

America the Beautiful

Part 1

Charlene Notgrass

America the Beautiful Part 1
by Charlene Notgrass

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Tennessee

America the Beautiful Part 1

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Yellowstone National Park



Thunder Rocks, Allegany State Park, New York

Dear Student

When God created the land we call America, He sculpted and painted a masterpiece. People created in God's image have lived here for centuries. Using the intelligence God placed in their hearts and minds and the strength He gave their bodies, these people have found many ways to use what He has provided in abundance. These people have lived the story of American history. We are living it today.

America the Beautiful is first a book of history, but it is also a book of geography. All history happens in a place. American history has happened along America's coastlines, on its prairies, in its mountains, beside its lakes, and within its forests.

My heart's desire is that you who study *America the Beautiful* will be in constant awe of what God has created in America, both the physical place and the people whom God in His wisdom has placed here. By learning about what God made, we learn about Him:

*For since the creation of the world His invisible attributes,
His eternal power and His divine nature,
have been clearly seen, being understood through what has been made*

Romans 1:20

As people created in the image of God, we are living history every day in a place God made. Our responsibility is to conduct ourselves according to the will of the One who made us. Americans are a richly blessed people. Like every person who has ever lived (except Jesus), we Americans are sinners in need of grace.

Our history has many beautiful stories. We have done many things right, but not everything. Some of our stories are not so beautiful. *America the Beautiful* emphasizes the wonderful things that God has done and the positive things that we Americans have done, while being honest about some of our biggest shortcomings.

As we learn in Acts, every person is a son or daughter of Adam. People around the world have arrived at the place where they live now because of good things that have happened and bad things that have happened. Our heavenly Father takes those good and bad things and works His perfect will.

*He made from one man every nation of mankind to live on all the face of the earth,
having determined their appointed times and the boundaries of their habitation,
that they would seek God, if perhaps they might grope for Him and find Him,
though He is not far from each one of us; for in Him we live and move and exist . . .*

Acts 17:26-28

So here we are right now, living American history in America. It is up to us to make sure that the stories we contribute to American history are the beautiful ones.

When you finish the last lesson in *America the Beautiful*, I hope that you will look back on America's story with:

- gratitude for what God has created in America
- awe at what the people made in His image have done with the gifts He gave us
- a realization of your personal responsibility to do God's will while living in this wonderful place we know as America the Beautiful.

I have been touring America and its history for a long time. Now I'd like to give you a tour of America and its history. Come along with me. You will learn fascinating things about American history while having fun along the way.

Charlene Notgrass



Grand Teton National Park, Wyoming

How to Use *America the Beautiful*

America the Beautiful is a tool to help your children learn American history from a Biblical worldview. It has the richness of a unit study, but it is as easy to use as a textbook. You don't need a teacher's manual because the instructions for how to use the curriculum are here in this introduction and at the end of each lesson.

Thirty Units of Five Lessons Each

America the Beautiful has 30 units with five lessons each. With a total of only 150 lessons for a typical 180-day school year, you can easily complete *America the Beautiful* in one year. You and your children have lots of wiggle room and time to be a family.

Each unit in *America the Beautiful* is about a certain time period in American history. In Unit 1, we learn about America before 1492. In Unit 30, we learn about things happening in the 21st century. The units in between are in chronological order.

To give children a comprehensive understanding of America, each unit has five different types of lessons. Parents find that this makes the course engaging for students with different interests, even ones who never liked history before. Each unit has one lesson each of these five types:

Our American Story — a lesson about major events in the time period of the unit

God's Wonder — a lesson describing an amazing creation God placed in America and what happened there at the time period of the unit

An American Landmark — a lesson about an important man-made site where significant things happened during the time covered in the unit

An American Biography — a lesson focusing on a person who lived at the time being studied

Daily Life — a lesson telling how certain people lived and worked during the time period of the unit

Basic Curriculum Package

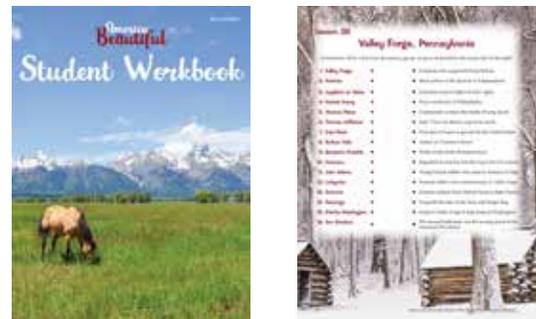
The basic curriculum package for *America the Beautiful* includes three hardback books, two consumables, and an answer key. *America the Beautiful Part 1* and *America the Beautiful Part 2* are the core of the curriculum. These include all of the history lessons written in narrative form. A list of optional activities is at the end of each lesson. That end-of-lesson activity list tells you how to use all of the components.



Review Material

Many parents find it helpful to purchase either the Student Workbook or the Lesson Review. Please choose the one that you believe your child will enjoy the most and that will fit his or her learning style. The *Student Workbook* has one worksheet per lesson. Most worksheets reinforce many points in the lesson. The *Lesson Review* has five questions per lesson. Both include a test over each of the thirty units. The tests are the same in each of these books. They both also have questions about each literature title.

Sample Pages from Student Workbook



Sample Page from Lesson Review



Literature

We have carefully chosen literature to go along with the lessons. Though not required, they add greatly to the student’s understanding and enjoyment of learning about America.

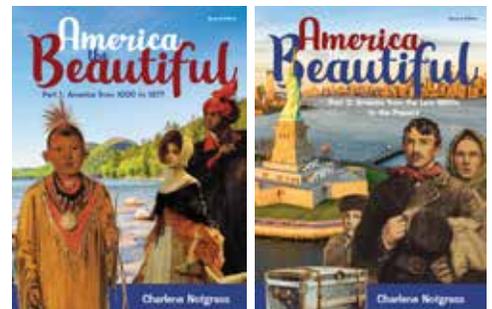
All of these literature titles have excellent qualities. However, some do have references that are mildly (or rarely highly) offensive. Many of these books were written several decades ago. Some words that were considered proper then are offensive to our modern ears. Sometimes a writer uses certain words in order to show how hurtful those words are and to make an effective contrast between good and evil. While we would not use these offensive words ourselves, the books we have chosen have so many excellent qualities that we still recommend them. However, we want you to know ahead of time what the issues are so that you can choose whether you feel okay about your child reading the book on his or her own, whether you want to read the book aloud to your children, or whether you want to forego the book altogether. In the answer key, we have listed the specific pages we want you to be aware of ahead of time. The curriculum tells students when to read each title and when to answer questions about the books.

Note: You may purchase these literature titles from Notgrass History as a package or individually. You can also obtain many of them from other sources, such as a library. You can use any unabridged edition of the books.



How the Components Fit Together

America the Beautiful Part 1 and Part 2 — Part 1 is a full-color, hardcover book with 75 lessons. It is designed to be completed in the first semester. It begins with life in America before Europeans came and continues through the first years after the Civil War.

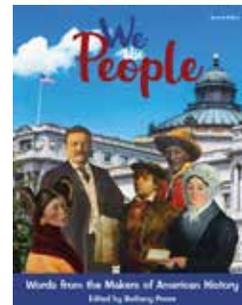


Part 2 is also a full-color, hardcover book with 75 lessons. It is designed to be completed in the second semester. It begins in the late 1800s and continues into the 21st century.

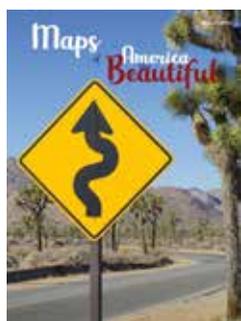
At the end of each lesson in Part 1 and Part 2 is a list of activities that go along with that lesson. Students do not have to do all of these activities. We trust parents to decide which of these activities they want their children to complete. See the section titled “How Many Activities Should My Child Complete?” beginning on page xv.

No lesson has all of the following activities, but these are the *types* of activities you will find at the end of a lesson. Though the types of activities a student completes on a given day vary from day to day, students have the opportunity to complete an assignment in the *Student Workbook* or *Lesson Review* after each lesson. This is how the end-of-lesson activities work:

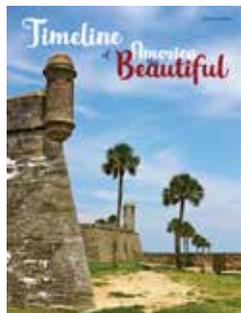
We the People – *We the People* is a full-color, hardback book containing a collection of primary sources. It includes original letters, poems, songs, stories, and other writings from American history. After many lessons, students are assigned to read an appropriate selection from *We the People*.



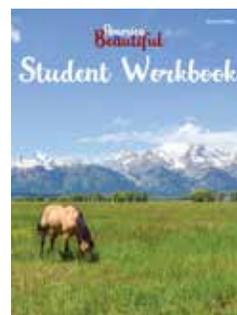
Map Study – After many lessons, students complete an assignment in *Maps of America the Beautiful*. By the end of the course, they will have created their own historical atlas of American history. Some students will find it helpful to look at the map assignment when they first start to read a lesson and refer to the map while they read.



Timeline – After each lesson, students are assigned one appropriate fact to write in *Timeline of America the Beautiful*. By the end of the course, they will have added 150 facts to this illustrated, full-color, softbound timeline. Encourage your student to read the preprinted events in the years before and after the entry they write each day.



Student Workbook or Lesson Review – These are optional books. In the list of end-of-lesson activities, students are reminded to complete the lesson’s corresponding worksheet in the *Student Workbook* or to answer questions in the *Lesson Review*. On the last day of each unit, students using either of these books are reminded to take the unit test.



We recommend that students use a three-ring binder to store the following end-of-lesson activities.

Vocabulary – Students have a vocabulary assignment two or three times during each unit. Vocabulary words are printed in bold blue in the lesson text.

Thinking Biblically – Students have a Bible study or Christian worldview assignment two or three times during each unit.

Creative Writing – Students have a creative writing assignment two or three times during each unit.

Literature – Students are assigned ten books to read over the course of the curriculum. They read an assigned portion each day during specific units. On the day that students are instructed to finish the book, they are reminded to answer literature questions about the book. These questions are in both the *Student Workbook* and the *Lesson Review*.

Growing Up Dakota by Charles Alexander Eastman, edited by Charlene Notgrass (Units 2-5)

Amos Fortune, Free Man by Elizabeth Yates (Units 6-7)

Brady by Jean Fritz (Units 9-10)

Bound for Oregon by Jean Van Leeuwen (Units 12-13)

Across Five Aprils by Irene Hunt (Units 14-15)

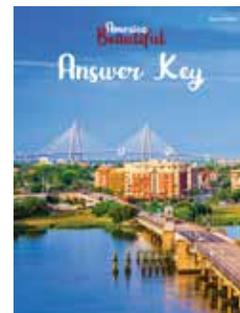
Little Town on the Prairie by Laura Ingalls Wilder (Units 16-18)

All-of-a-Kind Family by Sydney Taylor (Units 19-20)

Blue Willow by Doris Gates (Units 21-22)

Homer Price by Robert McCloskey (Unit 23)

Katy's Box by Mary Evelyn Notgrass McCurdy (Units 27-29)



Answer Key and Literature Guide

The *America the Beautiful Answer Key and Literature Guide* is organized by lesson. Answers for each lesson include the assigned timeline statement, answers to activities in the *Student Workbook*, answers to questions in the *Lesson Review*, answers to vocabulary assignments (when needed), answers to tests, and answers to questions about the literature. It also has notes on the literature so you can decide if a book is appropriate for your child.

Family Activities

After one lesson in each unit, the list of end-of-lesson activities includes a family activity. Instructions for the activity follow that lesson. Projects include art, crafts, recipes, games, parties, and a play. We recommend reading the instructions and gathering the supplies early each week and then completing the activity either on the day it is assigned or on another day that is convenient for your family. You might enjoy doing your family activity on a family night so that more family members can take part. Sometimes it's fun to invite grandparents or friends to join you. Like all components of the *America the Beautiful* curriculum, the family activities are optional. You are the best one to decide if you are able to schedule time to complete them.

Please Note: We designed the *America the Beautiful* family activities to include parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The family activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety. **Be careful. Some children may be allergic to recipe ingredients or craft supplies.**

Learning from Pictures

We learn history from many sources—from original documents, paintings, drawings, statues, books, objects, historic sites, and even from postage stamps. Except for the *Lesson Review*, each component of *America the Beautiful* is richly illustrated. You can enhance your student’s learning experience by encouraging him or her to examine the illustrations closely. Many are historical photographs, historical illustrations, and works of art. Others are modern photographs of God’s wonders, American landmarks, or historic sites. Many are from the Library of Congress, the National Park Service, the Smithsonian Institution, and the Metropolitan Museum of Art. I selected them carefully to be an integral part of the learning experience. Please note that the postage stamps that illustrate lessons come from many periods of American history and show how Americans have honored or remembered people and events from the past. Often when a painting notes two artists, one of them painted the original and the other copied it. This was common practice in early American history before people had access to photographs.

You can see whether a picture is historic or modern by noticing that I have placed a shadow behind art, objects (including stamps), and historic photos. I left modern photographs (2001 and later) without a shadow. The exception to this is when an illustration is inside a colored box. All of those illustrations, whether modern or historic, have shadows so that they show up well.

Time Needed to Complete the Course

As mentioned already, *America the Beautiful* has 150 lessons. It is designed to be completed in one school year. Since a typical school year has about 180 days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time. You can do one lesson per day on five days a week and complete the course in 30 weeks. You may do one lesson per day on four days per week and complete the course in 38 weeks.

The time needed each day depends on how many end-of-lesson activities you choose. A student who simply reads the lesson can complete a lesson in less than 30 minutes. A student doing all of the end-of-lesson activities could spend an hour and a half on some days, but will have done activities covering several other subject areas. You will need more time on the day you enjoy a family activity. See “How Many Activities Should My Child Complete?”

Supplies Needed

Students will need a pencil, colored pencils, notebook paper, and a three-ring binder, plus the materials needed to complete the family activities. These materials are listed prominently on the individual family activity instruction pages.

We also recommend that children have access to a dictionary in book form. This will help them complete their vocabulary assignments, while they gain dictionary skills.



Finger Lakes region of New York

From the Heart of a Homeschooling Mama

Respect and Love for All

I love America and everyone who calls America home. Each American has grown up in unique circumstances, but we are all people God made, people He loves, people He sent Jesus to save. It is often hard for us to put ourselves in other people's shoes. Sometimes it is hard to know what will make another person feel respected. If I have failed to do that in any way, I am sorry and hope that you will contact me and help me do a better job in the future.

