sisters, but live in love, peace, and unity.
- Beware thou utter not any thing hard to be believed.
- Laugh not in, or at thy own story, *wit* or *jest*.
- Boast not in *discourse* of thine own wit or doings.
- Let thy words be modest about those things which only *concern* thee.



http://www.beavton.k12.or.us/jacob_wismer/fourth/colonies/images/children.jpg

Children could get into major trouble for the same reasons adults could—for falling asleep in church, for example, or for drunkenness. (Children drank hard cider, same as adults). Children were not punished by being put into the stocks. As the man who was playing the role of the governor at the historic recreation of the Plimoth Plantation said,

“For we know children are born unto darkness and wickedness. ‘Tis the father’s responsibility to raise up the child in the fear and admonition of the Lord, so if a child misbehaves so, ‘tis the father who will be put into the stocks ... and when the father returneth home, he will work out his wrath upon the child.”

By 1647 Massachusetts had a law stating that once there were 50 householders in a township, there had to be a teacher for the children. Once there were 100 householders in the township, there had to be a school.

RESOURCES

Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl.

Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy.

93646 VH Pilgrim Journey
(fictional girl’s diary account of Mayflower voyage—24 min.)

ACTIVITIES

Working with a small group on a computer, define the italicized words in the rules above, keeping in mind the context in which they are used.

Working with a small group on a computer, rewrite the rules into modern language.

For the rest of this unit we will follow the colonial rules in the classroom!

Working with your small group on the computer, make Venn diagrams to compare colonial rules to the rules you have to follow at home.

Where did the rules you follow at home come from? Where did most of the rules for colonial children come from?

What happens to you if you break a rule? What happened in colonial times?

Picking a Place

Why did people settle where they did? Winds, storms, and oceans currents might carry ships far from their intended landing points. Once their ships arrived in America, the colonists needed to settle quickly, to make shelters, and to get food for the winter. They could not spend much time traveling up and down the coast searching for the perfect spot. Still, they looked for certain necessities.



<http://www.libs.uga.edu/darchive/hargrett/maps/1640h6.jpg>

Water was the first priority. Colonists needed water for drinking, cattle, crops, cleaning, power, and transportation. They looked for navigable waterways that would allow access into the interior. They wanted clear, fresh water, not brackish, with plenty of fish and shellfish to eat.

Trees provided shelter and more. They were used to build homes as well as schools and meetinghouses. (Meetinghouses were used for church and government). Trees were used to make palisades and forts for protection. Tools and furniture and wagons and ships used lumber. Wood was used as fuel to cook and to provide heat. Colonists could also trade lumber and wood by-products for English manufactured goods.

To survive for any length of time, the colonists needed to farm. They needed good, rich soil, well-watered and well-drained. Unfortunately, many of the first settlers began their colonies on low, swampy islands.

Colonists could not guarantee the reception they would get from the local tribes. The Indians around Jamestown did not welcome the Englishmen, and no wonder! The English treated them with contempt, murdering them and destroying their cornfields—and then begged them for food! After Pocahontas, the daughter of a chief, converted to Christianity and married John Rolfe, the colonists felt safe—until her brother led an attack on the settlement and wiped out about a third of the population in 1622.

The Pilgrims would not have survived without friendly Indians. Squanto, who was the last of his tribe, showed them how to plant and cultivate corn. The Wampanoags joined them for their first Thanksgiving feast, the Wampanoag having their own tradition of giving thanks to the Creator for good harvests. The Pilgrims signed a treaty with Massasoit, the leader of the tribe.

RESOURCES

- 91497 VH Pilgrim Adventure
(reason for emigration, hazards of voyage, difficulties of settlement—54 min.)
- 95281 VH Jamestown
(3 segments on ships, settlement, churches—18 min.)
- 95858 VH Jamestown: Beginning
(survivor John Leydon’s story of journey, first 25 years—17 min.)
- 97850 VH Jamestown Colony: 1607-1620
(faith and determination to overcome hardships—16 min.)

ACTIVITIES

Draw a card to see if you land near Cape Cod, the mouth of the Hudson, or the Chesapeake Bay.

Imagine you are a colonist on a ship coming to the new World and you wake up one morning to see land in the distant haze. Tell about your tiny ship’s brief exploration of the coastline. Describe the place where you eventually land. Compare your impressions of the landing to the long voyage that is now over. Write a page diary entry that involves all your senses:

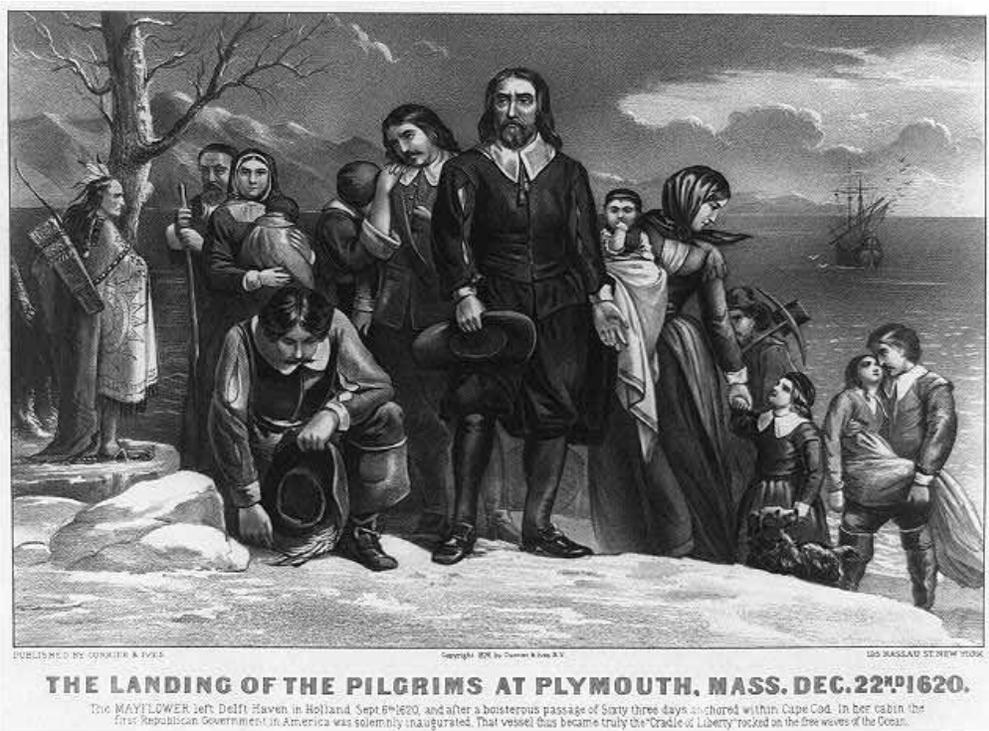
- What do you see?
- What do you smell?
- What do you taste?
- What do you hear?
- What do you feel (physically)?
- What do you feel emotionally—what excites you or scares you?

Let the reader see the images you see and feel the sensations you feel. Be expressive about your emotions on this momentous day.

Escaping Religious Persecution

England used to be a Catholic country. In the 1500s, when Luther and Calvin and Knox were leading the Protestant Reformation in Germany and Switzerland and Scotland, King Henry VIII of England wanted a son, and his very Catholic wife, the Spanish Catherine of Aragon, was not able to give him one. He wanted to divorce her, but the pope refused to grant the divorce. So Henry became a Protestant, not out of religious conviction, but so he could do what he wanted. England became Protestant because the king did. Henry killed people who insisted on remaining Catholic. After Henry died, his daughter, who had been raised by her Catholic mother, took the throne and killed all the Protestants she could. She earned the name Bloody Mary. Then she died. Her sister became Queen Elizabeth; she was reasonably willing to leave people alone in terms of religion, as long as they obeyed her.

Out of this highly politicized reformation movement came several religious groups. The Anglicans were the members of the official Church of England. (The Episcopal Church in the United States is the American version of the Anglican Church). The Separatists felt the official church was corrupt and wanted a full-scale religious reformation, not a politically motivated one. They separated themselves from the official church and were persecuted for their religious beliefs. Some Separatists came to America by way of Holland. They called themselves Pilgrims. Another group, called the Puritans, stayed part of the Anglican Church, but they wanted to purify it of the lingering elements of Catholicism. They were persecuted, too, and some 20,000 of them came to America in the great Puritan migration of 1630 to 1642.



[http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field\(NUMBER+@band\(cph+3a06959\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field(NUMBER+@band(cph+3a06959)))

RESOURCES

U.S. and Its Neighbors, pages 203-204

“The Plymouth Thanksgiving Story” and “Indian Corn”

The Old Farmer’s Almanac Colonial Cookbook

95004 VH Pilgrims at Plimoth
(reasons for leaving, settlement, relationship with Indians—23 min.)

91601 VH Puritan Experience: Forsaking England
(main ideas of Puritanism with historical background—28 min.)

91602 VH Puritan Experience: Making a New World
(daughter challenges authorities, family faces exile—31 min.)

ACTIVITIES

Fill in the information for each of the groups that came to America.

ENGLISH COLONISTS	Separatists	Puritans
How they got along with the Church of England		
Where they sailed from		
Year they came to America		
Where they settled		
Local geography/ conditions for farming		
Economic activities		

Tell the story of the first year for each colony. What preparations had they made before leaving England? What backing did they have? What hardships did they face in their settlement? How did they survive the first year?

Make a colonial New England recipe and share it with the class.

Puritan values of self-denial, discipline, and hard work helped the settlers establish their colony. More than anything, Puritans longed to be righteous; that is, they wanted to know the will of God and obey it. They read the Bible and tried to follow its teachings. Because the Puritans based their laws on the Bible, drunkenness, gambling, adultery, murder, theft, blasphemy, and idolatry were illegal. They agreed to watch over each other and support each other. They instituted democratic principles because they saw that was the pattern in the early New Testament church. They condemned cruelty to animals and wives, and they condemned all war except for defense. They loved natural beauty, and they appreciated artistic design in their architecture, furnishings, and tableware. They rejected ritual and kept the interiors of their churches plain so nothing would distract them from direct communion with God.

Which Puritan values do you see are still important in American society? Which laws are still the same? Which values and laws have changed? Are the changes making our society better? If you say “yes,” tell how. If you say “no,” tell why.

Compacts and Charters

The Pilgrims planned to land in the territory of Virginia, but their ship, called the *Mayflower*, was blown north to Cape Cod. Outside of the jurisdiction of the Virginia colony, the men agreed together on how they would govern themselves until they received a new charter from the king, charters being a written instrument by which the king would grant certain rights or privileges.

“IN The Name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honor of our King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. In WITNESS whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord King James of England, France, and Ireland, the eighteenth and of Scotland, the fifty-fourth. *Anno Domini*, 1620.

A new charter never came. Surprisingly, the lack of a charter did not matter much. While the king maintained the rights to supervise colonies and to appoint officials, the English colonies in America were largely self-managing. The Pilgrims' colony became part of Massachusetts some seventy years later, but until 1691 the Pilgrims followed the Mayflower Compact.

The Puritans' Massachusetts Charter was a corporate or proprietary charter given by the king to a company in England. The board of directors all moved to Boston and took the charter with them. Their 1634 Oath of a Freeman declared that a freeman was subject to the government and would be true and faithful to it, support and assist it, maintain its liberties and privileges, and submit to its good laws, voting according to his conscience. The Massachusetts Body of Liberties listed the rights of the people that the royally appointed governors were not allowed to overstep. One right involved patents, critical to a region that would lead the way in industry: “No monopolies shall be granted or allowed amongst us, but of such new Inventions that are profitable to the Countrie, and that for a short time.”

The first charter of Virginia in 1606 guaranteed perpetual rights “for Us, Our Heirs, and Successors,” including rights to the land, to hold councils, to do mining, to issue coins. The rights of the Virginian colonists as Englishmen were guaranteed to the settlers and their descendents “to all intents and purposes as if they had been abiding and born within this our realm of England.” The first Virginia assembly was held in 1619. Their council became the House of Burgesses (representatives). Their laws were based on English common law.

RESOURCES

U.S. and Its Neighbors, pages 208-212



<http://www.loc.gov/rr/print/list/picamer/paSettle.html>

ACTIVITIES

As you read the Mayflower Compact, answer the following questions:

- What was their reason to come to the New World?
- What did they call the place where they landed?
- What did they form?
- Why?
- What powers did they grant their governing body?
- Who was affected by the compact?

Summarize the meaning of the Mayflower Compact in modern language.

Work with your colony group—Cape Cod, the mouth of the Hudson, or the Chesapeake Bay—to write a set of rules you will all agree to follow for the rest of this unit.

Compare the Massachusetts charter to the Virginian charter. How were they alike? How were they different?

The king of England allowed the colonists considerable freedom. In what ways did that benefit him? How did that cause him trouble? How did it benefit the colonies?

Expanding Religious Rights

The Pilgrims in 1620 and the Puritans in 1630 came to America to have the freedom to worship the way they chose. They did *not* come to establish religious freedom for all. To escape the strict religious and political rules of the Massachusetts colony, John Mason and Thomas Hooker started the colonies of New Hampshire and Connecticut.

Lord Baltimore, the proprietor of the Maryland colony, created a refuge for Catholics, who were being persecuted in Protestant England. In 1649 Maryland passed a Toleration Act to protect Catholics as well as Protestants. Maryland eventually became known as a haven for Catholics. However, the people who lived there still had to be Christians.

“Be it enacted that anybody who shall deny our Savior Jesus Christ, to be the Son of God, or shall deny the Holy Trinity . . . shall be punished with death and confiscation . . . of all his or her lands.

“No person . . . professing to believe in Jesus Christ shall . . . be any ways troubled, molested, or discountenanced.”

Roger Williams went to Plymouth after he was unable to persuade the Puritans to break with the Church of England. Once there, he criticized ministers for consulting each other on issues because he worried that practice would lead to a church hierarchy. He said the church should have no influence on the state and declared that the king did not have the right to give away the Indians' land to the colonists. In 1636 the Puritans, worried that the king would punish them all, banished Williams. They were going to ship him back to England, but he escaped. He bought land to start a new colony, which he called Rhode Island colony, where almost any form of religion was allowed.

The Society of Friends, known as Quakers, was a Protestant group that had no clergy or churches. Quakers dressed plainly and lived simply. They addressed everyone as equals, using the less formal “thee” and “thou.” They refused to kill anyone, even if they were called upon to go to war. Both Catholics and Protestants persecuted Quakers in England and America. The king owed William Penn's father an enormous sum of money. Instead of paying back the debt, the king granted Penn's Quaker son the last English charter in America. In 1701 William Penn wrote the Pennsylvania Charter to protect Quakers from persecution.

“No person . . . who shall confess and acknowledge one almighty God . . . shall be . . . molested. All persons who . . . believe in Jesus Christ . . . shall be capable to serve in this government.”

Over time, Catholics tended to settle in Pennsylvania and Maryland, Quakers in Pennsylvania and New Jersey, and Lutherans in Pennsylvania and Carolina. Jews, who were persecuted by Christians everywhere, settled in New York, Rhode Island, and Carolina.

RESOURCES

U.S. and Its Neighbors, pages 204-207, 234

98161 VH Roger Williams and Rhode Island
(Puritan preacher leaves to establish new colony—23 min.)



http://www.beavton.k12.or.us/jacob_wisner/fourth/colonies/clothing.htm

ACTIVITIES

You are a prosperous Puritan in Massachusetts. A traveler coming through town asks you for directions to an inn. When you offer to show him the way, he thanks you and calls you “friend.” Once there you sit down together and talk. He tells you about himself and eventually reveals he is a member of the Society of Friends. You have heard of Quakers, of course, and their strange meetings where everyone sits silently until the Spirit moves someone to speak. You always assumed there was something wrong with Quakers. This man, though, is warm and personable, and you have enjoyed his company. How do you react to him? What do you say about him to your family and friends?

Making Money

Some people came to America specifically to make a profit. As far as Europe was concerned, that was the point of colonies. According to the mercantile theory that was popular at the time, colonies existed for the sole purpose of making money for the mother country.

Colonists with small plots or rocky soil or a harsh climate turned to trade. They grew crops and raised livestock to meet their own needs, but they had to look beyond agriculture for a way to make extra money. Those with large tracts of rich farmland in mild climates turned to agriculture. In addition to growing crops and raising livestock to meet their own needs, they grew cash crops. That is, they grew a crop they could sell for a profit, like tobacco. They made lots of money, but if something put their cash crop at risk, then their entire livelihood was in jeopardy.

Because New England had small farms, poor soil, and freezing winters, they developed an economy based on processed or manufactured goods and trade. New England colonies had a large craftsmen middle class with few very rich or very poor people. They used resources from the forests—pine trees to make turpentine, pitch, tar, masts, and other materials for building, sumac trees for dyeing and tanning leather, roots and berries for dyes, and firewood to keep warm in the winter. They used the clay in the soil to make bricks, tiles, and pottery. They hunted whales to get oil for lamps. They exported salted meat and fish, lumber and ships, corn, and tools.

Further south the climate was more mild and there was more fertile soil. North Carolina and the piedmont area of Virginia had small farms, but Maryland, the tidewater area of Virginia, and South Carolina had large plantations. Those colonies developed an economy based on agriculture. There were a few wealthy planters, some poor farmers, and many slaves. The colonists exported tobacco, fish, lumber, rice, and indigo (the dye used in denim). They imported manufactured goods.

RESOURCES

U.S. and Its Neighbors, pages 200-202, 220-222, and 240-242

Civilization, pages 376-390

- 98350 Anne Sparks's Day/Patsy Grenville's Day
(colonial monetary system, freed black woman and daughter of shop owner—37 min.)
- 98349 Daniel Grove's Day/Jill's Day
(young man of gentry and slave on his family's plantation—37 min.)
- 98351 James Campbell's Day/Mrs. Wood's Day
(apprentice system, blacksmith's apprentice, woman running household—37 min.)
- 98348 Prissy, Dennis, and Tom's Day/Mr. Carter's Day
(work, education, lifestyle, and family life of children, and a plantation owner—37 min.)



http://marvistavet.com/assets/images/tobacco_plant.gif

ACTIVITIES

You survived your first year as a colonist. Describe what happened to you during that year. Tell about experiences you and the other colonists went through. Are you more aware now of the dangers your colony faces? What advice would you give to new colonists planning to join you? What would you say to convince them to come?

You know what local resources you have and what you still need to make your settlement successful. Tell what work you will do in the next year. Think first in terms of meeting basic needs: food, clothing, shelter, and protection. How can you help provide for your family? How can you support the survival of the colony? Once those needs are taken into account, then plan how you can contribute to the economic growth of the colony.

Bartering

By the mid-1700s Europe had few forests left because the people living there had cleared virtually the entire continent for farming. Consequently, Europe had few of the furbearing animals that would normally live in those forests.

The French and English colonists both sent trappers west to find furs. These early explorers discovered the mountain passes, waterways, and travel routes that pioneers would eventually follow. They also competed for trade with the Indians. The Indians were wary of the English, who continuously pushed to gain more and more land, so the French ended up winning more of the fur trading rights and developing a closer relationship with the tribes. The Indians, who had been self-sufficient before the Europeans came, appreciated the manufactured goods the Europeans had to offer, including guns and bullets, fabric and clothing, metal tools and traps, and beads and food.

Trading requires a set value for each item. Because colonists wanted furs, many trade items were valued in terms of beaver skins, which were used in Europe to make felt for hats. Three beaver skins were worth one yard of high-quality broadcloth. Two beaver skins were worth one hat. One beaver skin was worth:

- one yard of coarse duffel cloth
- two yards of cotton cloth
- about ten gallons of Indian corn
- about ten gallons of peas
- two pints of gunpowder
- one pints of shot
- six knives
- six combs

The skins of other animals were valued in terms of beaver skins, too, so one beaver skin was worth one otter skin, one bear skin, two fox skins, ten woodchuck skins, four raccoon skins, four seal skins, one moose hide, or even five pounds of feathers. (By the way, the skin of a male deer—a buck—was worth one dollar, which is why we still call a dollar a buck).

For money the Indians used *wampum*, which were beads made from shells. Beads made from black, blue, or purple shells were more rare and thus more valuable than beads made from white shells. Imagine how the Indians reacted to the colonists' jet black or brightly colored beads!

Since England did not allow the colonies to make their own coins, and since most English money ended up back in England in payment for goods or services, the colonists used other forms of money. Into the 1700s they used wampum not only with Indians but also among themselves. They used paper money based on the value of tobacco or rice. Each colony also issued its own paper money backed up by the government's promise to pay (which is the kind of currency we have now). Unfortunately, the paper money the colonists used was easy to counterfeit.

Colonies also used foreign coins that came into America from trade with other countries. "Pieces of eight" came from Spain; each gold coin could be cut into eight pieces or "bits," so something might cost six bits. A colonist might also have and use coins from other countries around the world.

ACTIVITIES

How is money like friendship?

How is trade like travel?

How is a coin like a movie?

Quickly, how many things can you find in the classroom that are worth about one dollar? Five dollars? Ten dollars?

What if everyone around the world stopped using money and one of those items became the unit of exchange? How many different ways can you think of that your life would change?



<http://www.nps.gov/pais/historyculture/images/PAIS-1575-B-285.gif>

Buying Land, Taking Land

The Pilgrims arrived in Plymouth in 1620, right after an epidemic wiped out most of the local native population. For a while it was easy for them to buy land. As the colonists spread south, though, they ran into the Pequot tribe, which had not been affected by the disease, and which reacted violently to the settlers. The colonists joined with their allies from other tribes to fight the Pequot, virtually destroying the tribe.

By 1681, when William Penn received a charter for his colony in Pennsylvania, there were colonists from multiple European countries in America, all vying for power. At the same time there were multiple Indian tribes who had complicated relationships with the different Europeans and with each other. Penn had a charter from the English king for land that still belonged to Indians. He was unwilling to fight and take the land by conquest. Instead, he paid for the land. The Delaware tribe had been defeated by the Indian confederacy called the Five Nations but never by Europeans. Even though they had been defeated, only the Delaware had the right to sell their own land. Since disease had killed so many of their people, they were willing to sell some of their land near Philadelphia to Penn. Land rights were complicated and overlapping, so Penn, following the Indian traditions, had to pay more than once for each piece to buy all the individual rights. Both sides seemed to think the purchase price was fair.

That sounds friendly enough. But Penn made a different agreement to buy a piece of land “as far as a man can go in a day and a half.” Thomas Penn, his successor as proprietor of the colony, had a trail cut then sent three men out at dawn to run as far and as fast as they could, supported by other men on horseback. The witnessing Indians vainly protested that the agreement was based on a walking pace, and the Penn family gained half a million acres.

Still, William Penn maintained good relations with the Indians until his death. Canassateego, a Seneca chief, spoke to Penn’s successors at a meeting in 1742:

“We are all very sensible of the kind regard that good man William Penn had for all the Indians . . .

“We know our lands are now become more valuable. The white people think we do not know their value; but we are sensible that the land is everlasting and the few goods we receive for it are soon worn out and gone. . . . Your people daily settle on [our] lands, and spoil our hunting. We must insist on your removing them, as you know they have no right to settle to the northward of Kittochtinny Hills. . . .

“We now renew our request . . . that [our land] belongs to us, in right of conquest; we have bought it with our blood, and taken it from our enemies in fair war; and we expect, as owners of that land, to receive such a consideration for it as the land is worth. . . .

“It is customary with us to make a present of skins whenever we renew our treaties. We are shamed to offer our brethren so few but your horses and cows have eaten the grass our deer used to feed on. This has made them scarce, and will, we hope, plead in excuse for our not bringing a larger quantity. . . . Few as they are, accept them in testimony of our regard.”

RESOURCES

U.S. and Its Neighbors, pages 223-231



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ACTIVITIES

What if all the Europeans who came to America bought the land where they settled at a fair price? What if any expansion had been through legitimate purchases? How might the history of America have changed?

Compelled to Come

Throughout the world and throughout much of history slavery was an accepted fact of life. It was common after winning a battle to take any prisoners as slaves. In the Middle Ages Christians and Muslims would both enslave “infidels” who had heard about the religion but did not believe or “heathens” who had never heard. In Africa slaves were kidnapped by rival tribe members as well as taken in war. Oddly enough, slavery could even be voluntary. A destitute or vulnerable person might seek out a kind master and offer to be his slave. By the 1600s England no longer had slaves. In the 1700s, as bands of African slave traders swept inland to capture Africans and march them to the coast, European ships were there to meet them, to buy and transport the slaves to the Americas.

In the Latin American colonies, the Spanish and Portuguese took the defeated Indians as their slaves. So many Indians died of disease, torture, and mistreatment—and the remaining were so weakened and demoralized—that one of the Spanish priests felt sorry for them. Bartolomé de Las Casas suggested replacing Indians with Africans. He knew there was a ready supply. He felt the Africans would be healthy and also suited for the climate and labor. He later regretted his recommendation when he saw how badly the African slaves were treated.

The first 20 black slaves were brought to Virginia in 1619 by Dutch traders. In the years just prior to the American Revolution there were slaves throughout the English colonies although there were far fewer in the north. From 1768 to 1772, Massachusetts, Rhode Island, New York, and Pennsylvania imported a total of slightly over 200 slaves while during the same years Virginia and South Carolina imported over 21,000! Southern plantation owners who owned vast tracts of land and who depended on agriculture for their income required a source of cheap labor. Besides, settlers were granted land rights on the basis of the number of servants and slaves they brought in to work the land. Slaves did fight for their freedom. There were slave insurrections, including one in South Carolina in 1739 where 75 people, black and white, were killed.

