



# Exploring America Part 1

*Exploring America Part 1*  
Ray Notgrass

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**Front Cover Images:** *An Evening Halt - Emigrants Moving to the West in 1840* by Benjamin Franklin Reinhart (American, 1867) and *A Pastoral Visit* by Richard Norris Brooke (American, 1881)

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Hunting Scene with a Harbor (*American, 18th century*)

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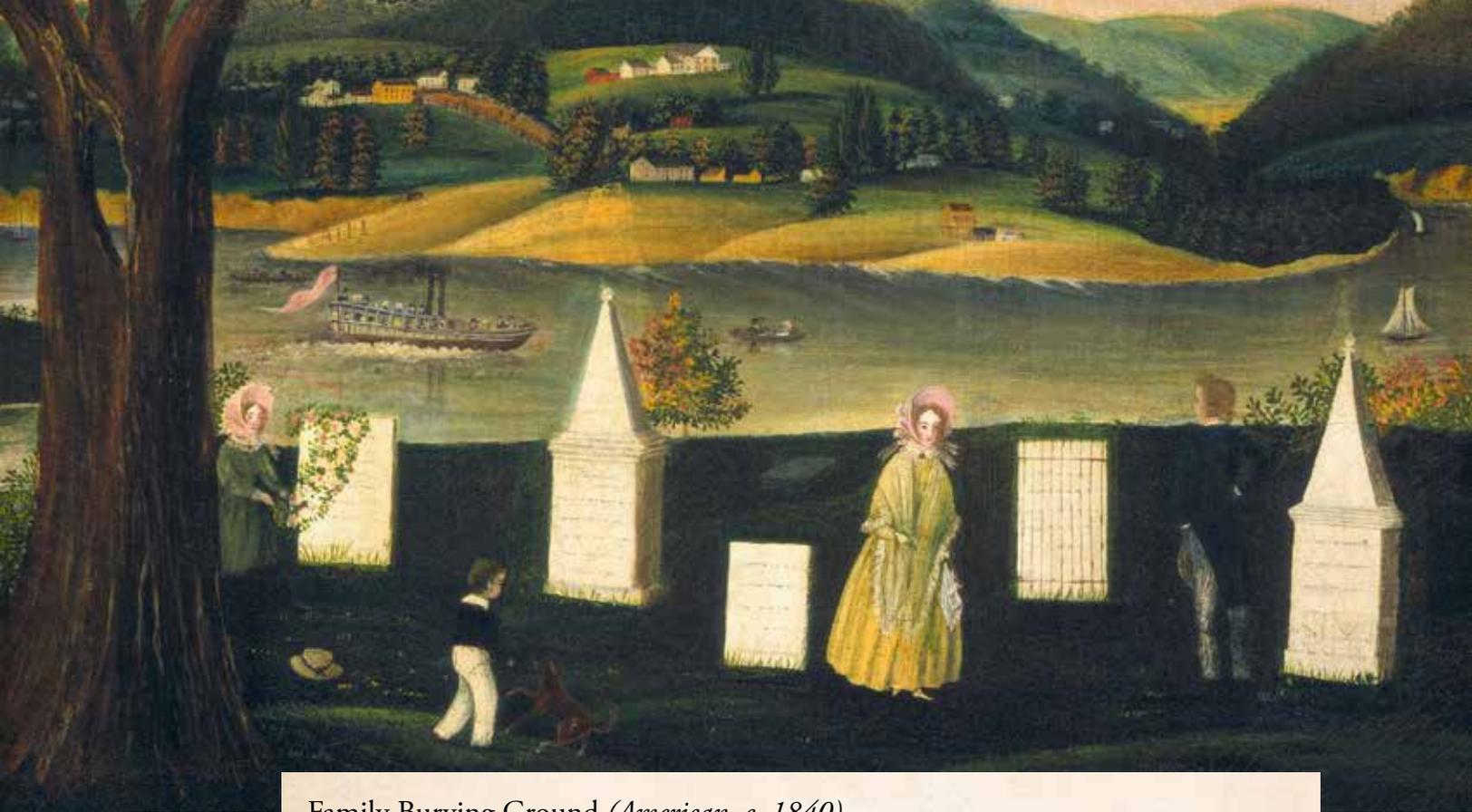
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*Assiniboine children,  
George Catlin (c. 1860s)*



Family Burying Ground (*American, c. 1840*)

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**Image Credits..... C-1**



*1870s portrait of a woman  
born in 1791*



*Wesley Biddle Notgrass, Governor's Island, New York (1942)*

## How to Use This Curriculum

**M**y dad served in the U.S. Army during World War II. He endured the German bombing of Bristol, England, where he was stationed before the D-Day invasion. His unit landed on Utah Beach on the northern coast of France the day after D-Day. As the Allied forces were advancing through France, the Germans bombed the train station where Dad was sleeping one night. On another occasion, as he stood on a small balcony, a German pilot fired at him and just missed him. Dad suffered through the bitter cold weather that occurred during the Battle of the Bulge.

My father participated in history. If you had suggested to him that the experience of millions of soldiers in World War II, as well as the experience of all those on the home front, was boring and irrelevant because it was history, I think he would have been confused and hurt. For him, history was literally a life-and-death story.

This curriculum will guide you through the story of our country from the first European explorers to the present. We place great emphasis on original documents and speeches because these allow the participants in history to tell the story from their own perspective. This curriculum also introduces some of the great literature that Americans have produced: novels, short stories, autobiographies, memoirs, essays, poems, hymns, and other kinds of writing. The written and spoken word has a profound ability to move hearts and minds.

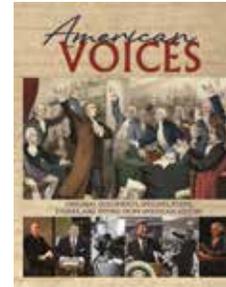
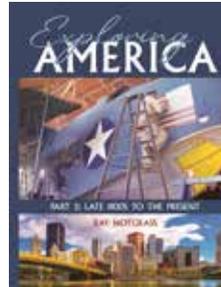
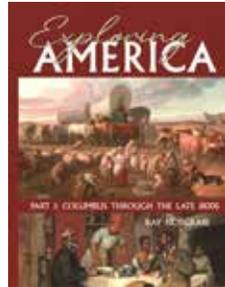
This course also explores the significance of faith with regard to history. Faith is connected with history in two ways. First, people have often been motivated to act because of their faith in God. For instance, faith motivated the Pilgrims on the *Mayflower* to seek a new land in which to live. Faith caused people to oppose slavery. Faith has been expressed often in the speeches and documents that Americans have produced. We recognize and highlight the importance of faith throughout the American story.

A second way that faith should be connected to history is by looking at the overall story of American history through the eyes of faith. We encourage students to think

about the faith lessons that they can learn from people and events in history. For instance, many God-fearing Americans enslaved others and had a strong prejudice against black people. We need to understand what caused those Christian people to be blinded by their culture and how they missed the example of Jesus and the teaching of Scripture about this issue (see John 4:7-9, Galatians 3:28, and Ephesians 2:19). This might help us realize cultural blindnesses we suffer today. A study of history can inform, challenge, and strengthen our own faith.

## How It Works

This curriculum provides credit in three high school subjects: American history, English, and Bible. Part 1 covers American history from early European



exploration to the late 1800s. Part 2 covers from the late 1800s to the present.

*American Voices* is a collection of documents, speeches, essays, hymns, poems, and short stories that supplement the lessons.

The 150 lessons are divided into 30 units of five lessons each. Since a typical school year has 36 weeks, you have some flexibility in completing the course. You can take two weeks to complete a unit when you find a topic particularly interesting or when your schedule is especially busy.

On the first day of a unit, you and a parent should read the unit introduction. There you will find a brief overview of the unit; a list of lessons for that unit; a Bible passage to memorize; a list of books used with that unit; choices for a project for that unit; and, when a literature title is begun, an introduction to that book. Parents: If you choose to use the literature, please see pages iv-v of the *Exploring America Guide for Parents and Answer Key*. If you do not have a copy, it is available as a free download at [notgrass.com/ealinks](http://notgrass.com/ealinks).

After reading the introduction, choose a project to complete by the end of the unit and make a schedule for how to complete it. Find the memory work for the week in the Bible translation of your choice.

Complete the following each day:

- Read one lesson.
- Complete each assignment in the box at the end of the lesson. These include readings in *American Voices*, literature, Bible study, and working on your chosen project.
- If you are using the *Student Review*, complete the assignment(s) for that lesson.

On the last day of each unit, you will recite or write your memory work and complete your project for the unit. An assignment checklist is available as a free download on our website ([notgrass.com/ealinks](http://notgrass.com/ealinks)). We recommend that students keep their completed assignments in a three-ring binder used exclusively for *Exploring America*.

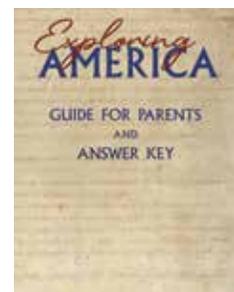
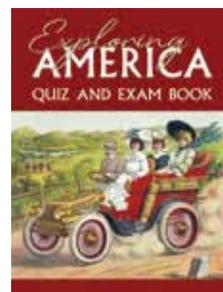
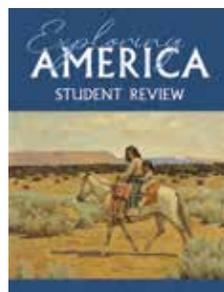
## Assigned Literature

The English component of the curriculum includes reading 12 literature titles. Each of the books is assigned at a particular point in the course and focuses on a different period of U.S. history. All titles are in print and available for purchase individually or as a package.

