



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

## UNIT 7

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

AMERICA THE BEAUTIFUL

## A New Nation and a New Frontier





*Assembly Room at Independence Hall in Philadelphia*

## Lesson 31

Our American Story

# A New Government

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

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

## Northwest Ordinance of 1787

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





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

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

## Constitutional Convention of 1787

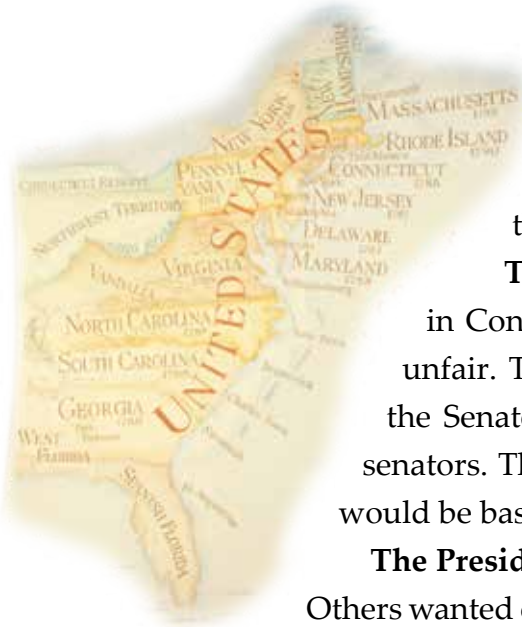
Several state legislatures expressed a desire to make the Articles of Confederation more effective. In May 1787, 55 delegates from all the states except Rhode Island began meeting in the Assembly Room of the Pennsylvania State House in Philadelphia. They met in the same room where delegates to the Continental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

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

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



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



Delegates to the Constitutional Convention wrestled with three main problems:

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

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

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

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

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

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



James Madison and his convention notes for May 14, 1787





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



Signing of the Constitution by Howard Chandler Christy

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



The First Federal Congress — 1789 by Allyn Cox

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

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

## America's First Congress, President, and Supreme Court

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

Sixty-five congressmen and 22 senators



Lady Washington's Reception by unknown artist

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

**Chief Justice  
of the Supreme Court**



John Jay  
by John Trumbull

**Secretary of State**



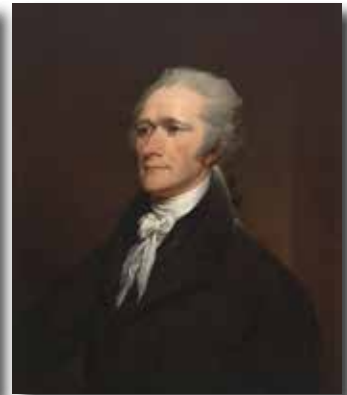
Thomas Jefferson  
by Mather Brown

**Secretary of War**



Henry Knox  
by Charles Peale Polk,  
Charles Willson Peale

**Secretary of the  
Treasury**



Alexander Hamilton  
by John Trumbull,  
Giuseppe Ceracchi



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

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



## The Capital Moves to Philadelphia

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

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

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

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

*Senate Chamber, Congress Hall, Philadelphia*



*Congress Hall in Philadelphia*



### The First Thirteen States Ratify the Constitution

**1787**

Delaware – December 7

Pennsylvania – December 12

New Jersey – December 18

**1788**

Georgia – January 2

Connecticut – January 9

Massachusetts – February 6

Maryland – April 28

South Carolina – May 23

New Hampshire – June 21

Virginia – June 25

New York – July 26

**1789**

North Carolina – November 21

**1790**

Rhode Island – May 29





### New States

1791

Vermont – March 4

1792

Kentucky – June 1

1796

Tennessee – June 1



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

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

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

## Activities for Lesson 31

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

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

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

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

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

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

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

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





# President George Washington

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

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

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

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

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

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

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

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





*Peacefield, home of John and Abigail Adams*

## Lesson 32

American Biography

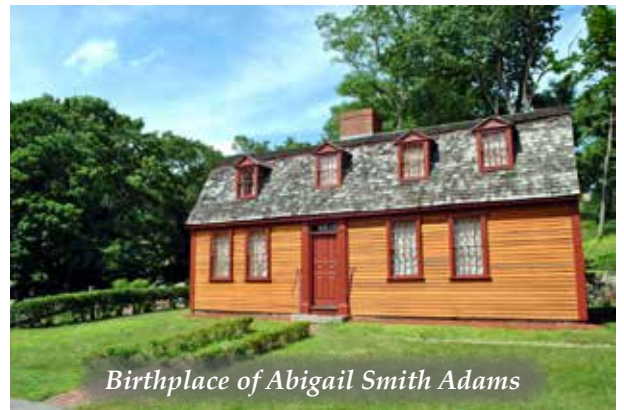


# Abigail Adams, Wife and Mother of Presidents

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

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

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



*Birthplace of Abigail Smith Adams*

## Marriage to John Adams

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

*Locket belonging to Abigail Adams*





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

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

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

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

## The Family Moves to Boston

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

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



*Abigail Adams, c. 1764*

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

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



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



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

## Sacrifices for Their Country

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

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

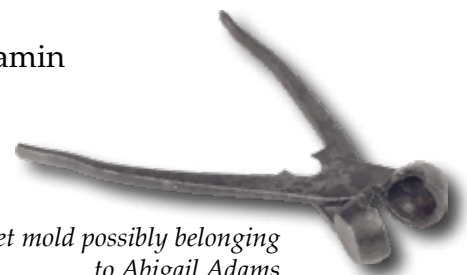
John Adams was appointed to the committee to write the Declaration of Independence. Find his signature on page 236. Abigail wrote to John that she believed enslaved people should also be free. She encouraged him to "remember the ladies." However, the Continental Congress did not decide to take a stand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

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

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

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

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



*Bullet mold possibly belonging  
to Abigail Adams*



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

## Reunited in England

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

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

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



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



*Abigail "Nabby" Adams Smith by Mather Brown, 1785*



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



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

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

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

## John Adams Becomes the First Vice President

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

## John Adams Becomes America's Second President

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

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



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





*Abigail Adams by Gilbert Stuart*

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

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



*President's House, now officially called the White House*

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

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

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



*United States Capitol*



*Peacefield today*

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

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

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

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



*Abigail Adams' fan*

## Activities for Lesson 32

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

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

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

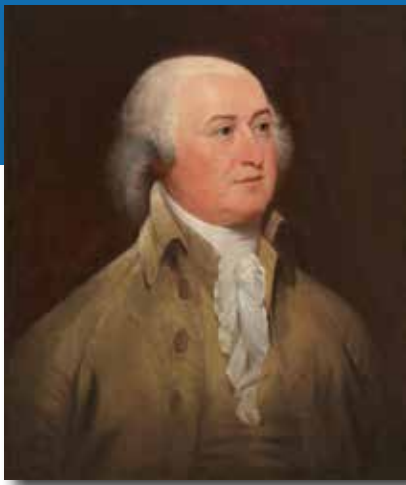
**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 32.

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

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

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





# President John Adams

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

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

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

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

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

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

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

*Adams' bedroom at Peacefield*





Independence Hall

## Lesson 33

American Landmark

# Historic Philadelphia

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

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

Nearby are the Old City and Society Hill neighborhoods.