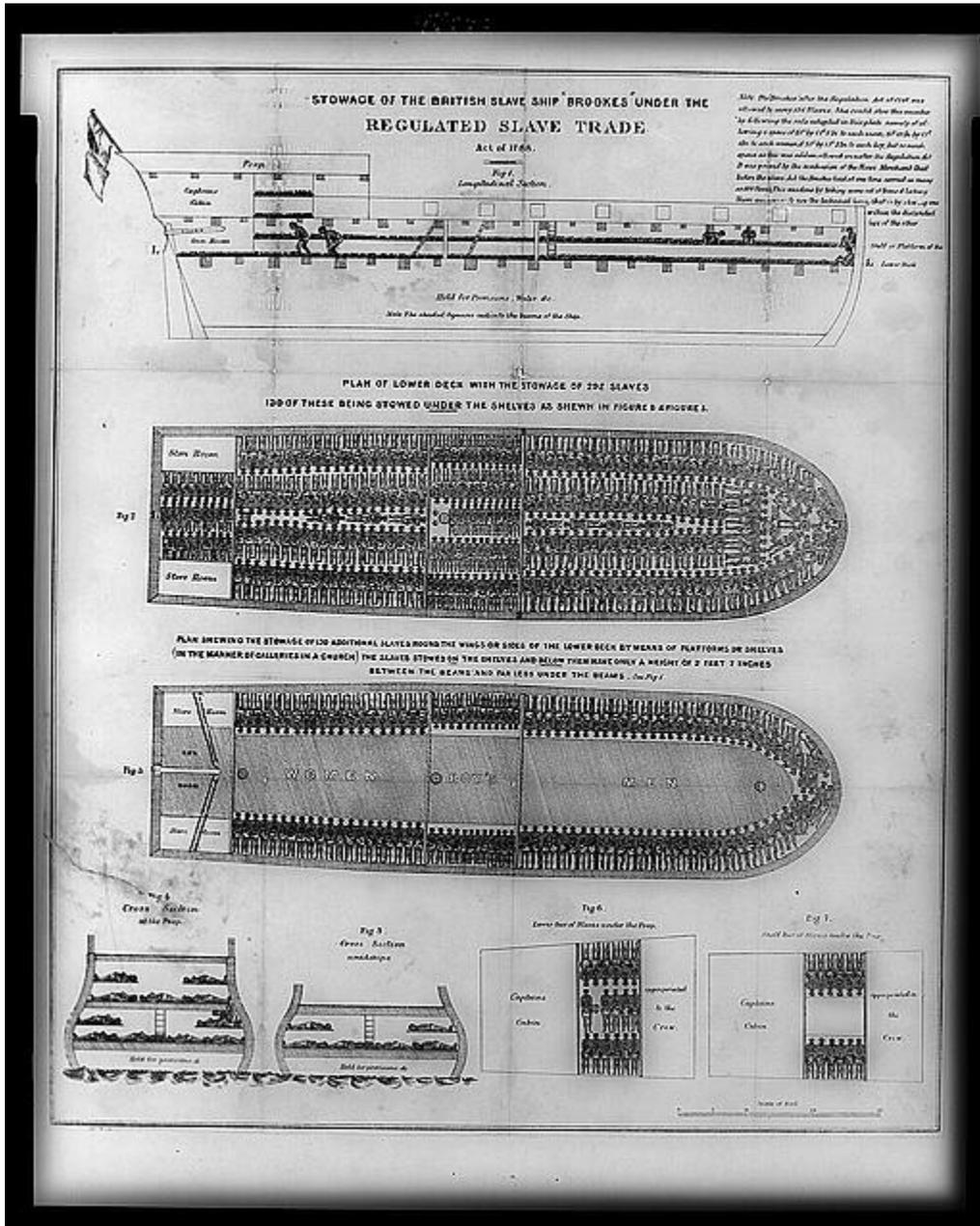
English ships as well as market towns and ships from the northern colonies participated in the slave trade. Ships imported sugar from the Spanish colonies in the Caribbean and brought it north to be processed into rum. The ships carried the rum to Africa and traded it for slaves. Then they took the slaves—in chains and in brutal conditions—to the Caribbean to trade for more sugar, which they took north. The pattern of the triangle trade route continued for years, until tobacco became as profitable as sugar and ships could go directly from Africa to the Carolinas.

RESOURCES

U.S. and Its Neighbors, pages 213-215, 244-255

ACTIVITIES

Imagine being a slave on a slave ship, wedged into dark, unsanitary, close-packed quarters for a two-month trip across the Atlantic. Picture the setting and situation as if you were there. Work with your colony group to write a poem conveying not just how things look, but how they sound, taste, smell, feel. Use detailed, sensory language.



<http://memory.loc.gov/pnp/cph/3a40000/3a44000/3a44200/3a44236r.jpg>

Keeping Slaves

From the earliest English settlements, colonists used the labor of indentured servants, black and white. Once their agreed-upon years of service were up, indentured servants were free. For a while freed whites and blacks were on an equal footing. They could integrate into the population and prosper. Some intermarried. A few freed blacks even brought in their own slaves and indentured servants until the Virginian colony decided it was illegal for a black to own white servants. The earliest slaves came a few at a time, often by way of the Caribbean, where they had learned European customs. Later slaves came by the shipload directly from Africa. They seemed a breed apart.

During the 1660s Virginia passed a series of slave laws. To begin with, they defined slavery as “servitude for life.” All children of a slave mother, whoever the father might be, were declared slaves, so slavery became an *inherited* condition. White men had children with their female slaves and kept their own children as slaves. After a few generations there were many light-skinned slaves in the south with all kinds of strange designations: mulatto (half black), quadroon (one quarter black), octoroon (one eighth black). It did not matter—whatever fraction of their ancestry was black, they were still 100% “colored” and still 100% slaves.

Being baptized did not alter the condition of slavery. The laws encouraged owners to preach Christianity and baptize their slaves without fear of losing their property. On the other hand, no one wanted slaves to be able to read. They might read Exodus or Philemon in the Bible—the story of Moses leading the Israelites out of bondage in Egypt or Paul’s exhortation to a Christian slave owner to free his Christian slave and treat him as a brother. Slaves were supposed to learn nothing more than to obey the will of their master.

Virginian slave owners could administer “moderate corporal punishment” and were even protected from prosecution if that punishment resulted in the death of a slave. It must have been an accident, the lawmakers reasoned, for what man would deliberately destroy his own property? The Carolinas, too, gave owners absolute power over their slaves.

The earliest recorded protest against slavery came from the Mennonites, a Protestant group similar to the Quakers, who met and wrote out their concerns in Pennsylvania in 1688.

“These are the reasons why we are against the traffic of mens-body ... Is there any that would [choose] ... to be sold or made a slave for all the time of his life? ... There is a saying that we shall do to all men like as we will be done ourselves, making no difference of what generation, descent, or color they are.

“But to bring men hither, or to rob and sell them against their will, we stand against ... Pray! What thing in the world can be done worse toward us than if men should rob or steal us away and sell us for slaves to strange countries, separating husbands from their wives and children?”

In 1700 a Puritan judge spoke out, too. “It is most certain that all Men, as they are the sons of Adam, are Coheirs; and have equal Right unto Liberty, and all other outward Comforts of Life.”



<http://memory.loc.gov/ammem/ndlpedu/features/immig/images/africach.jpg>

ACTIVITIES

Imagine that during colonial times blacks and whites were recognized as equals. How would that have changed American history? How would things be different in America right now?

Colonial Regions

In 1750 the English colonies stretched from the Atlantic Ocean to the Appalachian Mountains and from what is now Maine (at that time Maine was a part of the Massachusetts colony) to the northern border of Florida (at that time Florida was the property of Spain). The population had grown over the last 50 years. The Europeans had nearly quadrupled their numbers from approximately 230,000 to 900,000. The African population had multiplied more than ten times, going from about 20,000 to 240,000! There were roughly 200,000 Indians in 1750. (We have no real way of knowing how large the Indian population was in 1700).

The four original New England colonies were New Hampshire, Massachusetts (which included modern Maine), Connecticut, and Rhode Island. Their geography included the Appalachian Mountains and Boston harbor, with hilly terrain, rocky soil, and a jagged coastline. Being in the north, their region had a moderate climate with cold winters. Their land was poor for farming, so they built their economy on fishing, whaling, shipbuilding, manufacturing, and trade. They had skilled craftsmen and shopkeepers. Originally settled by tightly knit Puritan and Pilgrim families, the northern colonies incorporated their religious beliefs into their government. People owned their own small plots of land and were clustered into villages. The church and town meetings were the center of political and social life.

The middle colonies were Pennsylvania, Delaware, New York, and New Jersey. Their geography included the Appalachian Mountains, coastal lowlands, and rich farmlands, which, combined with a moderate climate, led to an economy based on livestock, grain, and trading. They had skilled and unskilled workers and fishermen. Settled by English, Welsh, Dutch, German, and Scots-Irish, the middle colonies were the most ethnically diverse colonial region. Consequently, they allowed more religious freedom than New England, eventually welcoming both French Huguenots (Protestants who were persecuted by French Catholics) and Irish Catholics (who were persecuted by English Protestants). Their political and social life included villages and market towns as well as cities with varied and diverse lifestyles.

The southern colonies were Virginia, Maryland, North and South Carolina, and Georgia. Their geography included the Appalachian Mountains, the piedmont, and the Atlantic coastal plain. They had plenty of good harbors and rivers. The climate was humid. At first settled mostly by single men, the southern colonies became dominated by wealthy planters with large land grants. The population was widely scattered, so colonies in the south were organized into counties with few towns. There were small farms, too, and a thrifty, industrious, or unscrupulous farmer could become a wealthy planter in just a few years. Landowners first used indentured servants and then slaves to do the hard labor of tending the crops that brought in the profits. By 1740 nearly half the Virginians and over half of the Georgians were slaves. The first cash crops in the south were rice and tobacco. Tobacco so stripped the soil of nutrients that maybe a tenth of the land could be growing tobacco at one time, hence the need for large plots; land grants averaged 446 acres at first and became much larger over time. Plantations traded directly with England from their own docks, so there were no large trading centers, and southerners tended to feel strong ties to England. Social life revolved around plantations and mansions where guests might indulge in horse racing or fox hunting.

RESOURCES

U.S. and Its Neighbors, pages 232-234

- 95575 VH The Inventory
(possessions and values of typical struggling family—28 min.)
- 95616 VH Colonial Children
(chores, clothes, furnishings, customs, daily life—11 min.)
- 90865 VH Colonial America in the 1760s
(colonists happy until taxed on trade—22 min.)

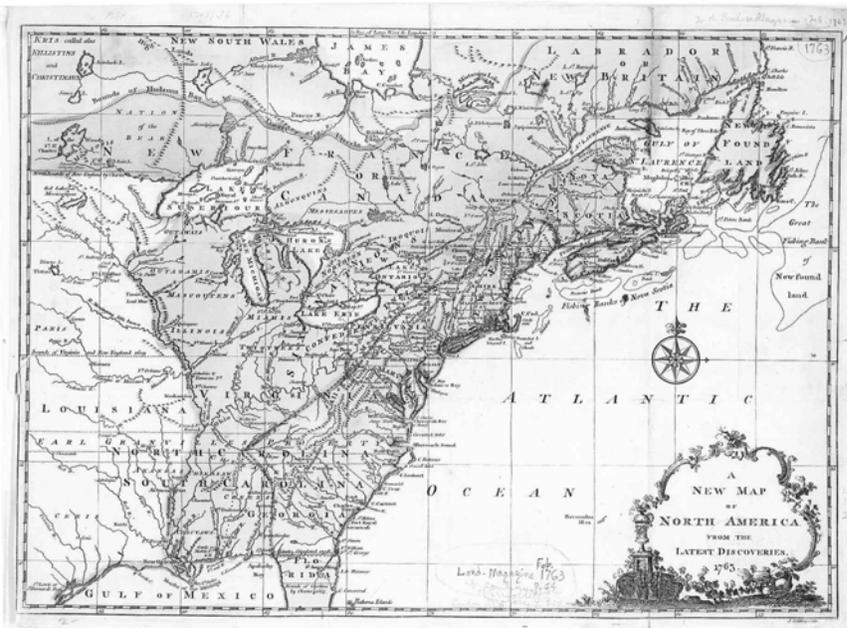
ACTIVITIES

It's 1750. You just found your namesake ancestor's journal pages, and you begin to read. How dependent on England those early colonists were! While you yourself are English, you also think of yourself as part of a particular colony and region. And you are beginning to notice references to "Americans" as a class of people, especially in the writing of Benjamin Franklin.

How harsh those first years were for your colony! As you read, you rejoice in your own comfort. After all, after just a few years in the New World, any ordinary colonial family lived in greater comfort than their counterparts in England. And they also enjoyed more independence!

While there are some rich in your colony, there are few poor, and the number of people in the middle class is enormous compared to England. Your own family added a second story to your home in the year before you were born, giving parents and children some privacy. At the same time they replaced all the oilcloth and paper windows with larger windows of glass. You use the far superior whale oil candles for light. You have chairs in the parlor and at the table, where you eat off ceramic dishes with metal knives, forks, and spoons. What a contrast to your ancestors who lived in a one-room cabin, sat on benches or stood to eat, and used their hands or a spoon to eat from a trencher.

Write a journal entry to tell about how your family has prospered in its colony. Explain what makes your region such a satisfying place to live. Relate anecdotes from your life and your parents' lives to show how well you have all made this place your home. Let your readers know how happy you are with your life.



<http://www.libs.uga.edu/darchive/hargrett/maps/1763s6.jpg>

Education in America

Benjamin Franklin recommended that students should be taught “everything that is useful,” including:

- healthy exercise through running, leaping, wrestling, swimming
- writing quickly and neatly
- drawing
- arithmetic, accounts, and introductory geometry and astronomy
- reading and English language/grammar
- writing letters, original stories, retelling stories in their own words
- pronunciation, speaking, making speeches
- geography, reading maps
- reading good history “to fix in the minds of youth deep impressions of the beauty and usefulness of virtue of all kinds”

Franklin added that Latin, Greek, or modern languages should not be required but should be offered.

Colleges required more preparation from their incoming freshmen. Students entering Yale had to be able to read Latin and the Greek New Testament. All students were supposed to “live religious, godly, and blameless lives according to the rules of God’s Word, diligently reading the Holy Scriptures.”

The only time off during the day was half an hour after breakfast and an hour and a half after dinner. The rest of the day was set aside for classes and quiet study—no singing, loud talking, or other noises. Adults would check rooms at 9 PM to make sure all the students were inside and studying.

Students at Yale could be fined or expelled for breaking a number of rules, for example, for cursing, fighting, quarreling, being dirty, being idle, or lying. If a student stole money, he was required to pay the person back three times the amount he stole in addition to the fine he had to pay to the college.

Out in the college yard students were required to wear a hat and a coat or a gown (like a modern graduation robe) unless they were playing some authorized game.



<http://www.facilities.yale.edu/Campus/Building1.asp?1stBldg=2640>

ACTIVITIES

For this class discussion, use name cards or number sticks or a blog to make sure everyone gets to contribute equally.

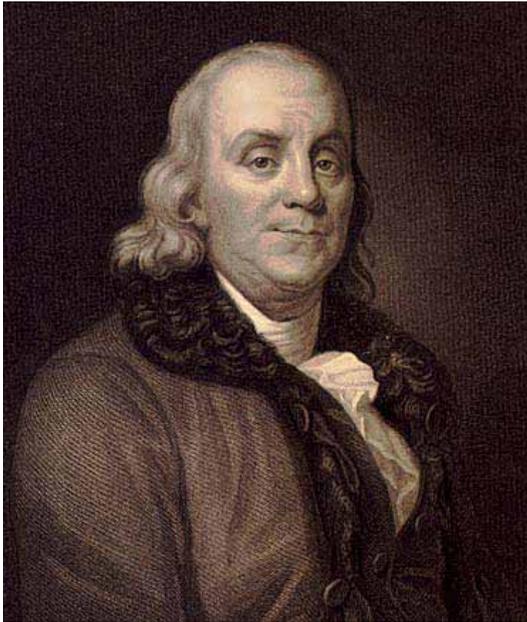
If Benjamin Franklin could visit your school for a week, what would he think of the coursework you are required to do? Does your school follow his recommendations? What does your school leave out? What is added to your curriculum that Franklin did not recommend?

If you were to write a recommendation for a school today, what subjects and skills do you believe ought to be taught? How would you change your school if you had the power?

If you lived in 1750, would you be accepted into Yale? What are the requirements for acceptance into Yale now?

How are school rules at your school different from the early American rules at Yale? Which rules from Yale might be good to add to your school's rules now?

VIPs of the American Revolution



<http://sunearth.gsfc.nasa.gov/sunearthday/2004/2004images/FRANKLIN.jpg>

Ironically, Benjamin Franklin himself attended school only a few years—he was out by the age of ten. Apprenticed as a printer to his older brother James in Boston, he perpetrated a hoax on newspaper readers when he was just 16. He pretended to be “Silence Dogood,” a middle-aged widow, and wrote pieces that poked fun at colonial life, including the education of students at Harvard:

“I reflected in my Mind on the extream Folly of those Parents, who, blind to their Childrens Dulness, and insensible of the Solidity of their Skulls, because they think their Purses can afford it, will needs send them to the Temple of Learning, where, for want of a suitable Genius, they learn little more than how to carry themselves handsomely, and enter a Room genteely, (which might as well be acquir’d at a Dancing-School,) and from whence they return, after Abundance of Trouble and Charge, as great Blockheads as ever, only more proud and self-conceited.”

Franklin ran away from his apprenticeship but ended up starting his own newspaper and investing in others, which gave him a good income. He was a reader and writer all his life.

He was also a scientist. The single most important scientific contribution of the entire colonial period was his work with electricity. He not only demonstrated that static electricity and lightning were the same, but he applied that knowledge to invent the lightning rod. He also invented bifocals, a stove, and the “armonica,” a musical instrument played by using damp hands to touch spinning pieces of glass.

But wait, there's more! He was also a politician, a statesman, and a diplomat. He proposed the Albany Plan of Union for governing the colonies and the formation of an American Philosophical Society. He organized the first volunteer firefighting brigade and founded the first free public library. He was America's first ambassador to France.

In a way, he invented the idea of America. He was the first to start writing about "Americans" as a group rather than as separate colonies.

RESOURCES

92888 VH Great Americans: Benjamin Franklin
(life and actions—15 min.)

ACTIVITIES

Working with a partner or partners, examine the life of a historically significant individual American from about 1750 to about 1800. For each important event in that person's life or significant contribution he or she made, put the information on a 3 x 5 card. Find illustrations and put them on cards, too. Put the person's name and the date of the event, contribution, or illustration on the top of each card.

1784
Franklin

He invented [bifocals](#).



As a class create a timeline chart that shows the lives of the individuals. Keep each individual on a separate horizontal line. Analyze and discuss connections and overlaps between the lives of the individuals and how an event affected more than one or how a contribution by one affected others.

	1750	1755	1760	1765	1770	1775	1780	1785	1790	1795	1800
Abigail Adams											
John Adams											
Samuel Adams											

French and Indian War

Throughout the 1700s a succession of European wars spilled over into fighting in the American colonies. The French and the Spanish not only fought directly against the British colonists but also encouraged various Indian tribes to attack British settlements. The population of the British colonies had surpassed one million and was expanding rapidly while the French colonists numbered in the tens of thousands and the Spanish population in Florida was even smaller.

In 1744 officials from Maryland, Virginia, and Pennsylvania signed a treaty with the Iroquois granting the colonists all the land claimed within the Virginia charter. Clearly, the Iroquois understood this to mean the land currently under the colonies' control. The colonists interpreted it to mean the original royal land grant "from sea to sea"—a wide belt of land stretching across the entire continent!

The British colonists started to move west into Ohio in 1749, into land claimed by the French (who claimed the Mississippi and all the lands drained by it). The French objected and started building forts to enforce their claims. The two groups began fighting in 1754 when George Washington attacked a small French company and then lost the first real battle in the French and Indian War.



http://www.nebraskastudies.org/0300/media/0301_011601.jpg

The French started strong; they may not have had as large a population, but they had a strong army and only one government to deal with. The British colonists had to deal with 13 different governments which did not necessarily get along with each other much better than they did with the French.

Right from the beginning, in 1754, Benjamin Franklin suggested the Albany Plan of Union as a way to bring the colonies together into a single general government. He echoed the advice given in 1744 to William Penn by his friend Canassatego, a Seneca chief:

“Our wise forefathers established Union and Amity between the Five Nations. This has made us formidable; this has given us great Weight and Authority with our neighboring Nations. We are a powerful Confederacy; and by your observing the same methods our wise forefathers have taken, you will acquire such Strength and power. Therefore whatever befalls you, never fall out with one another.”

The colonial representatives considered the Albany Plan but failed to act on it. The French, with their generally superior relationships with the Indians, made allies out of several tribes. Interestingly, the French paid the Indians to fight for them but did not trust the Indians to tell the truth about how successful they were in battle. So they required the Indians to bring back the scalps of their dead victims to show the number they had killed; scalping was a mutilation introduced by the French.

While most of the wars that impacted the colonies started in Europe, the French and Indian War started in the New World. Two years later the fighting expanded into Europe, where it came to be known as the Seven Years' War. Spain and France both fought against Britain. Eventually, the British put their main energy into taking Canada, and in 1759 they succeeded in taking Quebec. The next year they took Montreal. When the treaty was signed in 1763, Great Britain gained all of North America east of the Mississippi River except for the city of New Orleans. The victory made Great Britain the largest empire in the world. The war also left England in debt to the tune of 130,000,000 pounds!

Fighting next to the British, the colonial soldiers noticed a couple of important things. One significant difference was that British officers purchased their commissions or were appointed while the colonial officers were elected; the class and rank structure of English society was far less pronounced in the colonies. And the colonists learned they could fight in the backwoods and against Indians as well or better than the professional soldiers sent by the Crown to protect the colonies.

RESOURCES

95577 VH Battle of Quebec: 1759—The End of the French and Indian War
(founding of Quebec, causes of war, siege and last battle—32 min.)

ACTIVITIES

Using a blank map of North America, identify land claimed by England, France, and Spain before the war.

On a different map, draw the land claimed by England, France, and Spain after the war.

On a third map, draw the land claimed by different Native American tribes.

Compare the maps. Where do you see the potential for future conflict?

The Mercantile Theory



<http://www.nps.gov/hamp/historyculture/images/HFC07579.jpg>

According to the mercantile theory, colonies had a single purpose. They were designed to contribute to the economic success of the home country. Therefore, as far as England was concerned, the only reason the colonies existed was to help the British economy grow and prosper. The British wrote their laws to benefit England at the expense of the colonists.

For example, all goods shipped out of Great Britain or Ireland or the American colonies had to be carried on British ships with British masters and manned by at least 75% British crewmembers.

The American colonies were also prohibited from trading with foreign powers. Europeans wanted to buy America's agricultural products and natural resources: potatoes, corn, tomatoes, sugar, cocoa, fish, and furs. Eventually, the colonies began to sell manufactured goods, too, like hats; they used beaver fur to make the felt used in hats.

The most important cash crop for American colonists was tobacco, which was hugely popular throughout Europe. Rich and poor people alike smoked tobacco in pipes or took snuff (which means they inhaled powdered tobacco). At the time, tobacco was actually considered a medicine. In fact, during the Great Plague in London, schoolchildren were *required* to smoke because people thought the tobacco would protect them from the disease.

However, Americans were not allowed to sell their products directly to countries in continental Europe. Instead, Americans were required to ship their goods to British ports only. The British, on the other hand, could—and did—sell the colonial goods to other countries, earning a profit that stayed in England.

Any goods bound for the colonies from Europe had to go to England first where they were charged an import tax before they continued on their way to America. Not only were the colonists losing profits on goods they sold, but they also had to pay higher prices for goods they imported. The profits on foreign sales and the tariffs charged on foreign imports all helped the British economy and hurt the economy of the colonies.

Colonists who wanted to make more money ignored the trade laws and smuggled goods to and from the colonies. If they were caught, they were tried by admiralty courts where they had no local jury of their peers—just a British judge to decide their case.

ACTIVITIES

Brainstorm ways individuals and countries in the 1700s could make money. Determine which ways were the most effective.

Brainstorm ways governments in the 1700s could take money from individuals and groups. Determine which ways were the most effective. Decide which were the most fair.

Write a letter to Parliament proposing a way or ways for the colonies to contribute to the British economy without damaging their own.

Causes of the Revolution



<http://www.archives.gov/exhibits/eyewitness/assets/html/19.2.jpg>

King George III ruled in England. What kind of man was he? When he was twenty, his tutor described his behavior as honest but not amiable and his attitude as rigid—he was much too obstinate. His stubborn determination to have his own way eventually cost him the thirteen colonies.

The king appointed Lord Grenville as his Prime Minister. Grenville decided the way to hold onto all the new territory in America was to have a standing army—which the Americans would have to pay for. Having an army seemed provocative and disturbing to the colonists. They worried that the Indians, feeling threatened, would launch new attacks, and they worried that the real purpose of the army was to keep the colonists in line. What if they were used to help customs officers stop all the smuggling?

In 1761 the British did start strictly enforcing the already-existing trade and navigation laws. They also announced that they would board and search any vessel they pleased. The colonists objected. They were Englishmen and as such had certain rights.

After all, the first English charter for a colony in America came from Queen Elizabeth who granted the settlers “remote heathen and barbarous lands.” The charter required that the settlers would “enjoy all the privileges of free denizens and persons native of England” and that all laws for the colony would be similar to and compatible with English law.

Back in England, the landowners demanded that taxes return to their lower, peacetime levels. So Grenville decided that the American colonies, defended at such great cost during the recent French and Indian war, ought to pay a portion of England's debt. His initial solutions, the Sugar Act and Currency Act, depressed the economy in the colonies and failed to bring the desired revenue. So in 1765 he proposed a new tax on the colonies, the infamous Stamp Act, designed to force everyone in the colonies to buy expensive stamps to stick on wills and other legal documents, on shipping papers, on university degrees, on newspaper ads—even on playing cards! Some members of Parliament spoke against the Stamp Act, warning that it might lead the colonies to revolt, but the act passed despite their objections.