- Units 2-3: *The Scarlet Letter* (Nathaniel Hawthorne)
- Units 6-7: *Narrative of the Life of David Crockett* (David Crockett)
- Unit 8: *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- Units 9-11: *Uncle Tom's Cabin* (Harriet Beecher Stowe)
- Units 12-13: *Co. Aytch* (Sam Watkins)
- Units 14-15: *In His Steps* (Charles Sheldon)
- Unit 16: *Up From Slavery* (Booker T. Washington)
- Unit 17: *Mama's Bank Account* (Kathryn Forbes)
- Units 18-19: *Miracle in the Hills* (Mary T. Martin Sloop and LeGette Blythe)
- Units 20-21: *To Kill a Mockingbird* (Harper Lee)
- Unit 25: *The Giver* (Lois Lowry)
- Units 28-29: *Thunder Dog* (Michael Hingson with Susy Flory)

## Student Review Pack

The Student Review Pack (sold separately) includes three books. The *Student Review* features daily review questions and literary analysis for the



12 works of literature. The *Quiz and Exam Book* has a history quiz for each unit and comprehensive exams in history, English, and Bible every five units. The assignments in Part 1 and Part 2 tell you when to do all of these and how to prepare for them. The *Guide for Parents and Answer Key* has notes on the literature and all the answers for the review questions, quizzes, and exams.

## Tips on Memorization

Each unit of *Exploring America* gives a Bible passage to memorize. Here are some tips on memorization. Pay attention and internalize what the verses mean. You can more easily memorize thoughts that you understand than a string of words that have no meaning to you. Write the verses on an index card or divide them between several index cards. Keep these handy to use when you have a spare moment. Copying out the verses is a good exercise, especially if you learn visually.

Draw pictures illustrating the verses. Ask another person to read the verses to you. Ask another person to listen to you and correct your recitation. Working on memorization consistently in small chunks of time over several days works much better than last-minute cramming.

## Unit Projects

Each unit has three choices for a project. Your choices always include a writing assignment. Discuss with a parent how many writing assignments you need to complete to fulfill the English requirement as you study *Exploring America*. We recommend that you choose the writing assignment as your project a minimum of six times throughout the course. The other project choices include a wide variety of activities: building models, cooking, field trips, volunteer opportunities, and more, all of which will enhance and expand what you are learning in the course.

The projects relate to the material in the unit. Where applicable, the lesson from which the project is drawn is noted. You should choose your project at the beginning of the unit and work on it throughout the unit. Don't wait until the end of the unit or until you reach the lesson noted. You might need to look ahead at the relevant section of the lesson to get started on your project.

As you choose your project unit by unit, take the opportunity to try new things and expand your skills. If you have never made a model out of STYROFOAM™, or seldom do any cooking, or don't know how to make a video, this is your chance!

You are expected to complete each project at a high school level. Some of these assignments could be given to an elementary school student and the results would be on an elementary school level. Your work should be performed with care and research and with attention to accuracy, creativity, and excellence. Throwing something together in a haphazard fashion is not appropriate. Whether you spend your time writing an essay or building a model, use your mind and hands to create something you can be proud of.

## Optional Supplements

Homeschool History is our curated database of videos, websites, field trip ideas, and other resources that go along with specific lessons in this curriculum. At the end

of each lesson, you will find a link that will take you to a page of suggested resources. These supplemental resources are not required to complete the course. However, if your student wants to dig deeper into a particular topic, these links provide a way to get started.

## How We Present Scripture

The most important material in this course are the studies from God's Word. Understanding history and literature is important, but how we live before God is the most important issue before each one of us. We want to help you as you do that by digging into spiritual trends and issues in American history.

We believe in the inspiration and authority of the Bible, and our desire is to present the Bible in all of its truth, wisdom, and power. We strive in all we do simply to be Christians. We are on a quest to understand the truth that God has provided in His Word. We believe that eternal truth does exist, but we do not claim to know it all.

In this curriculum we have sought to present a fair analysis of American history, highlighting various people, viewpoints, and denominations. If you read something in this curriculum that differs from what your family believes, take the opportunity to discuss the issue and search the Scriptures together. We welcome your feedback. If you believe that we have written something in error, please email us so that we can learn together the truth that will set us free.

## Thanks

Like all Notgrass history curriculum, this new edition of *Exploring America* has been a team project. I thank my wife, Charlene, and my children John and Mary Evelyn for their valuable help. Dena Russell, Abby Purtee, and Ella Settles also provided research and proofreading assistance.

We have been richly blessed by the positive feedback we have received from homeschooling families all across the country regarding the previous editions of this curriculum. I thank the Father, who put me in this great country, gave me a wonderful family, and blesses me in countless other ways. Any criticism should be directed toward me; give Him all the praise.

God has blessed us with a beautiful and fascinating country. He has given us the freedom to know Him and the opportunity to serve Him in our country. Knowing where we have been will help us know where we should be going by the grace of God as individuals, as families, and as a nation. Thank you for joining with us in the exciting adventure of *Exploring America*.

*Ray Notgrass  
Gainesboro, Tennessee  
ray@notgrass.com  
February 2026*



*Underwood typewriter from the early 1900s*

## Advice on Writing

Composition is part of most high school English courses. It usually involves learning how to express ideas, write themes, and do research papers. Practicing writing helps you to develop your style and skill, just as practicing any activity will help you to be better at it. I make my living by writing, so I appreciate the importance of this skill.

One goal of high school composition is to prepare you for college composition. I have taught college students who never learned to construct a good sentence, let alone a good paragraph. However, learning to write just for high school and college composition assignments is a limited goal. Life does exist beyond school.

You will probably have many occasions to engage in research and to prepare your thoughts on a vital subject such as abortion or capital punishment. You will have numerous opportunities to write: letters to friends and family, journals, social media posts, advertisements for a business, and reviews and articles for periodicals, to mention just a few.

Writing helps you express what you understand about a subject. If you can't explain something to another person, you probably don't understand it well yourself. The writing assignments in this course will help you learn to pull your thoughts together.

Good writing style is important in getting your ideas across to other people. Writing skills will be helpful in your job or in conducting your own business. You will bless your spouse and children if you write thoughtful letters to them often. You can help others by expressing yourself well in writing.

Three ways to improve your writing are to read good writing, to write often yourself, and to receive criticism of your writing with humility and a desire to do better. Reading and applying the guidance in good books on writing will also help you refine your technique. I recommend *The Elements of Style* by William Strunk Jr. and E. B. White.

## Writing Assignments in This Course

Each week you do a writing assignment (instead of one of the other suggested projects), you will have two possible topics from which to choose. Some of the assignments ask you to imagine you were living during a certain time in history and write a journal entry, speech, or article to express your perspective on something related to that period. The other assignments ask you to write an essay about a particular person, idea, or other topic.

A basic way to compose an essay is to write five paragraphs: an opening paragraph that states your purpose, three paragraphs that develop three different points or arguments, and a closing paragraph that summarizes your position or topic. If you are floundering on a particular assignment, using this outline can get you started.

The usual target length of your writing projects for this course is 300 to 500 words, which is about two or three typed, double-spaced pages.

## Writing Tips to Implement

Here are some tips I have learned that have helped my writing.

*Write with passion.* Believe in what you are saying. People have plenty to read, so give them something that will grip them. If you don't believe deeply in what you are saying, you give others no reason to do so either. This raises an issue that is related to many writing assignments. Assigned writing is like assigned reading: we often approach it as a chore. Deep emotion and a passion for convincing others are difficult to express in a theme on "The American Interstate System" or "How I Spent My Summer Vacation."

If a writing assignment in this curriculum does not excite you, change it or select one about which you can write passionately. If you ever do write about the Interstate system, approach it in a way that makes it personal and compelling.

Writing with passion means that you should not soft-pedal what you say. Phrases such as "It seems to me," "I think that it would be good if," or "My personal opinion, for what it is worth," take the fire out of your message. It is your piece, so we know it is your opinion. Just state it. Related to this is the common use of quotation marks to highlight a word. Save quotation marks for when you are actually quoting something.

*Develop your paper in an orderly and logical way.* Using an outline helps me to structure what I am writing. Identify the major points you want to make, the order in which you need to make them, and what secondary points you want to include to support your major points. Be sure that each paragraph has one main point, expressed in a topic sentence, with the other sentences supporting that point. In a narrative, tell what happened first before you tell what happened later. In an essay, make your points in the order of their importance to your overall theme.

Don't try to put everything you believe into one piece. Trust that you will have the opportunity to write again, and stay focused on your topic. Your challenge is to narrow your topic sufficiently to be able to cover it completely.

*Use short, simple sentences.* Longer sentences do not necessarily show greater intelligence or convey ideas more effectively. You are trying to teach or convince a reader who perhaps has not been thinking about the topic the way you have. He or she will need to see your ideas expressed simply and clearly. Shorter sentences generally stay with people longer: "These are the times that try men's souls." "The only thing we have to fear is fear itself."

## Writing Habits to Avoid

Avoid these habits that weaken your writing.

*Do not begin sentences with "There is" or "There are."* Find a more forceful way to cast the sentence. Compare "Four score and seven years ago our fathers brought forth upon this continent a new nation" to "There was a country begun by our ancestors 87 years ago."

*Do not habitually begin sentences with "and" or "but."* This practice has become a trendy habit in informal writing, but most grammar books tell you never to do this.

*Avoid the word "would."* Such usage is an attempt to soft-pedal, to indicate customary behavior, or to describe something that is not a reality. "That would be a good idea" is less powerful than "That is a good idea." "Americans would often violate the terms of treaties made with Native Americans" is not as sharp as "Americans often violated the terms of the treaties."

*Don't imitate someone else's style.* That person didn't become a good writer by copying someone else's style; he or she developed his or her own style. You might become enamored with the writing of a favorite author and want to write the way he or she does. Learn from that author, but be yourself.

## Additional Suggestions

C. S. Lewis had good suggestions about writing (*Letters of C. S. Lewis*, edited by W. H. Lewis, first published in 1966; this edition New York: Harcourt Brace, revised edition 1988; pp. 468-9, 485):

- Write with the ear. Each sentence should read well aloud.
- Don't say something is exciting or important. Prove that it is by how you describe it.
- Turn off the radio (in our day, he might say the smartphone and television).
- Read good books and avoid nearly all magazines.

A key to good writing is rewriting. Writing is hard work, and you shouldn't let anyone tell you otherwise. You will not get every word and phrase just right the first time you put them down on paper or type them on the computer. Great, famous, well-paid writers have to rewrite their work and often have editors who revise and critique what they write. Don't be impatient, and don't wait until the last minute. Write something; then go back and rewrite it; then go back a day or two later to consider it again. This is where another pair of loving and honest eyes is helpful. People who have read my writing and who were willing to point out the faults in it have often helped me (although I admit that I have winced inside when I heard their criticism).