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



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



*Penn statue atop City Hall*



## Independence Hall

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



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



*1752 drawing of state house*



*Rising Sun Chair*

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

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

## The Liberty Bell

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



*Liberty Bell in Liberty Bell  
Center in Philadelphia*

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

## Other Sites in Independence Historical Park

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

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



*Carpenter's Hall*

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



*Christ Church*

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

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



*House of Representatives Chamber in Congress Hall*





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

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

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

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



Second Bank



Franklin Court



*Inside Free Quaker Meeting House*



*Courtroom inside Old City Hall*

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

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

## Betsy Ross House

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



*Betsy Ross House*

## American Philosophical Society Library

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



*American Philosophical Society Library*



## America's First Hospital

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

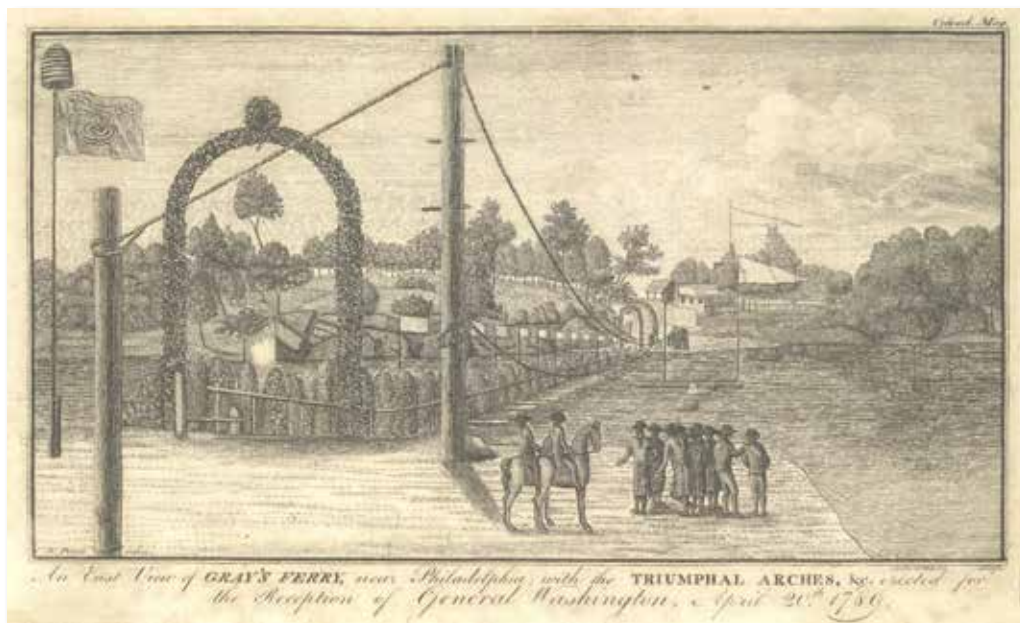
The hospital was in a home at first. The hospital served its first patient in 1753. In 1754 descendants of the Penn family sold land for a new building. The cornerstone was laid for a new building on May 28, 1755. Franklin wrote the inscription for the cornerstone. Here it is with original spelling:

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

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



*Pennsylvania Hospital*



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

## Fast Forward

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

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

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

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

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

### Activities for Lesson 33

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

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

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

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

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

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

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



## Unit 7 — Family Activity

# Liberty Bell Mosaic

### Supplies

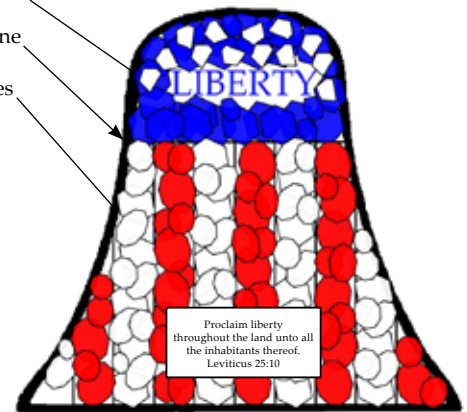
- 1 piece white poster board
- 2 sheets each, red, white, and blue construction paper
- liquid glue or glue stick
- scissors
- blue marker
- pencil
- ruler