I have researched and consulted with others to help me make good decisions. I have used the term *African American* to describe people whose ancestors were enslaved here. When talking about native nations, I have tried whenever possible to use the name of the specific nation. However, some native nations use the term *Indian*, as do some government agencies. When searching for a literature title to honor native nations, I decided to edit one that a Dakota man wrote about his own childhood. If you have concerns about any of the terms I used, please feel free to contact me. I want to learn how to love and respect every person better.

How Many Activities Should My Child Complete?

Parents know best what their children are capable of accomplishing. *America the Beautiful* is flexible. Each lesson has a variety of activities. A parent may require an eighth grader who is academically gifted to read the daily lessons and complete every assignment at the end of each lesson independently. On the other hand, a parent with an academically challenged fifth grader may decide to read aloud each lesson in *America the Beautiful* and the selections in *We the People*, and help the student be successful in the map book and timeline assignments. The

variety of assignments is intended to make it easy for you to create a positive, rich, engaging learning experience for your student. You should not feel pressured to complete every activity suggestion.

As you look ahead to your school year or evaluate midway, consider how you might make your child's education less complicated and educationally richer by using *America the Beautiful* as a large part of his or her learning for this year. *America the Beautiful* is much more than history. You can use it as all or part of your literature, writing, vocabulary, art, handwriting practice, and Bible learning. You may not need a separate curriculum for some of those subjects. You may find that eliminating busy work in an entirely separate subject and allowing that subject to be incorporated into this study makes for a less stressful, more engaging, more memorable school year.

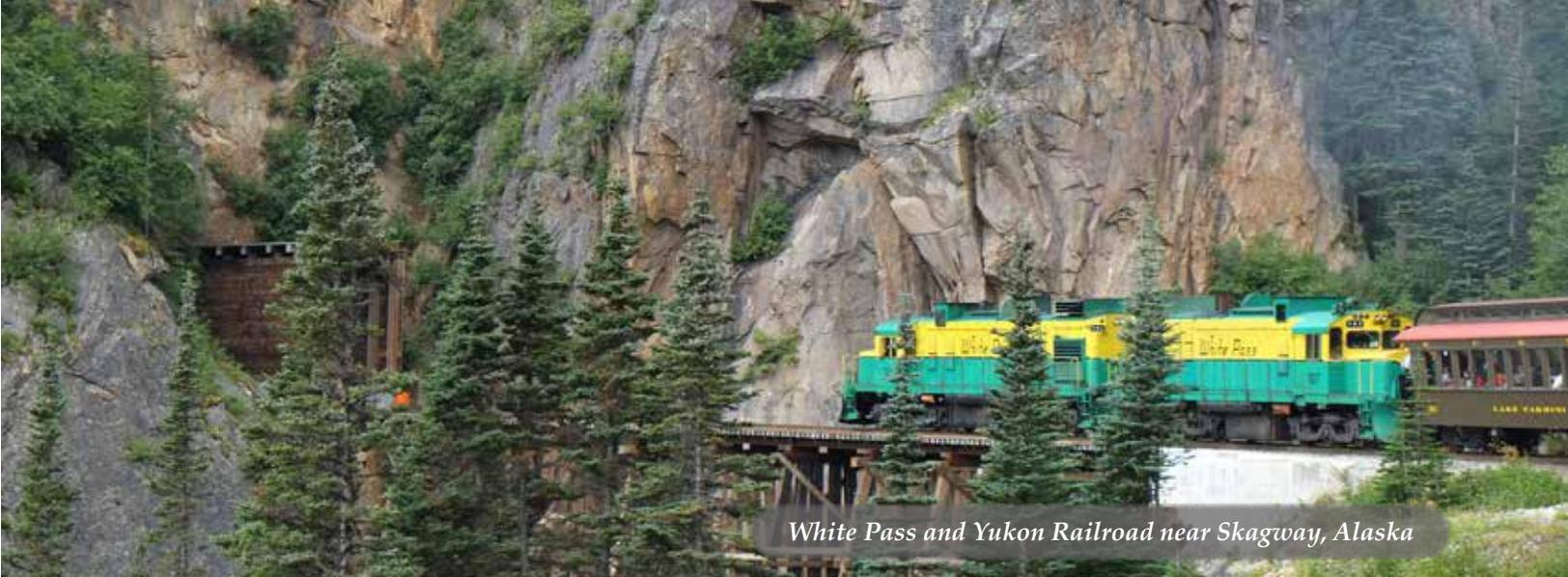
If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a family. Afterward, you can give each child different assignments, depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know you have accomplished the goal of completing *America the Beautiful*.

Some Reminders So That You Don't Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *America the Beautiful* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Relax and trust in His choice. God created our beautiful country. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it.

We are here to help you. When you need encouragement, send us an email (help@notgrass.com) or give us a call (1-800-211-8793).

Charlene Notgrass



White Pass and Yukon Railroad near Skagway, Alaska

Thanks, Team!

I am grateful to my husband, Ray. For 46 years, God has blessed me with my own personal human encyclopedia, concordance, and dictionary; his name is Ray Notgrass. We have enjoyed America and its history for all these years, beginning with our honeymoon trip to the Chattanooga Choo Choo and the Lookout Mountain battlefield. Ray has assisted in this project in many ways, especially with proofreading, editing, and being a sounding board. I owe him much gratitude.

I am grateful to our son, John. Many years ago the two of us drove home from a homeschool convention in Virginia. We talked excitedly about a concept for a new American history curriculum for children in grades five through eight. We explored the idea of a study that emphasized a different aspect of America on each day of the week. In 2010 that idea grew into *America the Beautiful*.

We at Notgrass History decided it was time for a second edition. John went through the laborious process of transferring the 2010 files from the original obsolete design software into Adobe InDesign, helped me design the style for the individual pages, found many photographs, compiled end matter, and graciously answered my “Hey, John, . . .” questions.

I am grateful to our daughter Mary Evelyn, who used her creative abilities to design the covers for each of the books in the curriculum set. She was an extremely helpful proofreader.

I am grateful to our son-in-law Nate McCurdy, who created the color maps inside *America the Beautiful Part 1* and *Part 2* and made important updates and additions to *Maps of America the Beautiful*.

I am grateful to my excellent assistants, Dena Russell and Ella Boureston. Dena, thank you for being my right hand and proofreader-in-chief. Thank you, Ella, for being super helpful in so many ways. I’ve enjoyed our many hours on Zoom.

Thank you, Donna Ellenburg, for designing and illustrating several Family Activities and for your research assistance. Thank you, Titus Anderson, for your work on recording the songs from *We the People*, for performing many of them, and for the other ways you helped on this project. Thanks, too, to Josh Voorhees and Olive Wagar for their assistance.

I am grateful to my friend Jo Carr who gave me permission to use her mother's painting on page 564. While working on Lesson 75, I kept remembering this painting that we saw so often from 1985 to 1993 when visiting the Carr home while our family and theirs lived in the same town. Jo was kind to send me a photograph so I could include it in *America the Beautiful*.

I am grateful to God who created this wonderful place, *America the Beautiful*.

I dedicate *America the Beautiful* to God.

May He use it to instruct the hearts of children.

I also dedicate *America the Beautiful* to my husband, Ray,
and to our children, our children-in-law, and our grandchildren.

May you continue to contribute beautiful stories to *America the Beautiful*
and may we all live forever in heaven.



Euharlee Creek Covered Bridge, Georgia



*Federal Hall, New York City,
First Capital of the United States*



UNIT 7

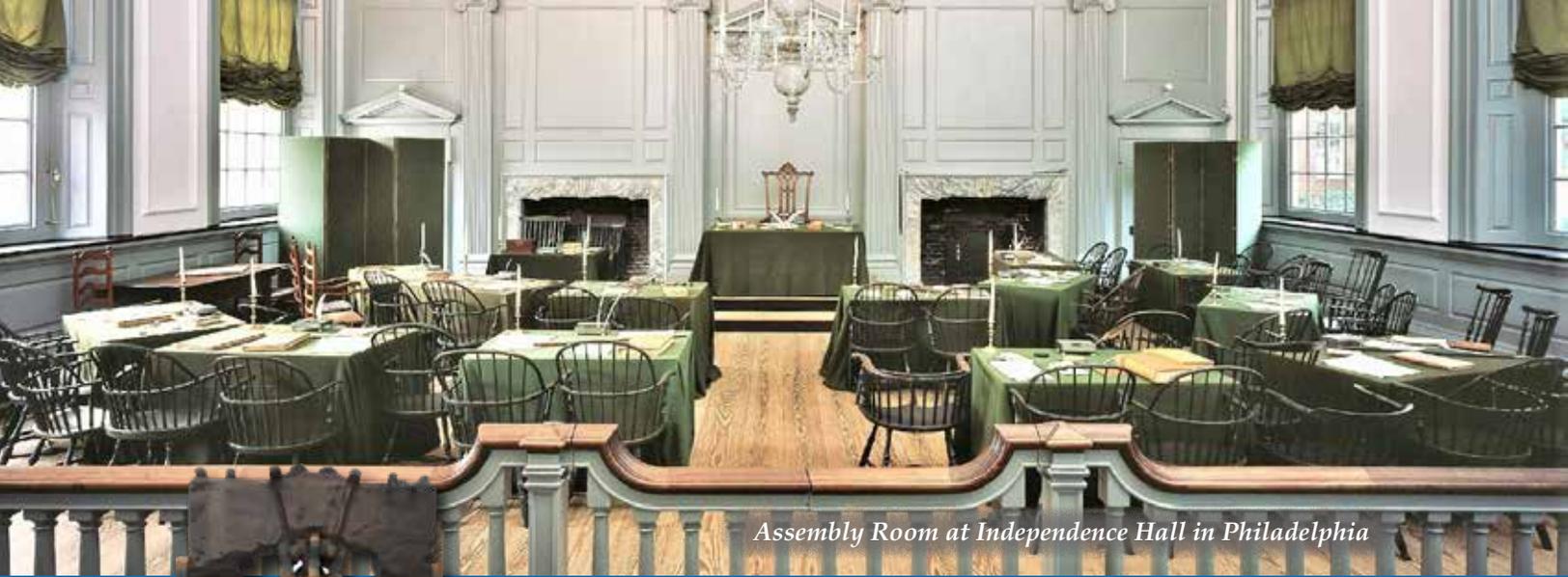


After the American Revolution, our founding fathers wrote the U.S. Constitution and Americans chose their first presidents. Our biography is Patriot Abigail Adams, wife of the first vice president and second president. Our landmark in Unit 7 is historic Philadelphia. We learn about God's Wonder, the Appalachian Mountains, and the trappers, long hunters, and pioneers who settled beyond them.

AMERICA THE BEAUTIFUL

A New Nation and a New Frontier





Assembly Room at Independence Hall in Philadelphia

Lesson 31

Our American Story

A New Government

Thirteen colonies on the coast of North America had defeated the world's most powerful nation, Great Britain. They had independence, but could they keep it? No longer colonies, they were now states. The government that the 13 states had agreed to under the Articles of Confederation was weak. It could not handle the problems of the new nation.

At the end of the Revolutionary War, America was in debt. The new nation had problems in "the West." In the Treaty of Paris, Great Britain agreed that the area between Canada to the north, the Mississippi River to the west, and Florida to the south belonged to the United States. Florida was still Spanish territory. More Americans wanted to move west. Many native nations resented this and attacked them. Settlers wanted the American government to protect them.

Northwest Ordinance of 1787

A major accomplishment of the Confederation Congress during the first few years after the American Revolution was the Northwest Ordinance. The ordinance stated rules for the area west of Pennsylvania, north of the Ohio River, and east of the Mississippi River. As seen on the 1937 U.S. stamp above, the Confederation Congress called this area the Northwest Territory. The ordinance described how areas in the Northwest Territory could become states. It declared that new states would be completely equal with the original 13.



The Northwest Ordinance stated that all citizens in the Northwest Territory would have religious freedom, that native nations would be treated fairly, and that slavery would be illegal there. Congress also passed a law that allowed the federal government to sell land in the Northwest Territory. Selling land would give America much-needed money.

The stamp on page 242 honors Manasseh Cutler and Rufus Putnam. Cutler helped convince the Confederation Congress to pass the Northwest Ordinance. Both were veterans of the American Revolution who helped veterans and others to settle in the Northwest Territory.

Constitutional Convention of 1787

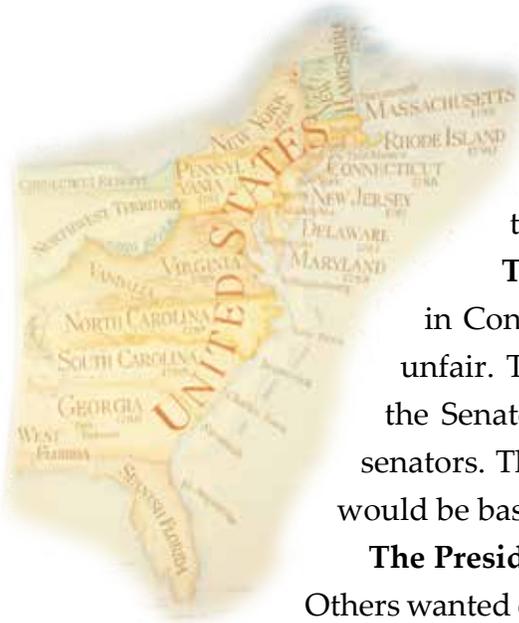
Several state legislatures expressed a desire to make the Articles of Confederation more effective. In May 1787, 55 delegates from all the states except Rhode Island began meeting in the Assembly Room of the Pennsylvania State House in Philadelphia. They met in the same room where delegates to the Continental Congress had signed the Declaration of Independence 11 years before. See photo on page 242.

A majority of the delegates decided that mere changes were not enough. They decided to write a completely new constitution. George Washington agreed to serve as the president of the Constitutional Convention. Afraid that rumors about what they were doing would cause citizens to worry, the delegates kept everything secret. They even kept the windows closed throughout the hot summer. Benjamin Franklin asked that preachers come to the meetings and offer a prayer each morning.

Delegates decided to create a stronger central government that could take action when the United States needed to take action, while still protecting the rights of states and citizens. They decided to have three branches of government: a legislative branch that would make laws; an executive branch headed by a president to carry out the laws; and a judicial branch to apply the laws through a system of courts.