Find someone who is willing to take a red pen to your work; a favorite uncle or grandparent might not be that person. You might know exactly what you mean by a particular statement, but someone else might not understand what you said at all. I have often found that when someone doesn't understand a statement I have written, it is because I have tried to say something without really saying it. In other words, I have muddled what should have been a clear statement, and that fuzzy lack of commitment showed through.

Your writing will improve with practice, experience, and exposure to good writing. I hope that in 10 years you will not write the same way you do now. The only way you can get to that point is to keep writing, keep learning, and keep reading. I hope that this course helps you on your journey.



The Writing Lesson  
*Morris Shulman (American, c. 1938)*



Detail from *The Writer*, Mary Bradish Titcomb (American, c. 1912)

# Writing a Research Paper

We recommend that you write a research paper of 8 to 10 typed, double-spaced pages (about 2,000-2,500 words) over a four-week period of your choice while you are studying *Exploring America*. Waiting until the second semester will give you time to prepare and to practice writing shorter papers for your weekly special projects.

This section guides you step-by-step through the process. You and your parents should discuss whether you think a research paper assignment is appropriate for you. Also discuss with your parents whether you should reduce or eliminate the special projects for each unit during the time you are working on your research paper.

When you are ready to begin, refer to this section. If you feel a need for more detailed guidance, we recommend checking out the resources available on the Purdue University Online Writing Lab (OWL). (Visit [notgrass.com/ealinks](http://notgrass.com/ealinks) for more details.)

## Research Paper Basics

A research paper combines the work of investigation with the task of writing. Choosing your topic is the first step. When you write a research paper, you must define your topic as clearly as possible. You might have to do some general research before you can define your topic. Topics such as “The Colonial Period” or “The Impact of the Civil War” are too broad for a research paper. “Commerce in the Colonial Period” or “Women in the Civil War” are more defined and manageable.

Next comes research. Research involves finding legitimate, authoritative sources on the subject and gathering information from those sources. The modern researcher has a wealth of material available to him, some good and some worthless. Sources include books, encyclopedias, scholarly articles, and original sources. Original or primary sources are materials written or developed at the time of history you are investigating. A diary written by a sailor on a trading vessel during the Victorian era is an example of an original source. You probably will not be able to hold the actual document in your hands, but many transcriptions of original source materials can

be found in print and online. Secondary sources are materials written later about the subject in question.

Use caution with online sources, as many are not authoritative. A comment by a reader on a blog about the Roman Empire is not necessarily based on fact, and you cannot use information gathered from such a source in a research paper. It might give you an idea about something to research yourself, but just because someone posted it online doesn't make it accurate or relevant. Wikipedia is the classic example of a source that is not authoritative. A great deal of the material found on Wikipedia is accurate, but because of the way in which the articles are created and edited, Wikipedia cannot be relied upon as an authoritative source. Artificial intelligence (AI) tools are not authoritative either. Websites maintained by universities, government entities, and reputable publishers of reference materials are good sources for online research. Google Books and Project Gutenberg have many historic books available in their entirety online.

Do not neglect print resources for information. A good old-fashioned one-hour visit to the library might provide much more valuable material than hours of sifting through material online. However, you need to be sure that your print sources are reliable also. Encyclopedias and books published by large publishers are your best sources.

The researcher must give proper credit to her sources. Plagiarism is using someone else's words or ideas without giving proper credit to that source. The internet contains information that you could simply copy and paste into your paper. Though this might be tempting, it is absolutely wrong. Plagiarism is at once lying, stealing, and cheating. You do not have to cite a source for basic information, such as the fact that Columbus sailed across the Atlantic in 1492. However, you do need to cite sources for detailed information and for unique perspectives about a topic. As you take notes while doing research, indicate clearly what is a direct quote and what is your paraphrase of another person's writing. Do not copy another person's exact words into your paper without showing that you are quoting and giving credit to the source.

A research paper is a big project that can seem overwhelming. Divide the project into manageable steps. We have provided a schedule that will help you do this. You might need extra time on some steps while you breeze quickly through others. You must stay on track to meet your deadline. Look ahead to the finished product and take it step-by-step.

Your paper should be based on historical fact and should not primarily be an opinion piece. Sometimes differentiating between the two is difficult. A simple list of facts that can be found elsewhere is not interesting. Your paper should have a point, and you should bring your own thoughts to bear on the facts you gather in your research. Your paper will be dull if you do not draw interesting conclusions. Noting how 19th century American painting expressed American ideals is excellent; on the

other hand, listing reasons why you like American painting is irrelevant to this paper. Your task for your research paper is to provide information, make observations, and draw conclusions on the topic in an interesting, readable format that is worth someone's time to read.

<b>Four-Week Schedule (see further explanation for each day below)</b>				
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Investigate possible topics.	Choose a topic and write a purpose sentence.	Research sources, make preliminary outline.	Learn how to give credit.	Make a research plan.
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
Begin research.	Continue research.	Continue research.	Finish research.	Finalize outline.
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
Begin writing.	Work on first draft.	Work on first draft.	Work on first draft.	Finish first draft.
<b>Day 16</b>	<b>Day 17</b>	<b>Day 18</b>	<b>Day 19</b>	<b>Day 20</b>
Work on final draft.	Work on final draft.	Work on final draft.	Finish final draft.	Polish and turn it in!

**Day 1:** Read “Research Paper Basics” (on the previous two pages) and all daily assignments below. Make a list of at least seven ideas for topics. Discuss ideas for topics with a parent. Select topics that you would like to spend the next few weeks studying and writing about. The index of this curriculum is a source for possible topics.

**Day 2:** Investigate possible sources for your top three topic ideas to make sure you will be able to find enough material. Choose your topic and write a one-sentence summary of your purpose for the paper. Don't say, “This paper is about how the United States transformed international relations.” Instead, state the substance of your paper: “The United States transformed international relations in trade, politics, economics, and science.”

**Day 3:** Gather possible sources for research. Make a list of places to look. You can bookmark websites, visit the library, and look through relevant periodicals. Develop a preliminary outline for your paper.

**Day 4:** Learn how to cite your sources properly. Your research paper should follow MLA (Modern Language Association) guidelines for source citations. Your paper needs to have footnotes or in-text citations for your sources of information and a separate Works Cited page at the end of your paper. Look online for the most up-to-date MLA guidelines. We recommend Purdue University's Online Writing Lab (OWL).

Practice some example citations. Whether you use note cards, copy and paste to a computer document, or a combination of these approaches, be consistent and accurate in your in-text and bibliography citations. Look over the guidelines and your examples with a parent to make sure you are on the right track.

**Day 5:** Make a general outline for your paper to help guide your research. Make some notes about what you want to say in your paper, questions you hope to answer in your research, and ideas for the main point of your paper. This plan will enable you to make the most of your research time. You want to immerse yourself in the topic you will be writing about. Your final paper will not include every bit of information you read, but you want to write from a position of overflow instead of scraping together just enough facts to fill up your paper.

**Day 6:** Begin your research. Develop a system to stay organized, keeping track of the source for every quote or fact. For example, if you are using the book *John Adams* note which facts and quotations come from that specific work and the relevant page numbers. You need to know clearly where every item of information came from: book, website, article, etc. Use a minimum of six different sources for your paper.

**Day 7:** Continue your research.

**Day 8:** Continue your research.

**Day 9:** Finish your research. Where do you want this paper to go? What do you want to say? Decide what information you gathered in your research is relevant and what isn't. Highlight key findings in your research. Set aside (but don't throw away) information that does not seem relevant to what you want to say. Talk about your general ideas for your paper with a parent.

**Day 10:** Work on the final outline for your paper. Jot down the points you want to make in the introduction, the main sections of your paper, what you want to include in each section, and what you want to emphasize in the conclusion. Organize these into an outline. Your research might have shown you that you need to

emphasize a point that you had not previously realized was important, or you might not be able to find much information about what you thought was a main idea.

Look through the information you gathered in your research to make sure you didn't leave anything important out of your outline. Finalize your outline and talk about it with a parent. A good, detailed outline will ease your writing process significantly.

**Day 11:** Reread “Advice on Writing” on pages xii-xv of this book. Begin writing your paper, starting with your introduction and conclusion. Your introduction should give a general idea of what your paper is about and the main points you will make. Your conclusion will reemphasize your main points. Include proper citations as you go, both in-text and on your Works Cited page.

**Day 12:** Continue work on your first draft.

**Day 13:** Continue work on your first draft.

**Day 14:** Continue work on your first draft.

**Day 15:** Finish the first draft of your paper. Check your in-text source citations and Works Cited page against your research notes and make sure your formatting is correct. Proofread your paper and make corrections. Give your paper a title. Ask a parent to read and correct your paper and make suggestions for improvement.

**Day 16:** Discuss the paper with your parent. Think about improvements that you can make. Begin working on the final draft of your paper. Fix mistakes and polish your style.

**Day 17:** Continue working on your final draft.

**Day 18:** Continue working on your final draft.

**Day 19:** Finish writing your final draft. Read your paper carefully for spelling and grammatical errors.

**Day 20:** Read your paper aloud. Make any final corrections. Save it, print it, and turn it in. Good work!



6

The Washington Family, *Edward Savage (American, 1796)*

## The New Nation

The administration of George Washington set important precedents that our country still follows today. Political divisions developed during John Adams' tenure in office that set the pattern for our current two-party political system. The federal government under both presidents faced and resolved serious issues. The new nation also established the pattern of religious freedom and a broadly accepted civil religion.

*Edward Savage's portrait of the Washington family features the president wearing his Revolutionary War uniform. On the table is a plan for the new city of Washington, D.C. First Lady Martha Washington sits across from her husband. The children are Eleanor "Nelly" Parke Custis (b. 1779) and George Washington Parke Custis (b. 1781). After the death of their father, John Custis, in 1781, both children came to live with their grandparents. The man in the background is thought to be Christopher Sheels, an enslaved man who worked as George Washington's valet as a teenager.*

## Lessons

- 26 - First in War, First in Peace
- 27 - Conflicts Foreign and Domestic
- 28 - The Man from Massachusetts
- 29 - The End of a Revolutionary Century
- 30 - Bible Study: Religion in the New Nation

## Memory Work

Memorize Proverbs 29:2-4 by the end of this unit.