**Caution:**  
This project uses  
scissors.

### Instructions

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

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





*Rhododendrons by the Appalachian Trail on Roan Mountain*



## Lesson 34

God's Wonder

# God Created the Appalachian Mountains

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

### Highest Peaks in the Appalachians By State\*

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

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





*Mount Mitchell in the Black Mountains*



*View from Clingmans Dome in the Great Smoky Mountains*



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



*Mount Rogers in the Blue Ridge Mountains*



*Mount Katahdin in the Maine Highlands*

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

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

*Collecting maple sap in Vermont*



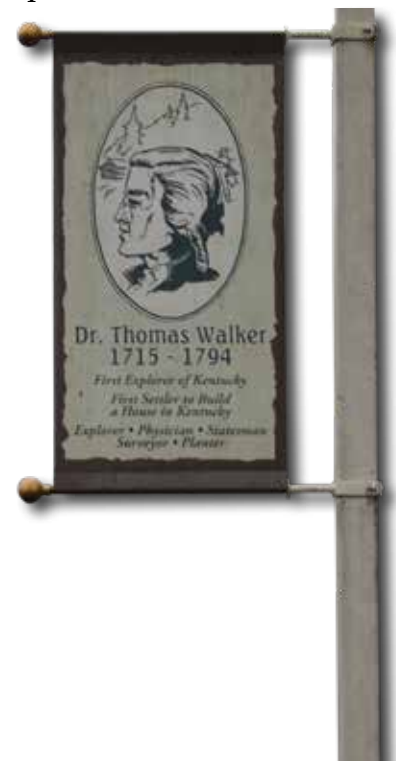


**Central.** The Allegheny, Berkshire, Catskill, Kittatinny, Pocono, and Taconic ranges, plus part of the Blue Ridge Mountains, make up the Central Appalachians. God placed rich coal deposits in the Alleghenies. The Mohican lived in the Berkshires when John Sergeant built a Mission House there in 1742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