In this mural in the United States Capitol, artist Allyn Cox painted Alexander Hamilton, James Wilson, James Madison, and Benjamin Franklin gathered in Franklin's garden during the Constitutional Convention in Philadelphia.



Delegates to the Constitutional Convention wrestled with three main problems:

The Legislature. Large states wanted the number of representatives in Congress to be based on population. Smaller states thought that was unfair. The delegates compromised and created two houses in Congress: the Senate and the House of Representatives. Each state would have two senators. The number of representatives each state would have in the House would be based on the number of people living in the state.

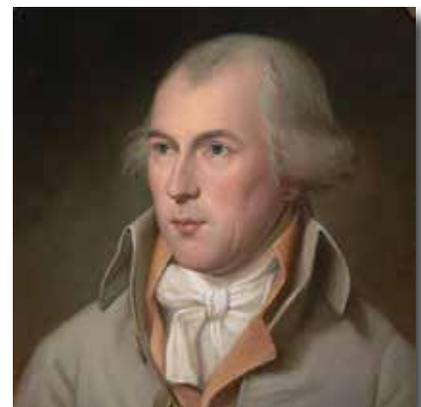
The President. Some delegates wanted the legislature to select the president. Others wanted citizens to vote for him. They compromised by creating the electoral college. Each state could decide how it wanted to select electors for the electoral college. The electoral college would then choose the president.

Slavery. Delegates to the Constitutional Convention from northern states questioned whether slavery was right. Delegates from southern states defended slavery. The delegates compromised. They decided to allow slavery to continue. They decided that people could continue to bring enslaved persons into the country, but only until 1808.

Northern and southern delegates disagreed about how to count enslaved people when deciding how many representatives a state could have in the House of Representatives. They decided to count all of the free people in a state but only three-fifths of a state's enslaved people. They also decided that when states had to pay taxes to the federal government, they would count the state's population that same way.

James Madison, John Witherspoon's former pupil from Princeton, was a young, 5-foot-4-inches-tall delegate from Virginia. He came to the convention with strong ideas. He provided good leadership. Madison kept the only written record of the convention. Each day he took shorthand notes and transcribed them at night. He decided not to allow his notes to be published until the last delegate died. As it turned out, the last one to die was Madison himself. James Madison has become known as the Father of the Constitution.

On September 17, 1787, 39 of the 55 delegates signed the United States Constitution, which became the supreme law of the United States of America. Signers included these men whom we have already learned about in *America the Beautiful*: George Washington, Alexander Hamilton, Benjamin Franklin, and James Madison.



James Madison and his convention notes for May 14, 1787



The delegates agreed that the Constitution would go into effect when nine states ratified it. Delaware was the first state to ratify the Constitution, but some states were reluctant. James Madison, Alexander Hamilton, and John Jay wrote 85 newspaper articles to encourage states to adopt the Constitution. The articles were later published as *The Federalist Papers*.



Signing of the Constitution by Howard Chandler Christy

The Constitution went into effect on June 21, 1788, when New Hampshire became the ninth state to ratify it. Virginia ratified the Constitution four days later and New York ratified it in July.

America's First Congress, President, and Supreme Court

The electors in the first electoral college each cast two votes to select a president. Each elector cast one of their votes for George Washington. John Adams received the second highest number. Washington became the first president and Adams the first vice president. Electors from only 11 states chose these men because North Carolina and Rhode Island had not yet ratified the Constitution.



The First Federal Congress — 1789 by Allyn Cox

Sixty-five congressmen and 22 senators served in the first U.S. Congress. They met for the first time at Federal Hall in New York City on March 4, 1789. New York City served as the first capital of the United States.

Washington took the oath of office on April 30, 1789, at Federal Hall. At the end of the oath, he added the words “so help me God.” Every president since then has added the same words. Washington did not want people to give him a fancy title like Your Highness. Instead he wanted to be called simply Mr. President. We still address the president as Mr. President. President Washington was aware that future presidents would repeat some of the things he did. In other words, he knew that he was setting precedents.



Lady Washington's Reception by *unknown artist*

Martha Washington was America's first first lady. She and two of her grandchildren joined her husband in New York. The Washingtons lived in rented houses while they were in New York City. Mrs. Washington was a gracious hostess who gave elaborate parties. She also welcomed veterans of the American Revolution who stopped by their home almost every day.

Washington appointed John Jay as the first chief justice of the Supreme Court. The first Congress created Departments of State, War, and the Treasury to help President Washington. Washington appointed heads for each of those departments. They were the president's cabinet.

**Chief Justice
of the Supreme Court**



John Jay
by John Trumbull

Secretary of State



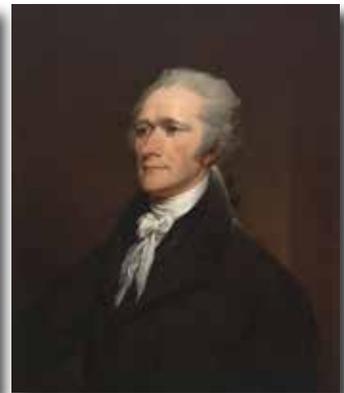
Thomas Jefferson
by Mather Brown

Secretary of War



Henry Knox
by Charles Peale Polk,
Charles Willson Peale

**Secretary of the
Treasury**



Alexander Hamilton
by John Trumbull,
Giuseppe Ceracchi



Details from Cox Corridor murals in the U.S. Capitol illustrate freedom of the press and freedom of religion.

Many Americans were concerned about the rights of individual citizens. The first Congress passed 12 amendments to the Constitution. These guaranteed certain freedoms and limited the power of the national government. States voted on the amendments individually. Ten of the amendments passed. These first ten amendments to the Constitution became known as the Bill of Rights. The Bill of Rights guarantees freedoms that Americans cherish, including freedom of the press, freedom of speech, freedom of religion, and freedom to bear arms. They also guarantee that any power not specifically stated as a federal power is left to the states.

The Capital Moves to Philadelphia

While the capital was still in New York City, the North Carolina and Rhode Island legislatures ratified the Constitution and became the 12th and 13th states. In December 1790, the capital moved to Philadelphia. Congress met in Congress Hall. President Washington rented a house which served as both home and office.

In 1790 Congress passed an act to create a permanent U.S. capital along the Potomac River. Maryland and Virginia gave land for an area called the District of Columbia (D.C.). President Washington appointed Major Pierre Charles L'Enfant to plan a new capital city to be built within the District of Columbia. At first the name of the capital city was Federal City, then later Washington City, and finally Washington.

When Washington completed his first term as president, he longed to go home to Mount Vernon. However, when the electoral college again elected him by a unanimous vote, he agreed to serve. Again Adams received the second highest number. Washington was inaugurated for his second term in the Senate Chamber of Congress Hall on March 4, 1793.

On September 18 of that year, President Washington laid the cornerstone of the U.S. Capitol building. From there two brass bands and volunteer soldiers accompanied him in a procession to the planned site of the President's House. The president returned to Washington from time to time to see how the project was progressing.

Senate Chamber, Congress Hall, Philadelphia



Congress Hall in Philadelphia



The First Thirteen States Ratify the Constitution

1787

Delaware – December 7
Pennsylvania – December 12
New Jersey – December 18

1788

Georgia – January 2
Connecticut – January 9
Massachusetts – February 6
Maryland – April 28
South Carolina – May 23
New Hampshire – June 21
Virginia – June 25
New York – July 26

1789

North Carolina – November 21

1790

Rhode Island – May 29





New States

1791

Vermont – March 4

1792

Kentucky – June 1

1796

Tennessee – June 1



Residents of the disputed area between New York and New Hampshire had long wanted to be independent. They had once called their area New Connecticut and later Vermont. In 1791 this area joined the U.S. as Vermont, the 14th state. Kentucky followed in 1792, and Tennessee in 1796.

By 1796 the United States had 16 states. It had its first president and first vice president. The U.S. Congress was making laws. The Supreme Court was hearing cases and making decisions. U.S. leaders were figuring out how to operate as a new country and most Americans were following this teaching of Scripture:

**Every person is to be in subjection to the governing authorities.
For there is no authority except from God,
and those which exist are established by God.
Romans 13:1**

Activities for Lesson 31

Presidential Biography – Read the biography of George Washington on the following page.

We the People – Read the “Preamble to the Constitution,” “George Washington and the Cherry Tree,” and “Rules of Civility & Decent Behavior in Company & Conversation” on pages 32-35.

Map Study – Complete the assignments for Lesson 31 on Map 6 and Map 12 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1793, write: George Washington lays the cornerstone of the U.S. Capitol building.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 31.

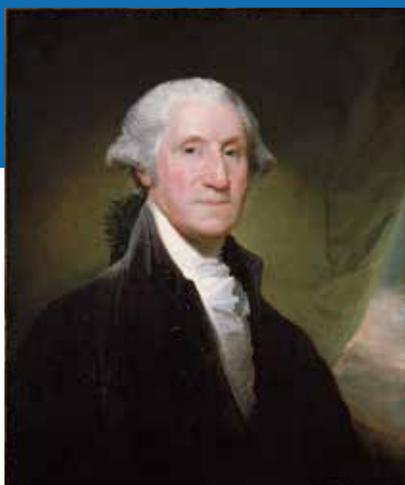
Thinking Biblically – Read Romans 13:1-7. Copy Romans 13:7 in your notebook.

Literature – Read the chapter titled “The Arrival at Jaffrey” in *Amos Fortune: Free Man*.

Page 249: George Washington, 1795 by Gilbert Stuart; Martha Washington by Gilbert Stuart.

President George Washington

America's 1st President — April 30, 1789 - March 4, 1797



On February 22, 1732, a son was born to Augustine and Mary Ball Washington at Wakefield Farm in Virginia. Augustine had two older sons, Lawrence and Augustine, from his first marriage. The Washingtons named Mary's first son George. The family Bible shows no middle name. Augustine and Mary had three more boys and two girls.

George was homeschooled. He studied arithmetic, astronomy, geography, spelling, and surveying. His mother lived to be 82 years old, but Augustine died when George was only 11. George's older half-brother Lawrence guided George as he grew up. Lawrence lived in a small house his father had built on a plantation beside the Potomac River. The property had been in the Washington family since 1674. Lawrence named this farm Mount Vernon.

When George was 16, he went on a surveying trip with a friend of Lawrence. Before he left, George practiced by surveying Lawrence's turnip field. On this trip George traveled on horseback and slept in the open. In his journal, he wrote about meals and conversations with members of native nations. He wrote about watching their dances in the firelight.

George grew to be about six feet tall. He became an excellent horseman. Thomas Jefferson said that he was "the most graceful figure that could be seen on horseback."

Lawrence died when George was 20 years old. George leased Mount Vernon from Lawrence's widow. He made improvements and added land until the plantation had 8,000 acres. He enjoyed his life as a gentleman farmer and began to transform the small house into a mansion.

In 1759 George married a young widow, Martha Dandridge Custis. She had two children: John (Jacky) and Martha (Patsy), who also came to live at Mount Vernon. Lawrence's widow died two years later; George inherited Mount Vernon. Patsy died in 1773. Jacky grew up and served in the Revolution. He died at Yorktown of camp fever, leaving four children. His widow sent the two youngest, Eleanor (Nelly) Parke Custis, age two and a half, and George Washington Parke Custis, age six months, to live with George and Martha.

George Washington lived a life of service. He served Virginia in the House of Burgesses. He served his country in the French and Indian War, the Continental Congress, the American Revolution, as president of the Constitutional Convention, and as the first president. He went home to Mount Vernon after two terms as president. He died there in December 1799. General Henry "Light Horse Harry" Lee said that Washington was "first in war, first in peace, and first in the hearts of his countrymen." Martha died two and a half years later.





Peacefield, home of John and Abigail Adams

Lesson 32

American Biography

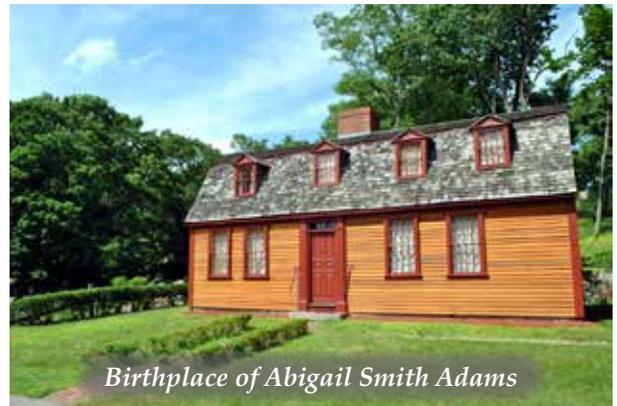


Abigail Adams, Wife and Mother of Presidents

Elizabeth Quincy Smith, wife of minister William Smith, gave birth to a baby girl on November 11, 1744. They named her Abigail. When Abigail was born, she had a two-year-old sister, Mary. Her family would later welcome a son, William, and another daughter, Elizabeth.

William Smith was the pastor of the North Parish Congregational Church in Weymouth, Massachusetts. Abigail's father and mother taught her to help others. Elizabeth took Abigail with her during her many visits to the sick. Together they took food, clothes, and firewood to poor families.

Abigail's mother taught her at home, and she read many books from her father's library. She often visited her mother's parents, Colonel and Mrs. John Quincy. On those visits, she read from her grandfather's library. Colonel Quincy was well respected. He served in the militia and in the colonial legislature of Massachusetts. He and the guests who came to his home taught Abigail about the importance of freedom for American colonists.



Birthplace of Abigail Smith Adams

Marriage to John Adams



Locket belonging to Abigail Adams

John Adams, a young lawyer from Braintree, Massachusetts, became a frequent guest at the Smith home. John and Abigail came to care for one another. In his diary, John described Abigail in these words:

Tender, feeling, sensible, friendly. A friend. Not an imprudent, not an indelicate, not a disagreeable Word or Action. Prudent, modest, delicate, soft, sensible, obliging, active.

When the couple couldn't be together, they wrote letters. By the end of their lives, they would write over 1,100 to each other.

On October 25, 1764, Parson Smith performed the wedding of his daughter Abigail and John Adams at the family home in Weymouth. The couple moved to Braintree, about five miles away, into the farmhouse next door to the house where John had been born. The farmhouse was a gift from John's father. See a painting of these two homes on page 226 and modern photos at right.

Abigail became a good manager of their home. Their first child was born in the summer of 1765. They named her Abigail Amelia and called her Nabby. Two years later, they welcomed a son, John Quincy. Both were born in the farmhouse in Braintree.