## Books Used

The Bible  
*American Voices*  
*Narrative of the Life of David Crockett*

## Project (choose one)

1. Write 300 to 500 words on either of the following topics:
  - Write about the strengths of George Washington that contributed to the successful founding of the new government.
  - Write about the diversity that was present in the early days of the United States and how that diversity has been a blessing in helping the U.S. become what it is today.
2. Take a field trip to the oldest church in your town. Ask for a tour and learn the history of the congregation and building. See Lesson 30.
3. Write and illustrate a children's book about the life of George Washington or John and Abigail Adams. Your book should be a minimum of 15 pages. You might need to do research outside of the information found in this unit. See Lessons 26 and 28.

## Literature: *Narrative of the Life of David Crockett*

David Crockett was born in Tennessee in 1786. He lived in several places in the state and served as a local official, state representative, and U.S. congressman. Crockett was known to attend legislative sessions in his frontier buckskin garments.

Crockett became the ideal of the frontiersman and was the subject of many books, articles, and at least one play during his lifetime. Eastern writers developed a mythical Davy Crockett that popularized and idealized frontier life. Crockett wrote his autobiography (assisted by Thomas Chilton) in 1834 to set the record straight about his life and also to capitalize on his growing popularity. Crockett lost his 1835

run for Congress. He then moved to Texas, where he hoped to rejuvenate his political fortunes, but Crockett died at the Alamo on March 6, 1836.

The Crockett myth reached new heights after his death. A publisher produced the Crockett Almanac annually from 1835 to 1856. The almanacs provided the

usual farming and astronomical information but also told stories and legends about the famous frontiersman, some of which might even have had basis in fact. A Davy Crockett craze developed in the 1950s that demonstrated the continuing power of the Crockett myth. The craze produced a movie, a television series, a song, and a wealth of tie-in products such as coonskin caps and children's lunch boxes.

Crockett's autobiography is entertaining and is (at least somewhat) an authentic account of life on the frontier in the early 1800s, with perhaps a few embellishments and adjustments of the facts.

Plan to finish the book by the end of the next unit (Unit 7).



*Portrait of Crockett by Chester Harding (American, 1834)*



*Photo of Ray Notgrass with a coonskin cap (c. 1955)*

## First in War, First in Peace

When electors cast their ballots for president in early 1789, it was no contest. Every elector cast one of his two votes for George Washington, the widely respected planter from Virginia, successful leader of the Continental Army, and chairman of the Constitutional Convention. John Adams of Massachusetts received the second highest number of electoral votes and became vice president. The electoral vote reflected the thinking of most Americans at the time. Washington and Adams were the two most admired and respected men in the country, and the nation called upon them to lead under the new Constitution.

The nation had faced uncertainties under the Articles of Confederation, but no one could guarantee that the Constitution would be a significant improvement. A common fear was that the difficulties which confronted the nation would continue or even increase, and then a strong individual would gather supporters and seize control of the national government in the name of public safety and security. Some people feared that George Washington would assume the powers of a monarch (and a few people even desired this), but Washington made sure that no such tendencies toward a dominating central government developed during his tenure.

### The First Administration

On April 30, 1789, Washington took the oath of office in New York City, the first capital of the new nation. A strong tradition holds that, as he finished the oath prescribed in the Constitution, Washington voluntarily added the words “so help me God.” The new president leaned over and kissed the Bible on which he had placed his hand while taking the oath. Following the ceremonies, he attended a religious service held in honor of the event.

The first Congress created the executive Departments of State, War, and Treasury. Washington named Thomas Jefferson as secretary of state, Henry Knox as secretary of war, and Alexander Hamilton as secretary of the treasury. The heads of the executive departments were appointed simply to oversee the work of the executive branch, but

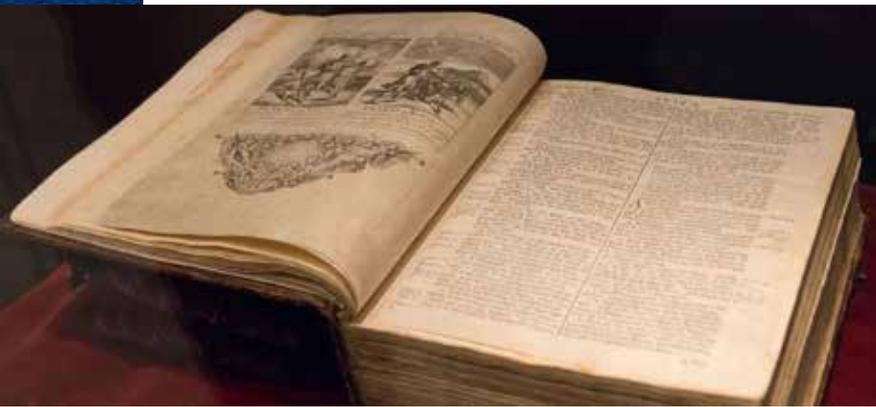
the men also quickly became advisors to the president. Known collectively as the cabinet, the heads of executive departments continue this advisory function today.

Congress also created the position of attorney general, and Washington chose Edmund Randolph to fill it (it was only in 1870, with the creation of the Justice Department, that the attorney general's role came to involve heading the Justice Department). The president named John Jay as the first chief justice of the Supreme Court and nominated five additional justices to be the first members.

## Setting Precedents

In general the president and Congress moved slowly in the new government. Much of what they did set precedents for all later administrations. During Washington's tenure as president, he developed workable procedures in many areas of governing. For instance, Congress devoted considerable discussion to how people should address the president. People suggested many high-sounding titles, but Washington put the debate to rest by declaring that he wanted to be called Mr. President. That practice has continued to this day.

In another matter, the Constitution calls for the president to make treaties with other countries "with the advice and consent of the Senate." When the administration had concluded its first treaty, Washington met with the Senate, read the treaty to them paragraph by paragraph, and asked the senators for their input. The responses of the senators were so varied and often so conflicting that Washington left in frustration. The procedure that developed later was for the president simply to submit a proposed treaty to the Senate for it to debate and vote on.



*This is the Bible used at George Washington's first inauguration, opened to the same page. This Bible was later used by Presidents Harding, Eisenhower, Carter, and George W. Bush.*

## Hamilton's Economic Policies

One major issue that confronted the Washington administration was the need to create an economic policy for the national government. In this the new government did take significant steps. Treasury Secretary Alexander Hamilton made a series of proposals to Congress that he hoped would give the new government the financial strength and stability it needed.

**Assumption of Debt.** Hamilton proposed that the national government take responsibility for the debts that the Continental Congress and individual states incurred during and after the American Revolution. Under the plan, the federal government would issue new bonds for the face value of older certificates. Hamilton hoped that this plan would show that the new government would be responsible for paying its debts. He also hoped that creditors (mostly wealthy Americans) would see in the policy a reason to encourage the success of the new government, since the government would need to succeed for creditors to be able to collect on their bonds. The government would receive revenue from the issuance of new bonds that it could use as capital for meeting government expenditures.

Some in Congress objected to the plan because it favored the wealthy, who held most of the outstanding domestic debt. Even stronger opposition arose over the federal government assuming state debts. Northern states owed most of these debts. To help convince Congress to approve of the plan, Hamilton got Thomas Jefferson of Virginia and Virginia Congressman James Madison to back the plan by promising that he would support locating the national capital district in the South along the Potomac River, which separates the states of Virginia and Maryland. The deal worked, and Congress passed the debt assumption proposal.

**A National Bank.** The second part of Hamilton's plan called for the creation of a national bank. This bank would receive deposits of federal revenue, print paper money, provide a stable source of credit for businesses, and make short-term loans to the national government.

Hamilton proposed that private investors contribute 80 percent of the money for the bank. This proposal worried some who feared that those few individuals could dictate the nation's financial policies. Greater opposition arose, however, from Thomas Jefferson and some others who believed that the bank was unconstitutional. Jefferson said that the Constitution did not permit Congress to create a national bank. Hamilton argued that the Necessary and Proper Clause at the

*Completed in 1797 in Philadelphia, the building for the Bank of the United States was the first building constructed specifically for use by the federal government.*



end of Article I, Section 8, permitted Congress to take whatever steps were necessary to accomplish the goals of the Constitution.

The opposition that Jefferson and others voiced essentially provided no alternative for fulfilling the need for a sound financial footing for the country. Faced with the realities of the frail national economy, Congress agreed with Hamilton. In 1791 it chartered the Bank of the United States for a period of 20 years.

**Assistance for American Manufacturers.** Third, Hamilton urged government assistance for American manufacturing. Specifically, he proposed enacting tariffs or import taxes on imported goods to make them more expensive than the same items made in the United States. He hoped that this would improve the domestic market for American-made products. Congress enacted some of the tariffs Hamilton suggested.

## Frontier Issues

Hamilton also proposed imposing taxes on the production of certain items to raise revenue for the federal government. One of these was a tax on whiskey. This angered many frontier farmers because whiskey production was one of their main sources of income. The farmers were concerned that the tax would lead to a decrease in their profits. In 1794 some western Pennsylvania farmers refused to pay the tax. They terrorized federal revenue agents and disrupted mail delivery and court proceedings. When they did not disperse, President Washington ordered a large military force to move against this Whiskey Rebellion. Most of those involved in the rebellion then dispersed and went home. A few men were arrested. One died in prison, while

Washington pardoned two who had been sentenced to death. The federal government had effectively made the point, however, that citizens were to respect its laws.

During Washington's tenure in office, thousands of settlers poured across the Appalachian Mountains to establish new homes in the West. However, resistance by Native nations hindered their movement. In an attempt to facilitate Western settlement, the U.S. government signed several treaties with Native nations that gave the United States access to certain parcels of land in which Americans were interested.