The colonists were outraged. Virginians paying tax to support Virginia was one thing, but Parliament had never before taxed the colonies simply to get revenue for England. The new tax sounded less like a government's tax imposed to benefit its population and more like a tribute a conqueror might demand from a defeated people. Patrick Henry compared George III to Julius Caesar—a tyrant who usurped the rights of a free people. His resolution passed the Virginia House of Burgesses: "Resolved That the first Adventurers and Settlers of this his Majesties Colony and Dominion brought with them and transmitted to their Posterity ... all the Privileges ... held ... by the People of Great Britain."

The colonists were not begging for new rights. They wanted to keep the freedoms they already had.

A coffin labeled "Liberty" was paraded through the streets of Portsmouth. Mobs and individuals attacked the men who were appointed to distribute the stamps. They so intimidated the stamp officials that most of them refused to serve. In Boston a mob invaded the governor's home, destroyed the stamp office, and burned the appointees in effigy. Samuel Adams worked with others to set up the Committees of Correspondence in order to keep all the colonies informed about every new British assault on liberty.

Nine colonies sent representatives to New York City where they voted to boycott the stamps. Trade stopped. Courts closed. British merchants, hurt by the boycott, asked Parliament to repeal the act. William Pitt, a British statesman, said the colonists were right to object to the Stamp Act. He said that taxation without representation was unconstitutional under British law.

Grenville's replacement, Charles Townshend, disagreed. He had Parliament pass the Declaratory Act which said the king had the right to tax the colonies even if the colonies had no representatives in Parliament.

The colonists felt they were not being treated as "free denizens and persons native of England." And if they were no longer legally native Englishmen, what were they?

RESOURCES

200 Years, volume one:

p. 11-23 Stamp Act
p. 23-25 Boston Massacre
p. 26-28 Boston Tea Party

US26756 Events Leading Up to War: The Revolutionary War Series
(taxes, Boston Massacre and Tea Party, Lexington, Concord, leaders—22 min.)

98095 VH Taxation without Representation
(Sugar, Stamp, Townsend Acts, Boston under military rule—22 min.)

92640 VH Benjamin Franklin
(speaks to House of Commons for repeal of Stamp Act—28 min.)

98096 VH Prelude to Revolution
(Boston Massacre and Tea Party—22 min.)

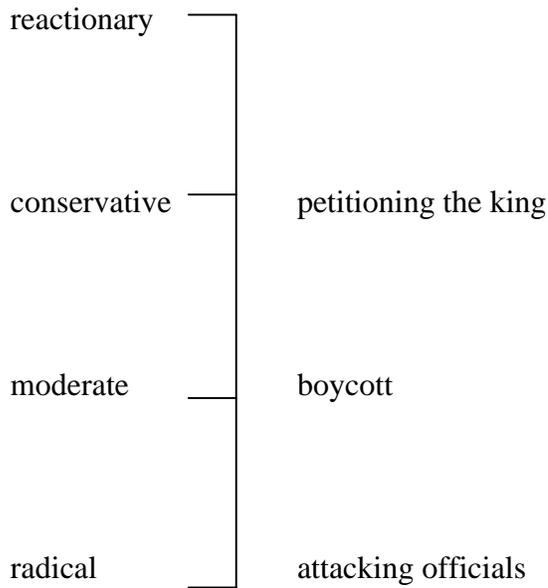
98255 VH Dawn of the American Revolution: A Lexington Family
(mood of colonists and important issues—16 min.)

94026 VH Boston Tea Party
(Johnny Tremain series—30 min.)

ACTIVITIES

Using multiple sources to gather information, create a flowchart to trace the subsequent acts of Parliament and the colonial responses that followed, up through the Boston Tea Party and the Intolerable Acts.

Look up and discuss the meanings of the following words: *radical*, *moderate*, *conservative*, and *reactionary*. Make a visual continuum from *reactionary* to *radical*. Add labels to show the level of intensity of the colonists' reactions to the acts of Parliament. For example, see some of the general reactions to the Stamp Act.



The Battles Begin



<http://ci.lexington.ma.us/images/battle1.jpg>

After the Boston Massacre and the Boston Tea Party, Thomas Gage, the new governor of Massachusetts, arrived in Boston in May of 1774 determined to get the rebellious colonists under control by starving them into submission. According to him, the Intolerable Acts gave him the right to close the port to *all* traffic by water—including local farmers bringing food into the city. Instead of coercing the rebels into obedience, his tactics roused the other colonies, which sent food and other supplies over land to support Boston.

Four months later the First Continental Congress met in Philadelphia. They endorsed a plan calling on the people of Massachusetts to arm themselves and to stop all trade with Great Britain. The people in the colony of Massachusetts—except for those living within Boston—ignored Gage and began to govern themselves. Gage fortified the city. Patriots in militias throughout New England began to drill, forming companies of minutemen.

In April of 1775, Gage received orders to take direct action. He planned a raid into the countryside to seize military supplies the Americans had stored at Concord. Spies, organized by Paul Revere, learned of the plans. As soon as they knew which route the British were taking the night of the 18th, Revere and others rode off to call the minutemen to arms. Moving quietly, the British forces, led by Colonel Smith and Major Pitcairn, marched through the dark on the road to Concord. They could hear the movements of other men in the woods and fields around them.

When the British redcoats entered the village of Lexington on the morning of April 19, they found about 75 men waiting for them, led by Captain Parker. Parker supposedly told his men, “Stand your ground. Don’t fire unless fired upon; but if they mean to have war, let it begin here!” Pitcairn had his 180 men form up, at the same time telling the Americans to go home. Parker, seeing the odds, told his men to disband. Pitcairn ordered his men to halt, then told them to surround the dispersing minutemen—he was supposed to disarm them. In all the confusion someone fired a shot. And suddenly the British were firing at retreating minutemen, killing eight and wounding nine more. As Pitcairn moved his troops out, minutemen grimly followed.

Celebrating their victory, the British moved on to Concord where the colonists, seeing the number of British troops, backed up and let them into the village. The soldiers began to search for military stores, but they were not very successful because the colonists had spent the night hiding them. Meanwhile, more and more American militiamen gathered around Concord. When the Americans mistakenly thought the British were burning the village, they started for the bridge to help the villagers. The British fired on them and the Americans fired back.

Once the British began their long march back to Boston, the Americans followed, both sides firing at each other. The shooting went on for hours. The Americans, wearing neutral colors that blended into the background, fired from the sides of the roads where they could stay half-hidden behind stone walls or trees. They fired, reloaded, and ran up the column to fire again. If they got tired or ran out of ammunition, they could go home. All day long more arrived to take their place.

The British, wearing bright red—the British army wore red coats to advertise the wealth of Great Britain, red being a wildly expensive dye—could not flank the Americans who fired on them continuously from left and right. The redcoats fought back as best they could for mile after mile, over a battlefield 200 yards wide and 16 miles long. Even after reinforcements joined them, the redcoats had a long and difficult march and suffered many more casualties before they finally reached the safety of Boston. By the end of the day, 73 British troops were killed and about 200 were wounded or missing. The Americans lost 49 dead and had 46 injured.

The Salem newspaper reported, “Last Wednesday, the 19th of April, the Troops of his *Britannick* Majesty commenced Hostilities upon the People of this Province.” Then they added, “We are involved in all the Horrors of a civil War.”

RESOURCES

U.S. and Its Neighbors, pages 279-285.

200 Years, volume one:

p. 29-35 First Continental Congress

p. 35-42 Lexington and Concord

91604 VH American Revolution: The Cause of Liberty
(part one of two is based on actual correspondence between first president of Continental Congress and his son, who decides to return and fight—24 min.)

94028 VH Shot Heard 'Round the World
(Johnny Tremain series—32 min.)

95130 VH American History in Verse 1
(Revere's ride, Bunker Hill, Casablanca—30 min.)

94659 VH Paul Revere's Ride
(dramatization of poem—10 min.)

Concord Hymn

written in 1837

by Ralph Waldo Emerson

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

The foe long since in silence slept;
Alike the conqueror silent sleeps,
And Time the ruined bridge has swept
Down the dark stream that seaward creeps.

On this green bank, by this soft stream,
We place with joy a votive stone,
That memory may their deeds redeem,
When, like our sires, our sons are gone.

O Thou who made those heroes dare
To die, and leave their children free,—
Bid Time and Nature gently spare
The shaft we raised to them and Thee.



<http://www.nps.gov/mima/historyculture/index.htm>

ACTIVITIES

Read Patrick Henry's "Liberty or Death" speech.

(For full text of speech go to http://avalon.law.yale.edu/18th_century/patrick.asp).

Read the poems "Paul Revere's Ride" and "The Battle of Bunker Hill" and "Grandmother's Story of Bunker Hill."

(For full texts of poems go to <http://poetry.eserver.org/paul-revere.html> and http://www.loc.gov/teachers/lyrical/poems/docs/bunker_hill_trans.pdf and http://www.poetry-online.org/holmes_grandmothers_story_of_bunker_hill.htm).

Find and read other speeches and poems from or about the beginning of the revolution.

As an individual, prepare and present a dramatic reading of one of the poems or speeches. Or, as a small group, prepare and present a choral reading of one of the poems or speeches.

Or investigate the historicity of one of the dramatic pieces and present an original expository speech to share what you learned.

The Try for Canada



http://www.nps.gov/fost/historyculture/images/NatArcArnold_edit.gif

Just two weeks after the battle of Lexington and Concord, the Massachusetts Committee of Safety commissioned Benedict Arnold as a colonel and sent him to the poorly-defended British Fort Ticonderoga in New York. The Americans lacked heavy artillery, and the committee hoped Arnold could take the fort and capture its cannons. On the way Arnold ran into Ethan Allen, sent from Connecticut for the same purpose. Arguing over who should lead, the men nevertheless joined forces and led 85 men on a dawn raid that achieved complete surprise—most of the British soldiers were still in their barracks, and when Allen found an officer and demanded the fort's surrender, the man was still not dressed. Arnold then sailed north to Fort St. John's where he captured more supplies and a 70-ton boat.



<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-012.jpg>

Two weeks after the capture of Ticonderoga, three British generals arrived in Boston: William Howe, Henry Clinton, and John Burgoyne. Then in June of 1775 the Continental Congress appointed George Washington as general of all the continental forces. It was a smart political move. Having a Virginian as the military leader made the fight less about Boston and more about all 13 colonies. Other American generals included Charles Lee, Philip Schuyler, Horatio Gates, Nathanael Greene, Richard Montgomery, and Henry Knox.

The first confrontation took place on Bunker and Breed's Hills outside Boston. Although the British took the hill on their third assault, they lost over 1000 men to musket fire that day, suffering more casualties than they did during any other single battle of the war. The Americans proved they were a formidable foe and able to fight as an army.

Eventually, Washington sent Henry Knox to bring the captured cannons from Ticonderoga to Boston; the Americans used the cannons to force the British out of Boston in March of 1776.



“Quarter View” by Janet L. Kragen

Early successes raised the spirits and expectations of the population. People wanted to send troops into Canada. They thought that the few British troops in Canada were thinly spread and that the French people would happily join the Americans to drive the British out.

In August of 1775 General Richard Montgomery led 1200 men north to St. John's where they— and 800 more Americans who quickly arrived—successfully besieged the fort. The British surrendered on November 2. Taking cannons, weapons, ammunition, and warm clothes from the fort, Montgomery led his forces north into Canada and took Montreal without a fight.



http://www.americaslibrary.gov/assets/jb/revolut/jb_revolut_canada_2_e.jpg

As Montgomery was leading his forces up through New York to Montreal and then down the St. Lawrence to Quebec, Benedict Arnold was bringing over 1000 men up the Kennebec River through Maine. They made the 350-mile trip in just 46 days. Their passage was so arduous that the 600 men who survived the trip were exhausted and starving by the time they arrived on the plain outside Quebec. Friendly French settlers fed them. A few days later the men were ready to take Quebec.

Meanwhile, though, reinforcements had arrived in the city. Arnold decided it was too risky to attack with his few men, so he waited for Montgomery. After Montgomery arrived in December, the Americans set up siege operations, but they were futile. The British had plenty of food and fuel and good shelter from the winter weather—which the Americans did not. Montgomery decided to wait for a dark and stormy night to lead a surprise attack. The surprise failed woefully. Montgomery was killed immediately as he led his men into the city. Arnold was wounded. In fact, nearly half the Americans were killed, wounded, or captured.

Continuing the siege in the face of continued privations and an eventual smallpox epidemic, Arnold stayed in Canada as the Continental Congress sent diplomats north to try to convince the French to join the rebel cause. The effort came too late. As more American troops advanced northward in May of 1776, the British General John Burgoyne arrived in Canada with a fleet of ships full of British troops and Hessians—mercenaries from Germany.



http://www.nps.gov/fost/historyculture/images/NatArcBurgoyne280pix_1.gif

Pursued by the British, the Americans retreated all the way back to Ticonderoga. The Americans were desperate to stop the British advance. After all, if the British took Ticonderoga, they would easily be able to continue all the way down the Hudson River to New York City, splitting the colonies in two. Benedict Arnold—now General Arnold—fought with fewer and less skilled men in hastily built boats against far superior forces. That fall he lost most of his boats and men, but he managed to hold off the British until they finally decided to fall back to Fort St. John's, to wait out the winter there.

RESOURCES

U.S. and Its Neighbors, pages 286-291.

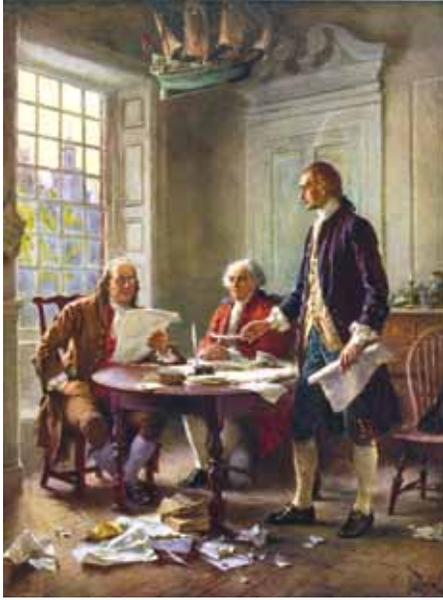
200 Years, volume one:

- p. 35-42 Bunker and Breed's Hill
- p. 49-53 Washington named Commander in Chief
 Benedict Arnold, Ethan Allen, and Fort Ticonderoga
- p. 53-64 Expedition against Quebec

- 98097 VH Lexington, Concord and Independence
 (first battles, Washington, Declaration of Independence—22 min.)

ACTIVITIES

Working in groups and using multiple resources, learn as much as possible about two different Revolutionary War generals, one American and one British. (Benedict Arnold—who had deserted his post when he was a young man in the French and Indian War, who had fought bravely for the Americans during the revolution, but who ended up being the revolution's most famous traitor—was the only man to serve as a general for both sides. If a group picks him they must choose one other general from either side.) Each group will then use the facts to create a Venn diagram or a T-chart to compare and contrast their pair.



http://www.loc.gov/shop/images/catalog/items/enlarge/enlarge_wrdeofin17.jpg

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

In history, if it becomes necessary for one group of people to undo the political ties that have connected them with another group of people, and become like the other countries of the Earth, a separate nation, equal to the rest, which they have the right to do according to the laws of nature and the laws of God, before they make the split they should explain their reasons, out of a respect for the other countries in the world, and out of wanting other people to understand and to have a good opinion about them.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

We believe that some things are obviously true: all human beings are made by God to be equal (that is, because we believe all human beings are created in the image of God, we believe all human beings have the same value—not that all human beings are the same or alike), that God gives every human being certain absolute rights, and that these rights include—*but are not limited to*—the right to be alive, the right to be free, and the right to hunt or search or try to find the things that will make them feel fulfilled or that would give their life meaning.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

In fact, the reason that governments exist at all is to guarantee these rights. Governments have the power to rule only if they are just and if the people agree to let the government rule.

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

If a government starts taking away the rights of the people, the people have the right to change the government or get rid of it and make a new government. As they make the new government, they will build it on principles and organize it in ways that they think will be best to make them safe and happy.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

Without a doubt, good sense will say that governments that have been around for a long time should not be changed for minor or temporary reasons; because of that, history shows that human beings are more likely to endure a bad government as long as they can, instead of setting themselves right by getting rid of the kind of government they are used to.

But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

If the government has been abusing the people and taking their rights from them for a long time, if it becomes obvious that the goal of the government is to act like a dictatorship, then the people have the right to change the government. In fact, they have the *duty* to overthrow that government and make a new government. The new government should be designed to protect the rights of the people.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

The people of the colonies have been living under that kind of bad government. They have been patient. But it has gotten so bad now that they are forced to change their system of government.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

Throughout his reign, George the Third, the king of England, has repeatedly harmed us and taken our rights. He wants nothing more than to rule over the colonies as a tyrant with absolute power.

To prove this, let Facts be submitted to a candid world.

You don't believe us? You think this sounds exaggerated? We have proof! Let us show you the facts.

The body of the Declaration of Independence lists in detail the grievances of the colonists. In the original draft presented to the Continental Congress the grievances included slavery, but some of the representatives objected to that language and it was eliminated from the final draft that they all signed.

In the conclusion, the writers appeal to the world to understand and agree that declaring independence is the only course open to them.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Every step along the way we have been properly humble as we have written to the king and asked for him to be just to us. Every time we have asked for his help, he has treated us badly. Telling him that things are bad has just made things worse!

Any ruler who acts this way—like a tyrant who can tell everyone else what to do without listening to them at all—is not an acceptable ruler for people who are free.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us.

We have not appealed just to the king and Parliament. We have written to the British people, telling them about how Parliament is trying to rule us in ways that are not allowed under British law.

We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity.

We reminded the British people of how we came to settle in the colonies. Because we know they are a fair and generous people, we asked for their help. Besides, we are related to the British people by blood, so we asked them to join with us in condemning these abuses—especially since they were driving us apart so much that we could end up no longer feeling connected to the people back in England. It did not matter if we talked about justice or family ties—the British people also refused to listen to us.

We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

In the end, we acknowledge that it is necessary to be separate. We will treat the British the same way we treat any other nation. If we end up being at war with them, they will be our enemies. If we are at peace with them, they will be our friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States;

Because of everything we have explained in this document, we, the representatives of the people in the (newly invented) United States of America, meeting all together—calling on God to attest that our intentions are honorable and acting with authority given to us by the people we represent, the people who live in (what used to be) the colonies—with great seriousness announce to the world that the colonies, joined together, are now and have the right to be free states—independent of England.

that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved;

They no longer need to be loyal to the British king. Not only is there is no longer any political connection between the United States and Great Britain, there should not be any connection.

and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

Because the United States are free and independent, they have the right to go to war, to make peace, to form alliances, to trade with other countries, and to do anything else that independent countries have the right to do.

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

Trusting that God will protect us, all of us who are signing this document promise to support each other with our lives, our wealth, and our honor (and our honor is what we consider most important).



http://z.about.com/d/godc/1/0/F/7/declaration_independence.jpg

RESOURCES

U.S. and Its Neighbors, pages 292-295.

200 Years, volume one:

- p. 67-81 Declaration of Independence
- 92675 VH Background of Declaration of Independence
(creation of America's first official document—20 min.)
- 98990 VH Declaration of Independence
(key political concepts and philosophies—23 min.)
- 90839 VH The Coming of Independence
(English-loving colonists transformed to freedom-loving rebels—30 min.)

ACTIVITIES

Teachers, use the preceding pages to create a PowerPoint presentation with the original text of the introduction and conclusion of the Declaration of Independence imported into slides and the meaning of each piece explained in the notes sections.

From the body of the document, have each student take a point or two and create a slide or slides with accompanying notes to define tough words and explain the over-all meaning.

(For the full text of the document go to
<http://www.ourdocuments.gov/doc.php?flash=false&doc=2&page=transcript.>)

Run the slide show and have the students explain to the class the meaning of their slide or slides.

Then discuss some questions:

In Jefferson's view, what is the duty of a government? If the government utterly fails to perform its duty, what is the duty of the citizenry?

What were three ways the king harassed the legislative bodies in the colonies? How did he try to ensure all judges would rule in his favor?

What were two economic causes and two examples of the loss of individual rights that Jefferson cited?

Are you convinced of the justice of Jefferson's claims? Would you sign the Declaration of Independence now? Would you have signed it in 1776, knowing you might be executed as a traitor?

The key statements in the declaration launched more than a revolution in America. They were explosive in their effects around the world and over the course of history. How did the following brief lines impact, for example, France or Russia?

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Don't Forget the Women

A few months before the Declaration of Independence, on March of 1776, Abigail Adams wrote to her husband, John Adams, who later became president of the United States. In the same way the colonial representatives were calling King George III a tyrant, she said all men would be tyrants if the law gave them that power—and in her day, the law did give husbands power over wives. She threatened a female revolution if that inequality was not changed in the new American laws.

“I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors.

“Do not put such unlimited power into the hands of the husbands.

“Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

“That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up—the harsh tide of master for the more tender and endearing one of friend.

“Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity?

“Men of sense in all ages abhor those customs which treat us only as the (servants) of your sex; regard us then as being placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness.”



http://photos.state.gov/libraries/usinfo/3234/Week_5/043008_Abigail-Adams_200.jpg

Raised in Gloucester, Massachusetts, Judith Sargent and her brother studied together at home until he went to Harvard. She stayed at home until she married. After her husband died, she started writing and publishing. In 1779, three years after the Declaration of Independence, she wrote “On the Equality of the Sexes,” which was not published until 1790, pointing out the disparity of opportunities offered to boys and girls.

“Are we [women] deficient in reason? We can only reason from what we know, and if opportunity of acquiring knowledge hath been denied us, the inferiority of our sex cannot fairly be deduced from thence. ... May we not trace its source in the difference of education, and continued advantages? ... How is the one exalted and the other depressed, by the contrary modes of education which are adopted! The one is taught to aspire, and the other is early confined and limited.

“At length arrived at womanhood, the uncultivated fair one feels a void, which the employments allotted her are by no means capable of filling. ... She ... is most unhappy; she feels the want of a cultivated mind. ... It is while we are pursuing the needle, or the superintendency of the family, that our minds are at full liberty for reflection; that imagination may exert itself in full vigor; and that if a just foundation early laid, our ideas will then be worthy of rational beings.”

ACTIVITIES

What if the men had listened and changed the laws in 1776 to give full equality to women in America?

Or what if the women had staged their own revolution, demanding equality with men? What if the women had succeeded? What if they had tried and failed?

Write a fictional piece to explore the idea of one of these alternate histories.

The Battles of Trenton and Princeton

New York City fell in November of 1776. Anguished, General Washington watched from higher ground as his men surrendered Fort Mifflin to the British General Howe. Four days later the Americans fled from Fort Mifflin across the Hudson. The British held both sides of the river.

It was a disaster. The American army was divided into three parts. General Charles Lee had about 5500 men to defend New England. General William Heath had about 3200 men to block the British from the Hudson Heights. Washington had about 5400 men to keep Howe from moving into New Jersey.

Washington had an even worse problem. Due to death, wounds, disease—and an escalating number of deserters—Washington's army was *half* the size it was when he first started to fight. His men, never as well trained or as well equipped as the British, were exhausted and hungry and tired of being beaten. They wanted to go home. And on December 1, some 2000 of his best troops would be able to do just that. Their enlistment period was up. What's more, most of the remainder could leave one month later, on New Year's Day.

General Cornwallis, a British earl—after a king, the next rank in English nobility was a duke, then marquess, earl, viscount, and finally a baron—and General Howe chased Washington's ragged and still shrinking army south through New Jersey. There were times during the long retreat that the Americans could see the British coming up behind them. Washington asked Lee to come to his aid, but Lee took his time following and ended up being surrounded and captured.

Washington took his remaining 3000 troops across the Delaware River into Pennsylvania. He assured their safety there by having his men hunt for every boat along the New Jersey side of the river and bring it to the Pennsylvania side. While he was there, he gained a few more men as the remains of Lee's army caught up to Washington. They added about 2000 men. And some new men enlisted, bringing the forces under Washington's command to about 6000.

New Jersey was full of Tories—colonists who remained loyal to the king. They rejoiced to see Washington on the run and hurried to offer their support to the British. However, the British army, especially the German-speaking Hessians, did not differentiate between patriots and loyalists. They cut through New Jersey like a conquering horde, taking whatever they wanted, burning what they didn't, and killing anyone who got in the way. The Tories began to wonder why they were staying loyal to the British king.

On the other side of the river, the population in Philadelphia, the largest city and capital of the new country, panicked. But, for the moment, Howe failed to follow Washington. He decided he could afford to wait for spring to continue the war. He moved his men into winter quarters and told Cornwallis he could go home to England to visit his sick wife.

In a bold and desperate move, Washington decided to launch a surprise attack. He learned that the Hessians encamped in Trenton were planning a huge celebration for Christmas, a party with plenty of food and rum. The Americans would cross the river on Christmas night and attack before dawn on the morning of December 26.

A couple of days before the attack on Trenton, Washington needed to inspire his troops, so he had a newly-published article by Thomas Paine read aloud to the soldiers. Paine described the crisis facing the fledgling nation, that people might give up because things were so difficult. He urged them to continue the fight because the end result—freedom—would be worth the cost.

“THESE are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated.”

On Christmas night of 1776 the whole American army with its horses, cannons, weapons, ammunition, and food for the march got loaded onto big flat-bottom boats poled by men from Massachusetts called Marbleheaders, sailors who had made their living fishing the Grand Banks. In spite of ice floes, frigid wind, blinding snow, and strong currents, they successfully ferried everyone and everything across the river that night. Unfortunately, the crossing took three hours longer than Washington had expected.