*John and Abigail's farmhouse;
John's birthplace seen through
the window of the farmhouse*

The Family Moves to Boston

While still living in Braintree, John began to travel for his work as a lawyer. Again he and Abigail wrote letters. In 1768 they moved their family into a rented house in Boston while John continued to practice law. In Boston they enjoyed social gatherings with Patriots such as John's cousin Samuel Adams (see pages 184-187) and his friend John Hancock. Find Hancock's signature on the Declaration of Independence on page 236.

Abigail gave birth to a second daughter in 1768. They named her Susanna after John's mother. She was a delight to her parents. John and Abigail were heartbroken when she died at the age of one.



Abigail Adams, c. 1764

John Adams made a controversial decision in 1770 when he chose to serve as the attorney for the British soldiers who were involved in the Boston Massacre. Many criticized John for this, but Abigail supported him. That same year John and Abigail welcomed a second son, Charles.

In 1771 the Adamses moved back to the farmhouse in Braintree. Their third son Thomas was born there. The Adamses moved back to Boston for a while, but after the Boston Tea Party and other protests, they decided it was safer to live in Braintree.



Statue of Abigail and John Quincy watching the Battle of Bunker Hill

Sacrifices for Their Country

In 1774 John became a delegate to the First Continental Congress. Abigail and the children remained at home while he was in Philadelphia. Abigail homeschooled their children and ran the farm. Again the couple wrote letters. John Adams respected his wife's great intellect and character. He wrote to her about what was happening in Philadelphia. She wrote to him about the family, about the farm, and about her opinions. Abigail strongly supported the idea that the 13 colonies should become independent of Great Britain.

John also served in the Second Continental Congress, which began in May 1775. Abigail wrote to him about the conflicts between Americans and the British in nearby Boston. During the Battle of Bunker Hill on June 17, 1775, Abigail took John Quincy to the top of a hill near their home. Together they watched the battle.

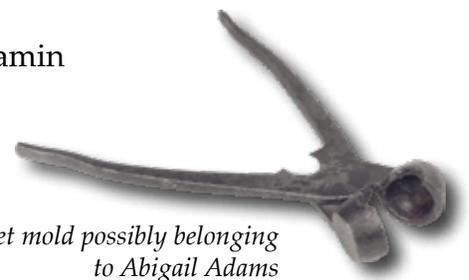
John Adams was appointed to the committee to write the Declaration of Independence. Find his signature on page 236. Abigail wrote to John that she believed enslaved people should also be free. She encouraged him to "remember the ladies." However, the Continental Congress did not decide to take a stand against slavery or in favor of more rights for women.

John Adams respected his wife's judgment and missed being with her. He wrote: "I want a better communication. I want to hear you think and see your thoughts." John and Abigail were deeply in love. Though they both loved their country and were willing to make sacrifices for it, being apart was painful. John once wrote, "The conclusion of your letter makes my heart throb." Adams complimented Abigail for her reputation as a farmer, and he wrote: "It gives me concern to think of the many cares you must have upon your mind."

John was in Philadelphia in 1776 when Abigail's mother died and in 1777 when Abigail gave birth to a stillborn daughter, whom she named Elizabeth. Elizabeth was born on John Quincy's birthday. This was one of the hardest times of Abigail's life.

John served as president of the Board of War during the American Revolution. Abigail helped the war effort by making bullets and providing shelter for soldiers and war refugees. She also had to deal with shortages caused by the war.

The Continental Congress selected John Adams to join Benjamin Franklin as a diplomat in France. Abigail encouraged her husband to take John Quincy with him. John and John Quincy sailed to France in February 1778. This time John and Abigail sent letters across the Atlantic Ocean.



Bullet mold possibly belonging to Abigail Adams

John and John Quincy returned to Boston in the summer of 1779. In November John returned to Europe as a diplomat. He took both John Quincy and Charles with him. The boys studied for a time at a school in the Netherlands, but Charles became homesick and returned to Braintree.

Reunited in England

John and Abigail's daughter Nabby was 12 years old when her father left for France the first time. Nabby and Abigail were constant companions while John was away from home.

John was still in Europe when Cornwallis surrendered to Continental forces at Yorktown in 1781. He remained there and helped to negotiate the Treaty of Paris. The Confederation Congress asked John to stay and work on agreements with European and North African countries. In 1784 Abigail and Nabby sailed to London to join him. Nabby was then 18. John and John Quincy met Abigail and Nabby in London. Soon they all moved to Paris. Thomas Jefferson was also serving as an American diplomat in Paris. The Adams became close friends with Jefferson and his daughter.

In 1785 Congress appointed John as the American ambassador to Great Britain. After moving to London, both John and Abigail wrote letters to Thomas Jefferson, and he wrote to each of them individually. Jefferson shopped for Abigail in Paris and she shopped for him in London. Jefferson visited the Adamses there. He once wrote to James Madison that Abigail was "one of the most estimable characters on earth."



John Adams copied from a portrait by John Singleton Copley, c. 1784



Abigail "Nabby" Adams Smith by Mather Brown, 1785



John Adams is at far left in The Signing of the First Treaty of Peace with Great Britain by Constantino Brumidi. The fresco is in the U.S. Capitol. That first treaty in 1782 helped pave the way for the signing of the Treaty of Paris in 1783.



Portion of a sampler Abigail Adams made in New York while her husband John was vice president of the United States

While the Adamses were in London, Nabby married Revolutionary War veteran Colonel William Smith. In 1788 the young couple returned to America and settled in New York.

John and Abigail came home in 1788. They moved into the Old House at Peacefield, a large farm one mile from the farmhouse in Braintree. They had arranged for a relative to purchase the farm for them while they were still in Great Britain. See painting on page 250. John said this time he was going back to Braintree to stay.

John Adams Becomes the First Vice President

John and Abigail's stay in Braintree was short. John was elected vice president of the United States in 1789. Abigail became friends with Martha Washington. The skills Abigail had learned as a diplomat's wife and hostess made her an excellent advisor to Mrs. Washington. Abigail was often with her husband during his two terms as vice president, but poor health kept her in Braintree for long periods. In 1792 the portion of Braintree where they lived separated from the rest of Braintree and that new town was named Quincy for Abigail's mother's family.

John Adams Becomes America's Second President

After President Washington decided not to run for a third term, John Adams was elected America's second president. He was inaugurated in the House of Representatives chamber at Congress Hall in Philadelphia in 1797. See photo on page 260. Adams rented the same house that Washington had rented. Here Abigail served as a hospitable first lady. She continued to

be her husband's close advisor. During one period when Abigail was in Quincy recovering from an illness, John wrote to her: "I never wanted your advice and assistance more in my life."



Notice the portraits of President and Mrs. Washington in the Adams' dining room at Peacefield.



Abigail Adams by Gilbert Stuart

On November 1, 1800, President Adams moved into the unfinished President's House in Washington, D.C. On his second night there, he wrote to Abigail:

Before I end my Letter I pray Heaven to bestow the best of Blessings on this House and all that shall hereafter inhabit it. May none but honest and wise Men ever rule under this roof.

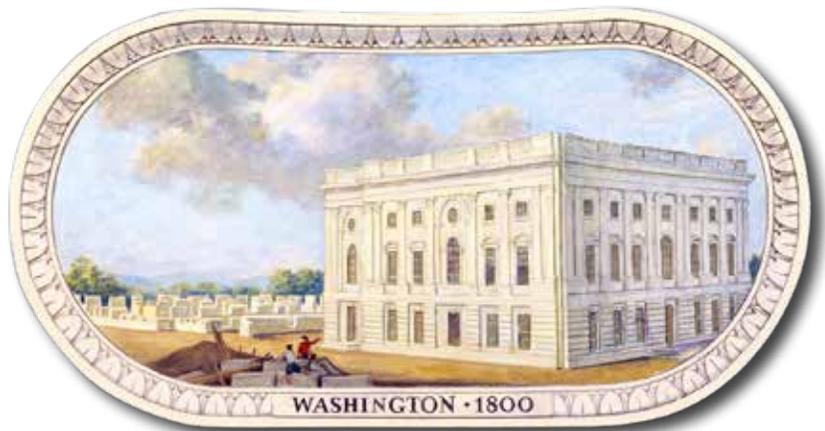


President's House, now officially called the White House

Abigail soon joined her husband. She worked to furnish the President's House and

prepare it to entertain guests. That November, the Senate, the House of Representatives, the Supreme Court, and the Library of Congress all moved into one wing of the U.S. Capitol. Even that wing was not quite finished. Congress met there for the first time on November 17. President and Mrs. Adams hosted a New Year's Day reception at the President's House on January 1, 1801.

Though Adams ran for a second term as president, Thomas Jefferson won the election of 1800. In March 1801, John and Abigail retired to Quincy. Abigail enjoyed visits from her children, grandchildren, nieces, and nephews. She enjoyed homemaking tasks and making improvements to Peacefield.



United States Capitol



Peacefield today

Abigail watched with pride as her son John Quincy served as a U.S. senator, a diplomat to Russia, and secretary of state. However, each of their other children had difficult lives. Charles died of alcoholism at age 30 while John and Abigail were living in the President's House. Nabby died of cancer

at age 48. Only John Quincy and Thomas lived longer than their parents.

After 17 years of retirement with her beloved John, Abigail became ill with typhoid fever in 1818. She died surrounded by her husband and family members on October 28. She was 73 years old. She and John had been married for 54 years. John Quincy Adams became president in 1825, making Abigail both the wife and the mother of a U.S. president. John and Abigail Adams are an excellent example of a husband and wife who loved one another.

**Be devoted to one another in
brotherly love; give preference
to one another in honor
Romans 12:10**



Abigail Adams' fan

Activities for Lesson 32

Presidential Biography – Read the biography of John Adams on the following page.

We the People – Read the “Letter to Abigail Adams” on page 36.

Timeline – In *Timeline of America the Beautiful* next to 1800, write: John Adams is the first president to live in the President's House.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 32.

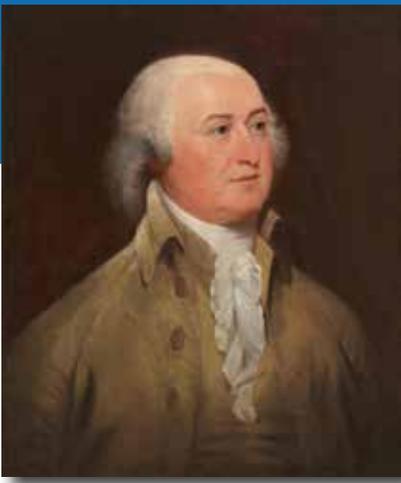
Thinking Biblically – Copy Romans 12:10 in your notebook.

Literature – Read the chapter titled “Hard Work Fills the Iron Kettle 1781-1789” in *Amos Fortune: Free Man*.

Page 257: John Trumbull painted this portrait of Adams while Adams was serving as vice president.

President John Adams

America's 2nd President — March 4, 1797 - March 4, 1801



John and Susanna Boylston Adams welcomed their firstborn son, John, on October 30, 1735. Susanna taught John to read and write. Later, he attended schools in Braintree. After his graduation from Harvard, he taught school briefly and then decided to become a lawyer. His parents set aside a space in their home for John to set up a law office.

When John decided to marry Abigail Smith, he improved the home his father had given him as well as the farmland he inherited after his father died in 1761. When John finished the improvements, he and Abigail were married.

John was one of America's founding fathers. He proposed that George Washington be commander in chief of the Continental Army. As president of the Board of War, he performed the duties of a national Secretary of War. Adams worked to convince delegates of the Continental Congress to vote for independence. He proposed the design for the American flag.

Adams traveled to Europe twice to serve the United States as an effective diplomat. On the first voyage, he helped the crew capture a British ship. On the second voyage, the ship leaked and the captain had to land in Spain. Adams set out on foot to lead a group of Americans, including his young sons, on a 1,000-mile winter journey to France. In 1783 Adams was one of the signers of the Treaty of Paris, along with Benjamin Franklin and John Jay. Finally in 1784, Abigail was able to join her husband in Europe. After Adams' service as ambassador to Great Britain, he and Abigail returned home.

John Adams served two four-year terms as America's first vice president. President Washington strongly opposed political parties. However, by the end of Washington's second term, the United States had two political parties: Federalists, who believed in a strong central government, and Republicans, who did not. The electoral college selected Federalist John Adams as the second president and Republican Thomas Jefferson as his vice president.

Adams' presidency was a difficult time in America. The country almost went to war with France, but Adams provided good leadership. He built up the U.S. Navy and used diplomacy to end the conflict. Adams wanted to be reelected as president, but he lost to Thomas Jefferson. Adams retired to Peacefield. After Abigail's death, their remaining children and grandchildren stayed close to Adams and gave him great comfort for the rest of his life. On July 4, 1826, an Independence Day parade passed by Adams' bedroom. He died later that day at age 91. His son John Quincy was serving as the 6th president. The day was the 50th anniversary of the Declaration of Independence.

Adams' bedroom at Peacefield





Independence Hall

Lesson 33

American Landmark

Historic Philadelphia



Nicknames for historic Philadelphia, Pennsylvania, are the Birthplace of the Nation and the City of Brotherly Love. As we learned in Lesson 17, William Penn founded Philadelphia as the capital of the Pennsylvania colony. Penn chose the city’s name because it means “brotherly love.” Because Philadelphia is in many ways The Birthplace of the Nation, it is home to many of America’s most treasured symbols.

At the center of the original plan for Philadelphia is Center Square, now called Penn Square. Penn Square is the central square that William Penn laid out when he designed Philadelphia. See Penn’s statue atop City Hall in Penn Square.

Nearby are the Old City and Society Hill neighborhoods.

The first Pennsylvania Quakers settled in Old City. Society Hill has more homes built in the 1700s and early 1800s than any other neighborhood in America. Row houses line Society Hill’s **cobblestone** streets. The 1787 print at left shows row houses on Lombard Street, the southern border of Society Hill.



Penn statue atop City Hall



In this detail from The Accident in Lombard Street by Charles Willson Peale, chimney sweeps stand by a girl who has dropped her pie.

Independence Hall

Construction began on the State House of the Province of Pennsylvania in 1732. Scottish immigrant Andrew Hamilton came to Philadelphia in 1700. He became a lawyer and an architect. Hamilton chose the site and designed the state house. See painting at right. Americans now call the building Independence Hall. See photo on page 258.



Andrew Hamilton (center) discusses construction of the state house in Building the Cradle of Liberty by Jean Leon Gerome Ferris.