Washington Reviewing the Western Army, at Fort Cumberland, Maryland, *attributed to Frederick Kemmelmeyer (German, c. 1795)*

A few people, such as Thomas Jefferson, hoped that Native nations might simply assimilate into American society. Many Americans, however, wanted to eliminate the perceived threat of Native nations by staging military attacks against them. For instance, a Revolutionary War general known as “Mad Anthony” Wayne led a force that defeated warriors from eight Native nations at the Battle of Fallen Timbers in Ohio in 1794. Following their loss, Native nations gave up their claims to most of Ohio. Resistance from Native nations also continued in the South, but a 1795 treaty with the Creeks ended the worst fighting in that region.

**The mind of man plans his way,  
but the Lord directs his steps.  
Proverbs 16:9**

## **Assignments for Lesson 26**

- Read these selections in *American Voices*, pages 80-83:
  - George Washington’s First Inaugural Address
  - George Washington’s Thanksgiving Proclamation
- Begin reading “The Legend of Rip Van Winkle” by Washington Irving (*American Voices*, pages 84-89). You will finish reading the story tomorrow.
- Begin reading *Narrative of the Life of David Crockett*. Plan to finish it by the end of Unit 7.
- Work on memorizing Proverbs 29:2-4.
- Choose your project and begin working on it.
- Answer the questions for Lesson 26 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5026](http://notgrass.com/EA5026)



*French map of North America (1792)*

27

# Conflicts Foreign and Domestic

**D**uring the administration of George Washington, the United States was a new nation struggling to establish itself. Our nation was not the world superpower that it is today. European nations were far more powerful militarily and economically. Western civilization was in a time of upheaval and change. As a result, several tense issues developed in Europe during the first years of the new government in America, and these issues came to involve the United States. Many of these matters were the result of developments in France.

## The French Revolution and Its Aftermath

Many in America welcomed the French Revolution of 1789, which overthrew the monarchy and declared a republic, as a continuation of the fight for greater political liberty that had begun in America. Americans, for the most part, believed that what the United States had done in 1776 inspired and encouraged French revolutionaries. Thomas Jefferson, who had served as the American minister to France after the Revolutionary War, was a particularly outspoken supporter of the French revolutionary movement. The Washington administration extended diplomatic recognition to the new French government. However, the Reign of Terror that soon occurred in France, in which those who had gained power executed many opponents and perceived opponents of the revolution, concerned many Americans because it appeared merely to be tyranny in another form.

The kings of other European nations felt threatened by the developments in France, and French revolutionary leaders spoke boldly about their desire to extend the revolution into other countries. The revolutionary government of France went to war against the monarchical governments in England, Holland, and Spain in 1793. This raised questions about what the role of the United States should be in those conflicts.

Some Americans wanted to support France against other monarchies because France had been America's ally during the Revolutionary War against the hated British monarchy. Others in America, however, wanted to support England because of American economic ties to that country and because of fears of French excesses in their revolution. Washington issued a statement of neutrality, which Congress later confirmed. The declaration of neutrality stated that the U.S. would treat both sides equally and fairly. This position of neutrality kept the United States from becoming embroiled in a foreign war and likely being weakened by doing so.



*Portrait of Edmond-Charles Genet by H. B. Hall (1871)*

When the French ambassador to the United States, Edmond-Charles Genet, arrived in America in 1793, he went about the country outfitting ships to do battle against France's European enemies and trying to instigate attacks on Spanish-held territories in the Western Hemisphere. This was highly inappropriate behavior for an ambassador in a neutral country. Washington and his cabinet insisted that France recall Genet. However, after the government in France underwent one of its several changes during the period of its revolution, Genet faced arrest and possible execution if he went home. As a result, Washington did not order Genet to leave the country. Genet resigned as ambassador. He married the daughter of New York Governor George Clinton in 1794 and eventually became an American citizen.

## Tensions with Britain

Britain, meanwhile, did not see neutrality in quite the same way that Washington did. The British government decided to make the United States pay for any contact it had with France. British ships stopped and seized American trading vessels bound for France. Britain also practiced the policy of impressment, in which officers on British ships seized sailors on American ships whom they suspected of being British nationals trying to avoid service in the British Navy. The British officers took the sailors prisoner and pressed them into service on British ships. The British seized some American citizens by this practice, which understandably outraged many in the United States.

President Washington sent Chief Justice John Jay to negotiate a treaty with Great Britain regarding this and several other outstanding matters. Representatives of the two countries signed a treaty, but Jay was not able to resolve the major issues satisfactorily and many in the United States opposed the treaty. The Jay Treaty

passed the Senate by one vote and President Washington signed it reluctantly. Many Americans sharply criticized Jay for the way in which the treaty seemed to give in to the British position on many questions. The administration, however, took the position that the treaty averted another war with Great Britain, a war which the U.S. quite possibly would have lost.

## The Pinckney Treaty

One clear foreign policy success during Washington's tenure as president was the Pinckney Treaty with Spain, negotiated by Thomas Pinckney in 1795. The treaty ended Spanish claims in the South (outside of Florida) and guaranteed American access to New Orleans. This pleased the growing Western population that wanted to be able to conduct travel and trade on the Mississippi River.



*This anonymous 1798 cartoon called Congressional Pugilists depicts a real event when two U.S. representatives allowed their verbal sparring to turn into an actual fight on the floor of the House.*

## Political Parties in America

The debate over Hamilton's economic program highlighted two different political and social philosophies that were current in the new country. Hamilton and other Federalists wanted to see a strong central government that encouraged the development of industry. Hamilton trusted the educated and wealthy elite to provide the best leadership in government, and he did not trust the common people. On the other hand, Thomas Jefferson, James Madison, and others who came to be called Republicans did not trust centralized power. They believed that the individual citizen, especially the farmer, was the backbone of a successful economy and society. Both

sides had valid points and valid concerns about their opponents' position. Problems arose when each side refused to work with the other to achieve the common good and when a desire for power and loyalty to particular leaders became more important than commitment to what was objectively best for the country.

These differences led to the formation of political parties (or *factions*, the term most people used then). The problem with parties, as Washington and others

saw it, was that they called for people to be loyal to a group, whether or not the group had the correct position on particular issues or the best candidates seeking election. Opponents of political parties wanted voters simply to support the best individual who had the best ideas. The political conflict between the two factions increased during Washington's second term. Washington did not consider himself to be a member of any political party, but he is often listed as a Federalist because of his support for Hamilton and his recognition of the need for a strong national government.

## Washington's Farewell Address

After one term as president, Washington earnestly wanted to retire to Mount Vernon, just as he had done following his service in the Revolutionary War. However, he agreed to serve a second term when he became convinced that no one else would be able to hold the country together. When Congress counted the electoral votes in early 1793, the vote for Washington was again unanimous. The electors also reelected John Adams to be vice president.

In 1796 Washington decided that two terms were enough. As he prepared to retire from public life, he wrote a farewell address that many newspapers published (Washington never gave the address in oral form). In the address, which included many passages that Alexander Hamilton had written, Washington gave wise fatherly advice to the new nation and warned against the danger of factions and of permanent alliances with foreign nations. Washington retired to Mount Vernon, where he died in 1799. In his will, he freed the enslaved persons that were considered his personal property at the death of his wife. However, this freedom did not apply to the rest of the enslaved people on his plantation, who were under the direct control of Martha.

## Washington's Legacy

When Washington died, Congress selected Henry "Light Horse Harry" Lee, a congressman from Virginia and a long-time associate of Washington, to deliver a eulogy. The portion quoted below has endured as an apt description of how the country as a whole felt about the first president. In his eulogy, Lee said:

*First in war, first in peace and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life. Pious, just, humane, temperate and sincere—uniform, dignified, and commanding—his example was as edifying to all around him as were the effects of that example lasting. . . . Such was the man for whom our nation mourns.*

Opinions about George Washington have varied widely. In the years following his death, many Americans exalted Washington to almost godlike status. Later generations of historians, however, questioned the value of the role that Washington played. They saw him as just another white male who held people in slavery and was only interested in helping the ruling class maintain its power.

It is understandable that someone who filled such important positions in the Revolution and in the new government would generate strong opinions in others. From our vantage point in history, it is obvious that Washington legitimately deserves much credit for helping to make the new government work and for keeping the new country unified. He was a man of principle who believed deeply in the cause of American independence and who wanted the new nation to have a foundation of faith, justice, and integrity, but who had a huge blind spot in regard to the enslavement of black people. In many ways, Washington was a wise man who freely confessed his dependence on God and who received deep loyalty from those who served under his leadership. It is right for us to admire Washington's excellent qualities and to think of him as the father of our country.

**The exercise of justice is joy for the righteous,  
But is terror to the workers of iniquity.  
Proverbs 21:15**

## **Assignments for Lesson 27**

- Read these selections in *American Voices*, pages 90-100:
  - the remaining portion of “The Legend of Rip Van Winkle”
  - George Washington’s Farewell Address
- Continue reading *Narrative of the Life of David Crockett*.
- Read 2 Timothy 3:10-12. List three ways in which a Christian who is a public official might be tempted to compromise his faith.
- Work on memorizing Proverbs 29:2-4.
- Work on your project.
- Answer the questions for Lesson 27 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5027](http://notgrass.com/EA5027)

## The Man from Massachusetts

George Washington was largely above criticism during his tenure as president. Politicians and newspapers said little of a negative nature about him during his first term, and only a few more attacks appeared during his second term. However, plenty was going on behind the scenes as men were positioning themselves to take power when Washington retired. The young nation had no shortage of political maneuverers. It didn't take long for the two factions, the Federalists and the Republicans, to start attacking each other.

Washington's retirement led to a heated contest for the presidency in 1796. Federalists wanted to maintain their power, but Republicans saw the chance to bring a new direction to the national government. Alexander Hamilton was the leading figure in the Federalist Party, but he managed to make enough enemies even within his own party that not all Federalists respected him.

A meeting (called a caucus) of Federalist members of Congress proposed Vice President John Adams of Massachusetts as their choice for a presidential candidate. Thomas Pinckney of South Carolina received the nod as the vice-presidential nominee. Republican congressmen nominated Thomas Jefferson of Virginia for president, and they placed Aaron Burr of New York in the second spot. Thus both parties showed that they recognized the importance of having geographical balance on the national ticket.