<http://memory.loc.gov/ammem/gwhtml/3b8738r.jpg>

Split into three parts—left, right and center—the army pressed on through rain and snow. More than an hour after dawn, at eight in the morning, the Americans entered the town from three directions. Startled Hessian sentries ran to spread the alarm, but they found it difficult to wake their soldiers, hung-over from the night before. The Americans had time to set up Knox’s cannons and start to fire down the main streets of the town. They attacked the emerging Hessians with abandon, firing weapons, thrusting with swords and bayonets, and shouting abuse at their enemy. Some American soldiers went into homes and added deadly sniper fire through the windows into the chaos of the battle.



<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-032.jpg>

The fighting lasted one hour and 45 minutes. In that time the Americans killed and wounded 114 Hessians and captured 948. They gained six brass field pieces of artillery and more than 1000 muskets and rifles. A total of four Americans were wounded. Not one American died.

The American army, the American public, Great Britain, and the rest of the world learned that Washington's men could fight and win. Morale soared. Washington had convinced the American people that they might actually be able to win the war.

On December 30, Washington asked his veteran troops to stay on for six more weeks, not because it was their duty but because "we know not how to spare you." Nearly every one of them agreed. At that point the army numbered about 5100.

Worried, Howe made Cornwallis return to action. It was unseasonably warm for the second of January. As Cornwallis marched his 5500 men and hauled his heavy artillery through slippery mud toward Trenton, American soldiers fired at the British from both sides of the road, the Americans hiding behind walls, trees, and buildings, sniping, reloading, running to catch up, and firing again. Some of the troops from Pennsylvania had long rifles with a greater range than any of the British guns. Where the British muskets might miss their target by three feet at a distance of 100 yards, American sharpshooters were accurate over a range of 150 to 200 yards (which is amazing accuracy, even by modern standards).

By the time Cornwallis arrived at Trenton, it was late in the day. He mounted an attack but could not break through the Americans' cannon fire. He finally quit for the day, determined to take Washington in the morning.

Washington, though, spirited his men away. As the army quietly slipped off on a rough trail through the woods, a few men remained behind, keeping campfires burning and making enough noise pretending to dig trenches that the British assumed the whole army was still there, preparing for the morning's assault.

Instead, catching Cornwallis flat-footed, Washington marched on Princeton, where he won another victory, his second in nine days. Triumphant, he led his troops to Morristown to wait out the rest of winter there.

RESOURCES

U.S. and Its Neighbors, pages 296-7.

200 Years, volume one:

- p. 87-90 British occupy New York
 - p. 90-93 Patriots retreat to New Jersey
 - p. 94-100 Victory at Trenton
 - p. 102-104 Victory at Princeton
- 92889 VH Great Americans: George Washington
(life and actions—15 min.)

ACTIVITIES

Washington was a great leader, not just because he could surprise and outsmart his enemy or use classic pincer tactics. He also inspired his men, both on the battlefield and in times of defeat and despair. Find and copy a story from his career as the commander of the Continental Army. Make a poster with the story and add appropriate illustrations.

Or find more of the writings of Thomas Paine. Copy them, make a poster, and add appropriate illustrations.

Or make a poster using examples of other leaders who inspired the Americans to continue the fight through the “times that tried men’s souls.”

The Turning Point

By the next winter the British held both New York City and Philadelphia, America's two largest cities. Twenty miles outside Philadelphia, Washington's troops camped in tents in the snow in Valley Forge. There was no wood for fires. Many men had no boots or blankets. There was little food. Many men were sick.



<http://www.archives.gov/education/lessons/revolution-images/images/valley-forge.gif>

Yet 1777 was the year that turned the fortunes of war to the side of the Americans. And it all started in Canada.

Burgoyne had gone back to England and proposed an assault south from Canada down the Hudson to Albany. He felt the loyalists would greet him as a liberator and rise up to help him put down the rebellion. Burgoyne got the backing of the king. He returned to Canada in June where he began by making an agreement with the French and the Indians (the same ones the British had fought just a few years ago). Burgoyne gave a long and passionate speech exhorting the Indians to strike the enemies of Great Britain freely. However, at the end, he cautioned that they were not to hurt the loyalists, women, children, old men, or prisoners.



http://www.plymouth.edu/news/magazine/graphics/Faculty_1.jpg

Just like the Hessians in New Jersey, though, the Indians made no distinctions. They attacked with abandon, destroying and stealing property of patriot and loyalist alike. Once again, Tories began to realize that, even though they were loyal to the king, they were not being protected by the British crown. Then came an event that stunned everyone. As Burgoyne and his men were fighting their way down the Hudson, one of the Indians fighting with them killed and scalped a young woman. Not just any woman—a woman who happened to be the girlfriend of a Tory officer, an officer who was serving under Burgoyne!

The people living in New York and throughout New England were horrified and enraged. That summer patriots by the thousands flocked to the area to help fight off the invaders until more than 9500 were ready to fight the British. The Americans stopped Burgoyne's advance.

Burgoyne needed to take Albany before winter set in, or he would have to retreat back to Canada, but his expected reinforcements never came. Acting with reckless bravery, Benedict Arnold led the assault that took Burgoyne's fort and ultimately forced his surrender. It was the last time Arnold fought on the American side.

The Americans captured over 5000 British soldiers—including *seven* generals. They gained muskets, artillery, and literally tons of ammunition.

Far more importantly, though, they gained the respect of France. Sent as a diplomat to France, Benjamin Franklin had spent months trying to get the French king to officially recognize the new nation of the United States of America. While the French had secretly sent weapons and money to help the American cause, Louis XVI did not want to antagonize the English (and maybe provoke yet another war with them), especially if the American rebellion was doomed to fail. News of the victory of Saratoga convinced him that the American could possibly win. In December of 1777 he promised to recognize American independence, and he started negotiations that led to an alliance between America and France.

RESOURCES

200 Years, volume one:

- p. 121-133 Burgoyne defeated at Saratoga
p. 133-140 French king recognizes U.S. independence
Valley Forge
- 95574 VH Valley Forge: Battle for Survival
(reenactment of daily activities and training—22 min.)
- 90072 VH Deborah Sampson: A Woman in the Revolution
(in spite of hardships, she enlisted as a man to fight—15 min.)
- 95132 VH American History in Verse 3
(includes Nathan Hale, Molly Pitcher—30 min.)

ACTIVITIES

Between October of 1777 and the end of the war in 1781 there were many more battles, both on land and on sea. Working alone or with a partner and using multiple resources, learn all you can about one battle. Write a newspaper feature story from the point of view of an 18th century reporter. Make sure you include a headline, lead, and at least three paragraphs. Include all the following information:

- who was involved (both American and British)
- what happened (provide rich details)
- when the battle took place (you may need to give a span of time rather than a specific date)
- where the battle took place (you may need to give an area or several locations rather than a single specific location)
- what events led up to that battle
- what were the effects of the battle
- how was the battle fought

Do NOT put your information in the order of the questions. Organize your information to tell the story in the most effective way.

We Win!

By 1781 the Continental Congress had written a constitution, the Articles of Confederation. But Congress was bankrupt, the paper money they issued worthless. They were borrowing money to fight a war, and they had no authority to collect taxes. A banker named Robert Morris and a Jewish immigrant with a securities business named Haym Salomon pledged their own money and got other private backers to join them in shoring up American credit.

Washington wanted to attack New York and take it back from Sir Henry Clinton, but the fortifications around the city were too numerous. Le Comte de Rochambeau, commander of the French army that had been in America for the last year, recommended that he and Washington proceed south to Chesapeake to try to take Lord Cornwallis's army there.

The Marquis de Lafayette was another Frenchman fighting on the American side. He had been orphaned during the French and Indian War and had vowed revenge on the British. Now leading a small force in Virginia, he wrote to tell Washington that Cornwallis was advancing on him. He asked Washington for help.

Washington agreed to go south, but he had his men continue working outside of New York City, making it look as though the American and French planned to stay there—and maybe even set up winter quarters nearby. His ruse was successful. By the time Clinton realized the American army had left, they were well on their way to Virginia.

Planning to build a fortified base on the coast where he could be evacuated by the British navy if need be, Cornwallis attacked and burned towns on his way to Williamsburg and then on to Yorktown. Lafayette followed him discreetly, not willing to risk an open battle. Once he saw that Cornwallis was on a peninsula, he moved his men into a line to try to keep him bottled up there. Then he wrote urgently to Washington to come quickly. Timing was critical.

It might have been a leisurely chess move, the British army sliding confidently around the board, the American and French shadowing warily, and the British ultimately escaping all harm by boarding ships and sailing away. Except that the ships that came were not British. They were *French*.

On the road to Yorktown, Washington got the news that Cornwallis was hemmed in by French ships commanded by Admiral de Grasse. He threw his hat in the air and twirled around, laughing like a boy! The Americans and French arrived and set up outside the Yorktown line of fortifications. Cornwallis actually withdrew his forces further into the town, abandoning his outer line of defense, expecting the British navy to come save him. The siege began on September 28.

The British navy did come, but the French beat them back. More French ships arrived. The Americans got food and ammunition from the French. The soldiers also got paid with real coin money instead of the worthless paper money from the Continental Congress. For many of them, it was their first tangible pay after years of war.



<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-056.jpg>

Fighting was intense, but in the end it was obvious that Cornwallis had to surrender. He tried to stall for time, still hoping for rescue, but Washington would not give him extra time. In the end, Cornwallis assented to Washington's terms and surrendered.

In many ways, the harshest terms were the ones regarding "honors." In those days, if a valiant army fought well but lost, they would get to surrender with their flags flying, and their band would play a song from their conquerors. If Washington had allowed Cornwallis to surrender with those honors, the British soldiers would have come out of Yorktown with the British flag waving in the breeze over their heads, their band playing an American tune.

However, when the American General Benjamin Lincoln had surrendered at Charleston, Sir Henry Clinton had denied him those honors. And now Washington denied those same honors to Cornwallis. The British army had to come out with their "Colours cased and Drums beating a British or German march." It was intensely embarrassing and insulting for the British troops.

Cornwallis sent word he was too sick to show his face. His second-in-command tried to insult the Americans by handing his sword in surrender to the French commander, but Rochambeau declined the offer and indicated that the sword should go to Washington. Then Washington refused to take the sword, making the man give it to General Lincoln.

The war was won that day, on October 19, 1781, even though it took a long time to get the treaty signed and the British troops out of America. King George III finally realized he would have to grant independence to the United States of America. A preliminary agreement reached on November 30, 1782, granted the Americans the land from the Atlantic to the Mississippi and from Canada to Florida. The final treaty wasn't signed until a year later. The last British troops left New York on November 25, 1783. A week later, Washington dismissed his officers, shaking each man's hand, hugging some, and weeping with them as they said good-by.



<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-069.jpg>

RESOURCES

U.S. and Its Neighbors, pages 303-307.

200 Years, volume one:

- p. 143-158 Cornwallis surrenders
- 90866 VH Fighting for Freedom
(Trenton, Philadelphia, Saratoga, Yorktown—22 min.)
- 91605 VH American Revolution: The Impossible War
(in part two of two son fights in army while father fights politically—25 min.)
- 91472 VH Seventeen Seventy-Six
(what happened and why during revolution, filmed on location—54 min.)
- 95576 VH Battle of Yorktown: 1781
(agriculture in South, religious and political freedom in New England,
merchants in NY and Philadelphia; Declaration of Independence to
end of war—35 min.)
- 90072 VH Deborah Sampson: A Woman in the Revolution
(young woman who enlisted as a man and fought in the Revolution—15 min.;
compare the film to the short story “Private Deb,” p. 242 in *Another Earth*,
Another Sky, Houghton Mifflin)

ACTIVITIES

Review:

What caused the American Revolutionary War?

What did George III and his ministers and the British Parliament do?

Why did they act the way they did?

What were the economic policies and political philosophies behind the revolution?

Why were we upset with George III?

How were Americans no longer British?

What did we do to try to stay British?

What did we do to revolt?

How and why did the war start?

Who was involved?

What happened?

When and where did events take place?

How were things done?

Why did people do what they did?

How was the war fought?

Who was involved?

What happened?

When and where did events take place?

How were things done?

Why did people do what they did?

How was the war won?

Who was involved?

What happened?

When and where did events take place?

How were things done?

Why did people do what they did?

Performance:

Write in detail about one of following three topics:

the causes of the war

how the war was fought

how the war was won

Work together in groups to create a performance to present one of the three topics.

Share your performance.

Essay Test on the American Revolution

PICK ONE OF THE FOLLOWING QUESTIONS TO ANSWER:

Question one: What caused the Revolutionary War?

- Write an introductory sentence that clearly indicates your topic and thus lets me know which question you are answering.
- Give three or four significant reasons.
- Develop each reason with details and specific examples.
- Add a concluding statement that ties everything together without adding anything new.

Question two: How was the war fought and won?

- Write an introductory sentence that clearly indicates your topic and thus lets me know which question you are answering.
- Give three or four key events.
- Expand on each event with details: names, dates, places, strategies.
- Add a concluding statement that ties everything together without adding anything new.

Question three: What does the Declaration of Independence mean?

- Write an introductory sentence that clearly indicates your topic and thus lets me know which question you are answering.
- Identify three or four main points made by the Declaration of Independence.
- Explain each point in detail, giving examples.
- Add a concluding statement that ties everything together without adding anything new.

I will grade each essay with code letters down the side to show where you gained your points (TS, R, D, C). While you should be able to expand on four reasons/events/points, you can get by with only three if you have more details. There are 10 points possible, one point for each item.

On the other hand, I will cross out every sentence that is inaccurate and take a point *off* for each.

You might want to check off each item as you finish it:

_____	TS	a good topic sentence
_____	R	the first good reason, event, point
_____	D	developed well with lots of details
_____	R	the second good reason, event, point
_____	D	developed well with lots of details
_____	R	the second good reason, event, point
_____	D	developed well with lots of details
_____	R	the second good reason, event, point
_____	D	developed well with lots of details
_____	C	a good concluding sentence

Establishing Our Government

For five years during the revolution, the Continental Congress worked to create a government for the United States. The Articles of Confederation, finished in 1781, gave the national government the nominal authority to do certain things—like wage war—but no actual power to compel the individual states to do what they were supposed to do—like pay taxes. The men in the Continental Congress hoped to create a friendly alliance, more like a United Nations than a single unified government. What they achieved was an “Un-united States of America.”

The biggest accomplishment of the United States government under the articles was the Northwest Ordinance, which settled multiple issues regarding the land west of the Appalachians. Other than that, the articles were a failure. Individual states printed their own money, entered into separate alliances with foreign powers, and boycotted each other’s goods or charged tariffs on them. Clearly, the Articles of Confederation desperately needed revision.

In the spring of 1787, 55 representatives from 12 former colonies met and promptly decided that revisions would not serve the need. With no authority to do so, they decided to start from scratch and write a whole new constitution. They decided to keep the minutes of their meetings secret while they worked. And they even decided not to record individual votes on issues because they were afraid that having a vote recorded on paper might make it hard for people to change their minds later in the debate.



[http://www.senate.gov/artandhistory/history/resources/graphic/xlarge/08_30_05\(15-13-06\)_christy_constitution_xl.jpg](http://www.senate.gov/artandhistory/history/resources/graphic/xlarge/08_30_05(15-13-06)_christy_constitution_xl.jpg)

The first question was, what form of government did they want? They looked at the constitution of each of the former colonies, and they looked at the governmental systems in place in Europe and rejected them all. They toyed briefly with the idea of establishing a monarchy until someone suggested Washington as the first king. He turned the job down flat, and that was the end of that.

No one wanted a democracy, which the men at the convention considered far too radical. (Besides, given the transportation and communication available at the time, having each person in such a far-flung country vote on each issue would have been unwieldy and impractical.) They ended up creating a republic—that is, a government where people elect representatives who, presumably, take the time to educate themselves thoroughly on issues before voting on them.

The new government had three levels of power: the federal government, the state governments, and the people. It divided the powers of the federal government into three branches: legislative, executive, and judicial. In an effort to balance power among the branches, each branch had the ability to “check” (or “curb”) the power of the other two branches.

Amid multiple compromises, two stand out. Small states wanted equal representation with big states. States with large populations wanted more representation. In the end the constitution called for two houses of Congress; each state, no matter its size, would send two members to the Senate while population would determine the number of representatives each state would send to the House.

George Mason, a Virginian, proposed that the new constitution abolish slavery. After all, every state but South Carolina and Georgia had already banned the importation of new slaves, and the Northern states had already abolished or were moving toward abolishing slavery. But the southern states objected. Not only did they want to keep slavery legal, they wanted slaves to be part of their population count to determine how many men they could send to the House of Representatives. Ultimately, a compromise allowed them to keep their slaves and, for the purposes of a population census, to count each slave as three-fifths of a man. And states could continue to import slaves, but only until 1808.

Once the delegates finished the new constitution in September of 1787, they sent it to the states to be ratified. Enormous debates ensued. For the most part people on the east coast liked the new constitution more than people who lived farther west. Merchants approved and farmers didn't. Washington argued for it and Patrick Henry argued against. But the Constitution of the United States was ultimately approved as the supreme law of the land—with the stipulation that a formal Bill of Rights be added. Washington was appointed (not elected) as the first president, taking office on April 30, 1789. In spite of passionate arguments, clashes, and fighting, the government of the country had changed radically with little violence—and without a single person being killed.

RESOURCES

200 Years, volume one:

- p. 166-172 Articles of Confederation
p. 179-196 Northwest Ordinance
p. 172-176 Constitutional Convention
Constitution and Bill of Rights ratified
- 98098 VH A Nation in Crisis
(weak central vs. strong federal government—22 min.)
- 94690 VH Whiskey Rebellion: First Test of the Federal Power to Tax
(explores needs of government to raise revenue—20 min.)
- 91607 VD George Washington and the Whiskey Rebellion: Testing the Constitution
(Washington reluctantly enforces federal tax—27 min.)
- 93616 VH Constitution of the United States
(Madison and compromises—19 min.)
- 94723 VH North vs. South in the Founding of the USA 1787-1796
(regional differences, compromises, Madison and Washington—20 min.)
- 91606 VH Constitution: The Compromise that Made a Nation
(tense exchanges of secret sessions—27 min.)
- 90867 VH The Living Constitution
(Madison, Washington, Bill of Rights—16 min.)
- 93363 VH Marbury vs. Madison
(clash over relative power of judiciary—35 min.)
- 92655 VH Seventeen Eighties
(decade of change: military, economy, government—27 min.)
- 94098 VH Who's in Charge?
(states and federal governments, branches, rights of people—56 min.)
- 92636 VD George Washington
(his decision to continue in office for continuity's sake—28 min.)

ACTIVITIES

Working independently, create a museum exhibit for one of the articles or amendments of the constitution. Include the complete text of the article or amendment. Add 200 to 250 words of explanatory text. Add illustrations: copies of historic documents or paintings, related news articles from any time period of US history, photographs that illuminate the meaning of the article or amendment, related artifacts. Display the exhibits at the next school board meeting.

For the full text of the Articles of Confederation, the Constitution, and the Bill of Rights, go to <http://www.earlyamerica.com/earlyamerica/milestones/articles/text.html> and <http://www.earlyamerica.com/earlyamerica/freedom/constitution/text.html> and <http://www.earlyamerica.com/earlyamerica/freedom/bill/text.html>).

Napoleon's Impacts on the United States



<http://www.aoc.gov/images/napoleon.jpg>

Napoleon began his rise to power in France in 1800. He affected the fledgling United States in some unexpected ways.

After the French and Indian War, the British government gained all the territory east of the Mississippi from the defeated French. After the revolution, the Americans kept that land and started to settle the Northwest Territory between the Ohio and Mississippi Rivers. West of the Mississippi lay the Louisiana territory—*all* the western land drained by the Mississippi River. The territory remained largely unsettled by Europeans in 1801, though Spain held the paper title to the land. Then Spain secretly ceded the land to Napoleon in exchange for his protection.

Napoleon would have loved to occupy New Orleans and the rest of the Louisiana territory. From there he could move against the Americans and eventually take the entire continent for France. He ran into a snag, though. In an effort to reestablish slavery in what is now Haiti, Napoleon sent 35,000 French infantrymen to take Santo Domingo. He lost 24,000 of his men (more than two-thirds), killed by yellow fever and the forces led by Toussaint L'Ouverture, a former slave who was a master of guerilla warfare. L'Ouverture was captured by the French and died in captivity, but the experience dampened Napoleon's enthusiasm for adventures in America. After all, if European soldiers were so ineffective against an untrained rabble in the Caribbean, how could they succeed against Indians and Americans? Napoleon gave up on his New World aspirations and offered to sell the Louisiana territory to the United States.

Even though he had no constitutional authority to act, President Thomas Jefferson swiftly agreed to the purchase. He could not resist the bargain. In that one deal in 1803, he more than doubled the size of the United States—in fact, he increased the country's territory by 140%! And he got all that land for a mere \$15 million. It cost less than three cents an acre!

Crowned emperor in 1804, Napoleon set about to conquer Europe. By 1812 the British were fighting—once again—against France.

Oh, yeah, the British were also fighting—almost as an afterthought—against the United States.

As a matter of fact, the Americans had issues with both England and France. English ships stopped and boarded American ships with impunity on the high seas, ostensibly to look for British deserters, but also to “press” into service any seaman they chose. They claimed they had the right to draft American sailors into their navy. The French said they would not only seize any ship that submitted to British searches but they would also imprison that ship’s crew.

America tried to get one nation or the other to change their policy. When neither was willing to bend, the United States declared a complete embargo, cutting off trade with all nations. The embargo was a disaster for the American economy, and American merchants responded by going back to smuggling their goods, the way they did before the revolution.

Meanwhile, way out west (past the Appalachian Mountains), where the Americans were moving in ever increasing numbers, a Shawnee warrior named Tecumseh figured that the only way to oppose them was for all the tribes to unite and fight together. While he was out recruiting followers, his brother, known as the Prophet, attacked the camp of William Harrison, the governor of the Indian Territory. Harrison’s men drove the attackers away and broadcast the news that the Indians carried arms and ammunition of British manufacture. Once again, as far as the Americans were concerned, the British were inciting the Indians to attack them.

What we now call the War of 1812 was a popular war in America. There were multiple goals for the United States: defeat the Indians before they could unite, stop the maritime abuses of the British navy, and—while they were at it—take Canada. (More than fur and farmland, what made Canada so appealing were its vast supplies of timber, used for fuel, shelter, and the manufacture of thousands of essential household goods.)

The turning point against the Indians came down to a single battle fought on October fifth. Tecumseh was killed in hand-to-hand combat; his vision of an Indian confederacy died with him.

Five days after the Americans declared war, a British envoy finally arrived with a message that England was willing to cease most of their navy’s high-handed practices. By then it was too late. Americans were already on their way to fight in Canada. Three different Canadian ventures failed, and the fighting in the north sputtered into border skirmishes.

The British had their most spectacular victory of the war when they invaded and set fire to Washington, the capitol of the United States. Francis Scott Key wrote America’s national anthem as he watched the sun come up over the burning city.

The American Navy did well, winning several single ship battles. But the Americans had their most spectacular victory in New Orleans, soundly beating the British redcoats in the most significant battle of the war. More than 2000 British troops were injured or killed—compared to only 20 Americans. Andrew Jackson, who was ferociously anti-Indian after the battles of this war, emerged as the hero of New Orleans and ended up being elected president.

For the lyrics to “Battle of New Orleans,” go to:

<http://kids.niehs.nih.gov/lyrics/battleof.htm>

Ironically, due to the slowness of communications at that time, the battle was fought two weeks *after* the peace treaty was signed. The treaty, signed in 1814, said everything would go back to the way it was before the war started. Neither side won. Neither side lost.

A final result of the war? During the war the federal government collaborated with arms manufacturers to make mass-produced weapons, following a process developed by Eli Whitney. Their work led to the general production of interchangeable machinery parts, a revolution in manufacturing.

RESOURCES

200 Years, volume one:

p. 179-196 Louisiana Purchase
War of 1812

Alistair Cooke's America:

p. 161-163 Louisiana Purchase
p. 196-197 interchangeable parts

97895 VH Westward Movement 1: Settlers of the Old Northwest
(colonization of old Northwest Territory, effects of Ordinance—15 min.)

91752 VH Life in America 1800
(central NY farm and a village—16 min.)

92891 VH Great Americans: Thomas Jefferson
(life and actions—13 min.)

94724 VH Jefferson Decides to Purchase Louisiana 1801-1813
(acquisition, effects on U.S., roles of Jefferson and Madison—20 min.)

90841 VH Westward Expansion
(1803-1808, U.S. pushes border to Mississippi—30 min.)

92292 VH The Great River
(geography and importance of Mississippi from stream to gulf—60 min.)

92322 VH Mississippi River: Prize and Pawn of Empires
(pre-history to war of 1812)

90475 VH Westward Movement 2: Settlement of the Mississippi Valley
(early 1800s wilderness to farms and communities—16 min.)

95620 VH War of 1812
(causes and effects, highlights of actions—14 min.)

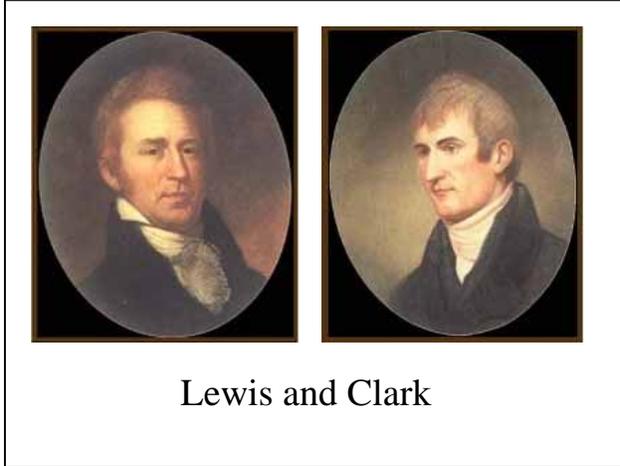
90521 VH American Flag: Story of Old Glory
(pre-revolution to 50th state—19 min.)