1752 drawing of state house



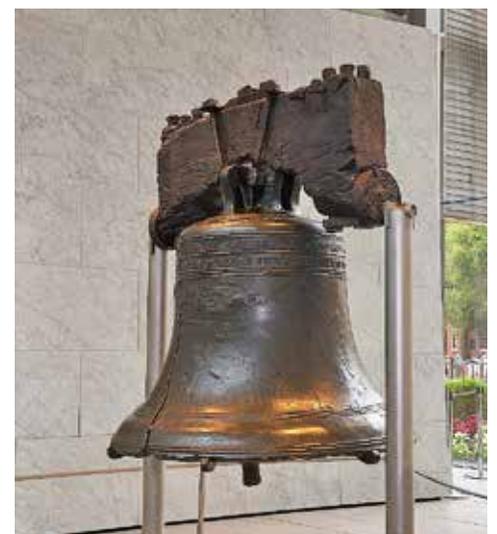
Rising Sun Chair

The assembly of the colony of Pennsylvania met in the State House in the room pictured on page 242. The Second Continental Congress was meeting in this room when they voted to declare independence from Great Britain. The desk where members of the Continental Congress gathered to sign the Declaration of Independence in 1776 is there.

Members of the Constitutional Convention wrote and signed the United States Constitution in this same room in 1787. The Rising Sun Chair where George Washington sat while he presided over the Constitutional Convention is here. Benjamin Franklin said that during the convention, he wondered if the sun carved on the chair's back was a rising sun or a setting sun. When the delegates completed the Constitution, he said he believed it was a rising sun. See photo above.

The Liberty Bell

As mentioned on page 133, the history of the Liberty Bell began in 1751 when the Pennsylvania Assembly ordered a bell from England to celebrate the 50th anniversary of William Penn's Charter of Privileges. The bell was defective. A local Philadelphia business, Pass and Stow, melted and recast the bell twice before workers were finally able to hang it in the tower of the Philadelphia State House in 1753. The bronze bell weighs over 2,000 pounds. The distance around its lip is 12 feet. Its **peal** is an E-flat.



Liberty Bell in Liberty Bell Center in Philadelphia

Four days after delegates at the Second Continental Congress voted to approve the Declaration of Independence, citizens of Philadelphia gathered outside Independence Hall to hear Colonel John Nixon read the Declaration **publicly** for the first time. Nixon was a local businessman who later fought with Washington at the Battles of Trenton and Princeton. Bells rang into the night to celebrate. According to tradition, the Liberty Bell rang that day. When the British captured Philadelphia in 1777, Patriots hid the Liberty Bell in nearby Allentown. Philadelphians hid this and other bells so that the British would not melt them down to make ammunition. Patriots brought the Liberty Bell back to the Independence Hall tower in 1778.

Other Sites in Independence Historical Park

Independence Hall and the Liberty Bell are the main attractions in Independence National Historical Park. Other historic sites in the park include:

Carpenters' Hall – In 1724 Philadelphia carpenters founded a guild to help each other develop skills in **architecture** and to help one another's families when they were in need. They built Carpenters' Hall in 1770. The First Continental Congress met here in 1774. Carpenters' Hall was a hospital and an arsenal during the American Revolution.



Carpenter's Hall

Christ Church – Christ Church was built between 1727 and 1754. It is a beautiful example of colonial craftsmanship. See the photo at left.



Christ Church

the U.S. Capitol in Washington, D.C., in 1800. However, Americans still call the U.S. Senate the Upper House and the U.S. House of Representatives the Lower House.

Congress Hall – Congress Hall was originally the Philadelphia County Courthouse. See photo on page 247. Constructed between 1787 and 1789, Congress Hall was brand new when the United States Congress met there from 1790 to 1800. George Washington was inaugurated for his second term as president here. John Adams was also inaugurated here. It was here that Congress adopted the Bill of Rights. The House of Representatives met on the lower floor (pictured at right) and the Senate met on the upper floor (see page 247). Congress moved to



House of Representatives Chamber in Congress Hall



Bank of the United States, With a View of Third Street, Philadelphia by W. Birch & Son, 1798

First Bank of the United States – The First Bank of the United States is the oldest bank building in America. Secretary of the Treasury Alexander Hamilton urged Congress to establish the bank. It issued paper money and collected federal taxes. The bank began in Carpenters’ Hall. Construction on the building pictured above was completed in 1797.

Second Bank of the United States – The Second Bank of the United States (built 1819-1824) is now a **gallery** of portraits from the Colonial and Revolutionary periods and from the early years of the United States. Most portraits are by Charles Willson Peale, who settled in Philadelphia in 1775 and fought in the American Revolution. He painted many military portraits, including 14 of George Washington. James and Ellen Sharples immigrated to America from Great Britain in the late 1700s. James painted portraits. People paid his wife Ellen to copy them. The Second Bank also houses portraits by the Sharples.

Franklin Court – A monument to Benjamin Franklin now stands on the site of his home. A museum is below it.



Second Bank



Franklin Court



Inside Free Quaker Meeting House



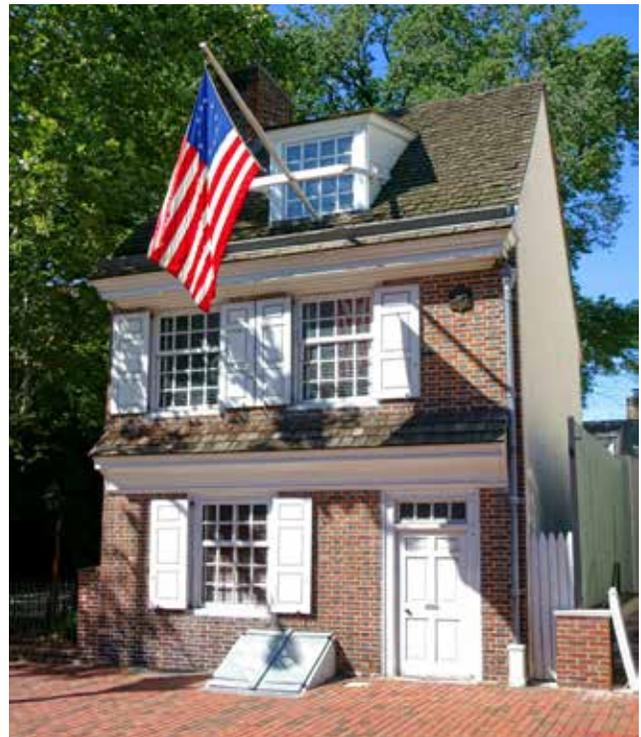
Courtroom inside Old City Hall

Free Quaker Meeting House – Betsy Ross was a Free Quaker. Free Quakers, sometimes called Fighting Quakers, laid aside pacifism and supported the fight for independence.

Old City Hall – Old City Hall opened in 1791. Philadelphia allowed the U.S. Supreme Court to meet here from 1791 to 1800. The court made its first decisions here.

Betsy Ross House

Near Independence National Historical Park is the home Betsy Ross rented from 1773 to 1786. John and Betsy Ross ran their upholstery business here. General Washington visited Betsy Ross here to discuss her sewing the Stars and Stripes.



Betsy Ross House

American Philosophical Society Library

The library of the American Philosophical Society is near Independence Hall. Benjamin Franklin founded the society in 1743. Its purpose is to promote scientific knowledge and technology. Science and technology were once called natural philosophy. The Society's historic meeting place and library was constructed in 1789 with generous donations from Franklin and others. The Society's library has more than 13 million manuscripts, including an original manuscript of William Penn's 1701 Charter of Privileges. The Society's collection also includes an armchair that Thomas Jefferson used while writing the Declaration of Independence.



American Philosophical Society Library

America's First Hospital

Around 1750, Dr. Thomas Bond of Philadelphia had the idea of starting a hospital to care for sick people who were poor. He asked his good friend Benjamin Franklin to help him. In 1751 Franklin and Bond received a charter from the Pennsylvania Assembly to establish Pennsylvania Hospital in Philadelphia. It was the first hospital in America. For the hospital's seal, they chose an image of the Good Samaritan and the words, "Take care of him and I will repay thee."

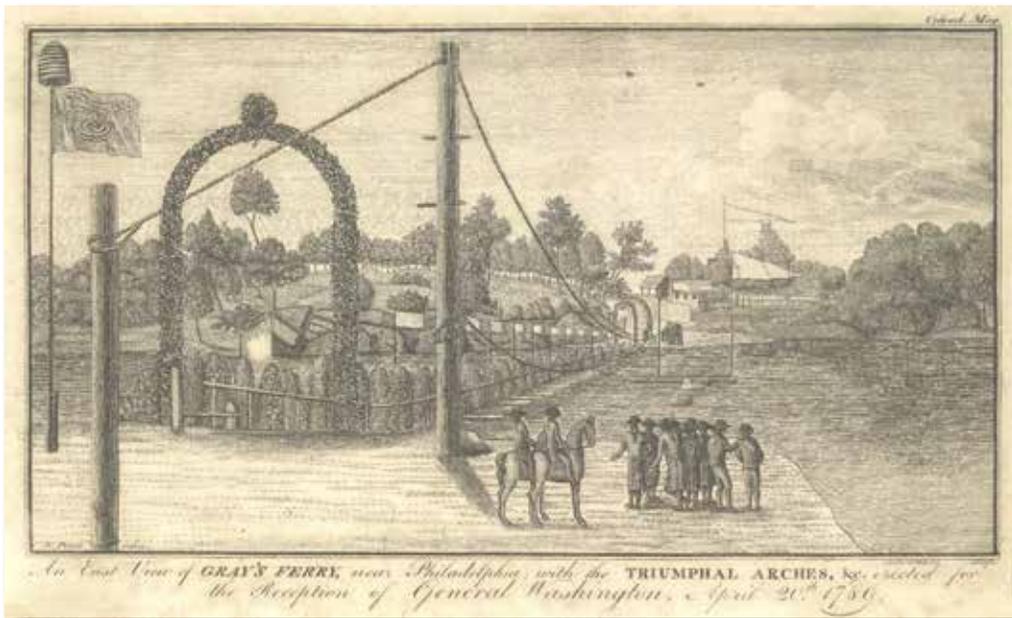


Pennsylvania Hospital

The hospital was in a home at first. The hospital served its first patient in 1753. In 1754 descendants of the Penn family sold land for a new building. The cornerstone was laid for a new building on May 28, 1755. Franklin wrote the inscription for the cornerstone. Here it is with original spelling:

In the year of Christ MDCCLV. George the second happily reigning (for he sought the happiness of his people) Philadelphia flourishing (for its inhabitants were publick spirited) this building by the bounty of the government, and of many private persons, was piously founded for the relief of the sick and miserable; may the God of mercies bless this undertaking.

Medical staff began treating patients in the new hospital in 1756. From 1768 to 1772, John Nixon, reader of the Declaration of Independence, served as the hospital manager. In 1767 descendants of William Penn donated land for an expansion. During the American Revolution, doctors at the hospital treated both Continental and British soldiers. A second wing was completed in 1796 and a third in 1804. Dr. Benjamin Rush, who encouraged John Witherspoon to come to Princeton, was on the staff of Pennsylvania Hospital from 1783 to 1813.



In April 1789, Philadelphia prepared for Washington to visit their city on his way to the inauguration in New York City. Citizens decorated with laurel and other evergreens. They made two triumphal arches.

Fast Forward

In the early 1800s, abolitionists used the Liberty Bell as a symbol of the need to end slavery in America. That is when people began to call it the Liberty Bell.

The Betsy Ross Memorial Association acquired her home in the late 1800s. Beginning in 1898, two million Americans donated dimes so that the house could be made into a memorial.

The American Philosophical Society still meets today. Over a dozen U.S. presidents and more than two hundred Nobel prize winners have been members.

Americans and visitors from around the world can visit America's symbols of liberty. Jesus offers real liberty to all the people of the world.

**Jesus was saying to those Jews who had believed Him,
"If you continue in My word, then you are truly disciples of Mine;
and you will know the truth, and the truth will make you free."
John 8:31-32**

Activities for Lesson 33

We the People – Read "O Sing a Song of Bethlehem" on page 37.

Map Study – Complete the assignment for Lesson 33 on Map 3 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1753, write: Workers hang the Liberty Bell in the Philadelphia State House (now Independence Hall).

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 33.

Vocabulary – Look up each of these words in a dictionary: cobblestone, peal, publicly, architecture, gallery. In your notebook, write each word with its definition.

Literature – Read the chapter titled "Amos on the Mountain" in *Amos Fortune: Free Man*.

Family Activity – Create a Liberty Bell Mosaic. See the instructions on the following page.

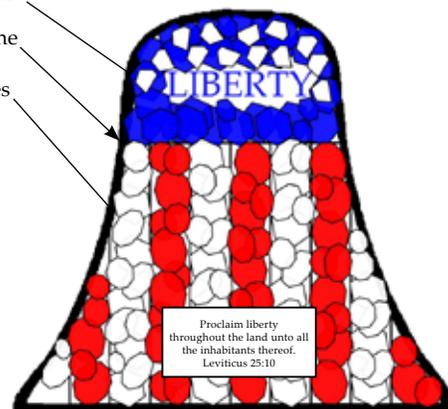
Liberty Bell Mosaic

Supplies

- 1 piece white poster board
- 2 sheets each, red, white, and blue construction paper
- liquid glue or glue stick
- scissors
- blue marker
- pencil
- ruler

Caution:
This project uses
scissors.

Blue with 13 white pieces for stars
Horizontal line
Alternating red and white stripes



Instructions

1. Look at the illustration at right to see the shape of the Liberty Bell. Using one of the shorter edges of the poster board as the bottom, draw a bell shape with a pencil on the poster board. Cut out the bell.
2. Tear each piece of construction paper into small pieces of various sizes and shapes. No piece should be larger than a postage stamp.
3. With a blue marker, write “LIBERTY” in large letters all the way across near the top of your bell. Draw a horizontal line below the word as pictured above.
4. From the top of the bell to the line you drew, glue pieces of torn blue paper around the word “LIBERTY.” (Spread glue on a small section of the poster board, attach pieces of construction paper, then repeat on another section.)
5. Glue 13 pieces of torn white paper on top of the blue along the top of the bell. These represent the first 13 states.
6. With a pencil and ruler, mark up-and-down lines about two inches apart down the rest of the bell.
7. Make alternating red and white stripes on the bottom of the bell with the torn paper, as you did with the blue paper.
8. Cut a small rectangle out of a scrap piece of the poster board about the size of an index card. Write on it neatly: “Proclaim liberty throughout the land, unto all the inhabitants thereof. Leviticus 25:10” Glue it in the center bottom of your bell.