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

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

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







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

## God Filled the Mountains with Life

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

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



*Green Mountains*



*Roan Mountain azaleas*



*Moss*



*Dutchman's breeches*



*American tiger lily*



*Catawba rhododendron*



*Dogwood tree*



*Wild hydrangea*



*Jack-in-the-pulpit*



*Columbine*



*Lady's slipper*



*Downy yellow violet*



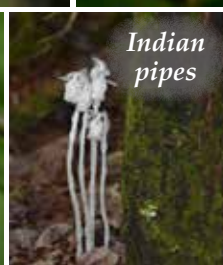
*Trillium*



*Blueets*



*Solomon's seal*



*Indian pipes*



*False Solomon's seal*



*Redbud tree*





*Yonahlossee salamander*



*Weller's salamander*



*Eastern newt*

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



*American black bear in Poconos*



*Bog turtle*

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



*Black-throated green warbler*



*Chestnut-sided warbler*



*Black-and-white warbler*



*Scarlet tanager*



*Hermit thrush*



*Canada warbler*



*Red-eyed vireo*



*Black-throated blue warbler*



*Pileated woodpecker*



*Barred owl*



*Golden-winged warbler*



*Common yellowthroat*



*Blue-headed vireo*



*Ruffed grouse*



*Ovenbird*





*Gray fox*



*Northern flying squirrel*



*White-tailed deer*



*Moose in Vermont*



*Swallowtail butterfly*



*Wood nymph moth*

## First States After the Original Thirteen Colonies

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

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

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

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

## Fast Forward



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

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

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



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



Aerial view of White Sulphur Springs in the Alleghenies

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

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



Sunrise at Newfound Gap in the Great Smoky Mountains

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

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

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



Old Man of the Mountain in the Franconia Mountains

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



Appalachian Trail in the White Mountains



Rock City barn

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



Umbrella rock on Lookout Mountain in the Cumberland Plateau



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

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

## **Activities for Lesson 34**

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

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

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

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

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

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

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

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



*Cumberland Gap*

## Lesson 35

Daily Life

# Long Hunters, Traders, and Pioneers

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

## Daniel Boone, Long Hunter

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

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







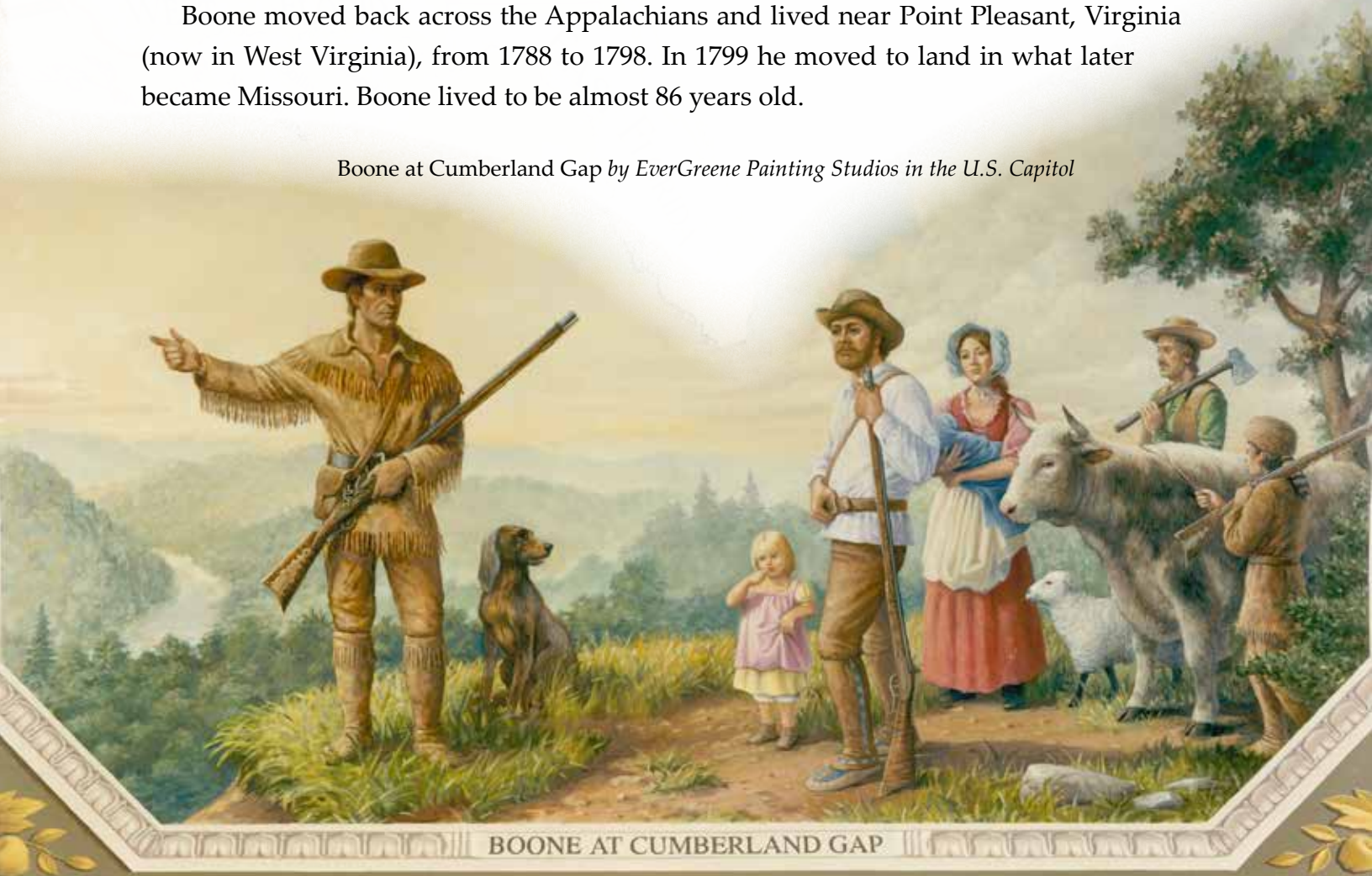
*Illustration of the Wilderness Road*

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

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

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

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




BOONE AT CUMBERLAND GAP

## Timothy Demonbreun, Trader

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

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



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

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

*Demonbreun statue in downtown Nashville*



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

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

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



*Trading furs*



*Flatboats*

## Moses Winters, Pioneer

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

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

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



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

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

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

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





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



*Statue of Robertson and Donelson near site of original fort*

## Fast Forward

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

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

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

Charlene Notgrass



Charlene Notgrass with  
statue of Pierre Boucher  
in Boucherville

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

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

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



Daniel Boone  
by Chester Harding, 1820

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

## Activities for Lesson 35

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

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

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

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

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

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





*Vintage World War II planes fly over O'ahu, Hawai'i, September 1, 2020.*

## Every Citizen a Soldier







*General Dwight D. Eisenhower encourages troops on June 5, 1944.*

## Lesson 106

Our American Story

# Fighting for Freedom

**T**hough President Wilson had hoped that the Great War would be “the war to end all wars,” sadly it was not. Another war began in the 1930s. Most historians believe this happened because of the many mistakes world leaders made after the Great War. Memories of the Great War made Americans want to stay far away from conflicts overseas. Though the United States had an Army and a Navy, its military forces were not ready to fight another war.