ACTIVITIES

Working in groups, read multiple sources to find and list all the causes of the War of 1812. Each person in the group take on the role of one American citizen of 1812: a farmer, a plantation owner, a frontiersman, a merchant, a banker, and so on. Prioritize the list according to the way you think your American citizen would. Compare the lists and discuss the differences.

Work together as a class to develop a point system for evaluating battles in the war of 1812. Divide the class in half, one group to investigate land battles of the war, the other group to investigate battles on water. Decide which side did a better job of fighting in this war, the Army or the Navy.

Lewis and Clark



<http://www.loc.gov/wiseguide/oct03/images/lewis-clark-a.jpg>

In 1803, after the United States purchased the Louisiana Territory from France, President Thomas Jefferson sent Meriwether Lewis, William Clark, and the Corps of Northwest Discovery to find “... the most direct and practicable water communication across the continent for the purpose of commerce.”

The Lewis and Clark Expedition left Illinois on May 14, 1804, and spent nearly two and a half years traveling up the Missouri River, over the Rocky Mountains, and down the Snake and Columbia Rivers to the Pacific Ocean ... and back again. They explored what are now the states of Illinois, Missouri, Kansas, Iowa, Nebraska, South and North Dakota, Montana, Idaho, Oregon, and Washington.

Lewis and Clark kept journals to record their observations and impressions. Lewis used poetic imagery to describe the beauties of the White Cliffs of the Missouri. While he obviously had the benefit of a classical education, by modern standards his spelling was atrocious.

Friday May 31st 1805.

The hills and river Clifts which we passed today exhibit a most romantic appearance. The bluffs of the river rise to the hight of from 2 to 300 feet and in most places nearly perpendicular; they are formed of remarkable white sandstone which is sufficiently soft to give way readily to the impression of water; ... The water in the course of time in decending from those hills and plains on either side of the river has trickled down the soft sand clifts and woarn it into a thousand grotesque figures, which with the help of a little immagination and an oblique view, at a distance are made to represent eligant ranges of lofty freestone buildings, having their parapets well stocked with statuary; collumns of various sculpture both grooved and plain, are also seen supporting long galleries in front of those buildings;... we see the remains or ruins of eligant buildings; some collumns standing and almost entire with their pedestals and capitals; others retaining their pedestals but deprived by time or accident of their capitals, some lying prostrate an broken othes in the form of vast pyramids of connic structure bearing a serees of other pyramids on their tops becoming less as they ascend and finally terminating in a sharp point.... As we passed on it seemed as if those seens of visionary inchantment would never have and end; for here it is too that nature presents to the view of the traveler vast ranges of walls of tolerable workmanship.

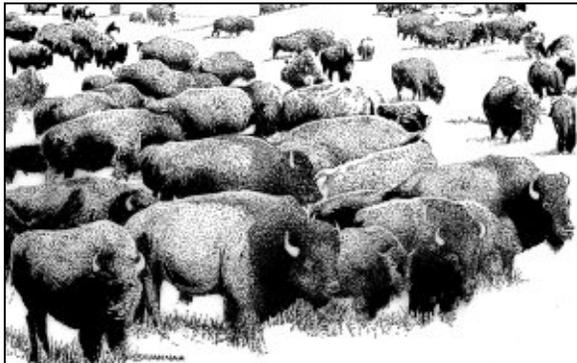


<http://www.blm.gov/nhp/pubs/rewards/2000/montana.htm>

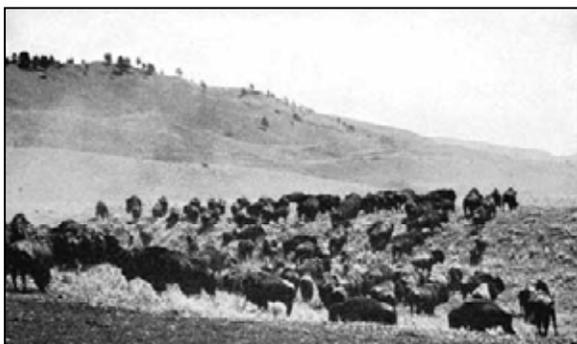
The explorers observed how the Indians hunted buffalo and sympathized with the dangers they faced.

Wednesday May 29th 1805

Today we passed on the Stard. side the remains of a vast many mangled carcasses of Buffaloe which had been driven over a precipice of 120 feet by the Indians and perished;...in this manner the Indians of the Missouri distroy vast herds of buffaloe at a stroke; for this purpose one of the most active and fleet young men is scelected and, disguised in a robe of buffaloe skin,...thus caparisoned he places himself at a convenient distance between a herd of buffaloe and a precipice proper for the purpose,...the other indians now surround the herd on the back and flanks and at a signal agreed on all shew themselves at the same time moving forward towards the buffaloe, the disguised indian or decoy has taken care to place himself sufficiently nigh the buffaloe to be noticed by them when they take to flight and runing before them they follow him in full speede to the precipice, the cattle behind driving those in front over...forming one common mass of dead an mangled carcasses: the decoy in the mean time has taken care to secure himself in some cranney or crivice of the clift which he had previously prepared for that purpose. the part of the decoy I am informed is extreamly dangerous, if they am not very fleet runers the buffaloe tread them under foot and crush them to death.



<http://pictures.fws.gov/lineart/bobsavannah/buffaloheard.html>



http://www.nps.gov/history/history/online_books/resedu/images/fig11.jpg

How exciting it was for the travelers to see the Rockies for the first time! And how daunting!

Sunday May 26th 1805.

In the after part of the day I also walked out and ascended the river hills which I found sufficiently fortiegeing on arriving to the summit one of the highest points in the neighborhood I thought myself well repaid for my labour; as from this point I beheld the Rocky Mountains for the first time,...while I viewed these mountains I felt a secret pleasure in finding myself so near the head of the heretofore conceived boundless Missouri; but when I reflected on the difficulties which this snowy barrier would most probably throw in my way to the Pacific, and the sufferings and hardships of myself and party in thim, it in some measure conterballanced the joy I had felt in the first moments in which I gazed on them; but as I have always held it a crime to anticipate evils I will believe it a good comfortable road untill I am compelled to believe differently.



<http://www.msdbc.k12.in.us/ses/2002seattle/seaindex.htm>

The hardest part of the whole trip was crossing the mountains. It was September and there was snow.

“Last night about 12 o’clock it began to snow,” wrote Patrick Gass, one of the members of the Lewis and Clark Expedition. “We renewed our march early, though the morning was very disagreeable, and proceeded over the most terrible mountains I’ve ever beheld. The snow fell so thick, and the day was so dark, that a person could not see to a distance of 200 yards.”

Worse, there was no game to hunt. Up until then the men had eaten as much as *eight pounds* of fresh meat *per man per day* in order to maintain their strength. The explorers were forced to kill and eat some of their horses.

When they finally staggered out of the mountains, they encountered Nez Perce Indians. Friendly and hospitable, the Indians fed the starving explorers. Clark described the Nez Perce in detail.

October 10th Wednesday

The Cho-pun-nish or Pierced nose Indians are Stout likely men, handsom women, and verry dressey in their way, the dress of the men are a White Buffalow robe or Elk Skin dressed with Beeds which are generally white, Sea Shells & the Mother of Pirl hung to ther hair & on a piece of otter skin about their necks hair Ceewed in two parsels hanging forward over their Sholder, feathers, and differnet Coloured Paints which they find in their Countrey Generally white, Green & light Blue. Some fiew were a Shirt of Dressed Skins and long legins & Mockersons Painted, which appear to be their winters dress, with a plat of twisted grass about their Necks.

The women dress, in a Shirt of Ibex or Goat (bighorn) Skins which reach quite down to their ankles with girdle, their heads are not ornamented, their Shirts are ornamented with quilled Brass, Small peces of Brass Cut into different forms, Beeds, Shells & curious bones &c.

Their amusements appear but feiw as their Situation requires the utmost exertion to prcure food they are generally employed in that pursute, all the Summer & fall fishing for the Salmon, the winter hunting the deer on Snow Shoes in the plains and takeing care of ther emence numbers of horses, & in the Spring cross the mountains to the Missouri to get Buffalow robes and meet &c. at which time they frequent meet with their enemies & lose their horses & maney of their people.

The party arrived at the Colombia River in early November of 1805. They still had to make the difficult journey down the Columbia to the mouth of the river—the goal of the expedition. And then, of course, they had to return back across the continent to report to President Jefferson.



(Note: The photo here shows Celilo Falls as it was in 1899. The falls are gone now because of dams on the Columbia River).

http://landru.i-link-2.net/shnyves/The_Columbia_River_Gorge.html

RESOURCES

- 92959 VH Journals of Lewis and Clark
(major events, problems of conservation and Indian subjugation—27 min.)
- 92177 VH Oregon Territory
(Lewis and Clark, U.S./British rivalry, acquisition of Oregon Territory in 1846—12 min.)
- 93633 VH Romantic Horizon
(artist-explorers with Lewis and Clark captured world's imagination—52 min.)

ACTIVITIES

Use a bulletin board to make a wall map of the journey of Lewis and Clark. Label significant locations along the way.

Do a web search and find pictures of those locations, both historic and current. Print them out and add them to the map in the appropriate places.

Using a modern road map, show the main modern roads along the route. Where do the Lewis and Clark trail and the modern interstate and highway systems intersect? Why?

Different groups take different locations on the map to explain how the geography impacts travel in that area, both for explorers on foot and on horseback and for travelers in cars or trucks.

Sacajawea



http://oceanexplorer.noaa.gov/%E2%80%8Cexplorations/lewis_clark01/background/history/media/lewisandclark_600.jpg

The Indian guide that we know of as Sacajawea is more correctly called “Sä-cäg-ä-WE-ä.” She led Lewis and Clark on their expedition to the West. Without her, they might never have made it to the Pacific Ocean.

A Lemhi Shoshone Indian, Sacajawea was born around 1788 in Idaho. In the year 1800, Minnetaree Indians attacked her tribe and took her prisoner. The Minnetaree Indians later sold her to a French Canadian fur trader, Toussaint Charbonneau, who took her as his wife.

In 1804, Lewis and Clark hired Charbonneau and Sacajawea to guide them on their expedition. On the way Sacajawea gave birth to a son that she called “Pompy.” The members of the expedition loved the baby boy.

Sacajawea not only interpreted for the expedition, but she knew which berries, roots and plants were edible and which could be used for medicine.

Although she was not familiar with much of the country covered by the explorers, Sacajawea was able to give advice about some of the mountain passes. Lewis and Clark described her as loyal, capable, patient and pleasant and said that she handled the hardships of the long journey well—even though she had to carry her baby with her.

Just by being with them, she helped protect the explorers. Since no woman and child ever accompanied a war party of Indians, she and her son made the expedition appear non-threatening, so many Indian tribes were willing to help the explorers.

ACTIVITIES

You have read excerpts from the journals of Meriwether Lewis. Write new journal entries to describe the same sight and events from the point of view of Sacajawea. Try to do a better job than Lewis did of spelling things correctly!

Transportation

When Europeans first arrived in the New World, the easiest way to move people and produce was by water. The original immigrants searching for the best places to settle looked for navigable waterways and protected harbors. After the revolution, those Americans who first traveled west over the Appalachians used inland rivers as trade routes.

A man could slap together a flatboat cheaply and simply and use it to float down the river. At the end of the journey, he could break it up and sell the pieces. Keelboats were more expensive and were either towed or poled back upstream. Big boats, called *broadhorns*, 15 feet wide and up to 100 feet long, could carry many families and their goods, all housed in multiple cabins.

The first roads in America were simply tracks through the wilderness. Impressions left by hooves and wagon wheels marked the path of the road. When the occasional tree was cut down to facilitate passage, the stump was left to rot in the road. Eventually roads were widened by clearing more trees and were improved by laying the cut logs across the road. The logs lifted the traveler out of the mire, it is true, but they made for a very bumpy ride.

In the early 1800s a Scot named John McAdam introduced a vastly improved roadbed made of three layers of crushed, graded, and compacted gravel. (Gravel roads built this way are still called macadam roads. If tar, or asphalt, is added to bind the surface rock together, then that is called *tarmac*, a term still commonly used in referring to airport runways).



<http://www.fhwa.dot.gov/rakeman/1823.htm>

Initially, private companies and states built most of the roads. Then they charged travelers tolls to pay for them—and to make a profit. It was hard at first for the national government to build roads because of regional rivalries.

In 1750 an Englishman named Thomas Walker had discovered a pass in the Appalachian Mountains where Virginia, Kentucky, and Tennessee now intersect. He named it the Cumberland Gap. In March of 1775, right before the first shots of the Revolutionary War, Daniel Boone—a hunter, trapper, surveyor, and explorer—worked with 30 other woodsmen to blaze a trail over the gap. They followed animal and Indian trails, cleared rocks out of the way, hacked back trees and brush, and set out markers so others could follow the path.

For the lyrics to
“Daniel Boone,”
go to:

<http://kids.niehs.nih.gov/lyrics/boone.htm>

That track became known as the Wilderness Road. Stretching almost 300 miles, it went all the way to the Ohio River. It was nearly 1800 before it was graded so that wagons could travel on it, and it was 1830 before it was resurfaced into a macadam road. (It is now an interstate highway.)

One singular attraction in Kentucky was a huge brine lake. Why? Salt, a necessity for both humans and animals, was valuable commodity, not all that easy to acquire and thus expensive for most of human history. The salt licks that formed around the rim of the salty lake attracted animals, which attracted Indians who—besides needing the salt themselves—hunted the animals that gathered there. Tribes fought bloody battles for dominance over what came to be known as the “dark and bloody ground.” The early settlers followed Boone to land around the lake.

By 1790 about 100,00 and by 1800 about 200,000 people had trekked over the pass and into Kentucky and Tennessee. As the population of the young nation exploded (from 1790 to 1830 the population went from four million to twelve million!), more people poured through the gap and into the south and west.

Three things made transportation cheaper in the 1800s: steam, canals, and railroads.

There were early versions of steam-powered boats in the late 1700s. By 1807 Robert Fulton had a steamship that could travel up the Hudson River from New York City to Albany, a trip of 130 miles. It took 32 hours for the ship to travel upstream and 30 hours to return. Within 40 years there were a thousand side-wheeler steamships plying the Mississippi River and its tributaries.

By 1840 Americans had completed over 3000 miles of canals. Canals were easy to build on flat ground. To take boats over a rise, engineers added locks. The biggest and most profitable canal was the Erie Canal, which linked the Hudson River to Lake Erie. The 360-mile trip from Albany to Buffalo cost each traveler \$8. The trip took a week or more.

And we will get to the railroads later.

RESOURCES

200 Years, volume one:

p. 197-212 photo essay on transportation

Alistair Cooke's America:

p. 156-161 Boone and Kentucky

00608 Old Post Road
(original 1600s road from Manhattan to Boston—55 min.)

00605 Great Wagon Road and the Wilderness Trail
(roads into Pennsylvania and West Virginia and into Kentucky—55 min.)

91754 VH Life in an Eastern Seaport Town 1870
(importance of sailing, including shipbuilding—17 min.)

92323 VH Mississippi River: Steamboat a-Comin'
(coming of steam revolutionized middle section of America—21 min.)

95786 VH Mississippi Steamboats
(history, including steamboat construction—21 min.)

ACTIVITIES

On a wall map of the United States, mark the largest cities. How many of them are situated by a port or large lake or navigable river? Decide what factors might have led people to establish cities in other places without the availability of water transport—places like Denver. How did the coming of the railroads make water access for transportation less of an issue?

Compare travel by wagon train, steam engine train, or clipper ship to go from the east to the west coast. Assess relative comfort, comparative speed, and potential dangers as well as the costs to carry individuals, livestock, and goods. Which means of travel was the best for which circumstances?

According to Diana Muir, winner of the 2001 Massachusetts Book Award, “Confronted with limitless acres of good farmland remote from any means of carrying grain to market, Americans did not become subsistence farmers. They built canals to connect their farms to the coast, and when England invented the steam engine, America invented the steamboat to make the great rivers navigable Even the most daunting problems can be solved.” Which problems did more efficient transportation solve? What problems did more efficient transportation create?

Moving West

After Daniel Boone in the late 1700s and Lewis and Clark at the beginning of the 1800s, more Americans began to move west. Traders and trappers led the way, exploiting the abundant natural resources of the land. The very first white men to go west were French or French Canadian, but British followed, coming to trade with the Native Americans. What they wanted was beaver fur, which was used to make fashionable hats in Europe. The British hired Indians to trap beavers. They paid one dollar per pelt and sold the pelts for 10 dollars each back home.

American came and paid three or four times the going rates, so the Indians deserted the British and sold to the Americans. Traders built forts as a base for their operations and to protect their economic interests. There were annual gatherings at the forts. The Indians exchanged pelts for goods like knives or axes. Or whiskey.

Some of the traders began trapping on their own so they could keep all their profits. Traveling on foot across the Plains and all over the Rockies and Sierras, they came to be called mountain men. Eventually, the American army bought the trading forts and sent soldiers to man them. Solitary men came to prospect for precious metals. More arrived to run cattle or to pioneer homesteads.

The mountain men who knew the terrain so well hired themselves out as guides for families coming west. Trading posts like St. Louis, Missouri, became jumping off points for wagon trains. Tracks through the wilderness became well-traveled trails.

But travel over land was tough. Men traveling alone might ride one horse or mule and lead pack animals to carry supplies. To get to the west coast, most families in the early 1800s traveled in Conestoga wagons pulled by oxen or mules. The wagon was their moving van and mobile home and—with some adaptations—their raft over rivers. The hardships and dangers of trekking for months along the Santa Fe or Oregon Trails paid off with great farmland for the earliest arrivals. Many pioneers never made it. The trail through the Humboldt Desert in Nevada was easy to follow because it was marked by the dead bodies of people and animals littered every 100 feet or so along the way.

Being the first to settle a territory took grit. It was said that “the cowards never started and the weak died on the way.” Scattered across a broad landscape, pioneers had to be independent and self-reliant in the face of isolation and danger, hard work and illness, setbacks and failures.

Three things made it possible to settle and farm the prairie. Windmills provided water. John Deere’s plow made it possible to cut through the thick and matted prairie sod. And the last—a curse to the cowboy trying to run a cattle drive but the salvation of a settler—was barbed wire. With it farmers could fence in and protect their crops in a land without trees.

Common Shopping List for the Trek West

a Bible (considered a necessity)
oxen (best for prairie) or mules (best for mountains)
wagon (big enough for five)
shotgun and pistol
nails
axe
repair kit
150 pounds of flour
25 pounds of bacon
25 pounds of sugar
25 pounds of salt
15 pounds of coffee
optional: cornmeal, rice, prunes
pots and pans
water barrel and water jug
lantern and candles
bars of lye soap
overcoats
boots
shirts and pants
caps
knapsack
harmonica and/or “jew’s harp”



optional: bedstead, mattresses, mirrors, books, stoves, trunks, bellows, dishes, plows, tools—whatever was needed to set up house or start work

Why did they come? For land, obviously. For opportunities. To *be* independent. To be uncrowded by neighbors. For psychological as well as physical space.

Eventually, the arrival of women and children led to more civilized communities than the rough and tumble life acceptable to the mountain men and other early adventurers—including the criminals on the run from the law. Pioneer women were wives, mothers, teachers, doctors, nurses. They cleaned, cooked, sewed.



<http://www.lib.niu.edu/1992/ihy9212121.jpg>

More than their endless labor, women brought culture, from piano lessons to pictures hanging on the walls of their wallpapered and carpeted home.

After all, a man with a family would build a better house. He would also invest in improving his land with roads and fences. Since families needed more services, other people came to join the settlements: doctors, lawyers, and merchants. Communities built schools. Towns grew up.

RESOURCES

200 Years, volume one:

p. 251-255 Pacific Northwest territory

Alistair Cooke's America:

p. 177-185 the trek west

p. 237-240 settling and civilizing the West

Note to teachers: If you can get lots of films, you might consider checking them out to students to watch at home. Different students will be able to research different material more quickly.

- 97807 VH Jedediah Smith: America, 1826
(first to cross America overland, trapped beavers—49 min.)
- 91215 VH Mountain Men
(trappers learn geography, which helped settlers follow—15 min.)
- 91187 VH The Settlers
(two pioneer families establish homes in the wilderness—22 min.)
- 91613 VH Frontier Experience
(first year in Kansas frontier from women's diaries—25 min.)
- 97896 VH Westward Movement 3: Settling of the Great Plains
(homesteading—17 min.)
- 92964 VH Shape of the Land
(farming, mining, irrigation, settlements shape land mass—60 min.)
- 95282 VH Settlers of the West
(4 segments—27 min.)
- 95284 VH Mining Made the West
(6 segments—34 min.)
- 95285 VH Laws and Outlaws of the West
(5 segments—27 min.)
- 95286 VH Women of the West
(5 segments—28 min.)
- 95287 VH Men on the Frontier
(6 segments—28 min.)
- 95288 VH Frontier Buildings
(6 segments—29 min.)
- 00607 River Road and the Natchez Trace
(walking up the Mississippi from New Orleans to Nashville—55 min.)
- US741 The Santa Fe Trail
(follow wagon train from Independence to Santa Fe—24 min.)

ACTIVITIES

Pick one of the following individuals to investigate. Make a resume for your person, telling what life experiences they had and what jobs they would be qualified to do.

Daniel Boone
Jedediah Smith
James Beckwourth
Jim Bridger
Joseph Walker
Kit Carson

OR

Pick one of the following jobs to investigate. Write an employment advertisement detailing what characteristics would be necessary for an applicant to have to be able to do the job successfully.

trader
trapper
mountain man
prospector
trail guide
pioneer—man
pioneer—woman



<http://www.gutenberg.org/files/13832/13832-h/images/illus-320.jpg>

OR

On a physical map of the United States, draw in the following trails and roads. Find out the main reason people used each. Plot the locations of the early forts. Compare the paths of these trails and roads to the interstate highways we have now. How do geographic features dictate the paths of major roads?

Wilderness Road

Cumberland Road—also known as the National Road

Oregon Trail

Santa Fe Trail

Spanish Trail

Chisholm Trail

Natchez Trace

OR

Having women on the frontier may have been a civilizing influence, but it did not mean that life was soft or easy. Read the following to see what just one day's work was like for a woman doing the laundry on her own with no machines to help. See how well you can figure out the directions.

Grandma's Wash Day "Recept"

1. Bilt fire in backyard to heet kettle of rainwater.
2. Set tubs so smoke won't blow in your eyes if wind is pert.
3. Shave one hole cake lie sope in bilin water.
4. Sort things in 3 piles: 1 white, 1 cullord, 1 pile work britches and rags.
5. Stir flour in cold water to smooth then thin down with bilin water.
6. Rub dirty spots on bord, scrub hard then bile. Tub and scrub cullard but don't bile, just rench, blue and starch.
7. Take white things out of boiling kettle with broomstick then rench, bleu and starch.
8. Spred tee towels on grass to dry.
9. Hang old rags on fence.
10. Pour rench water on flower bed.
11. Scrub porch with soap water.
12. Turn tubs upside down.
13. Put on clean dress, smooth hair, brew a cup of tee, set down and rock awhile and count your blessings. Amen.

What directions are given for drying which things? Which materials do not have directions given for drying them? What do you think was done with those things?

Grandma's Wash Day Recipe (translated)

1. Build fire in backyard to heat kettle of rainwater.
2. Set tubs so smoke won't blow in your eyes if wind is lively.
3. Shave one whole cake of lye soap into boiling water.
4. Sort things into 3 piles: 1 pile of white, 1 pile of colored, 1 pile of work pants and rags.
5. Stir flour in cold water to smooth

[NOTE: This might have been a way to soften the water],

then thin it down with boiling water.
6. Rub dirty spots on board, scrub hard, then boil. Tub and scrub colored but don't boil, just rinse, blue, and starch.

[NOTE: Liquid bluing made clothes brighter and got out any dingy yellowed look. Starch made the clothes crisp when they were ironed.]
7. Take white things out of boiling kettle with broomstick then rinse, blue, and starch.
8. Spread tea towels on grass to dry.
9. Hang old rags on fence.
10. Pour rinse water on flowerbed.
11. Scrub porch with soap water.
12. Turn tubs upside down.
13. Put on clean dress, smooth hair, brew a cup of tea, sit down and rock awhile, and count your blessings. Amen.

Notice that most clothes were not hung out to dry. They were rolled up tightly while still damp and saved for the next day when they would be ironed. Washing took all day Monday, and ironing took all day Tuesday.

Andrew Jackson

His overworked father died when he was two, his mother died 12 years later after contracting cholera on a British prison ship, all his brothers were dead, and Jackson was alone at 14 years old. He had already been a soldier for a year!

During the War of 1812 the Creek Indians, hoping to take advantage of the fact that U.S. troops were preoccupied with fighting the British, attacked Fort Mims in Alabama. Andrew Jackson, by then in his 40s, demolished the Creek army and forced the tribe to give 23 million acres to the United States. In 1817 Jackson was sent to put down a Seminole uprising in Florida. Along the way he captured several Spanish forts. Spain protested, but in the end they ceded Florida to the United States, which paid \$5 million for the land.

Clearly, Jackson was learning a lesson—that fighting Indians was a profitable way to gain territory for his young nation.

The popular general from the Battle of New Orleans was elected president in 1828. The issue of tariffs, or taxes on imported goods, split the north and south. High tariffs gave the national government more income and protected American manufacturers from foreign competition, meaning they could earn more selling their goods. Of course, that meant American consumers spent more for protected American goods *and* for taxed foreign goods.

The industrial north, with twice as many voters as the south, favored high tariffs on imported goods. The agricultural south, which exported its produce, was hurt when European countries retaliated with tariffs of their own. John C. Calhoun argued that the states were really sovereign powers and that they could nullify acts of Congress if they felt the federal government had exceeded its powers. Daniel Webster said no—if the states could act independently of the Union, then liberty itself would be threatened. Andrew Jackson asserted, “Our Union—it must be preserved.”