Rhododendrons by the Appalachian Trail on Roan Mountain



Lesson 34
God's Wonder

God Created the Appalachian Mountains

God created the beautiful Appalachian Mountains. They begin in Canada and continue southward 2,000 miles. They have three main divisions, the Northern, Central, and Southern Appalachians, each containing many smaller mountain ranges.

Highest Peaks in the Appalachians By State*

State	Mountain	Elevation	Mountain Range
North Carolina	Mount Mitchell	6,684	Black Mountains
Tennessee	Clingmans Dome	6,643	Great Smoky Mountains
New Hampshire	Mount Washington	6,288	Presidential Mountains
Virginia	Mount Rogers	5,729	Blue Ridge Mountains
Maine	Mount Katahdin	5,267	Maine Highlands
West Virginia	Spruce Knob	4,862	Allegheny Mountains
Georgia	Brasstown Bald	4,784	Blue Ridge Mountains
Vermont	Mount Mansfield	4,393	Green Mountains
New York	Slide Mountain	4,180	Catskill Mountains
Kentucky	Big Black Mountain	4,145	Cumberland Mountains
South Carolina	Sassafras Mountain	3,360	Blue Ridge Mountains
Massachusetts	Mount Greylock	3,492	Taconic Mountains
Maryland	Backbone Mountain	3,560	Allegheny Mountains
Pennsylvania	Mount Davis	3,213	Allegheny Mountains
Connecticut	Mount Frissell	2,454	Taconic Mountains
Alabama	Mount Cheaha	2,413	Blue Ridge Mountains
New Jersey	High Point	1,803	Kittatinny Mountains

*Chart shows states that had not yet become states while Washington and Adams were in office. New York's highest point is Mount Marcy, but Mount Marcy is in the Adirondack Mountains, which are not part of the Appalachians. The border between North and South Carolina crosses the peak of Sassafras Mountain.



Mount Mitchell in the Black Mountains



View from Clingmans Dome in the Great Smoky Mountains



The tallest mountain in this photo is Mount Washington. It is in the Presidential Range of the White Mountains.



Mount Rogers in the Blue Ridge Mountains



Mount Katahdin in the Maine Highlands

Northern. The Northern Appalachians include the Maine Highlands, the White Mountains, and the Green Mountains. Residents of the Maine Highlands enjoy picking wild blueberries, raspberries, blackberries, and fern fiddleheads, a **delicacy** native nations enjoyed before colonists came. The White Mountains include the Franconia Mountains and the Presidentials. The tallest mountain in the Presidentials is windy Mount Washington.

Wind speed there has reached 231 miles per hour. Below 4,500 feet the mountain is forested, but from there to its peak, it is rocky and treeless. Adventurous settlers began climbing Mount Washington in the mid-1600s. God put slate, granite, and high-quality marble inside the Green Mountains. Sugar maples from the Green Mountains provide sap for Vermont's famous maple syrup.

Collecting maple sap in Vermont



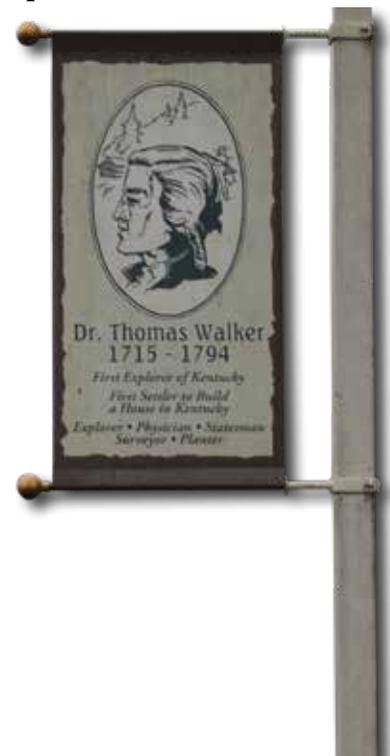


Central. The Allegheny, Berkshire, Catskill, Kittatinny, Pocono, and Taconic ranges, plus part of the Blue Ridge Mountains, make up the Central Appalachians. God placed rich coal deposits in the Alleghenies. The Mohican lived in the Berkshires when John Sergeant built a Mission House there in 1742 (see page 143). The Dutch opened a copper mine in the Kittatinny Mountains around 1640. In the early 1700s, Europeans met Lenape in the Poconos. *Taconic* possibly derives from an Algonquian word meaning “in the woods.”

Southern. The Southern Appalachians are split into two branches: the Blue Ridge Mountains to the east and the Cumberland Plateau and Cumberland Mountains to the west. Members of the Cherokee Nation made their home in the Southern Appalachians.

The Monacan people lived in the Blue Ridge Mountains when English settlers arrived at Jamestown. Mists on these forested peaks make them appear blue. The Blue Ridge Mountains include the Black and Unaka Mountain ranges. Mount Mitchell is the tallest peak in the Black Mountains. It is the highest point east of South Dakota’s Black Hills. The Great Smoky Mountains are part of the Unaka range. The lush vegetation in the Smokies produces a **haze** when it releases water vapor and natural oils. This makes the mountaintops look smoky.

Much of the Cumberland Plateau has thin soil. Coal lies under much of its limestone, sandstone, and slate surface. Cumberland Gap is a narrow mountain pass near the point where Kentucky, Tennessee, and Virginia come together in the Cumberland Mountains. Virginia physician and explorer Thomas Walker crossed the gap in 1750 and named it Cumberland Gap. One of the many trails native nations used in the Appalachian Mountains went through Cumberland Gap. In 1775 long hunter and settler Daniel Boone led a crew who built the Wilderness Road through Cumberland Gap.





Tiny ferns, Dupont Forest, Blue Ridge Mountains, North Carolina; Little Pigeon River, Great Smoky Mountains, Tennessee; Grassy Creek Falls, Blue Ridge Mountains, North Carolina; Bash Bish Falls, Taconic Mountains, highest falls in Massachusetts

God Filled the Mountains with Life

The Appalachian Mountains receive abundant rainfall and snow. They are home to bogs, lakes, ponds, mountain streams, rivers, and waterfalls. Some places have low cloud cover. The wet environment makes the Appalachian forest one of Earth's most **diverse** and **complex**. Two thousand plant species live there, including 140 species of trees. Even dead plants provide habitat for mosses and fungi.

Fall colors are beautiful. First, the red maple and sugar maple leaves turn red. Next, the birch and hickory leaves turn yellow. Finally, beech leaves turn golden bronze and oak leaves turn deep red or brown. The Appalachian forest bursts with color again in the spring with flowering trees, flowering shrubs, and wildflowers. Some southern Appalachian summits are open meadows. The top of Roan Mountain in the Unakas is a 1,200-acre natural garden.



Green Mountains



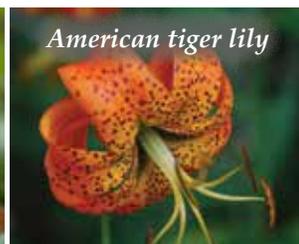
Roan Mountain azaleas



Moss



Dutchman's breeches



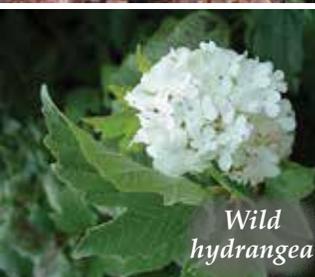
American tiger lily



Catawba rhododendron



Dogwood tree



Wild hydrangea



Jack-in-the-pulpit



Columbine



Lady's slipper



Downy yellow violet



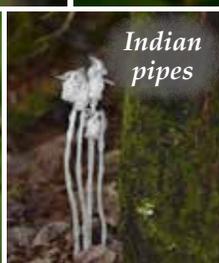
Trillium



Bluets



Solomon's seal



Indian pipes



False Solomon's seal



Redbud tree



Yonahlossee salamander



Weller's salamander



Eastern newt

The Appalachians abound with animal life from the large American black bear to the little bog turtle. Native insects and hummingbirds pollinate Appalachian blossoms. From north to south, the Appalachians teem with birds. Many live there year-round; others spend part of the year there. The black-throated green warbler, for example, migrates between the Appalachians and the tropical forests of Mexico.



American black bear in Poconos



Bog turtle

The wet Appalachian environment is ideal for salamanders, including newts. More than 40 species of salamanders live there. Biologists believe more different species of salamanders live in the southern Appalachians than anywhere else on Earth.



Black-throated green warbler



Chestnut-sided warbler



Pileated woodpecker



Barred owl



Black-and-white warbler



Scarlet tanager



Golden-winged warbler



Common yellowthroat



Hermit thrush



Canada warbler



Blue-headed vireo



Ruffed grouse



Red-eyed vireo



Black-throated blue warbler



Ovenbird





Gray fox



Northern flying squirrel



White-tailed deer



Moose in Vermont



Swallowtail butterfly



Wood nymph moth

First States After the Original Thirteen Colonies

The Northwest Ordinance described how the United States would allow territories north of the Ohio River to become states. However, the first states after the original 13 were Vermont, Kentucky, and Tennessee which are not in that area. Vermont had been part of New York, Kentucky part of Virginia, and Tennessee part of North Carolina. By 1791 North Carolina, New York, and Virginia had given up their claims to those lands. Each contains portions of the Appalachian Mountains.

Settlers living in these areas helped to win independence during the American Revolution. Ethan Allen led the Green Mountain Boys. George Rogers Clark led soldiers from Kentucky. Overmountain Men from Tennessee were victorious in the Battle of Kings Mountain. However, becoming new states was not a given. For a time, Vermont considered itself an independent country. At the time, Florida and the important port of New Orleans were still Spanish territory. Leaders in Kentucky and Tennessee considered becoming independent allies of Spain.

President Washington, the U.S. Congress, and citizens of Vermont and Kentucky worked through complicated politics. Kentucky wrote its state constitution ten times. Vermont became the 14th state in 1791, and Kentucky the 15th state in 1792. Congress voted to add two stars and two stripes to the U.S. flag. Congress did not approve another flag change until 1818.

Tennessee was the first of many states to come into the Union after first being an officially organized territory. When North Carolina gave its western lands to the United States government, Congress named the area the Territory of the United States, South of the River Ohio, or simply the Southwest Territory. See stamp on page 242. Washington appointed William Blount as territorial governor. In 1795 Tennessee delegates began the **process** of becoming a state by writing a state constitution. They applied to Congress to become the 16th state. On June 1, 1796, the U.S. Congress voted to make Tennessee the 16th state. The vote was close.

Fast Forward



Washington Irving wrote "Rip Van Winkle" in 1819. Its setting is the Catskill Mountains of New York.

From 1820-1900 a group of American artists, called the Hudson River School, painted the Hudson River and the Catskills.

Nathaniel Hawthorne wrote "The Great Stone Face" in 1850. It is about the Old Man of the Mountain rock formation on Profile Mountain. Profile Mountain is in the Franconia Mountains



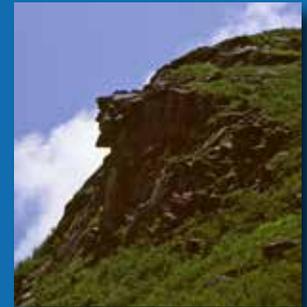
Dover Plains, Dutchess County, New York by Asher B. Durand of the Hudson River School



Aerial view of White Sulphur Springs in the Alleghenies

of New Hampshire. The formation fell off in 2003. Its image is on the New Hampshire state quarter.

In the years before the Civil War, five presidents vacationed in White Sulphur Springs in the Allegheny Mountains of West Virginia.



Old Man of the Mountain in the Franconia Mountains

National Scenic Trail. Hikers hike between the trailhead near Mount Katahdin in Maine to Mount Oglethorpe in Georgia or vice versa. The entire trail takes an adult about 5,000,000 steps!

Twisting and turning for 2,180 miles through the mountain range is the Appalachian

In 1934 the National Park Service established Great Smoky Mountains National Park. It is the most visited national park in the United States.

While hiking on Mount Katahdin in 1939, 12-year-old Donn Fendler got separated from his father, brothers, and a friend. He was lost for nine days. *Lost on a Mountain in Maine* tells the story of his faith and God's faithfulness during this ordeal. See photo on page 267.

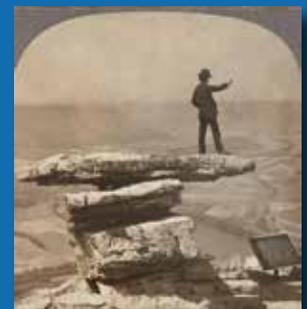


Appalachian Trail in the White Mountains



Sunrise at Newfound Gap in the Great Smoky Mountains

Rock City is a tourist attraction atop Lookout Mountain near Chattanooga, Tennessee. Owners once advertised Rock City on 900 barns from Michigan to Texas. Lookout Mountain was the site of the Civil War Battle of Lookout Mountain, also called the Battle Above the Clouds.



Umbrella rock on Lookout Mountain in the Cumberland Plateau



Rock City barn

God created the Appalachian Mountains and the streams that run through them. He cares for the creatures that live there, as Psalm 104 beautifully describes.

**He sends forth springs in the valleys;
They flow between the mountains;
They give drink to every beast of the field.
Psalm 104:10-11a**

Activities for Lesson 34

Map Study – Complete the assignments for Lesson 34 on Map 4 and Map 13 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1775, write: Daniel Boone and others build the Wilderness Road.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 34.

Vocabulary – In your notebook, copy each sentence below. Fill in each blank with the right word from this list: delicacy, haze, diverse, complex, process.

1. I peeked out the window in the early morning and saw a _____ over the river.
2. My 6th grade math book has more _____ problems than the one I had in 5th grade.
3. Fern fiddleheads are a _____ native nations enjoyed.
4. My brother thought that learning to drive would be quick and easy, but he has learned that it is a long _____.
5. My garden is more _____ since I planted 20 new kinds of flowers.

Thinking Biblically – Read these Bible verses about mountains: Joshua 11:16, 1 Samuel 25:20, Psalm 95:4, Matthew 14:23, and Mark 11:1. Choose one of them to copy in your notebook.

Creative Writing – In your notebook, make a list of supplies you would need if you were hiking the Appalachian Trail.

Literature – Read the chapter titled “Auctioned for Freedom” in *Amos Fortune: Free Man*.