Soon the Great War would have a new name—World War I—and America and the world would be fighting World War II. Looking at maps 24 and 25 in *Maps of America the Beautiful* will be helpful while you read this lesson.

## Axis Powers Conquer Other Countries

After the Great War, dictators came to power in Italy, Japan, and Germany. Benito Mussolini gained power in Italy in 1922, the military gained power in Japan in the late 1920s, and Adolf Hitler became dictator of Germany in 1933. They took away freedoms from their own people. They said that their people needed what other countries had. They began trying to gain control of other places. It began like this:

**1931** – Japan invaded Manchuria in China.

**1935** – Italy invaded Ethiopia in northern Africa.



*In April 1931, U.S. Secretary of State Stimson sends a goodwill message to the Emperor of Japan on his birthday. With him is Japanese Ambassador Debuchi.*



**1936** – Germany moved military forces close to its border with France even though the Treaty of Versailles stated that they could not do that. Later that year, Hitler and Mussolini committed their countries to helping each other. Mussolini declared that Berlin, Germany, and Rome, Italy, were the new axis around which the whole world turned. Thus the two nations came to be called the Axis Powers.

**1938** – Germany took control of Austria, which is a German-speaking country. They also took control of Czechoslovakia, where many German speakers lived. Hitler's excuse was that he wanted to bring all German-speaking people together. The movie, *The Sound of Music*, depicts the Germans taking control of Austria. That year Italy took control of Albania. The photo at right illustrates the changes that the Axis Powers were making to the world map.

**1939** – Germany wanted to take control of Poland. Knowing this, France and the United Kingdom of Great Britain and Northern Ireland announced that if Germany attacked Poland, they would declare war on Germany (for the rest of the unit, we will refer to the United Kingdom as Great Britain). Great Britain and France had been confident that the Union of Soviet Socialist Republics (U.S.S.R.) would support them against Germany. The world was shocked in August when Germany and the U.S.S.R. announced that they had signed a treaty promising not to attack each other. Actually, Germany and the U.S.S.R. had made a secret deal to divide Poland. When Germany attacked



*Benito Mussolini and Adolf Hitler  
in Munich, Germany, c. 1940*



*On April 12, 1939, Miss Edna Strain  
inspects the world map on the floor  
of the U.S. Post Office Department  
in Washington, D.C.*



*Germany invades Poland.*

Poland from the west on September 1, the U.S.S.R. prepared to capture eastern Poland. Note: The U.S.S.R. was also called the Soviet Union, the Soviets, or Russia, since Russia was the largest area in the country.

On September 3, Great Britain and France declared war on Germany. Another European war had begun.



*Woman and children seek safety in an underground tunnel in London.*

## Britain Fights Back

**1940** — Germany conquered Denmark, Norway, and France. Italy declared war on Great Britain and France. The Axis seemed unstoppable. Germany began to bomb the island of Great Britain in the summer of 1940. German planes bombed targets there almost constantly. Night after night, British citizens hid in bomb shelters. The bombs destroyed buildings in many British cities. German bombers damaged or destroyed one-third of the homes in London. Thousands of people died. These attacks on Britain are called the German Blitz.



*Frenchman weeps as Germans enter.*

Germany's intention was to use the bombings to make Great Britain weak and then to invade the country. However, the British Royal Air Force fought well. The leaders and citizens of Great Britain refused to surrender. They decided to stand firm, no matter what. Germany gave up its plan to invade Great Britain. The British had shown the world that Germany could be stopped.

Later in 1940, Japan became an Axis Power, too. Germany, Italy, and Japan signed an agreement stating that they would come to one another's aid and declare war on any country that declared war on any of them.

## American Response

At first only a few countries strongly condemned what the Axis powers were doing. Among them were Great Britain and France. President Roosevelt announced that the United States would remain neutral. However, when Germany invaded Poland, the United States began to sell weapons to Great Britain. American officials were afraid that the United States might have to get involved in the war in Europe, Africa, and the Pacific. They were afraid that Japan might attack the U.S. from the Pacific. Therefore, the U.S. Navy sent its fleet of ships in the Pacific Ocean to Pearl Harbor on the island of O'ahu in the Hawaiian Island chain. They hoped that these ships would prevent Japan from attacking America's West Coast. See satellite image on page 827 and photo of the USS *Arizona* above. The U.S. began to draft men to serve in the military.