South Carolina threatened to secede. Jackson warned them that disunion by military action would be treason. No other states joined them. After the tariffs were reduced, South Carolina backed down. But Jackson saw that the southerners were ready to secede and form a separate confederacy—and he saw slavery would be the issue to unite them.

After 1814 the Creeks, along with the Choctaws, Chickasaws, and Cherokees, lived peacefully in the south on lands granted to them by the federal government. But white settlers envied their rich agricultural land. They wanted to grow cotton there. By 1830 several Southern states outlawed the tribal governments. After gold was discovered, whites simply moved in, killing Indian men, women, and children. Jackson did nothing to stop the atrocity. In fact, he pushed a bill through Congress to require all the Indians move west of the Mississippi.



http://faculty.umf.maine.edu/~walters/web%20jacksonian%20277_07/trail%20of%20tears1.jpg

Most of the Cherokee were peaceful farmers. They appealed to the Supreme Court, which supported them, but Jackson simply ignored the court's decision. Driven off their land, the Cherokee stayed in the woods, starving, until 1838 when federal troops arrived to force their exodus across the Mississippi. The soldiers drove them out at bayonet point. It was winter, and a quarter of the remaining Cherokee died of starvation and sickness along what came to be called "the trail of tears."

RESOURCES

200 Years, volume one:

p. 215-231 protective tariffs and Jackson's proclamation to the nullifiers
p. 231 the "trail of tears" and the Seminole War (see illus p. 232 and 233)

Alistair Cooke's America:

p. 166-170 Jackson

92887 VH Great Americans: Andrew Jackson
(life and actions—22 min.)

ACTIVITIES

Do more research on Andrew Jackson's life and policies. On one color of 3 x 5 cards record positive information about Andrew Jackson—things that you believe he did well.

On cards of a different color record negative information about him—things that you believe he did *not* do well.

Use your cards to help you as you debate the following question, "Should the United States continue to honor Andrew Jackson by having his likeness on the \$20 bill?"

Texas

Spain initially claimed what we now call Texas. They sent missionaries and soldiers to build forts and convert the Indians. But few settlers followed. The northern border of their land was vulnerable. Then in 1810 revolts in Mexico focused Spain's attention away from their land up north. Indians raided, and most of the Mexican population fled the Texas territory. What was Spain to do?

Moses Austin, an American, claimed that he would organize a group of settlers who would convert to Catholicism and be good citizens of Spain if Spain would give them land. Spain agreed with some—justifiable—trepidation. Then Moses died and the Mexicans won independence. Moses' son, Stephen Austin, persuaded the new Mexican government to honor the Spanish grants. Mexico went further, opening their northern territories to more American colonizers. Trade expanded from Santa Fe into Missouri and up the coast to California.

Land was far cheaper in Texas than in the United States. A pioneer could buy land from the U.S. government for \$1.25 an acre—but had to buy at least 80 acres to start. \$100 minimum was a lot of money for a man who might be paid \$1 a day, especially when he could buy 177 acres in Texas for \$30! The land in Texas was good for cotton, and the cotton gin made cotton a profitable cash crop, if one had slaves to do the field labor. But then the Mexican government outlawed slavery in 1829. How the American cotton growers in Texas howled in protest!

General Santa Ana seized control of the Mexican government, so the Americans tried to negotiate with him, hoping to get Texas named as a separate state with a constitution they had written. Santa Ana ended up declaring himself dictator. He dissolved all the state governments.

On March 2, 1836, Texas declared its independence. Sam Houston was named the commander in chief. Unfortunately for the Texans, Santa Ana's troops occupied San Antonio before the Texans could get organized. Colonel Travis had fewer than 200 men—one of whom was Davy Crockett—but he was determined to defend the Alamo against Santa Ana's 5000 troops. The Texans were slaughtered to the last man. The rest of Texas rallied around the cry, "Remember the Alamo!"



http://www.digitalhistory.uh.edu/learning_history/alamo/alamo.jpg

After a subsequent decisive defeat at San Jacinto in 1836, Santa Ana agreed to give Texas its independence. Once he got away from the Texans, he repudiated his concession, but Mexico was too busy to keep fighting in the north. The Texans immediately turned to the United States and asked to be annexed. They were initially refused. Americans feared annexation would start a war with Mexico. Besides, Texans wanted slaves, and having a new slave state would upset the balance of political power.

So many immigrants were coming to the U.S., though, and so many people wanted land, that expansionism gained in popularity. And no one wanted Texas to become an ally of Great Britain, which Houston threatened to do. Great Britain, of course, wanted Texas to stay independent so they could buy cotton from them; they needed the cotton for their vast textile industry. (Even though England had already outlawed slavery, they were willing to buy cotton harvested by slaves).

Expansionism won. There were too many immigrants coming to America, too many people wanting land. After nine and a half years, America agreed to annex Texas. It came in as a slave state.

RESOURCES

200 Years, volume one:

- p. 237-251 Alamo and annexation of Texas
p. 261-262 War with Mexico
Treaty of Guadalupe Hidalgo
- 95520 VH Cost of Freedom: William Barrett Travis at the Alamo
(Travis and Alamo in 1836—40 min.)
- 98473 VH Westward Movement 4: Texas and the Mexican War
(Texas independence, issues of slavery—18 min.)
- 93634 VH Golden Land
(Texas revolution, Mexican War, gold rush, pioneers—52 min.)
- 93636 VH Wild Riders
(Remington and Russell painted and sculpted cowboys—52 min.)

ACTIVITIES

Make a two-sided timeline to compare the history of the United States to the history of Mexico, starting with the first explorers and continuing until 1900.

Color-code a series of maps of North America to show the expansion of Spanish and English-speaking settlers, starting with the first explorers and continuing until 1900.

Pinpoint the events in the timeline of history that precipitated the changes shown in the maps.

The Oregon Trail



<http://www.nps.gov/whmi/historyculture/images/narcissa.jpg>

Wives of the missionaries Marcus Whitman and Henry Spalding, Narcissa Whitman and Eliza Spalding were the first white women to cross the continent. They led the way for an extraordinary movement of people from east to west.

Spain, Russia, the United States, and Great Britain had all, at various times, made claims to the Pacific northwest. The American Robert Gray sailed into the Columbia River in 1792, 13 years before Lewis and Clark arrived in 1805. Six years later American fur traders built Astoria on the banks of the Columbia. Once Spain ceded its western territory to the United States in 1818, Americans asserted their rights to the former Spanish claims from California north to Alaska.

But Great Britain claimed the Northwest Territory, too. The treaty that ended the War of 1812 offered an unusual compromise. Both countries would settle the land in a “joint occupation.” However, the British Hudson’s Bay Company ran virtually all the trade in the area. As much as the Americans wanted to keep hold of the best harbor in the northwest—the Puget Sound—they could not hold onto the land without more people.

Then came the missionary families. They settled. They established farms. They wrote home about the rich farmland. If two genteel women could make the journey, what was there to stop others from joining them?

In 1841 maybe 20 people traveled west. In 1842 more than 100. That same year the government sent John Frémont to mark the Oregon Trail. He wrote detailed reports describing routes, where to find water, and details about the lay of the land. The next year Marcus Whitman guided nearly 1000 people—men, women, and children—to Oregon. It was the beginning of what was called “The Great Migration.” By 1845 some 5000 people were walking west.

People spoke of America’s “manifest destiny.” They said America’s clear and obvious fate was to spread from sea to sea.

If people relied on hunting and gathering, or if they relied on trapping and trading, the wilderness could not support a growing population. But agriculture could. Farms supported more people, and more people came to farm. As a result, there were fewer furs to trap.

There were arguments with the British and some aggressive speech making by President Polk and his supporters, but in the end the neither the Americans or the British wanted more war. The Hudson's Bay Company withdrew north to Vancouver, leaving the Puget Sound to the United States.

RESOURCES

200 Years, volume one:

p. 251-255 Oregon boundary settled

Alistair Cooke's America:

p. 170-171 fur trade

93740 VH Western Dry Lands
(highest and driest terrain in U.S., Colorado and Columbia Rivers—20 min.)

95430 VH Great River of the West: The Columbia
(geography from source to mouth, early history—22 min.)

95178 VH Beginnings
(Lewis and Clark, the Great Migration, reasons and preparations—29 min.)

95179 VH Across the Plains
(landmarks, camping, accidents, encounters with Indians—28 min.)

95180 VH Through the Rockies
(to Idaho, trail overcrowding, disease, Mormon trek—26 min.)

95181 VH Final Steps
(sites along way to Willamette Valley, British, Native Americans—30 min.)

91225 VH Oregon Trail
(settlers on trail—31 min.)

ACTIVITIES

Working in small groups, identify and research groups who traveled and settled west of the Mississippi. Write a newspaper feature article about your pioneer group:

- WHO** Who came? How many men, women, children? Who were the leaders?
- WHAT** What did they bring? How did they travel? What experiences did they have along the way?
- WHEN** When did they begin their trip? How long did it take?
- WHERE** Where did they start? What route did they use? Where did they end up?
Did they end up where they originally intended to go?
- WHY** Why did they leave their homes? What did they go west for? What did they want? What were their hopes and dreams?

California's Gold Rush

As in Texas, Spain and then Mexico allowed and even encouraged settlement by foreigners in California. Emigrating from Missouri, John Marshall made enough money acting as a doctor to buy a 50,000-acre ranch on the San Joaquin River in the Central Valley. Emigrating from Switzerland and promising to bring more Swiss immigrants (which he never did), John Sutter won a land grant of 49,000 acres and built a fort near the junction of the American and Sacramento Rivers near the end of the California Trail and Siskiyou Trail. The fort was an agricultural and trade center for central California and a resting place for incoming settlers newly arrived after the grueling trek over the Sierra Nevada Mountains.



http://www.loc.gov/exhibits/lewisandclark/images/ree0120a_p1s.jpg

As in Texas, political control of the region was tenuous and the relationships between Mexican authorities and the foreign immigrants were, at times, inflammatory. In 1845 John Frémont, who had already marked the Oregon Trail, came to mark the trails to California. But this time he brought troops with him. Mexican authorities in California ordered him out. He left but returned in May of 1846. The foreign settlers in California had heard rumors that they were going to be expelled by Mexico. They were ready to rebel, and Frémont was ready to help.

As in Texas, the Californian settlers declared independence. With Frémont leading a hastily formed “California Battalion,” they took control of all the main towns. Unlike in Texas, the Mexican government did not send troops to retake the territory. This time, the Mexican troops were occupied.

In 1845 the United States supported Texan claims that their territory extended to the Rio Grande. Mexico disagreed, saying the border was farther north along the Nueces River. The United States sent John Slidell to Mexico City with an offer to buy the disputed land—along with New Mexico and California—for \$40 million, but the Mexican government refused even to talk to him. Polk sent troops into the disputed territory. Then in April of 1846 a contingent of Mexican cavalry riders crossed the Rio Grande into the disputed territory and slaughtered every man of an American patrol. The United States declared war on Mexico.

In just over a year American troops were in Mexico City. With the Treaty of Guadalupe Hidalgo, signed on February 2, 1848, America gained not just the disputed land for Texas and all of New Mexico and California, but also land that now makes up Utah, Nevada, Arizona, and part of Colorado. The amount of territory the United States gained amounted to a landmass half the size of Europe. And instead of paying the original \$40 million they had offered, the United States gave Mexico only \$15 million for all that territory.

Mormon settlers who had fled persecution in New York, Ohio, Missouri, and Illinois and who had finally left the United States entirely to settle in the Mexican territory of Utah suddenly found themselves back under American rule.

And two weeks after the treaty was signed, gold was discovered at Sutter's fort. Sutter, worried that Mexico was about to lose its grip on California, and concerned his grants would be declared void, had hired John Marshall to build and run a sawmill. If nothing else, Sutter was determined that he would be a lumber king. Once Marshall found gold nuggets in the tailrace of the mill, Sutter sent a message to the new American governor in Monterrey asking for a clear title to his land. His request was denied because California was not yet an American territory. Ironically, California became a territory 11 days later.

As hard as Sutter and Marshall tried to keep the discovery a secret, the word got out and spread, leading to one of the biggest voluntary migrations of history. Starting in 1849, towns in the East lost as much as 20% of their young men as 75,000 of them flocked to the gold fields. Many fortune hunters eschewed the long trail routes; they bought expensive passage on speedy clipper ships that used multiple masts and multiple sails to capture the wind and race around the Horn. Others traveled by ship through the Caribbean, overland through cholera- and yellow fever-infested Panama or bandit-beset Mexico, then by ship up the west coast. Others came overland by the southwest route through Arkansas or Texas. But the most popular route started in St. Joseph, Missouri, the end of the steamboat ride north and west on the Missouri River. There followed a 2000-mile trek over plains and rivers, passes, plateaus, and mountains ranges.

Only a few 49ers made a fortune in gold. Canny entrepreneurs made a fortune, not in mining, but in selling supplies to miners. Levi Strauss was a famous example with his riveted blue jeans. California's first millionaire, Sam Brannan, sold picks, shovels, and pans for panning gold. Sutter and Marshall, on the other hand, lost all their holdings and died in poverty.

Just two and a half years after its official purchase from Mexico, California became a state on September 9, 1850.

RESOURCES

200 Years, volume one:

p. 255-261 California
p. 262 the gold rush

Alistair Cooke's America:

p. 171-175 Sutter and the Gold Rush
p. 183-185 miners
p. 223-226 Mormons

91660 VH Westward Movement 5: Gold Rush
(discovery at Sutter's Mill changed California and U.S.—23 min.)

91753 VH Life in a Gold Mining Camp 1850
(49er prospectors and mining towns—18 min.)

92289 VH Price of Gold
(geological background, Gold Rush, soil—60 min.)

00606 Mormon Trail and California's Mission Trail
(Brigham Young leads Mormons across Great Plains, Father Serra and the missions along California's coast—85 min.)

tales of America

92056 VH Adventures of Tom Sawyer
(theater release of 1973—76 min.)

91368 VH Huckleberry Finn
(74 min.)

93302 VH Notorious Jumping Frog of Calaveras County
(25 min.)

92775 VH Paul Bunyan
(tall tale hero and conservation—30 min.)

91860 VH American Heroes
(Paul Bunyan and Pecos Bill—39 min.)

ACTIVITIES

Most gold is lodged in veins in rocks, but that gold is not easy to discover or extract. Gold that has washed out of veins and downstream to lie in a riverbed is called placer gold. While that gold is much easier to find, there is far less of it. Once it has been taken, miners try to trace its trail back to the source so they can dig. They hope for rich veins near the surface—a major strike. The discovery at Sutter’s mill was placer gold.

Do a google search to learn about mining techniques used in 1849.

Describe the different methods of mining gold. Demonstrate techniques or build models. Assess the different methods in terms of effectiveness, cost, and environmental impact.

As an extension, do a google search to learn about mining techniques used now.

Describe the different methods of mining gold. Assess the different methods in terms of effectiveness, cost, and environmental impact. Analyze the difference between 1849 and now and why changes were made.



<http://img85.imageshack.us/img85/504/twainfrog7hv.jpg>

Read and/or watch several American tall tales. What characteristics do they have in common?

Read and/or watch some of Mark Twain’s work. In what way is his writing more realistic than the folk tales? In what way does he incorporate some of the more fantastical elements of the tall tale in his stories? Compare that literary tradition with today’s stories and movies. Who are the tall tale heroes today? How do they compare to their earlier counterpoints?

Slavery and the Abolitionist Movement

At the time the Constitution was written, slavery seemed to be a dying institution. But 75 years later the South considered slavery necessary and ordained by God—and worth fighting a war to keep. What happened?

Eli Whitney's invention of the cotton gin, patented in 1794, changed the economic, physical, political, and social landscape. The gin made it economical to card the tiny seeds out of short fiber cotton and over the next generation cotton production increased 1000%. At the same time, the discovery of how to process granulated sugar from sugar cane added a new cash crop in Louisiana. The invention of the steamboat meant the cotton and sugar could be shipped easily to Northern markets. Instead of declining, the demand for slaves exploded. Adventurers and farmers with poor land packed up and moved west, carving out new land for cotton. They expected and demanded that they be able to take their slaves with them to the western territories. They would tolerate no curb on slavery.

If fact, in time, the Southerners would demand that no one even *criticize* them for having slaves.

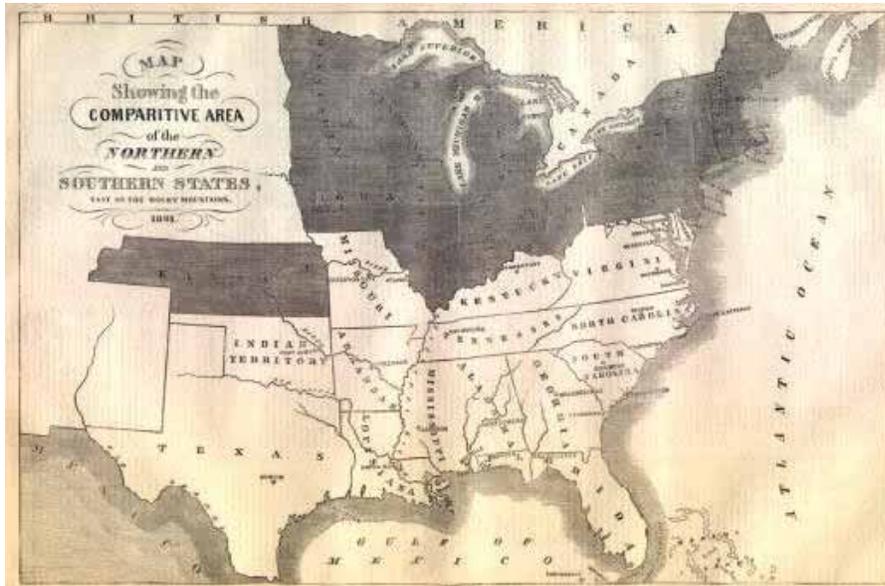
Over the years, there were a few slaves who revolted and killed whites. Instead of seeing that behavior as something a person might expect, slave owners saw it as evidence that blacks, if freed, would be dangerous and treacherous. After all, in some places in the South, black slaves outnumbered free whites by more than two to one. The only way for whites to be safe, they felt, was to keep the blacks under strict control. Thus laws forbade whites teaching slaves to read or write. Slaves had strict curfews, and the movement of freed slaves was restricted.

In the North, machinery and interchangeable parts meant factory work was done less by skilled labor and more and more by machines or unskilled workers. Men in the North were apt to pick up and move west, to try new things, to be independent. They had no desire to compete in an open market against slave labor.

In 1831 William Lloyd Garrison started an abolitionist newspaper condemning the inhumanity of slavery and calling for its immediate end. He also demanded that of all the slaves be freed—millions of them. He sent copies of his paper to Southern newspapers. Their editors denounced him, and Northern editors responded with their own views. Not many people agreed with Garrison, but he got great publicity for the cause.

Southerners saw the abolitionist movement as an attack on their way of life. They perpetuated a rose-tinted view of genteel masters and happy slaves living harmoniously on prosperous plantations. Northerners split on the issue. Even those who favored abolition often held the free black to be a second-class citizen, not deserving of an education or the vote. On the other hand, there were whites in the North who helped slaves escape through the Underground Railroad. But most Northerners were content to let the South keep its slaves as long as slavery did not spread.

As the United States added territory, the issue of slavery came to the forefront again and again. The Louisiana Purchase led to the Missouri Compromise. While Missouri was admitted into the Union as a slave state, the compromise required no future spread of slavery north of the southern border of Missouri; at the same time Maine was added as a free state.



http://faculty.umf.maine.edu/~walters/web%20jacksonian%20277_07/missouri-compromise-map%201.jpg

The idea of balance was critical. For every slave state admitted, there had to be a free state admitted at the same time so that the political power of the North and South stayed equal. That worked until the new lands in the Northwest and the Southwest came into play. One legislator proposed that slavery be outlawed in lands gained from Mexico. His suggestion was defeated. The Southern Senator John C. Calhoun responded by attacking the Missouri Compromise. He said the United States did not have the authority to forbid slavery in any part of the new territory. Some Northerners demanded that all the new territories be free. California got tired of the debate. They wrote a state constitution, voted to be free, and began operating as a state government without going through the process of being a territory. What an uproar that caused!

Henry Clay, the aging Senator from Kentucky, offered a new compromise. Seventy-three years old and in pain from arthritis, he spoke to the Senate for two full days in an attempt to keep the United States actually united. Senator Calhoun, however, was in no mood to compromise and threatened secession if the North refused the demands of the South. In the end the Compromise of 1850 passed. It admitted California as a free state, organized the new territories without settling the issue of if they would be free or slave states, and allowed slavery to continue in Washington, D.C.

Clay's compromise also enacted a tougher Fugitive Slave Law. Slave hunters were allowed to come into the North to recapture "escaped slaves," but they took freed men, too. If a Southerner claimed ownership, blacks had no recourse. They were not allowed a trial before they were sent south. Northerners who helped escaping slaves were subject to a heavy fine. The Fugitive Slave Law drove more Northerners into the abolitionist camp.



<http://www.loc.gov/exhibits/treasures/images/s33a.1.jpg>

Even more effective at recruiting new abolitionists was the novel *Uncle Tom's Cabin*. Far from great literature, it nevertheless humanized the slaves and made their plight real.

Stephen Douglas came up with a new threat to the Missouri Compromise in 1854. He proposed that territories should get to decide the issue of slavery themselves. His plan passed, and the race to claim territory for one side or the other was on. Some men supported Kansas as a free state, and others wanted it admitted as a slave state. Supporters of slavery poured over the border to stuff the ballot boxes. Nearly 80% of the votes they cast were fraudulent. Both sides claimed victory. Nevertheless, President Pierce formally recognized the proslavery group as the legitimate government of Kansas. The "winners" arrested their opponents, destroyed their printing presses, and burned some buildings. John Brown retaliated by leading his sons in attacking and killing several pro-slavery men and boys. Pitched battles followed across Kansas.



<http://www.lib.unc.edu/coursepages/hist/images/DredScott.jpg>

Then the Dred Scott decision rocked the nation. Scott, a slave, had been taken north by his master. After his return to Missouri, Scott, with the help of abolitionists, sued for his freedom. Since he had been taken to a state where slavery was outlawed, he claimed he should automatically have been made free. The Supreme Court declared that he was wrong. Seven out of nine justices said no slave or descendant of a slave could be a U.S. citizen, or ever had been a U.S. citizen. Therefore Scott had no right to sue in federal court. Besides, even if his master brought him north, that fact would not make him free since the government could not deprive a man of his property!

The decision made the Missouri Compromise illegal. The Supreme Court had declared there was no legal way to stop the spread of slavery. Slave owners could take their slaves with them wherever they wanted to go, and the slaves would remain slaves.

That shock was followed by another when John Brown led a raid on Harpers Ferry. He was captured, tried, and hanged, becoming a martyr to the abolitionist cause.

RESOURCES

200 Years, volume one:

- p. 265-274 Missouri Compromise
- p. 274- 276 Fugitive Slave Law and the abolitionists
- p. 277-285 Kansas-Nebraska Act and the Dred Scott decision
- p. 285-288 John Brown's raid and Lincoln's election

Alistair Cooke's America:

- p. 189-196 slaves, the cotton gin, and sugar
- p. 198-200 compromises
- p. 202 Dred Scott

- 93377 VH Civil War: Background Issues
(abolitionists, compromises fail, secession—20 min.)

- 91610 VH Slave's Story: Running a Thousand Miles to Freedom
(true story of a couple's escape in 1848 explores relationship between slaves and masters, sectional differences—29 min.)

- 95639 VH Follow the Drinking Gourd
(Underground Railroad and African-American culture—30 min.)

- 91186 VH Harriet Tubman and the Underground Railroad
(54 min.)

- 95514 VH Quest for Freedom: Harriet Tubman Story
(abolitionist movement and Underground Railroad—40 min.)

- 95734 VH Life of Sojourner Truth: Ain't I a Woman?
(escaped slave, abolitionist, women's rights orator—27 min.)

- 92564 VH Booker
(1860s slave to leading educator and spokesman—40 min.)

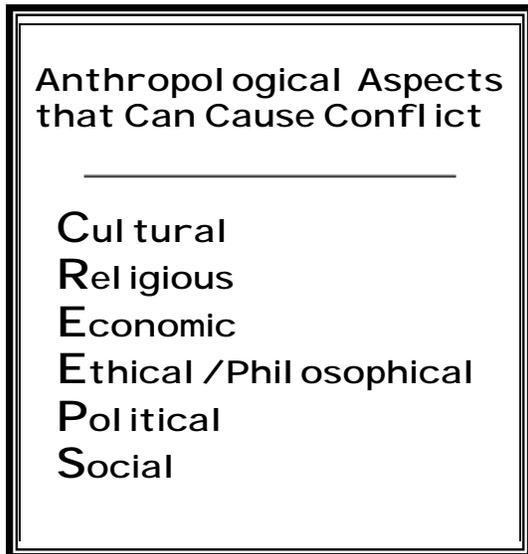
ACTIVITIES

The South depended on agriculture while the North depended on industry. The South had a lower population but needed more land for cotton. The North's population was growing. Immigrants ended up working in the factories there. There were many slaves in the South. There were few freed blacks in the North.

The South said they were fighting for states' rights. They wanted free trade. They wanted economic equity with the North. They did not want the North passing laws that adversely affected their means of making money or that would change their way of life.

The North said they were fighting for the Union. They felt that if the United States were divided neither portion would be strong enough to survive. They were uncomfortable with the idea of slavery spreading and were beginning to think slavery should be abolished.

Look at the CREEPS.



- In which areas were the North and South similar?
- In which areas were they different?
- How did the two sides treat each other before the war?
- If there had been no slavery, would the nation have gone to war?