Party representatives issued numerous vicious attacks in the press on the candidate of the other party in this first contested presidential election. Writers criticized Adams as being overweight and a secret monarchist, while Federalist critics decried Jefferson as an atheist and a radical French sympathizer. Thomas Paine, now living in Paris, chimed in with a stinging attack on George Washington.

After the states concluded voting for electors, no clear winner had emerged. Hamilton tried to engineer a last-minute deal to cut Adams out of the election in

favor of Pinckney. Hamilton probably thought that he could control Pinckney but could not control Adams. However, Hamilton's plan offended several Federalist electors from New England, who refused to cast any vote for Pinckney. As a result of all the dealings that took place, Federalist John Adams was chosen as president, but Republican Thomas Jefferson received the second highest number of electoral votes and became vice president. This meant that the two leaders of the executive branch came from different political parties. This arrangement could have helped to heal the quickly widening breach between the two parties, but leaders in both parties were more interested in widening the split for their own political advantage. Adams as president and Jefferson as vice president only served to increase the tension between the two rival groups.

Adams was a brilliant and able leader with a long record of public service. He served a key role in the Continental Congress and had been an ambassador for the new nation in both France and Great Britain. Adams was a man of sincere religious faith and strong principles, which he was unwilling to compromise for mere political advantage. This cost him dearly in terms of popular and political support.

## Relations with France

The key issues that arose during Adams' administration involved foreign troubles, which in turn led to domestic turmoil. Great Britain had harassed American shipping for some time, but U.S. merchants continued to do business with Britain. Since France was at war with Great Britain, French vessels also frequently intercepted American ships to hinder Anglo-American trade. In 1797 Adams sent representatives

to Paris to work out a treaty with France that would end French interference with American trade. After they arrived, three representatives of the French foreign minister approached the American envoys. They made three demands. The French representatives wanted the United States to pay a bribe to French leaders (not an entirely unheard-of practice in that day), to make a large loan to the French government, and to issue an apology for anti-French sentiments that Adams had expressed in a speech, all for just the promise that the French government would begin



*This 1798 British political cartoon portrays the French as stealing the jewelry from a woman representing the United States.*

to negotiate. The Americans refused (their answer was reportedly “No, no, not a sixpence”) and returned home.

President Adams reported on the incident to Congress. He did not name the three French representatives but merely called them X, Y, and Z. Congress and many Americans were outraged. “Millions for defense but not one cent for tribute” became the American response to the XYZ Affair. Despite this insult, and although French-American conflict was already taking place to some degree on the high seas, Adams refused to seek a declaration of war. However, Adams strengthened the tiny U.S. Navy and called for recruiting 10,000 soldiers to march under the leadership of George Washington. Washington insisted on Alexander Hamilton as his second in command, which meant that Hamilton would actually lead the troops in the field should military action ever take place. Tensions eased between the two countries, however, and the proposed army never assembled.

France finally agreed to negotiate. Talks between France and the United States led to an agreement called the Convention of 1800, which defused the entire situation. Adams could have given in to popular pressure for war, but the result might well have been disastrous for the young and poorly prepared country. His decision to avoid going to war with France was widely unpopular at the time, but historians since then have recognized that it was the wiser course. His decision likely contributed to his loss in the election of 1800, but it also protected the nation from danger.

*John and Abigail Adams were often separated during their 54 years of marriage because of John's public service. They kept in touch with over 1,000 thoughtful and loving letters to each other. These portraits from 1800 are by Gilbert Stuart.*



## The Alien and Sedition Acts

Conflict with France led to conflict at home. In response to fears of foreign power and foreign influence in the United States, in 1798 the Federalist-led Congress passed and the Federalist Adams signed a series of laws that restricted the rights of immigrants and the right to criticize the government. The Naturalization Act increased the time an immigrant had to live in the United States before applying for citizenship from 5 to 14 years. The Alien Act and the Alien Enemy Act gave the president the right to imprison or deport foreign nationals whom he suspected of being dangerous to the security of the country. The stated purpose for these measures was to limit the potential influence of foreign nationals, but they also conveniently worked against the Republican Party, since most immigrants became Republicans.

The Sedition Act outlawed conspiracy against the United States government. The law also made it a crime to “write, print, utter, or publish” any “false, scandalous, and malicious writings” against the U.S. government, Congress, or the president. This was a clear attempt to stop Republican criticism of the Adams administration. Many newspapers in that day had the express purpose of promoting one party or the other, not of providing an objective account of the news. Adams and the Federalists were frequent targets for abuse in Republican papers, and Republicans were targets in Federalist papers.

In response to the Alien and Sedition Acts, the legislatures of Virginia and Kentucky passed resolutions (which James Madison and Thomas Jefferson had written) which respectfully stated their loyalty to the United States government but called the Alien and Sedition Acts unconstitutional and urged the other states to work for their repeal. The resolutions spoke of the right of states to refuse to submit to acts of Congress that they deemed unconstitutional.

This was the first expression of the idea that states had the right to ignore or nullify federal laws. These Republican responses to the actions of the Federalist-

controlled national government also served as the opening shots on behalf of Jefferson’s 1800 presidential campaign against Adams.

Federal courts convicted 10 persons under the Sedition Act. All were Republicans and became, in a sense, martyrs for the Republicans. The Alien and Sedition Acts were understandable given the tense and often vicious tenor of the times, but they were unwise moves which helped bring about the end of the Federalist Party.

*The Alien Enemy Act has been invoked during the War of 1812, World War I, and World War II. President Donald Trump also invoked it in 2025 to justify the deportation of people suspected of membership in a Venezuelan gang.*

Let no unwholesome word proceed from your mouth,  
but only such a word as is good for edification  
according to the need of the moment,  
so that it will give grace to those who hear.  
Ephesians 4:29

## Assignments for Lesson 28

- Read the Virginia and Kentucky Resolutions (*American Voices*, pages 101-103).
- Continue reading *Narrative of the Life of David Crockett*.
- Work on memorizing Proverbs 29:2-4.
- Work on your project.
- Answer the questions for Lesson 28 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5028](http://notgrass.com/EA5028)



*Peace Field, home to four generations of Adamses from 1788 to 1927*

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# The End of a Revolutionary Century

John Adams was one of the least politically motivated presidents our country has ever had, but he became deeply embroiled in the vicious political divisions that were emerging in the young nation. The hatred with which Republicans and Federalists spoke of each other in newspapers, speeches, and personal correspondence had only increased during Adams' time in office. In 1800 the country saw what it has never seen again: the vice president was a candidate for the presidency opposing the president himself.

## The 1800 Presidential Election

The Federalists nominated Charles C. Pinckney (brother of Thomas Pinckney) to be Adams' running mate. The Republicans again put forward Jefferson and Burr. Adams was deeply hurt that Thomas Jefferson opposed his presidency so strongly. Adams and Jefferson had served together in the Continental Congress and had become close friends when Adams was the American ambassador to Britain and Jefferson was the American ambassador to France. Jefferson denied having any direct involvement with the president's critics, but in fact the vice president had been giving financial support to a newspaper editor who was one of Adams' most bitter critics. Federalists minced no words in condemning Jefferson, but Adams himself did not take part in the mudslinging.

Another blow aimed at Adams came from his fellow Federalist, Alexander Hamilton. In October, near the end of the bitter campaign, a New York newspaper published a letter that Hamilton had written. It described Adams' "defects of character," his "ungovernable temper," and his "eccentric tendencies." Although Hamilton did not question Adams' integrity, he all but questioned the president's sanity and clearly expressed his doubts as to Adams' fitness for office. The letter

tore the Federalist Party apart. While the letter hurt Adams, it damaged Hamilton's political career as well.

Adams lost the election. (How the election was decided is another tale of politics that we will take up in a later lesson.) One result of these sharp political differences was that Adams and Jefferson became enemies. On the day of Jefferson's inauguration in 1801, Adams left the District of Columbia at 4:00 a.m. and did not attend the ceremony. They never saw each other again, and it was not until many years later that they renewed their friendship through correspondence.

## The White House

John Adams was the first president to live in the White House. The city of Washington had dirt streets and only a few buildings on its swampy landscape when Adams moved into the still-unfinished Executive



Mansion in 1800. The 1807 drawing above by architect Benjamin Henry Latrobe shows the proposed addition of porticos to the White House.

The president moved in while Abigail was still preparing to come. John wrote to Abigail, "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 Franklin Roosevelt had this prayer carved into a mantelpiece which still stands in the State Dining Room in the White House.

Later in 1800, Adams addressed the first joint session of Congress to meet in the still-unfinished Capitol building. On that occasion he said:

*It would be unbecoming the representatives of this nation to assemble for the first time in this solemn temple without looking up to the Supreme Ruler of the universe, and imploring his blessing. May this territory be the residence of virtue and happiness! In this city may that piety and virtue, that wisdom and magnanimity, that constancy and self-government, which adorned the great character whose name it bears, be forever held in veneration! Here, and throughout our country, may simple manners, pure morals, and true religion flourish forever!*

## Judiciary Act of 1801

The Federalists not only lost the presidency in the election of 1800, but they also lost their majority in Congress. The drumbeat of Republican criticism had its effect on the minds of many voters. The Federalists did not do a good job of staying in touch with average Americans, who increasingly identified with Jefferson's Republican Party. The Federalist Party continued to exist for several years, but no other Federalist won the presidency and Federalists never again had a majority in Congress.

Despite the loss, however, the Federalists still had one more chance to exert political power. Republicans had won a majority in Congress in the 1800 election, but they would not take office until December of 1801. In early 1801, the lame-duck Federalist Congress passed the Judiciary Act to try to ensure that Federalists would at least control the judiciary. The law created several new judgeships and other positions such as marshals and justices of the peace. Outgoing President Adams filled all of the positions with Federalists. He also nominated his secretary of state, Federalist John Marshall, to be chief justice of the Supreme Court, a nomination the Senate quickly confirmed. We will see in a later lesson how far-reaching the Marshall appointment was.

John Adams made some mistakes politically, and even some in his own administration worked against him. However, when he left office, the country had a growing economy, a much stronger navy, and was at peace. In retirement he continued to write extensively, including many letters. Adams died in 1826 at the age of 90.