Cumberland Gap

Lesson 35

Daily Life



Long Hunters, Traders, and Pioneers

Before Europeans came to live on the lands that would become Kentucky and Tennessee, native nation villages were few. However, the land was a rich hunting ground. French traders came in the 1700s to trade for furs. Americans of English descent came from the East as long hunters, so called because they spent a long time hunting in the forests of Kentucky and Tennessee. When Virginian Thomas Walker led an **expedition** through Cumberland Gap in 1750, his men constructed the first cabin in Kentucky. On this trip, he first saw one of the south's largest rivers. He named it the Cumberland River. See map on page 278.

Daniel Boone, Long Hunter

While on a long hunt in the winter of 1760, Daniel Boone crossed the Blue Ridge Mountains. In the winter of 1767 and 1768, he went into the Cumberland region. The next year he went through the Cumberland Gap. He continued following the native nation trail called Warrior's Path. On June 7, 1769, he saw what is now Kentucky for the first time.

Six years later, in 1775, Daniel Boone led about 30 men through Cumberland Gap. They cut down trees to expand Warrior's Path, turning it into the Wilderness Road. For the next 50 years, this road was the main route for people moving into Kentucky and Tennessee. Another name for the Wilderness Road was Boone's Trace.

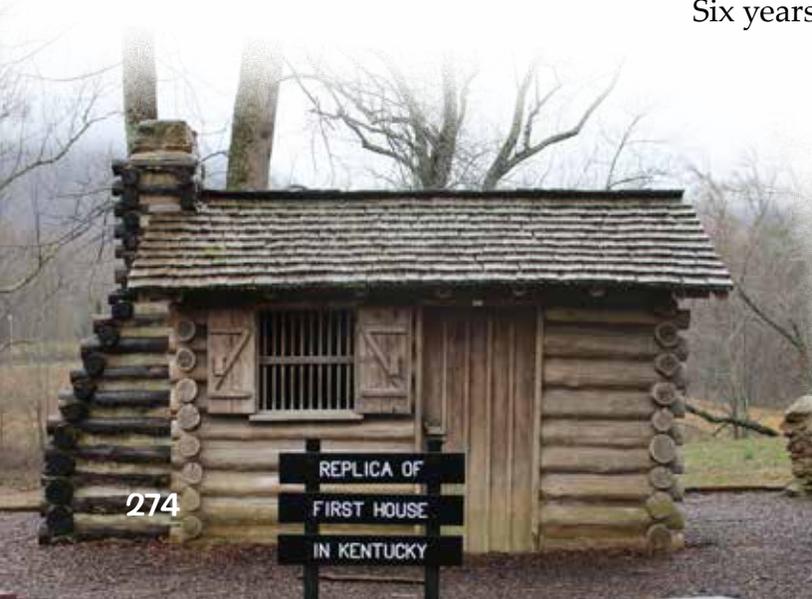




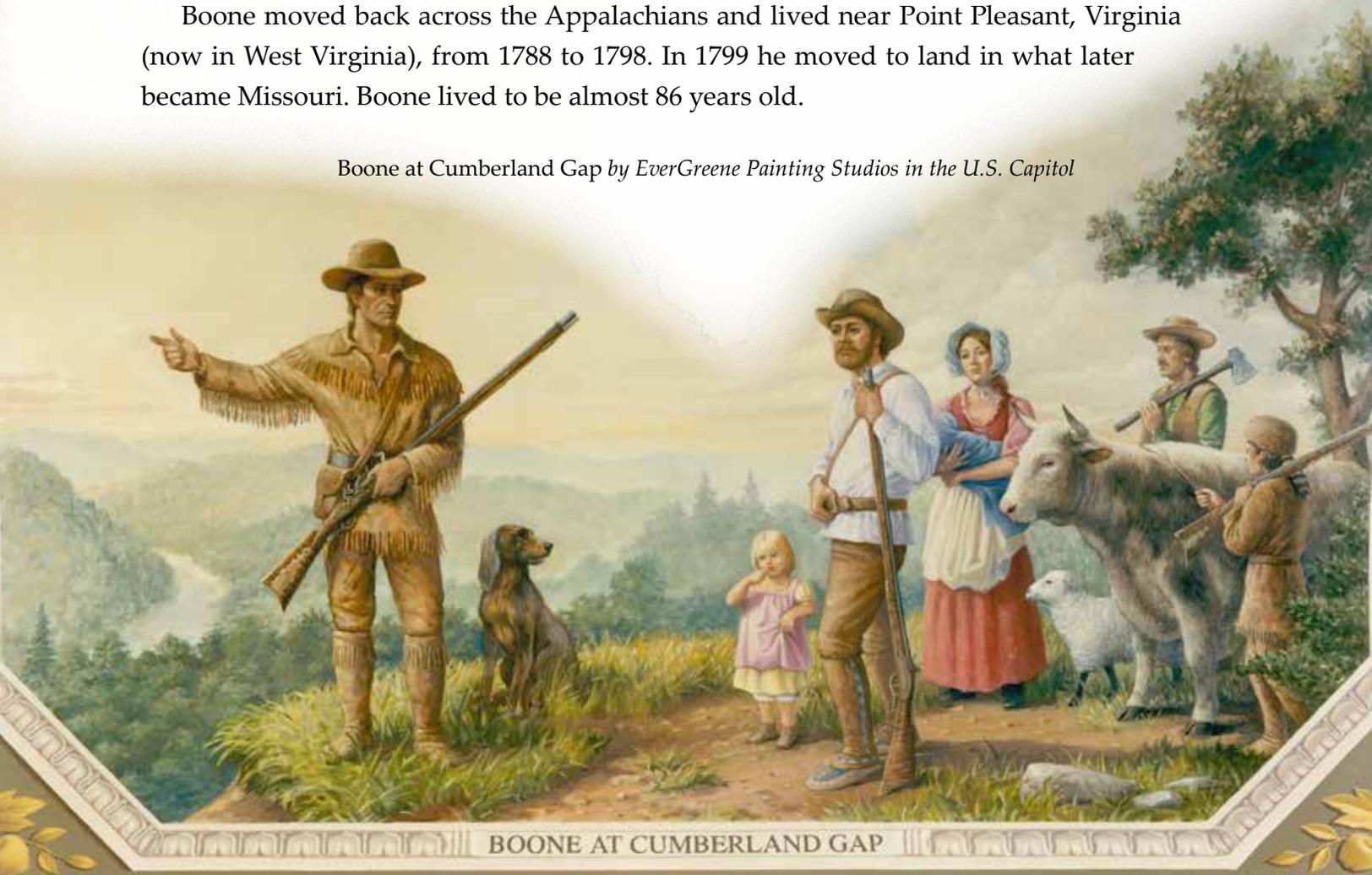
Illustration of the Wilderness Road

Boone and his men completed the Wilderness Road the same year that the Americans and the British fired the first shots of the American Revolution at Lexington and Concord. That year Daniel Boone moved his family to Kentucky, where he founded Boonesborough. His wife and daughters were the first Anglo-American women to live in Kentucky. An Anglo-American is an American with English ancestors. The Continental Congress adopted the Declaration of Independence in July 1776. In August a copy reached Boonesborough. During the bitterly cold winter of 1779-80, Boone established another Kentucky settlement, Boone's Station, on Christmas Day.

Most male settlers in Kentucky served in the Kentucky **militia**. Boone was a militia colonel. Before, during, and after the Revolution, the British encouraged native nations to fight Kentucky settlers. The British supplied them with weapons and at times fought alongside them. While Boone lived at Boone's Station, about 50 British soldiers and about three hundred native warriors attacked 182 Kentucky militiamen. This battle, called the Battle of Blue Licks, occurred on August 19, 1782, ten months after Cornwallis surrendered at Yorktown.

Boone moved back across the Appalachians and lived near Point Pleasant, Virginia (now in West Virginia), from 1788 to 1798. In 1799 he moved to land in what later became Missouri. Boone lived to be almost 86 years old.

Boone at Cumberland Gap by EverGreene Painting Studios in the U.S. Capitol



BOONE AT CUMBERLAND GAP

Timothy Demonbreun, Trader

In the 1770s, Timothy Demonbreun made his first trip to a salt lick on the Cumberland River to trade for furs. The lick became known as French Lick. In his *Early History of Middle Tennessee*, published in 1906, Edward Albright wrote a description of Timothy's first visit to French Lick. Albright said that Timothy sailed there on a boat with a short mast and a sail. The tall, athletic French Canadian stood in the boat. He wore a blue hunting shirt, a red vest, deerskin leggings, and a fox fur hat. A fox tail hung down his back. Members of native nations who saw him prostrated themselves before him, thinking he had been sent from the Great Spirit. That night Timothy and his crew camped near French Lick. In the morning, they hung red blankets, beads, and trinkets on a cord between two trees to show that they were ready to trade for furs and pelts.

By 1774 Demonbreun had established a fur trading operation at French Lick. His business had eight boats and 17 employees. He made annual trips to New Orleans to sell furs. For a while Timothy lived in a cave along the Cumberland River, and in 1774, he built a cabin to store fur and tallow.

Timothy's family had been in North America for generations. His great-great-grandfather, Gaspard Boucher, had brought his family from France to Quebec, Canada, in 1635. Gaspard was a peasant carpenter. Gaspard's son Pierre was 13 years old when his family arrived. Pierre would become a French Canadian hero. At age 15, Pierre began to work with Jesuits in their mission to the Huron (see page 169). During his life, Pierre served as an **interpreter** of native languages, a captain in the militia, and a government official. In 1661 he traveled to France to represent French colonists before King Louis XIV. Pierre wrote a book about New France to encourage other French people to come there as settlers. Pierre Boucher was the first Canadian to become a French nobleman.

Pierre's first wife was a Huron. His second wife was Jeanne Crevier. Jeanne was a French nobleman's daughter whose family had **immigrated** to New France in 1639. Jeanne's father was a fur trader. Her parents ran a fur trading post. Pierre and Jeanne had 15 children, all of whom lived to adulthood. Pierre died in 1717 at age 95. In his will he said, "I have done what I could to live without reproach; try to do the same."

Demonbreun statue in downtown Nashville



Timothy was born in 1747 on the Boucher family estate (now Boucherville, a suburb of Montreal, Quebec, Canada). Timothy's grandfather, who was one of Pierre Boucher's 15 children, took the name de Montbrun as his title of nobility. *De Montbrun* means "brown mountain" in French. Timothy's full name was Jacques Timothe Boucher de Montbrun.

Timothy's father fought against the British in the French and Indian War. France lost most of its Canadian territory as a result of the war. Timothy decided to leave Quebec and move to Kaskaskia where one of his uncles was living (see page 211 and map on page 215). He arrived there in the mid-1760s and soon began hunting and trading in the Cumberland River region.

Timothy was serving in the French militia at Vincennes when George Rogers Clark came there during the Revolution. Timothy and 127 other Frenchmen signed an oath of allegiance to the United States. Timothy joined Clark in his efforts against the British. After the American Revolution, Timothy was appointed lieutenant governor of the Northwest Territory.



Trading furs



Flatboats

Moses Winters, Pioneer

Moses Winters and his family lived in the Watauga settlement in what later became eastern Tennessee. In 1779 James Robertson, who had founded the Watauga settlement a few years earlier, prepared to lead a large group of settlers into Middle Tennessee (see page 183). There they would build a settlement at French Lick on land they had purchased from the Cherokee. The Winters family decided to join them. Believing that an overland route would be difficult for women and children, the settlers decided that only the men and older boys would travel by land across the

Cumberland Mountains. In the fall, James Robertson led the overland group to French Lick, driving their cattle before them. Moses Winters and his son Caleb were among them.

According to the group's plan, some men stayed in Watauga to build 30 flatboats to bring the women, children, and enslaved people by way of the Tennessee River. John Donelson led this group. None of the settlers had ever traveled to Middle Tennessee by water. They were only guessing that it was possible. Due to delays in building the flatboats, they did not leave until December. Among the boat travelers were Moses' wife, Elizabeth, and their seven daughters. Another girl on the flatboats was John Donelson's daughter Rachel, who would one day marry Andrew Jackson, the man who became our seventh president.



The men and older boys reached French Lick in December, the same month that the women and children left Watauga. This was the same cold winter when Daniel Boone established Boone's Station. The Middle Tennessee settlers reached their destination on the same day Boone reached Boone's Station, Christmas Day, 1779. Robertson planned to build a temporary settlement on the southern side of the Cumberland River, but their route brought them to the north side. Robertson wondered how they would cross the river. Cold weather solved the problem. The river was frozen solid, so they and their cattle walked across the ice.

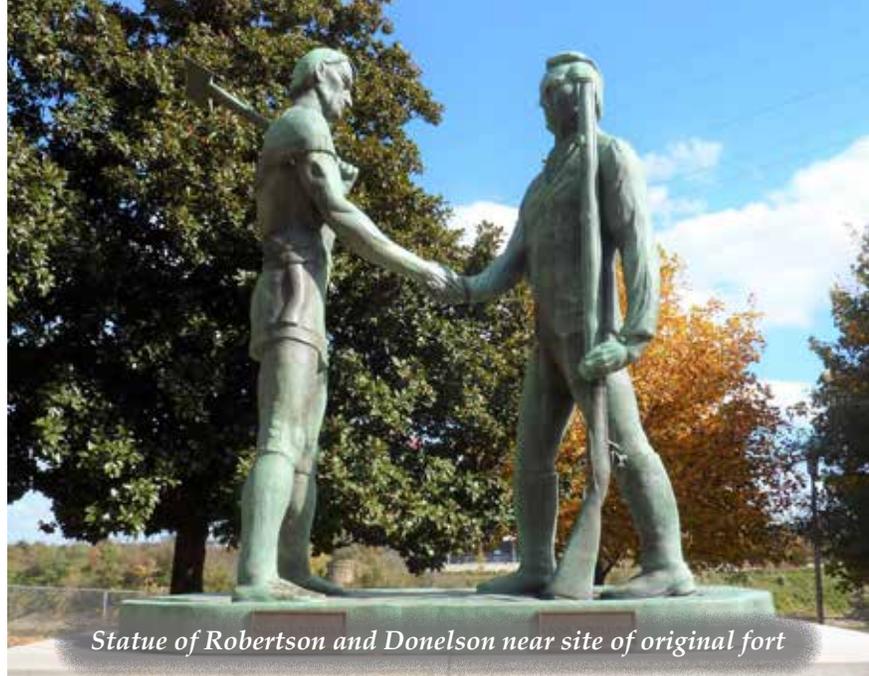
The men expected their wives and children to arrive in January. They built a small fort. They soon began to venture away from it to build cabins for their families. They were in constant danger of attack by native nations who did not agree with the sale of their hunting lands.