In the United States all citizens are protected under the Constitution, which includes the Bill of Rights. Even foreigners visiting the country are protected by the same law. In order to deny slaves those basic human rights, in order to deny slaves the protection of the law, the Supreme Court justices said they were not citizens, they could never be citizens, and that none of their *descendants* could ever be citizens. In essence the court said that slaves were not really human beings with human rights. Where else in the history of the United States—and in the history of the world—have human beings been stripped of their rights? Once those groups of people lost their rights, what else did they lose?

Lincoln and the Beginning of the War

In 1854 the Republican Party formed in opposition to Stephen Douglas's proposed compromise to allow Kansas and the Nebraska territories vote themselves slave or free.

In 1856 the first Republican to run for president, John Frémont, lost to the victorious James Buchanan by about 15% (roughly half a million votes out of about 3,173,000 votes cast). Less than 1% of his votes came from the South.

In 1858 Abraham Lincoln, a congressman from Illinois, gave a speech where he paraphrased a line from Jesus, saying, "A house divided against itself cannot stand." Lincoln went on,



"I believe this government cannot endure, permanently half *slave* and half *free*. I do not expect the Union to be *dissolved*—I do not expect the house to *fall*—but I *do* expect it will cease to be divided.

"It will become *all* one thing or *all* the other.

"Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward, till it shall become alike lawful in *all* the States, *old* as well as *new*—*North* as well as *South*."

<http://memory.loc.gov/mss/mcc/051/cartes/006001fv.jpg>

In 1860 the Republican Party nominated Lincoln, even though his anti-expansionist views meant he was deeply unpopular in the South. In fact, nine states in the South refused to put Lincoln on the ballot! On Election Day over 80% of the American voters turned out. More than 60% voted for one of the other three candidates, but Lincoln took a decisive majority of Electoral College votes, *all* those Electoral College votes coming from northern states.

As much as slavery divided the nation, the issue from the point of view of the national government was the authority of the Union—the United States of America—over the individual states. Could the federal government make rulings that the individual states had to follow? Or could states refuse the orders of the government in Washington, D.C.?

The moment it was clear that Lincoln had won the election, South Carolina seceded. They withdrew their ratification of the Constitution and declared they were no longer part of the United States. By the time Lincoln was inaugurated on February 18, 1861, Mississippi, Florida, Alabama, Georgia, and Louisiana had also left the Union (with Texas following a month later). Jefferson Davis had already been elected the Confederate president a week earlier.

United States forts—military bases owned by the federal government—were the fuse on the powder keg in the South. Lincoln vowed to hold, occupy, and possess all federal property. After he sent food to supply the troops at Fort Sumter in Charleston, North Carolina, Davis sent word to General Beauregard to demand the fort's surrender. When the demand was refused, Beauregard fired on the fort, taking it in a single day.

Popular opinion in the North immediately shifted from hoping to avoid war to demanding that the North fight back. Volunteers flooded in. In the South more states seceded: Arkansas, Tennessee, most of Virginia (the part that didn't secede formed into West Virginia), and, finally, North Carolina. The border states of Kentucky, Delaware, Maryland, and Missouri hoped to stay neutral and refused to send troops to fight.



http://www.las-cruces.org/public-services/museums/history_exhibit/Images/soldiersRanchers/ConfederateLg.jpg

RESOURCES

200 Years, volume one:

p. 288 Lincoln's election

200 Years, volume two:

p. 11-20 Confederacy formed
Civil War begins at Fort Sumter and Bull Run

Alistair Cooke's America:

p. 202-203 Lincoln and secession

92886 VH Great Americans: Abraham Lincoln
(life and actions—23 min.)

ACTIVITIES

Read Lincoln's first inaugural address. How far was Lincoln willing to go to preserve the Union? Why did his attempt at conciliation fail?

Divide the class into North and South. The North will present the causes of the Civil War. The South will present the causes of the War Between the States (or the War of Northern Aggression). From the point of view of each side, explain the last straw that caused the war. What were the other immediate causes? What were the historic causes that made the conflict inevitable?

Fighting the War

The North had most of the money.

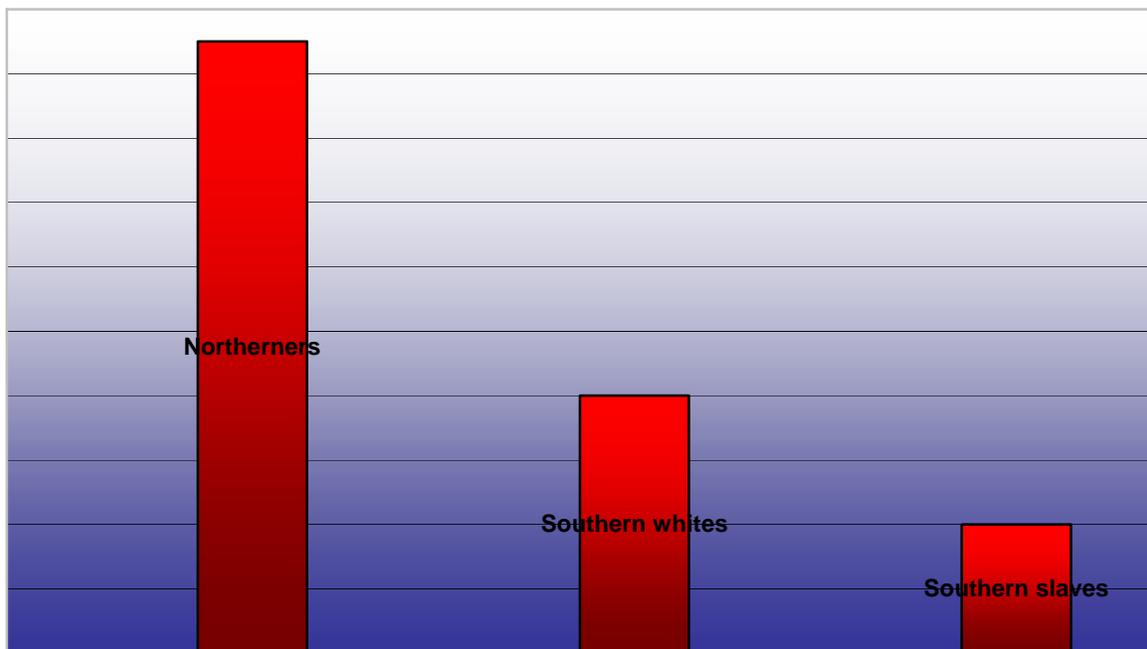
The North had steel.

The North had the Navy.

The North had 80% of the factories. New York City alone produced more goods than the entire South!

The North had 70% of the railroad lines, and all the trains in the North were running on unified tracks. The South's railroads were still running on different gauges.

The North had 23 states with 60% of the population, about 22 million. The South had 11 states with 40% of the total population, about 9 million. However, one third of the people in the South were slaves. Southerners were not about to give their slaves guns and train them to fight, so that gave the North more than a two to one advantage in terms of the number of troops available.



The South had passion. They believed they were fighting for a principle, for their homeland, and for their way of life.

Southerners hoped to gain an alliance with England, which would offset many of the North's advantages.

Meanwhile, the South relied on the stellar quality of their generals to lead them to victory.

The First Battle of Bull Run was fought right outside Washington, D.C. The Union Army lost and fled in panic back to the capitol. Unfortunately for the South, President Davis did not allow Beauregard to pursue the Union soldiers. Lincoln replaced the defeated General McDowell with General McClellan and called for 400,000 more troops.

Lincoln also launched a blockade of the South. The blockade prevented the South from earning vital money through foreign trade, and it helped keep Europe out of the war. Of course, Britain having already outlawed slavery in 1807, and other European countries having done the same by 1815, they were skeptical of slave-holding Confederate States fighting in the cause of “freedom.”

As Lincoln ran through generals—McClellan, Burnside, Hooker, Meade—Davis ran through cabinet members. He insisted on having the final say on all military matters, naming Robert E. Lee the commander of the Confederate Army “under the direction of the President.”

Lee had freed his slaves when slavery became a divisive issue. He believed secession was unconstitutional. Lincoln had actually offered him the command of the *Union* Army! But he refused. He was a Virginian. He fought for the Confederate States.

The Union Army won victories at Fort Donelson and Shiloh. The Confederate Army won the Second Battle of Bull Run. Many other battles ended in a draw.

Then there was Antietam. Bloody Antietam. It was Lee’s first attempt to invade the North. Nearly 5000 men, North and South, died in that one day, and over 20,000 were wounded. Lee lost that battle.

Lincoln, taking new hope and energy from a decisive victory, declared slaves in rebellious states to be free. His Emancipation Proclamation meant that European nations sided with the North, a crushing blow to Southern hopes. The North formed regiments of black soldiers, which infuriated the Southern soldiers who faced them. In 1863 Lincoln instituted the draft (which the Confederacy had done a year earlier), and he named Grant the commander of the Union Army.

The Confederate Army went on to win battles at Fredericksburg and Chancellorsville. But then Lee tried a second invasion of the North and was again defeated, this time at Gettysburg. The day Lee left Gettysburg, General Ulysses S. Grant marched his Union troops into Vicksburg. Lincoln had finally found a general he could count on to actually fight. The war continued for two more years, but those two victories turned the tide decisively and permanently in the favor of the North.

And the war went on, fought by boys, some as young as ten and few over 21, the legal age of adulthood.

Those who were wounded died of disease and infection. Arms and legs mangled by a gunshot were amputated. 25% of the amputees died after the operation. For the last two years of the war doctors in the North at least had chloroform to use as the very first surgical anesthetic, but Lincoln banned the shipment of drugs to the South, so soldiers there were operated on while they were still conscious.

RESOURCES

200 Years, volume two:

- p. 20-22 technology and generals: *Monitor vs. Merrimac*,
Lee vs. northern generals
p. 22-27 Battle of Antietam and the Emancipation Proclamation (see illus p. 31)
p. 27-30 Battle of Gettysburg

Alistair Cooke's America:

- p. 203-214 Lee, the battles, and treating the wounded
- 93412 VH One Nation . . . Indivisible (1845-1865)
(effects of railroads on life, towns, and Civil War—14 min.)
- 93379 VH Civil War: The First Two Years
(strategies, early campaigns, ironclads, proclamation—20 min.)
- 91611 VH Civil War: Anguish of Emancipation
(slavery and events leading to proclamation—28 min.)

ACTIVITIES

Working together, find and write a brief description of as many battles as possible of the Civil War. Include the name, date, location, names of leading officers, two or three details about conditions and strategies, and the following statistics:

- *number* of Northern troops who fought and the *ratio* of the total that represented
- *number* of Southern troops who fought and the *ratio* of the total that represented
- *percent* of Northern troops who died
- *percent* of Southern troops who died
- *percent* of Northern troops who were wounded
- *percent* of Southern troops who were wounded
- *percent* of Northern troops who were captured
- *percent* of Southern troops who were captured

Compare those numbers to the population of the North and South before the war started.

Make graphs to share the information.

Even better, put the information about the battles in chronological order. Make a large-scale map on the gym floor or on a ball field. Physically walk through the battles, moving as a class from point to point on the map. Based on the figures you found, at each battle site assign the proper ratio of North and South troops. Stand in two rows facing each other. Have one person read the description of the battle aloud (maybe using a microphone). Then have the correct percent of each side lie down “dead,” the correct percent of each side sit down “wounded,” and the correct percent of each side be “taken prisoner” and moved to sit behind the other side. How many people remain standing on each side? How does the number standing compare to the number “lost”?

As you simulate the losses of the war, keep in mind that being wounded was often a death sentence. And prisoners often died, too.



<http://www.archives.gov/nhprc/annotation/june-98/images/hubbard-after.jpg>

Read the text of the Emancipation Proclamation. Compare it to Lincoln’s First Inaugural. How did Lincoln’s position change? How did it stay the same? *Why* did he change?

Read the text of the Gettysburg Address. In what way is it similar to the First Inaugural?

The Union Victory

Grant was a fearless and dogged fighter with a simple strategy: “Find out where your enemy is, get at him as soon as you can and strike him as hard as you can, and keep moving on.” He was supported by William Tecumseh Sherman, who in his “long march to the sea” became the most hated Union officer in the South. Grant sent Sherman to take Atlanta while he pursued Lee.

Grant pushed south towards the Confederate capitol at Richmond. The Union and Confederate troops clashed repeatedly, the Union Army losing some 33,000 men and the Confederate Army some 20,000. But Grant pressed on until he stalled outside the cities of Richmond and Petersburg; both armies dug in and settled into a siege.

In contrast, Sherman danced away from direct confrontation, fighting only when necessary, but continuing to flank the enemy troops and move toward his objective. After fierce fighting that extended from the hills 20 miles outside of town down to Atlanta itself, Sherman arrived and laid siege. Then he cut the railway lines that brought supplies into Atlanta.

The South held on, hoping that Lincoln would be defeated in his bid for reelection, and hoping they would be able to negotiate with whoever replaced him for a peace that would grant them independence. It seemed that Lincoln would lose. There were so many dead soldiers, and the war was increasingly unpopular.

But then Grant sent an electrifying telegram that reenergized the North—”Atlanta is ours and fairly won.” Once inside Atlanta, Sherman ordered the town evacuated and then he burned it to the ground. Next he led his troops south to Savannah and then north to Columbia and Raleigh, cutting railroad lines, taking the food they needed from farms they passed, burning a swath of destruction sometimes 60 miles wide, and gathering up with them freed slaves by the thousands.

The siege at Richmond lasted longer. Grant held on with a bulldog grip. The Confederate Army was running out of food, firewood, ammunition, and men. At Lincoln’s urging—Lincoln actually came to visit Grant outside Richmond—Grant sent Sheridan around south of the city to attack from that side. It worked. The rebel line broken, Lee retreated. So did Jefferson Davis and the Confederate government. Lincoln entered the city to find thousands of abandoned slaves who greeted him as their savior, at least one going as far as to kneel before him. “Don’t kneel to me,” he said. “You must kneel to God only.” Then he went on, “You are free—free as air.”



http://photos.state.gov/libraries/usinfo/3234/week_1/Hist_ch7_1.jpg

<http://www.nps.gov/archive/pete/mahan/lincoln.jpg>

Lee made it as far as Appomattox, but he could not escape the pursuing Grant. The two generals negotiated Lee's surrender on April 9, 1865. The Confederate soldiers would be able to go home once they stacked their arms and promised never again to fight the Union. Those who had horses or mules got to keep them so they could use them on their farms. Grant did not allow his troops to celebrate in front of the defeated Confederate soldiers.

There were celebrations in Washington, D.C., though, when Lincoln arrived back in town. On his arrival he heard for the first time the joyful news that Lee had surrendered.

Five days later Lincoln was assassinated. With a handful of other Southerners, John Wilkes Booth had plotted an elaborate scheme of multiple murders to be committed that night, a conspiracy designed to destroy the government in the North and give the South one more chance at victory. One other man was injured that night, but only Lincoln died. His assassination shattered any hope of a generous and gentle reconciliation between the North and South.

RESOURCES

200 Years, volume two:

- p. 33-42 Grant and Sherman
- p. 42-52 Lee surrenders at Appomattox and Lincoln assassinated

Alistair Cooke's America:

- p. 216-218 Lincoln
- 93378 VH Civil War: 1863-1865
(Stonewall Jackson, black regiments, Lee surrenders, Lincoln dead—20 min.)
- 93602 VH Civil War: Union at Risk
(reasons for war, why Union prevailed, effects—25 min.)

ACTIVITIES

Read Lincoln's Second Inaugural Address, given just a month before he died.

- In the first paragraph, what does Lincoln say about how long the war might go on?
- In the second paragraph, looking back to the time before the war began, how does Lincoln contrast the attitude of North and South toward the idea of a possible war?
- In the beginning of the third paragraph, again looking back to the time before the war began, how does Lincoln contrast the attitude of North and South toward the idea of slavery?
- In the middle of the third paragraph, explain the lines, "Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged."
- In the remainder of the third paragraph, Lincoln talks again about how long the war might go on, speculating about what God might require from the nation as a just payment for the offense of slavery. What does Lincoln say might be a "true and righteous judgment"?
- In the last paragraph, what does Lincoln reveal about his attitude toward *all* those involved in the war, both North and South?



<http://lcweb4.loc.gov/learn/collections/inaug/images/1865oath.gif>

Reconstruction

With Lincoln dead, his vice-president Andrew Johnson took office. Over him loomed the daunting task of rebuilding the victorious North and defeated South into one country, of uniting abolitionists and former slaves and former slave owners into one people. He admired Lincoln and wanted to follow his vision of reconstructing the country “with malice toward none,” but after Lincoln was assassinated, there were people in Washington who wanted to punish the entire South for Lincoln’s murder. Johnson was impeached, holding onto the presidency by a single vote.

General Grant argued—successfully—that Lee and the other Southern generals should not be put on trial for treason.

At first it looked as if things would improve markedly for the former slaves. The 13th amendment to the Constitution abolished slavery. The 14th overturned the Dred Scott decision to give former slaves equal protection under the law. The 15th made it illegal to have different qualifications for voters based on race—for example, requiring that blacks pass a reading test before they could vote but not requiring that white voters pass the same test.

Four million former slaves and their supporters in Congress hoped for more. They wanted economic as well as political freedom. They wanted land and the means to work it. “Forty acres and a mule” for every freed man was the goal. That goal was never realized. The Freeman’s Bureau did provide medical help and education for a few years, but it was disbanded in 1869.

The economy of the South was in ruins. Southerners hated the victorious Northerners and resented the newly freed blacks. Some altruistic Northerners came south to help with schools and economic development. Other Northerners who came south were corrupt and wanted only personal profit. Many Southerners despised them all, lumping them together and calling them “carpetbaggers” after the bags they carried—which were made from the same material as carpets.



<http://www.vw.vccs.edu/vwhansd/HIS269/Images/Carpetbagger.gif>

The federal government controlled the administration of southern states for several years. They left the South in 1877, having decided the South was reconstructed and no longer in need of their supervision. Conditions for blacks deteriorated and stayed dreadful until the Civil Rights movement nearly 100 years later started to make some of the United States government’s promises come true at last.

RESOURCES

200 Years, volume two:

p. 55-58 Freedmen's Bureau and Reconstruction
 Johnson impeached and acquitted

Alistair Cooke's America:

p. 218-221 results of the war in the South

93380 VH Civil War: Postwar Period
 (political reorganization of South, Johnson, 14th amendment—20 min.)

95694 VH Black Is My Color: African-American Experience
 (New World, Civil War, freedom—15 min.)

ACTIVITIES

Each student should find and read one or more historic novels set during the Reconstruction period through the Civil Rights period. Ask a librarian to help everyone choose books, or use one of the following guides:

American Historical Fiction: An Annotated Guide to Novels for Adults and Young Adults by Lynda G. Adamson

Young Adult Fiction by African American Writers, 1968-1993: A Critical and Annotated Guide by Debor Kutenplon

Adolescents At Risk: A Guide to Fiction and Nonfiction for Young Adults, Parents, and Professionals by Joan F. Kaywell

Dictionary of American Children's Fiction, 1990-1994: Books of Recognized Merit by Alethea K. Helbig

Once everyone has finished their books, have a class discussion.

- How did each book reveal the CREEPS of the setting?
- How did the books give insights into the lives of ordinary people?
- What differences did you observe in your book regarding the way whites acted or were treated vs. how blacks acted or were treated?
- Did circumstances change over the course of the book? How? Why?
- Did characters change? How? Why?
- What can novels teach or show that is different from what textbooks teach or show?
- Speculate about how things might have been different in that period if Lincoln had survived to lead the country through Reconstruction.

When you are done, find images of the South from the Reconstruction period through the Civil Rights period. Make a class collage that fills a bulletin board. Add quotations from the period. What can photographs or artwork teach or show that is different from what words teach or show?

The Indian Wars



<http://education.usgs.gov/common/resources/mapcatalog/images/land/federallands.jpg>

Whenever territories were admitted as states into the Union, the federal government required that any unclaimed land become the property of the United States. Because of that policy, there is still far more public land in the West than in the rest of the country.

In the middle of the Civil War, in an effort to promote American settlement of the frontier, Congress started giving some of that land away. The Homestead Act of 1862 said every man who traveled into the Plains or who went farther west could pay \$10 and get 160 acres of land. That land would be his as long as he lived there or farmed there for five full years.

Of course, the Indians who lived on the Plains were less than thrilled. Living a nomadic life, they depended on the buffalo for food, clothing, shelter, and a challenge against which their young men could test their courage. The Spanish had brought the horse to America, greatly enriching life on the Plains. Indians rode horseback to hunt buffalo and fight. A growing checkerboard of farms crisscrossed by railroads and by well-traveled roads that were maintained by the army cut right across the buffalo paths and straight through the heart of Plains life.

The Comanche, Sioux, Arapahoe, Creek, Cheyenne, and others cut telegraph lines and attacked wagon trains, stagecoaches, ranch houses, and even forts. And who could blame them? When tribes objected to roads, the government built them anyway, along with forts to protect them. Instead of attacking Indians directly, railroad men hired hunters to kill buffalo. Men on the trains would shoot buffalo by the score and leave them to rot. “Buffalo Bill” Cody alone killed thousands. It was warfare by induced starvation.

The tribes were moved to reservation lands that no one else wanted. With no more buffalo to hunt, they were dependent on the government for rations of meat. They were left with nothing—unless something of value was discovered on the land. Even then the tribe did not benefit. They were required to move again.

For a time during the Civil War tribes could strike back without much retribution, but once that war ended, army troops once again moved west to subdue them.

The Black Hills were promised to the Sioux until gold was discovered there and the hills were overrun with prospectors. In 1876, while the country was celebrating its centennial, Sitting Bull, Crazy Horse, and their followers decided to fight back for their own independence. They started gathering men and supplies at Little Big Horn. Colonel George Custer took his cavalry up the Rosebud River and ran smack into the encampment. Custer's men were wiped out within a few hours. It was a short-lived victory for the Sioux. Later that summer the United States Army trapped them, and within months they surrendered.



http://www.nps.gov/history/history/online_books/hh/1a/images/hh1c2.jpg

A few years later a new leader rose up who promised the Indians a miracle. If they would perform a Ghost Dance, the ritual would make bullets harmless to the dancers. The Indians would rise up, defeat the whites—actually make them disappear—and cause the buffalo to return. It was an idyllic vision but a complete fantasy. Nevertheless, it worried the Army enough that they went back to hunting and killing Indians indiscriminately right up until Wounded Knee in 1890, where they slaughtered an encampment of 200 Indian men, women, and children on the suspicion that they presented a threat.

By 1890 the number of Native Americans in the territory claimed by the United States had gone from about a million when the colonists first landed to roughly 200,000—a loss of 80%.

RESOURCES

200 Years, volume two:

p. 58-68 the Homestead Act and Custer's last stand
(Alaska Purchase)

Alistair Cooke's America:

p. 240-242 Custer, the Ghost Dance, and Wounded Knee

95832 VH Roads Less Taken
(less-traveled routes and impact on Native Americans—52 min.)

91090 VH I Will Fight No More Forever: The Story of Chief Joseph
(trying to lead his people to freedom in Canada, stopped 30 miles from border—106 min.)

93494 VH Geronimo: The Final Campaign
(U.S. army vs. Apaches—30 min.)

94726 VH Clash of Cultures on the Great Plains 1865-1890
(Lakota people's way of life, based on buffalo, changed—20 min.)

01708 The Great Indian Wars: 1840-1890
(major campaigns and minor revolts, Custer, Geronimo, Wounded Knee—96 min.)

ACTIVITIES

Working in small groups, investigate different western tribes.

- What did they call themselves?
- Where did they live?
- What were their relations with surrounding tribes?
- How did they survive?
- How did they govern themselves?
- Once the whites arrived, what did the white settlers call them?
- How did they interact with the whites?
- Did they enter into any treaties with the United States?
- How were those treaties honored?
- What was their situation by 1890?
- As an extension, what is their situation now?

The Transcontinental Railroad and Beyond



<http://www.archives.gov/research/american-west/images/017.jpg>

The first railroads extended out from the east coast as far as Nebraska while the railroads on the west coast ran north and south. The gap between the two systems was just under 1800 miles. During the Civil War the Union Army begged the financially strapped Congress to bridge the gap. In the end, private enterprise and competition did what politicians were unable to do. The Union Pacific, racing west over flat prairie, lay 100 miles of track at a crack until they were slowed by the Rocky Mountains. Meanwhile the Central Pacific took two years to scale the barrier presented by the Sierra Nevada. It took three years for the two companies to meet, in Utah, and drive the golden spike that tied the country together. It was 1869, just four years after the end of the Civil War.

By 1890 the number of miles of railway lines had more than tripled. Railroad companies added steel rails, air brakes, and more comfortable cars.

Originally, different companies used different gauges for their railway lines, which meant the width of the cars and tracks was different from one company's lines to another. To move goods from one spot to another might entail unloading from one company's cars at the end of their lines and reloading to another's at the beginning of their lines! But eventually the companies worked together to standardize the gauge, agreeing to use the same wheelbase for their rolling stock, and ripping up and re-laying track around the country.

Another thing the railroads standardized was time zones. Before railroads, each town kept its own time based on when the sun reached its zenith in the sky overhead. A traveler would manually adjust a pocket watch on arrival in each town. Railroads could not create a printed schedule based on a different local time for each town. They insisted on—and achieved—consistent time zones in one-hour increments.

Railroads created the cattle drive. In 1867 cattle in Texas sold for \$4 apiece. People used their hides to make leather and their fat to make tallow. The rest was waste. Then a livestock trader from Chicago by the name of Joseph McCoy bought the town of Abilene, Kansas, at the tail end of a branch line. McCoy advertised a safe trail from Texas to the railroad where the cattle would be shipped to Chicago for processing in the meatpacking plants, the meat being shipped to markets on the east coast. In spite of the fact that cattle lost weight and their meat got tough on long cattle drives, cowboys could get as much as \$40 per head in Abilene, ten times as much as the going price in the Gulf. So the cattle drive was born.