## America in the 1790s

In 1790 the states and territories of the new country were home to 3.9 million people. The nation's land area extended from the Atlantic coast to the Mississippi River and from the Great Lakes to the Gulf coast, an area of roughly 1,000 miles by 1,000 miles. Eighty percent of households were farm homes. Few cities in the country had more than 5,000 people. About one-fifth of the population was African American, almost all of them enslaved in the South. Half of the population in 1790 was under 16 years of age.

New England featured small farms, busy seaports, and emerging manufacturing towns. The South was mostly agricultural, with many large plantations that increasingly depended on enslaved labor. Tobacco was the main cash crop, but production of cotton was growing. The Middle Atlantic states had the largest cities, the most balanced economy, and the greatest diversity of ethnic and religious backgrounds of the people.

The most vibrant part of the nation was the West, the region between the Appalachians and the Mississippi River. Some 150,000 members of Native nations

lived in the region, compared to a total of 125,000 white persons and black persons who lived there. Kentucky had about 150 settlers in 1776; by 1790, the white population had increased to around 75,000. In the last quarter of the 18th century, about 300,000 people migrated west through the Cumberland Gap, a pass in the Appalachian Mountains that is near the spot where Tennessee, Kentucky, and Virginia come together. Many of those who settled the mountain areas and the West were of Scots-Irish descent.

The federal government paid Revolutionary War veterans for their service by granting them land grants in the West. This encouraged rapid settlement of the region. Many veterans settled there, while other veterans sold their land to speculators who in turn sold the land again to pioneer settlers. Vermont joined the Union as the 14th state in 1791, but the next three states came from the area west of the original 13: Kentucky (1792), Tennessee (1796), and Ohio (1803).

It was hard work to travel west, create a settlement, and develop the forest-covered land. Many settlers lived off of corn and livestock. The typical pioneer house had log walls and a dirt floor and had only one or two rooms. A stone fireplace provided heat and a place to cook. Settlers joined in community events such as cabin or barn raisings, corn shucking contests, harvest festivals, and dances.

The average American wife gave birth eight times. Internal population growth plus immigration caused the United States population to increase rapidly. By 1800 the United States population had grown to 5.3 million, an increase of about 36 percent from 10 years earlier.

*Philadelphia, illustrated here in 1797, was the second most populous city in the United States, after New York City.*



## What Else Was Happening?

1784 Benjamin Franklin invents bifocal glasses.

1791-1804 Enslaved people on the Caribbean island of Saint-Domingue (now known as Haiti) fight a war for independence from French control.

1791 French scientists begin to develop the metric system of measurement. A meter is defined as one ten-millionth of the distance from the equator to the North Pole. A liter is the cube of one tenth of a meter. A gram is the weight of distilled water in a container one one-hundredth of a meter cubed. The French woodcut at right from 1800 explains the new system.

1791 American ships visit Japan.

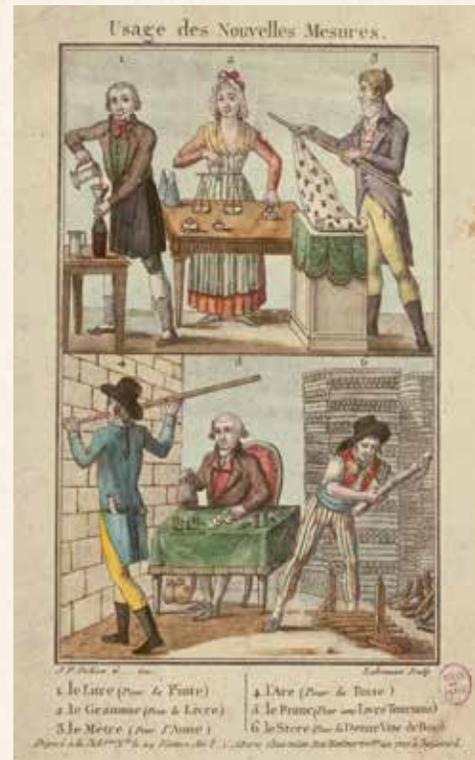
1791 The Sejm, legislature of the Polish-Lithuanian Commonwealth, proclaims a constitution, the first made in Europe after the U.S. Constitution.

1793 A yellow fever epidemic in Philadelphia takes about 5,000 lives. The federal government flees the city for a time. Philadelphia improves its health care and sanitation facilities as a result of the epidemic.

1795 The British government orders the use of lime juice to prevent scurvy for sailors in the British Navy. This produces the slang word limey, meaning “a British person.”

1796 Edward Jenner infects a boy with cowpox to prove that doing so immunizes a person from the more dangerous disease of smallpox. This leads to the widespread practice of vaccination in Europe and the United States.

1799 A French officer under Napoleon in Egypt discovers the Rosetta Stone, which enables modern researchers to understand Egyptian hieroglyphic writing.



In 1800 the new nation was about to enter a new century. The national government had faced several difficult issues in its first years, but the country was growing stronger and was richly blessed in many ways. The 19th century would bring profound changes, great accomplishments, and bitter sorrows to America.

**Once God has spoken; twice I have heard this:  
That power belongs to God; and lovingkindness is Yours, O Lord,  
For You recompense a man according to his work.  
Psalm 62:11-12**

## Assignments for Lesson 29

- Read “A Man Worth Knowing” by David McCullough (*American Voices*, pages 104-110).
- Continue reading *Narrative of the Life of David Crockett*.
- Read Philippians 2:14-16. Even when society is “crooked and perverse,” Christians are called to remain faithful to God. List three challenges of being a Christian in a non-Christian society.
- Work on memorizing Proverbs 29:2-4.
- Work on your project.
- Answer the questions for Lesson 29 in the *Student Review*.
- Study the review questions for Lessons 26, 27, 28, and 29 to prepare for the quiz you are to take after Lesson 30.
- Optional supplemental resources available: [notgrass.com/EA5029](http://notgrass.com/EA5029)



*Mt. Zion Methodist Church, Somers, New York, built in 1794*

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## Bible Study: Religion in the New Nation

Most native-born Americans alive today have never lived through a political revolution in which violent action changes the government under which they live. Sometimes American missionaries and businessmen and their families have lived in countries that experienced such upheaval. In those situations, Christians and churches often have been caught in the crossfire and the unstable conditions.

The American Revolution created a religious revolution as well as a political revolution. The religious changes wrought by America's new political freedom from England continue to have an impact on the nation today.

### Influences on American Religion

The practice of faith in the new United States did not occur in a vacuum. Let us review the influences on the spiritual thinking and practice of Americans.

**The Protestant Reformation.** Led by Martin Luther and others, the Protestant Reformation brought new ideas about the identity of the church, the relationship between the church and government, and the nature of an individual's walk with God. The Reformation challenged the longstanding, intertwined relationship between church and state. Luther understood the basis of a person's relationship with God to be one's own faith, not meritorious deeds, membership in a specific church, or citizenship in a particular country. These new ideas found wide acceptance in America.

**The English Experience.** Even though official toleration of religious diversity was slow in coming to Britain, English religious practice contributed to the American pattern of tolerating diversity in religion. Though King Henry VIII had declared his independence from the Roman Catholic Church, he still maintained a state church

(the Anglican Church) and claimed to be the head of it. Many Anglican political and religious leaders did not want to accept other groups, but some in Britain were not satisfied with Anglicanism. Some worked to reform the Anglican Church, while others began new churches.

For a time, government authorities in Britain persecuted non-Anglicans (such as John Bunyan, author of *The Pilgrim's Progress*). However, the overall trend in England was toward toleration of varying religious beliefs. Key factors

in this trend were the two revolutions that Britain experienced in the 1600s in which religion played an important part: the Puritan Revolution (Puritan reformers vs. royalist Anglicans) and the Glorious Revolution (Protestants vs. Catholics).

Having had enough of this religious warfare, Parliament in 1689 passed the Toleration Act. Although the Church of England was still the established church, the Toleration Act allowed Protestant sects to exist without threat of persecution or loss of rights. Catholics, however, were still denied recognition for a time.

**The American Colonial Experience.** Some American colonies, such as Plymouth, Massachusetts Bay, and Maryland, began in order to provide religious independence from the established ecclesiastical authorities in England. German pietists came to America to practice their faith in new communities without interference from the government. The Quakers, though they did not live in their own communities, took religious independence a step further by claiming direct, individual inspiration from God.

However, not all colonial settlers came for religious purposes. A fair number merely wanted to find economic success, and their presence added a secular aspect to life in the colonies.

Despite the problems that resulted from established churches in Britain and Europe, several American colonies had established churches (and continued to do so in the earliest years after the adoption of the U.S. Constitution). However, the American experience tended toward diversity instead of uniformity in religious practice. Over time, the American colonies became home to Anglicanism, Deism, the seeds of Unitarianism, Pietism, and active denominationalism (such as Methodists, Baptists, and Presbyterians).



*The first Roman Catholic Diocese in the United States was established at Baltimore, Maryland, in 1789 with John Carroll as the first bishop. Carroll was instrumental in the founding of Georgetown, the oldest Catholic university in the U.S. Classes began in 1792. Georgetown, shown above, is now located within the boundaries of Washington, D.C.*

## Results of the American Revolution

**Religiously Active.** Before the American Revolution, the British colonies were part of the United Kingdom, which had an established church but tolerated other religious groups. After the American Revolution, the United States as a whole no longer had an established church. Religion was vitally important in the new nation. The Bible was the most widely read book in the colonies. Many state constitutions required officeholders to believe in God and the Bible. The prevailing attitudes and practices in the United States upheld faith in God. Previous lessons have shown how the colonists and framers believed in God and called upon Him for guidance and for His blessings on their efforts. Though America embraced the principle of religious freedom, several states continued to have an established church. In 1833 Massachusetts ended official tax support for the Congregational Church, making it the last state to have an established church.

**Individual Religious Freedom.** The growing attitude in the United States was that religion was a matter of individual conscience. The founding generation of the country knew the problems and wars that had occurred in history because of the

practice of having state religions. America was founded on freedom, and in the minds of many people this had to include the right to believe and practice as one wished, according to a person's individual choice. Virginia passed a Declaration of Rights in 1776 that included the guarantee of religious freedom. Ten years later, the state enacted a Statute of Religious Freedom that Thomas Jefferson authored.