Meanwhile, the boat travelers had terrible difficulties. Native nations attacked them. Some of the travelers contracted smallpox. They were surprised by the **treacherous** waters of the Muscle Shoals in what is now northern Alabama. Settlers believed that the Tennessee River was close to French Lick, but they were badly mistaken. The flatboat travelers had to travel all the way to the Ohio River and then paddle against the Ohio's current to the Cumberland River. They then had to paddle against the Cumberland's current all the way to the fort. See the Cumberland River on page 1 and the map above. The boat travelers did not arrive until late April. They had traveled 1,000 miles. Moses Winters and his family settled on land about 20 miles from the fort, which was named Fort Nashborough. The settlement would later become Nashville, Tennessee.

In 1786 Timothy Demonbreun resigned as lieutenant governor of the Northwest Territory and moved to Nashville permanently. The small town was only six years old and still called Nashborough. There he opened a general store. Many Revolutionary War veterans received land grants as payment for their service, including both Timothy Demonbreun and Moses Winters. The Duke of Orleans, the future King Louis Philippe of France, spent three years in the United States in the late 1700s. Demonbreun entertained him during his 1797 visit to Nashville.



In 1791 Moses and Elizabeth Winters became members of the Baptist Church of Christ. Their son Caleb was an active church member and preached on occasion. Moses and Caleb served on juries in the county court. Moses and Elizabeth Winters spent the rest of their lives in Middle Tennessee. They were buried under an ash tree in Robertson County (named for James Robertson).



Statue of Robertson and Donelson near site of original fort

Fast Forward

The Marquis de Lafayette visited Nashville in 1825 on his grand tour through America. During a dinner in Lafayette's honor, Demonbreun was toasted as "the grand old man of Tennessee and the first white man to settle the Cumberland country." Demonbreun died the following year. A Nashville newspaper reported: "Died, in this town on Monday evening last, Captain Timothy Dumumrane, a venerable citizen of Nashville, and the first white man that ever emigrated to this vicinity." Demonbreun continues to be spelled many different ways.

I was born in 1953 in Robertson County, where Moses Winters' land grant was located. I grew up in Cheatham County, where Timothy Demonbreun's land grant was located. My childhood was simple. My father worked in his father's small grocery store. My mother was a stay-at-home seamstress. I am thankful for the faith my parents taught me from the time I was a baby.

Like every American, there is an historic reason why I grew up where I did. I am descended from both Moses Winters and Timothy Demonbreun. My paternal great-grandfather's great-grandfather was Timothy Demonbreun. His great-grandfather was Pierre Boucher. On my mother's side, I am descended from Moses Winters through Sally, who was the daughter of Moses' son Caleb. My family often crossed Caleb Creek when we traveled between the homes of my two sets of grandparents. In 2017 my husband and I visited Boucherville in Quebec for the 350th anniversary of its founding, along with other Boucher descendants from Canada, France, and the United States.

Charlene Notgrass



Charlene Notgrass with statue of Pierre Boucher in Boucherville

Daniel Boone's mother taught him faith in God. When he was 72 years old, he wrote a letter to his sister-in-law. With his poor spelling and grammar, he expressed a real faith:

I am as ignerant as a Child all the Religan I have to Love and fear God believe in Jesus Christ. Dowall the good to my Neighbors and my Self that I can and Do as Little harm as I can help and trust in God's mercy for Rest.

Let us trust God the way Daniel Boone did. As the apostle John wrote:



Daniel Boone
by Chester Harding, 1820

Grace, mercy, and peace will be with us, from God the Father and from Jesus Christ, the Son of the Father, in truth and love.
2 John 3

Activities for Lesson 35

We the People – Read “The Adventures of Col. Daniel Boon” on pages 38-39.

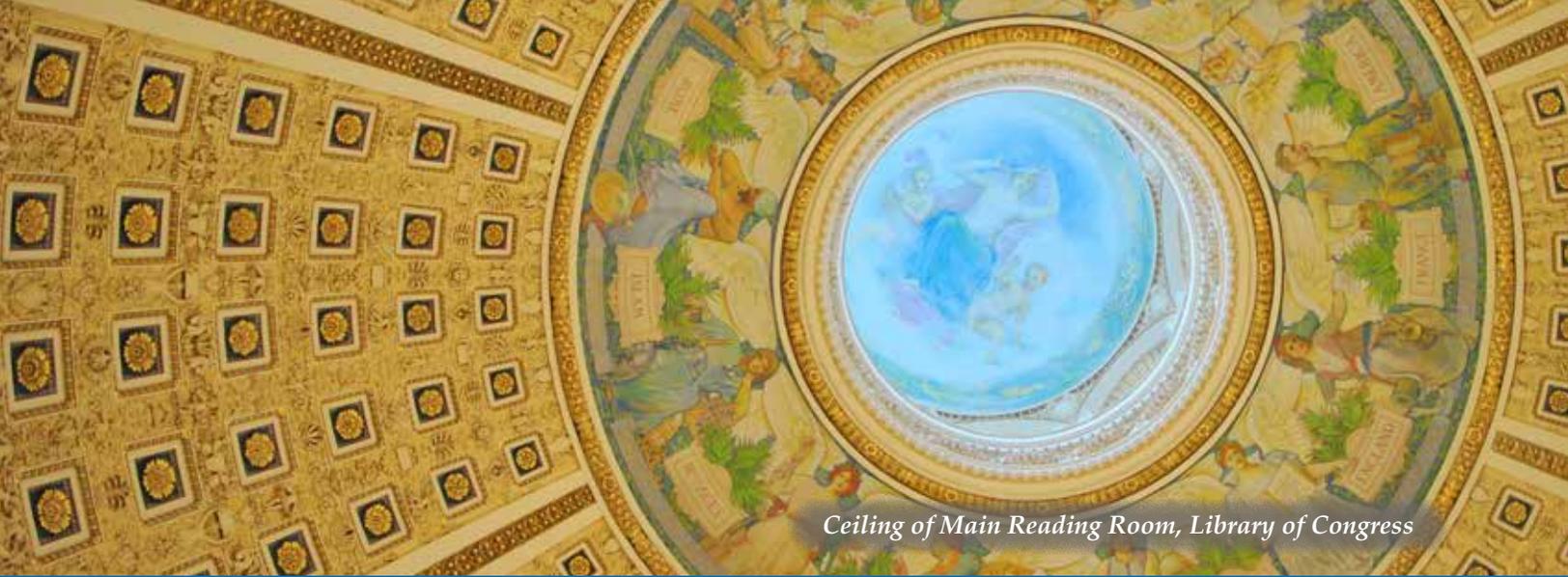
Timeline – In *Timeline of America the Beautiful* next to 1782, write: British soldiers and native nation warriors attack Kentucky militiamen in the Battle of Blue Licks.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 35 and take the test for Unit 7.

Vocabulary – Write five sentences in your notebook using one of these words in each: expedition, militia, interpreter, immigrate, treacherous. Check in a dictionary if you need help with their definitions.

Creative Writing – Ask one of your parents the following questions: How did you decide that we would live here in ____? How did you choose this house or apartment, etc.? Do you want to stay here, or do you think about moving to a new place? In your notebook, write one or two paragraphs about what you learned from the interview.

Literature – Read the chapter titled “Evergreen Years 1794-1801” in *Amos Fortune: Free Man*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Amos Fortune: Free Man*.



Ceiling of Main Reading Room, Library of Congress

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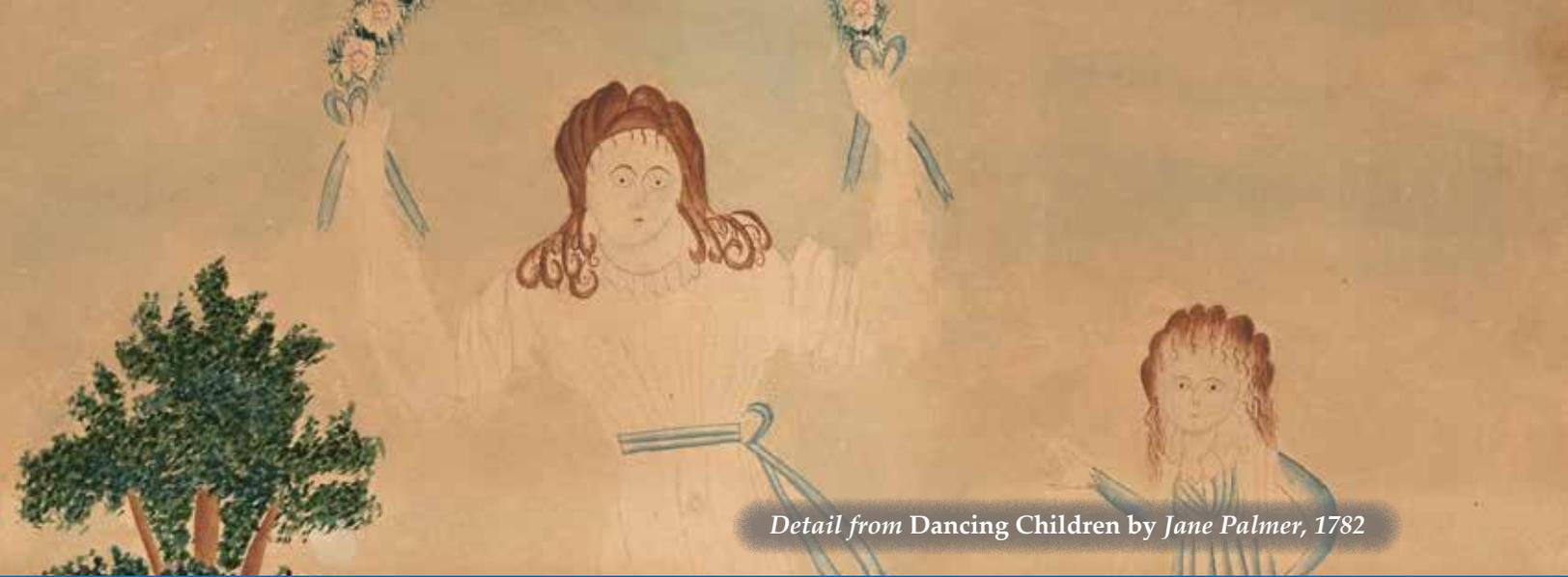
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Detail from *Dancing Children* by Jane Palmer, 1782

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- 63 Map: Nate McCurdy; St. Augustine: Library of Congress
- 64 Map: Wikimedia Commons; Castillo: National Park Service; Hotel: Library of Congress
- 66 Fort: Catherine / Flickr / CC BY 2.0; Canada stamp: MM_photos / Shutterstock.com; Newfoundland stamp: IgorGolovnirov / Shutterstock.com; Statue: meunierd / Shutterstock.com
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- 123 Canoe: Library of Congress; Richard Mather: Houghton Library, Harvard University; Increase Mather: New York Public Library; Cotton Mather: New York Public Library
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- 148 Carol M. Highsmith Archive, Library of Congress
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- 159 Metropolitan Museum of Art
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- 161 Vass, goblet, and mortar and pestle: Metropolitan Museum of Art; Marking lumber: Manning, S. F. / CC BY-SA 3.0; Carpenter: Daniel Reiner / Shutterstock.com
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- 208 Reenactors: Kevin M. McCarthy / Shutterstock.com; Stamp: tristan tan / Shutterstock.com; Adams: Metropolitan Museum of Art
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- 217 Lafayette, De Grasse, Kosciusko, Von Steuben, Howe, Clinton, Arnold, Burgoyne Library of Congress; Rochambeau: National Portrait Gallery, Smithsonian Institution; Pulaski: New York Public Library; Cornwallis: Georgios Kollidas / Shutterstock.com; Ferguson and H. Hamilton: Wikimedia Commons
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- 227 Metropolitan Museum of Art
- 228 Whitework quilt: Sean Money / The Charleston Museum; Appliqued quilt: Smithsonian American Art Museum; Hooked rug and boy's breeches: Metropolitan Museum of Art; Candle making: ray_explores / Flickr / CC BY 2.0; Candlestick and candle mold: Metropolitan Museum of Art
- 229 New England kitchen: New York Public Library; Wash basin: Gianna Stadelmyer / Shutterstock.com; Porringer, tongs, and shovel: Metropolitan Museum of Art
- 230 Apples: elena moiseeva / Shutterstock.com; Butter churn: Thomas Soellner / Shutterstock.com; Flax fibers: Auhustsinovich / Shutterstock.com; Spinning: Christie Berrier / Shutterstock.com
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- 233 Knitting: Hirshhorn Museum and Sculpture Garden, Smithsonian Institution; Sampler: Metropolitan Museum of Art
- 234 Making bag: Bethany Poore; Playing: Mary Evelyn McCurdy
- 235 Kids with marbles: Mev
- 236 Declaration: National Archives; Inkstand: National Park Service
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- 243 Allyn Cox / Architect of the Capitol
- 244 States: Architect of the Capitol; Madison: U.S. House of Representatives; Notes: New York Public Library
- 245 Constitution: Architect of the Capitol; Congress: Allyn Cox / Architect of the Capitol
- 246 Reception: Smithsonian American Art Museum; Jay: Wikimedia Commons; Jefferson, Knox, and Hamilton: National Portrait Gallery, Smithsonian Institution; Press and religion: Allyn Cox / Architect of the Capitol
- 247 Congress Hall and Senate Chamber: National Park Service; Senate Chamber: L'Enfant: Allyn Cox / Architect of the Capitol
- 249 George: Metropolitan Museum of Art; Martha: National Portrait Gallery, Smithsonian Institution
- 250 National Park Service
- 251 Farmhouse: Charlene Notgrass; View of birthplace: National Park Service; Abigail: Everett Historical / Shutterstock.com
- 252 Statue: Charlene Notgrass; Mold: National Park Service
- 253 Portraits: National Park Service; Treaty: Architect of the Capitol
- 254 Sampler: Smithsonian Design Museum; Dining room: National Park Service
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- 256 Peacefield: Charlene Notgrass; Fan: Jeff Kubina / Flickr / CC BY-SA 2.0

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- 260 Carpenter's Hall: Smithsonian American Art Museum, Christ Church: f11photo / Shutterstock.com; House chamber: Joseph Sohm / Shutterstock.com
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