The fact that different groups wanted to use the same land for different purposes inevitably led to conflict. Since the cattle needed to graze as they traveled for three months and 1000 miles along the Chisholm Trail on their way to Abilene, the cowboys wanted an open range. The Indians wanted the land to stay wilderness so they and the buffalo could run free. Farmers wanted to protect their crops and strung barbed wire to fence the cattle out. Cowboys cut the wire. Farmers and cowboys and Indians fought battles and killed each other.

Eventually railroads built lines to the Gulf. The cowboys could get their fatter and more tender cattle to market more quickly. Farmers no longer had to contend with cattle roaming across their fields. In the end the railroads, the cowboys, and the farmers all won. Only the buffalo and Indians lost.

RESOURCES

200 Years, volume two:

p. 68-72 transcontinental railroad completed

Alistair Cooke's America:

p. 226-233 building the transcontinental railroad
cattle drives

93413 VH Transcontinental (1865-1880)
(time and money involved in great achievement—14 min.)

95283 VH Railroads on the Frontier
(5 segments—24 min.)

ACTIVITIES

Divide the class into two teams: East and West. Put a map of the transcontinental railroad on the wall. Each team starts at the far end of their section of the railroad. For every completed fact card, they move one step toward the center. When the two teams meet, the race is over. The team that went the farthest is the winner.

Each side works as fast as they can to find out as much as possible about the building of “their” side of the transcontinental railroad. They put their information in a complete sentence on one side of a 3 x 5 card and hand it in to the teacher. The teacher confirms the card before posting it.

Look for a variety of information including (but not limited to) the following:

Who was involved in building the railroad? What company built the railroad? Who funded or owned the company? Who worked as laborers?

What did the railroad accomplish? What problems did they encounter in building it?

When did building start? When did it end? Were there delays?

Where did building start? Where did it end? What route did the railroad follow?

Why was it built? Why did it follow the route it did? Why did the companies choose the workers they did?

How was the railroad built? How were the workers treated? (How were the Chinese workers in the West treated differently than the Irish in the East?) How much were they paid? How did the route affect trade and the growth of towns?

Industrial Growth

Based on the kinds of work that people do, there are, in very simple terms, four types of societies. All four still exist in the world. Land use changes with each type of society.

Human groups started out in nomadic hunter-gatherer societies. The majority of people who do work in a hunter-gatherer society are engaged in finding and obtaining food. People follow their food sources, whether migrating animals or seasonal plants. The land remains an undeveloped wilderness.

Once human groups learned to farm they created agrarian societies. The majority of people who work in an agrarian society are engaged in producing food. People plant, tend and harvest crops and keep domesticated livestock. Land is cleared for agriculture and becomes rural. In 1830 over 90% of America's population lived in rural areas.

Then people invented and used machines to replace human labor on farms. With more people available to work in factories, an industrial society emerges. The majority of people who do work in an industrial society are engaged in producing goods made by machine. Urban centers spring up around factories in order to house people close to their work.

A society with a sufficiently advanced technology eventually replaces most human factory labor as well. In that case, a service society develops. The majority of people who do work in a service society are engaged in providing services. They may work in entertainment, government, education, finances, or information services. Speedy transportation and communication makes it possible for people to live farther from their jobs, fostering suburban sprawl.

Inventions from the beginning of the Industrial Revolution through the turn of the century made farming more efficient, turning it from a family enterprise into a gigantic industry. A radical change in American life followed. Since the new machines did the work of many men, those men found themselves out of work, and displaced farm workers crowded into the cities. On the other hand, new factories needed more workers, so families moved to where there was work. Husbands, wives, and children, they *all* went to work in the factories in the cities.



<http://www.kancoll.org/books/thayer/marv644.jpg>

<http://www.usc.edu/schools/annenberg/asc/projects/comm544/library/images/397.jpg>

Trains drove the industrial revolution in America. They brought raw materials to factories, including coal, coke, and iron for steel mills. Cities grew up at any point where goods and tracks intersected. Trains took finished products to market. They moved people as well as goods. And a more mobile society prompted consumerism.

Steel framed the industrial revolution in America. A better, more efficient means of processing steel turned it from a luxury to a staple. Railroads used steel for rails. Steel girders (and the invention of the elevator) made skyscrapers possible. Steel made a host of other industries possible, notably the auto industry.

Oil fueled the industrial revolution in America. By refining petroleum, the oil industry produced lubricants, paraffin, naphtha for cleaning engine parts, kerosene for lighting, and, of course, gasoline for cars. Oil made other industries possible, especially the auto industry.

Entrepreneurs are individuals who assume the risk of organizing, launching, and operating a venture in business. A philanthropist is one who gives money or other donations to charities. In the late 19th century there were remarkable examples of men who were both entrepreneurs—ruthless in their pursuit of riches—and who were, eventually, philanthropists who gave fortunes away.

Andrew Carnegie was a real rags-to-riches “Horatio Alger” character who made his fortune in steel. He believed he had a God-given right to accumulate as much money as he could, and a God-given obligation to give it all away. By the time he was 33 he had earned \$50,000 and said, “Beyond this never earn, make no effort to increase fortune, but spend the surplus each year for benevolent purposes.” He established the Carnegie Corporation. He endowed nearly 2800 libraries. He gave away more than *\$350 million* in his lifetime!

John D. Rockefeller started the Standard Oil Company of Ohio. He went further, creating an illegal monopoly to control not just refining but pipelines, shipping, warehousing, and marketing of oil and oil products. He wanted to own all the companies that made the things he needed to run his business *and* he wanted to own all the means of distributing his products to market so he could reduce competition and control prices. When the government objected, he invented a “trust.” He put a board of trustees “in charge” so the government could not prosecute him for his monopoly.

Rockefeller made nearly *\$1 billion* over the course of his lifetime although he did give over half of it away. He founded the University of Chicago, a private, coeducational institution, in 1891. After plutocrats in the East scoffed that no reputable scholar would agree to live in a filthy cowtown like Chicago, Rockefeller claimed he would have no trouble finding faculty for the school. He was right. He simply offered the men he chose double the pay they were currently earning.

Other men, though, like Cornelius Vanderbilt, left all their accumulated wealth to their sons. The spending of some families reached a staggering level of conspicuous consumption. From their excesses came the name for the era; the turn of the century came to be known as the Gilded Age.

RESOURCES

200 Years, volume two:

p. 76, 81-85 entrepreneurs and industrial growth
p. 104-108

Alistair Cooke's America:

p. 246-271 "Money on the Land"

Land and Its People
(natural resources inspired business—49 min.)

Money on the Land
(farms to cities, inventors, industries—52 min.)

ACTIVITIES

Define:	wilderness	hunter-gatherer	entrepreneur
	rural	agrarian	philanthropist
	urban	industrial	a trust

When and where in history did America have the four different types of societies?

Explain how railroads and the steel and oil industries helped drive the industrial revolution.

Which two major groups of people moved into U.S. cities during the period after the Civil War through the turn of the century?

What drove farm workers to leave the land and move to the cities?

What prompted people in Europe to come to the U.S.? Why, at the turn of the century, did they settle mostly in Eastern seaboard cities?

Imagine the move in 1900 from a farm in the country and work in the fields to life in a city tenement and work in a sweatshop factory. Engage all your senses; in each location, what would you see during the day, at work, at home, at night? What would you smell? How would flavors be different? Sounds? How would you feel in your body and in your soul? Mentally explore all the contrasts and then write a series of diary entries for a person who moved from the country to the city.

Immigration

With the notable exception of the blacks who were brought to America by force and who, even after the Emancipation Proclamation, supported the dominant white culture with their labor, the majority of immigrants saw coming to America as a chance for a better life.

In the 19th century American agricultural workers both white and black had to relocate and retrain to find work in the industrial age. Even with the changes they faced, at least they could stay in their own country and speak their own language.



http://www.nps.gov/history/history/online_books/hh/11/images/hh11a1.jpg

For others, it was not so easy. The industrial revolution began in England before it began in America, and estates began to replace small farms in Europe. The Irish fled the potato famine, the blight arriving in Ireland from the Americas in the 1840s. A fungus first turned the leaves of the plants black. The dug-up potatoes shriveled and turned rotten within days. In 1845 one third to one half of the crop failed. The next year 75% of the crop was lost. The famine eventually led to the death of one million Irish. Another 1.7 million left for America.

Germans, Austrians, Italians fled political upheaval, revolution, and war.

Jews fled persecution. In Europe those Jews who were able to practice their religion were most often confined to a ghetto. Others could safely follow their faith only in secret. The idea of religious freedom, of being able to be Jewish in the open without being harassed, was a tremendous draw that lured millions of Jewish immigrants to America.

Chinese men were encouraged to come—mostly to the western states—to provide cheap labor, but they were not allowed to bring their families.

Thus famine, politics, religious persecution, and extreme poverty led many people around the world to leave their homes and come to America, the land of promise.

Once they arrived, immigrants found the golden land of America was not as bright as they had hoped. Still, they stayed. They started out in communities of their own, Little Italy, Chinatown. They worked hard to make a decent life for themselves and their families. They worked hard to fit in to America, to be Americans. They were willing to work and sacrifice and endure hardship in the expectation that, even if their own life was a struggle until they died, they were building a better life for their children.

And, like those who had come before, the new immigrants enriched American culture with their own.

RESOURCES

200 Years, volume two:

p. 75-80 immigration

Alistair Cooke's America:

p. 273-286 "The Huddled Masses"

Webster's New Biographical Dictionary (or equivalent)

97175 VH Irish in America: From the Emerald Isle to the Promised Land
(first group to come to America from Ireland—110 min.)

91616 VH Immigrant Experience: The Long Journey
(a Polish family and the "Americanization" process—31 min.)

00540 Ellis Island
(interviews from the Ellis Island Oral History Project—150 min.)

ACTIVITIES

For warm-ups or transitions:

- If you were a ship bringing a load of immigrants into New York Harbor, what would you see, hear and smell? What would you feel for yourself and for your passengers?
- How is a dance like a star?
- How is a story like a car?
- Get ideas from a tide pool to improve architecture.
- I'm blind and only know about sculpture. Explain paintings to me.
- Suppose you had all the artistic talent you could imagine. How would you use it to tell the story of your family or culture?

Work in groups to identify 20th century immigrants who made aesthetic contributions in America: painting, sculpture, architecture, dance, music, drama, poetry, fiction. Using a biographical dictionary, scan for Americans who have artistic contributions listed and who were born outside the U.S. Using computer sources, search for key words (artist, poet, immigrant) and scan the articles to find more names of American immigrant artists. List at least ten names along with titles of their most important or well-known works.

Explain why an immigrant, struggling merely to survive in the confusion and chaos of a “New World,” would expend time and energy on the creation of art.

(TEACHER’S NOTE—The sources available to you and your students might be of limited help in answering this question. From conversations with artists and art theorists I am including the beginnings of a list):

- Immigrant art reflected their old home and culture and made them feel more secure in their new surrounding; it gave them cultural stability.
- Artworks gave immigrants an outlet for telling their story, explaining who they were and why they had come.
- A new place gave new experiences and stimuli, which inspired artistic creativity.
- Many were freed from Old World restrictions against involvement in the arts.
- A few found they could make money off of their artistic abilities.
- As a general rule, human beings want to make their surroundings beautiful.
- There is joy in creativity!

Continue working in groups to prepare a multi-media show of 20th century immigrant art: slides of paintings, sculpture, architecture; video scenes of drama and dance; taped readings of poems and scenes from stories. Share your show with the other groups.

Analyze your own culture or the culture of one of the immigrant artists featured in the multi-media show. Decide how you would use an art form to communicate something about a specific culture to an audience. Create a piece of art (painting, sculpture, architecture, dance, music, drama, poetry, fiction) that reflects your own culture or is a conscious reaction to the culture and ideas expressed by an immigrant artist of your choice.

Samples:



My project symbolizes my heritage because my grandma, my great-aunt, and other ancestors have lived there. My great-aunt has lived there her whole life. She is still there. There is a barn, a garage, a farmhouse, an old dump, a stream in a gully, a pond, and a one-rail bridge. I only showed the barn and house. There is 20 acres, and it was all plowed, long ago.



I made a model to show a Filipino tradition called bayanihan where people help each other, even with something so hard as moving a house!



This building is a 10th century Byzantine church called La Cattolica. La Cattolica is in Stilo, Calabria, which is in Italy. My nana was born in Calabria, Italy. She also taught me to use pastels, which is what I used to draw the church.



The Swedish maypole is the main symbol for Midsummer Day in Sweden, which happens in late June. In Sweden they celebrate the longest day of the year and all of the light. On Midsummer Day the people dance around the maypole. I made a maypole as my project because I am a quarter Swedish.



My embroidery shows my culture because most of my family came from England, and embroidery was popular in England long ago. Both my great-aunt and great-grandmother are really into embroidery, so it kind of runs in the family. When I do embroidery, it's really calming and relaxing.



The artwork for my culture, Dutch, is Delftware. Delftware is pottery decorated with different shades of blue and white. Nowadays you can buy Delftware in other colors, but I stuck to the traditional colors. Delft is a town in Holland where Delftware was first made, hence the name.



When the Native Americans had gatherings where they told stories, to show whose turn it was to speak, the person speaking would hold a story stick. When they had finished telling the story, they passed the story stick to someone else. I am part Native American.



My collage shows where my roots go to. Even though I'm sure I come from other places, these are the principal six.

The Spanish-American War

The United States first emerged as a world power in 1898 with the Spanish-American War. President McKinley hoped to use diplomacy to resolve America's dispute with Spain over Cuba; the United States supported Cuban rebels who wanted independence from Spain. After all, many people still remembered the Civil War and had no desire to be dragged into another conflict. On the other hand, newspapers knew wars would sell more papers. Popular sensationalist "yellow journals" offered lots of opinions with little solid, objective reporting. They deliberately inflamed the population into a more aggressive stance. And the U.S. assistant secretary of the navy, Teddy Roosevelt, was a hawk, pushing for war.

The standoff between those for war and those against ended when the U.S.S. Maine exploded in the Havana Harbor. The United States sent an ultimatum to Spain. Spain complied, but even so, the United States broke off diplomatic relations. With the newspapers accusing the Spanish of deliberately destroying the ship, the American Congress declared war on Spain.

The war started in the Caribbean. 150,000 volunteers signed up to fight in Cuba. Black soldiers fought and took San Juan Hill, but Teddy and his Rough Riders—most of whom had no horses—got the credit when they charged up the hill the next day. (The Smithsonian has the flag the Riders took—and the piece from the corner a black soldier had torn off the day before to validate their claims of being there first!) While they were at it, the United States took Puerto Rico.

At the same time, halfway around the world, Commodore Dewey blockaded Manila in the Spanish-held Philippines. Although Germans and British ships tried to horn in on the action, Dewey took the Philippines for the United States.

The war lasted four months. Spain surrendered Cuba to the Cuban rebels. The United States gained Puerto Rico, Guam, and the Philippines, paying \$2 million for the latter. Teddy Roosevelt's popularity surged, and he urged the United States to adopt the role of a world power.

During this same period the United States also acquired the Hawaiian Islands, Wake Island, part of Samoa, and the Dutch Virgin Islands.

Teddy Roosevelt went on to become president. He supported Panama in its bid for independence from Columbia. Panama then allowed the United States to build a canal which facilitated the movements of the United States navy from Atlantic to Pacific and back as the need arose. Roosevelt spearheaded a reform of America's railroads and trusts. And he started the National Park system.



http://www.americaslibrary.gov/aa/roosevelt/aa_roosevelt_bears_3_e.html

Roosevelt's successor was William Howard Taft. Before the United Nations (and even before the earlier League of Nations), the first attempt to create a forum for resolving international disputes was the international court at The Hague. France and England agreed to work out their differences through The Hague. Taft supported the concept of an international court and sent an agreement to the United States Senate for their approval. They changed the agreement so much that in the end Taft refused to sign it.

The next president, Woodrow Wilson, revised the tariff, reformed the banking system, and wrote a new anti-trust law. He longed to concentrate on domestic issues and vainly hoped his accomplishments would not be judged on the basis of foreign affairs. He moved America back into an isolationist stance, away from acting as a world power ... at least until he and the United States were drawn, very reluctantly, into World War I.

RESOURCES

200 Years, volume two:

p. 111-117 Spanish-American War

Alistair Cooke's America:

p. 297-301 Roosevelt

98966 VH America Becomes a World Power
(expansionism, trade with Japan, Alaska and Hawaii, Spanish-American War, Open Door Policy and foreign policy, Panama Canal—30 min.)

00936 As It Happened: The Spanish-American War
(Spanish-American War, Teddy Roosevelt, and the power of the newspapers—100 min.)

01308 The Spanish American War: Birth of a Super Power
(the Maine, easy victory, overseas possessions—29 min.)

90282 VH U.S. and the World: 1865-1917
(from the conquest of the West to the Spanish-American War and the Panama Canal—35 min.)

ACTIVITIES

In a class discussion examine expansionism vs. isolationism, hawks vs. doves. Go back over the course of American history from the revolution to 1900. At which points was the United States expansionist or imperialist—trying to gain territory, trying to interact with other countries and gain advantages? At which points was the United States isolationist, wanting to be left alone and to have little or nothing to do with foreign powers? At which point was the government or the population acting like hawks, aggressive and belligerent and ready for war? At which point was the government or the population acting like doves, peaceful and trying to avoid conflict? What were the influences in the historical context that made the difference in American attitudes?

Compare that analysis of American history with what you know of the 20th and 21st century. Is the United States now more expansionist or isolationist, more hawk or dove? Why?

OR

List resources the U.S. had available at the turn of the twentieth century. Divide them into two categories: physical and human. What national attributes made it possible for the United States to move into a leadership role in world affairs?

Brainstorm all the possibilities: natural resources, geography and climate, agriculture, industry, transportation and communication, education, government and politics, human resources. Analyze how each played a part in the development of the U.S. as a world power.

Share your results with a photo display complete with explanatory captions.

End of the Year Tests

Work together as a class to try to answer all the questions on the final exam given to eighth graders in 1895. How does this test compare to tests given to eighth graders now? How are tests harder now? How are they easier?

The 1895 test is impressive largely because it would be impossible for us to pass, given a modern education. But instead of looking at the specific questions, look at the level of thinking required for each question. Fully half the questions depend on rote memory. There are some comprehension questions where students have to explain in their own words. Several application questions (mostly in math) have students using what they have learned to solve real-world problems, including some multi-step problems. There is very little demand for analysis and no demand for synthesis or evaluation.

The Washington Assessment of Student Learning (WASL), the state test which I know best, has very little reliance on knowledge level questions and rote memory. Our students are required to make inferences and justify answers in all subject areas. There is much more higher order and critical thinking involved. In that sense, I think our current tests are far more difficult.

We do a writing assessment in seventh grade. Seventh graders need to write one expository and one persuasive piece. Both are scored for content, organization, and style as well as conventions.

See how well *adults* would do taking the math test Washington requires for *eighth* graders! Go to the link to the 8th grade sample test from <http://www.k12.wa.us/assessment/WASL/Mathematics/PracticeSampleTests.aspx>.

All our middle school students have to complete a research paper each year for social studies as part of the state assessment. It can take weeks to do.

Our science assessment not only requires an understanding of the content matter of earth/space, physical, and life sciences, but also demands that students be able to apply the inquiry process both in given scenarios and in designing experimental procedures.

Oh, yeah, Washington also requires assessments for the arts and for health and fitness.

And remember, *we* expect students to go beyond the eighth grade.

Don't sell our students short!

Using the worksheet, review the major topics of early American history. Plan on having a test based on those topics, and plan on having to answer one or more essay questions.

8th Grade Final Exam
Salina, Kansas
1895

Grammar (one hour)

1. Give nine rules for the use of Capital Letters.
2. Name the Parts of Speech and define those that have no modifications.
3. Define Verse, Stanza and Paragraph.
4. What are the Principal Parts of a verb? Give Principal Parts of do, lie, lay and run.
5. Define Case. Illustrate each Case.
6. What is Punctuation? Give rules for principal marks of Punctuation.
- 7-10. Write a composition of about 150 words and show therein that you understand the practical use of the rules of grammar.

Arithmetic (1.25 hours)

1. Name and define the Fundamental Rules of Arithmetic.
2. A wagon box is 2 ft. deep, 10 feet long, and 3 ft. wide. How many bushels of wheat will it hold?
3. If a load of wheat weighs 3941 lbs., what is it worth at 50 cents/bushel, deducting 1050 lbs. for tare?
4. District No. 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month, and have \$104 for incidentals?
5. Find the cost of 6720 lbs. coal at \$6.00 per ton.
6. Find the interest of \$512.60 for 8 months and 18 days at 7 percent.
7. What is the cost of 40 boards 12 inches wide and 16 ft. long at \$20 per meter?
8. Find bank discount on \$300 for 90 days (no grace) at 10 percent.
9. What is the cost of a square farm at \$15 per acre, the distance around which is 640 rods?
10. Write a Bank Check, a Promissory Note, and a Receipt.

U.S. History (45 minutes)

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

Orthography (one hour)

1. What is meant by the following: Alphabet, phonetic, orthography, etymology, syllabication?
2. What are elementary sounds? How classified?
3. What are the following, and give examples of each: Trigraph, subvocals, diphthong, cognate letters, linguals?
4. Give four substitutes for caret 'u'.
5. Give two rules for spelling words with final 'e'. Name two exceptions under each rule.
6. Give two uses of silent letters in spelling. Illustrate each.
7. Define the following prefixes and use in connection with a work: Bi, dis, mis, pre, semi, post, non, inter, mono, sup.
8. Mark diacritically and divide into syllables the following, and name the sign that indicates the sound: Card, ball, mercy, sit, odd, cell, rise, blood, fare, last.
9. Use the following correctly in sentences, cite, site, sight, fane, fain, feign, vane, vain, vein, raze, raise, rays.
10. Write 10 words frequently mispronounced and indicate pronunciation by use of diacritical marks and by syllabication.

Geography (one hour)

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

Review of Early American History

Name _____

Match the causes for each of the following by writing the appropriate numbers on the lines under each:

exploration and colonization

American revolution

slavery in the United States

the Civil War

U.S. expansion west

1. the Louisiana Purchase about doubled the land available
2. plantations required large number of workers
3. abolitionists wanted to abolish slavery
4. people sought to escape religious persecution
5. Committees of Correspondence unified colonies by keeping everyone informed
6. the belief that some people are inferior because of their race
7. the election of Lincoln
8. the popular belief in America's "Manifest Destiny"
9. Europeans wanted spices from the East
10. the question of slavery being allowed in new territories admitted to the union
11. Lewis and Clark explored and mapped to the west coast
12. colonists were denied their rights as English citizens
13. rich soil, mild climate, and the invention of the gin led to a dependence on cotton
14. conflicts over states' rights vs. a strong federal government
15. the Crusades opened Europe to trade with the rest of the world
16. new taxes imposed without the consent of the people
17. the triangular trade route made the slave trade profitable for the North
18. Boston Harbor closed and the city charter violated
19. Europe wanted new lands and gold
20. gold was discovered in California

Review of Early American History

Name KEY

Match the causes for each of the following by writing the appropriate numbers on the lines under each:

exploration and colonization

American revolution

4

5

9

16

15

12

19

18

slavery in the United States

the Civil War

U.S. expansion west

2

3

1

6

7

8

13

10

11

17

14

20

1. the Louisiana Purchase about doubled the land available
2. plantations required large number of workers
3. abolitionists wanted to end slavery in the entire United States
4. people sought to escape religious persecution
5. Committees of Correspondence unified colonies by keeping everyone informed
6. the belief that some people are inferior because of their race
7. the election of Lincoln
8. the popular belief in America's "Manifest Destiny"
9. Europeans wanted spices from the East
10. the question of slavery being allowed in new territories admitted to the union
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16. new taxes imposed without the consent of the people
17. the triangular trade route made the slave trade profitable for the North
18. Boston Harbor closed and the city charter violated
19. Europe wanted new lands and gold
20. gold was discovered in California

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Acknowledgments

Washington Society of The Colonial Dames of America supports the teaching of American history. The members in Washington state work very hard raising funds and then give generous grants for a variety of purposes.

Since 1998, the Washington Society has granted over \$200,000 in scholarships to Washington state history teachers:

- for continuing education relating to American history
- for curriculum development
- for travel and tuition to attend educational seminars relating to American history
- for teacher enrichment project/program

I have been the grateful recipient of three separate grants for writing *Creating America*. I definitely appreciate the money that funded my work. Even more important, I want to thank the society members for their enthusiastic moral support. In particular I want to acknowledge Susan R. Lyman, who for many years was the chair of the Patriotic Service Committee. She encouraged me to stay the course and finish the book, and I thank her.

Thank you, too, to K. D. Kragen, KaveDragenInk, <http://www.kavedragenink.com/>, for his professional proofing, editing, and PDF preparation of this manuscript. Any mistakes still in here are mine, not his. And thank you, Dave, for your continuous moral support, not just on this project, but for life.

Author Bio

I've been a teacher since 1977, in public and private schools, in third through eighth grades, in California, Colorado, New York, and Washington. Since 1983 I have taught in gifted classrooms, first in pull-out models, and then in a self-contained 5/6 class for nearly 20 years.

I now work at a middle school. I teach a 6/7 English and social studies block class for gifted students. I am the school's Learning Specialist, working with English Language Learners and students in the Learning Assistance Program. I serve as the test coordinator for the school.

I also teach teachers, mostly through writing: science and social studies curriculum units for our district, resource books for teachers, and educational articles. I have presented at national science and social studies conferences. I also do in-service training, both within my district and as a consultant.

As is the case with *Creating America*, many of the things I have written and many of the materials I have developed for my own classroom use are available for free on my website <http://www.kragen.net/>.



Why is my website called Kragen U? A parent came to me some years ago and said she was so glad her daughter was in my class, enrolled at Kragen U. I laughed, but the name stuck.

As I tell my students, I am not getting them ready for their next grade level or high school. I am getting them ready for Stanford or Johns Hopkins or Harvard or wherever they decide they want to go.

No limits.

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