**American Religious Groups.** Members of religious denominations that had their roots in England reorganized their groups after the American Revolution with distinctly American identities. Methodists organized the Methodist Church in America in 1784. The Anglican Church in America was in disarray for a time, since many of its clergy left the country and since many American Anglicans no longer wanted to be part of the Church of England. American Anglicans reorganized what had been the Anglican Church in America as the Episcopal Church in 1789. Other denominations also set up their organizational structures in the new nation, but none did so with the purpose of being the state church or believing that membership in their group was a requirement for being a citizen.

*Trinity Church was built in Holderness, New Hampshire, in 1797. It was a private church owned by the Livermore family, who were Episcopalians. Founder Samuel Livermore was the chief justice of New Hampshire and a delegate to the state convention that ratified the Constitution. He went on to serve as a U.S. congressman and senator from New Hampshire.*





*Fifteen Jewish families moved to Newport, Rhode Island, in about 1658. In 1758 the Jewish community in Newport began raising funds to build a synagogue. The group received donations from Jews in New York, the Caribbean, and Europe. The Touro Synagogue, pictured above, was dedicated in 1763.*

## **A Nation of Believers**

Almost all of the citizens of the new nation believed in God. A large number of them were religiously active and regularly attended church services. Almost all of our early leaders also believed in God and in God's providential working in the world. John Adams wrote to his wife Abigail that the yearly remembrance of the day that brought America's independence "ought to be commemorated as the day of deliverance, by solemn acts of devotion to God Almighty." Years later, when the economy showed an improvement during Washington's term in office, the president warned against giving credit to the government for blessings that are "due only to the goodness of Providence." John Jay, who was a contributor to *The Federalist*, the first chief justice of the Supreme Court, and also governor of New York, was an active and dedicated Episcopalian. His faith was evident in the high moral dignity that he

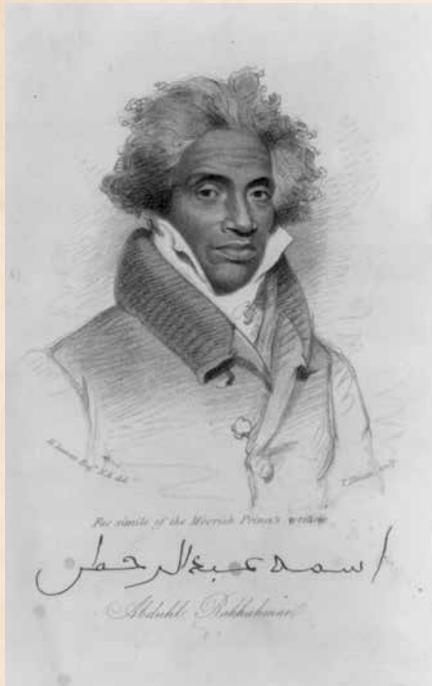
maintained throughout his life. After retiring from government service, Jay became president of the American Bible Society in 1821.

The desire by many in government to avoid a state religion did not mean that they wanted or expected no presence of religion in national life. The House of Representatives passed the 1st Amendment, which guaranteed freedom of religious expression and prohibited any law respecting an establishment of religion, on September 24, 1789. The next day, the same body passed a resolution calling for a national day of prayer and thanksgiving. Apparently, the House saw no conflict between these two actions. During the administration of Thomas Jefferson, Christian worship services were held regularly in the House Chamber of the U.S. Capitol—and President Jefferson approved and attended.

The practice of hosting worship services in the House Chamber began partly because the new city did not have many structures, but these meetings continued until after the Civil War. Church services were held in other public buildings at various times as well. These facts show how the leaders of the new nation accepted and expressed faith within the functions of government but avoided establishing one sect or denomination as the official state church.

Religious faith was important to most of the founding fathers. While many of their expressions about religion were explicitly Christian, some founding fathers did not express faith in Christ as Savior and Lord. Rationalistic religion, based on man's reason and not on the revelation of God in Scripture, had gained a degree of acceptance during the years before the Revolution. This rationalistic religion influenced some those involved in the Continental Congress, the Constitutional Convention, and the first administrations under the Constitution. Some of these leaders did not believe in Jesus as the unique Son of God and only Savior. Though Benjamin Franklin, for instance, believed in an afterlife, he believed that a life in this world that was acceptable to God consisted primarily of doing good deeds, not one that was based on faith in Christ. Thomas Jefferson "edited" the Bible by literally clipping out its accounts of the miracles of Jesus, which he believed to be pious but irrational myths. Instead, Jefferson placed value on Christ's moral teachings. Many of the founding fathers were members of churches, but the prevailing theology in some of those churches was inconsistent with the Word of God.

The turmoil of war and the reorganization of American denominations took their toll. Historians generally agree that church membership in America declined from the start of the Revolutionary War until the end of the 1700s. This reversed the trend of churches experiencing growth that had begun during the Great Awakening of the 1740s. Religious activity was especially lacking on the frontier. This situation changed during the Second Great Awakening, which began around 1800 and which we will discuss in the next unit.



*Perhaps 10 percent or more of the Africans brought to America as enslaved persons were Muslims. One of these was Abdul Rahman, a captured African prince from Fouta Djallon. He was sold into slavery in Mississippi in 1788. He was enslaved for 40 years. He married a fellow enslaved person, and Rahman and his wife later became Christians.*

*Due to the influence of President John Quincy Adams, Rahman was freed from slavery in 1828. Rahman raised funds to purchase his wife's freedom, but was not able to raise enough to free their nine children. Rahman and his wife went to Liberia, where Rahman died in 1829.*

## Civil Religion

The Declaration of Independence (1776) referred to “Nature’s God” and expressed a “firm reliance on the protection of Divine Providence.” The Articles of Confederation (1777) spoke of “the Great Governor of the World.” The Northwest Ordinance (1787) said that religion was necessary to good government and the happiness of mankind. However, the Constitution (1787) makes no mention of God and only refers to religion in its prohibition of any religious test and in the 1st Amendment.

What happens when a nation has widespread belief in God, a wide diversity of religious beliefs and practices, and no state church? What happened in the United States is the development of what has been called civil religion. Civil religion blends love of country, belief in God, and trust in God’s guidance of the United States into a belief system which people from diverse Christian backgrounds—and even those from other religious backgrounds—can accept. Americans demonstrate civil religion in many ways. It is the faith system that led to the phrase “In God We Trust” being adopted as our national motto. It is the acceptable level of religion that presidents invoke when they end a speech by saying, “God bless the United States of America.” Civil religion is what helps make a Memorial Day ceremony in a cemetery both a patriotic and a spiritual event. But civil religion is not the same as belief in Jesus as the Way, the Truth, and the Life.

Thomas Paine is a good example of one who held to this civil religion, but was also anti-Christian. Paine freely invoked the name of God in his writings about the



*This statue of Thomas Paine is located in Thetford, England, where he was born.*

American Revolution, but in some of his other writings he bitterly called the Christian faith superstitious and harmful.

Civil religion attempts to walk the fine line between official government endorsement of a particular religion (which few people want) and the complete abandonment of all recognition of faith in the public forum (which also goes against what the majority of Americans want). Civil religion allows for the houses of Congress to have chaplains, but today's practice of civil religion forbids the saying of officially sanctioned prayers at any public school function. Civil religion does not call for giving financial support to churches from tax revenues, but it does endorse tax exemptions for churches. Civil religion attempts to balance freedom of religion with freedom from religion. It attempts to recognize eternal truth in a society that has diverse perspectives on the truth.

## American Religion

We can summarize the religious life of the American nation that came about after and partly as a result of the American Revolution as follows:

- Most religion in America is Christian, although it includes a variety of forms and reflects an independence of thought among churches and individual believers.
- Several distinctly American religious expressions and movements have developed from time to time.
- A religious purpose in our founding is part of our identity as Americans, although this was not the only motivation for the founding of our country.
- America has seen rises and declines in religious activity from time to time.
- Civil religion has allowed official recognition of religious belief without having an established religion.
- Civil religion is helpful in some ways, but it is not a complete expression of the Christian faith or of any other particular religion. It is something like the least common denominator of religious belief and expression.

*I want to express my gratitude to my late friend, Bob Keyes, for the use of a paper he wrote that helped me in writing this lesson.*

**Blessed is the nation whose God is the Lord . . .**  
**Psalm 33:12a**

### **Assignments for Lesson 30**

- Read these selection in *American Voices*, pages 111-114:
  - the Virginia Statute for Religious Freedom
  - the exchange of letters between the Hebrew congregation of Newport, Rhode Island, and President George Washington
- Continue reading *Narrative of the Life of David Crockett*.
- Recite or write Proverbs 29:2-4 from memory.
- Complete your project for the unit.
- Answer the review questions for Lesson 30 in the *Student Review*.
- Take the quiz for Unit 6 in the *Quiz and Exam Book*.
- Optional supplemental resources available: [notgrass.com/EA5030](http://notgrass.com/EA5030)



*Detail from The Boat Builders, Winslow Homer (American, 1873)*

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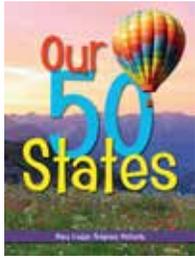
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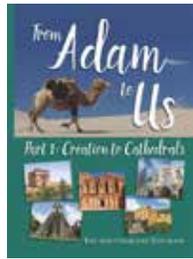
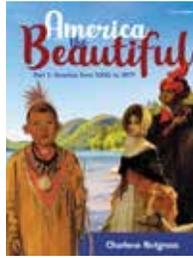
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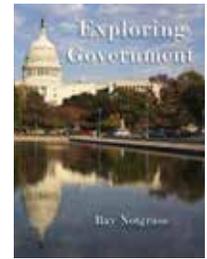
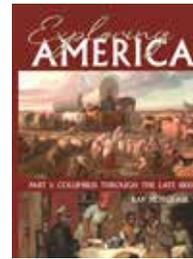
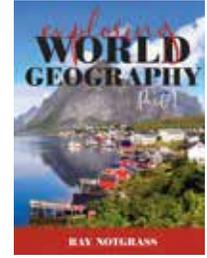
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