*USS Arizona leaving the port of Pearl Harbor, 1940*



**1941** – Roosevelt was inaugurated to serve a third term as president. Germany and Italy conquered southeastern Europe and northern Africa. Hitler changed his mind about joining with the U.S.S.R. Germany invaded the U.S.S.R. in June. Japan took over more and more of Asia.

The United States began what was called a lend-lease program to help Great Britain, the U.S.S.R., and China. The U.S. supplied them with ammunition, tanks, airplanes, trucks, and food. Lend-lease was like a loan that those countries didn't have to pay back with money. In other words, these countries didn't have the money to pay for supplies they desperately needed to fight the war, so America helped them.

**August 9-10, 1941** – British Prime Minister Winston Churchill met secretly with President Roosevelt on a ship in the Atlantic Ocean. Churchill asked Roosevelt for more help to fight Germany.



*Prime Minister Churchill, President Roosevelt, Roosevelt's son Elliott*



*Churchill returns to Great Britain after meeting with Roosevelt.*



*USS Arizona after Japanese planes bombed it, December 7, 1941*

## December 7, 1941

**December 7, 1941** – On the first Sunday in December 1941, Americans went to church, spent time with their families, and did other activities they usually did on Sunday. They were horrified that day when Japanese military planes attacked U.S. naval and air bases at Pearl Harbor. See USS *Arizona* at left. Over 2,000 people died. Japan also bombed other American military bases and British bases on other islands in the Pacific that day. The next day President Roosevelt called December 7 “a date which will live in infamy.”

On December 8, 1941, the U.S. Congress declared war on Japan. A few days after that, Germany and Italy declared war on the United States. Many young American men volunteered for the military and others were drafted. President and Mrs. Roosevelt's son James served in the Marines. Their sons John and Franklin served in the Navy, and their son Elliott joined the Army Air Force.



*President Roosevelt signs the Declaration of War.*



*U.S. bomber pilots on Umnak Island discuss the route to attack the Japanese on Kiska Island. Umnak and Kiska are both in the Aleutian Islands.*

## The Allies Win Victories

**1942** – For most of 1942, Japan continued to gain control of areas in Asia and the Pacific Ocean, while Germany and Italy continued to control Europe and northern Africa. Germany kept trying to conquer the U.S.S.R. However, late in 1942, the Soviet army started pushing the German armies back toward Germany.

At the same time, troops from Great Britain, the U.S.S.R., and the United States (these countries were called the Allies) started winning battles in North Africa. American forces also attacked Japanese forces on Guadalcanal Island near Australia. Slowly the Allies began to push Japanese forces back toward Japan. However, Japan attacked Alaska's Aleutian Islands on June 3, 1942. American forces finally pushed the Japanese out 14 months later.



*President Roosevelt reviews troops in Casablanca, Morocco, with General George S. Patton (in light-colored uniform).*



**1943 and Early 1944** – In January 1943, President Roosevelt met with British Prime Minister Winston Churchill in Casablanca, Morocco, to make plans for the war. See photo of Roosevelt with U.S. General George S. Patton at the bottom of page 802.

American officers General Dwight D. Eisenhower and George S. Patton provided strong leadership in North Africa. In May 1943, Allied troops defeated the last German forces there. In July the Allies invaded the Italian island of Sicily. After this, Mussolini lost power in Italy. The new Italian government wanted to surrender to the Allies, but German troops moved in to keep Italy under Axis control. The Allies invaded Italy in September. Meanwhile, American and British planes bombed Germany. These bombings made it hard for Germany to manufacture weapons.

In December 1943, American General Dwight D. Eisenhower became the Supreme Commander of all Allied forces. In late 1943 and early 1944, the United States sent over one million more American troops to Europe. Many of these troops went to Great Britain where they made preparations to bring freedom to the areas the Nazis had taken over. Americans continued to fight the Japanese in the Pacific.



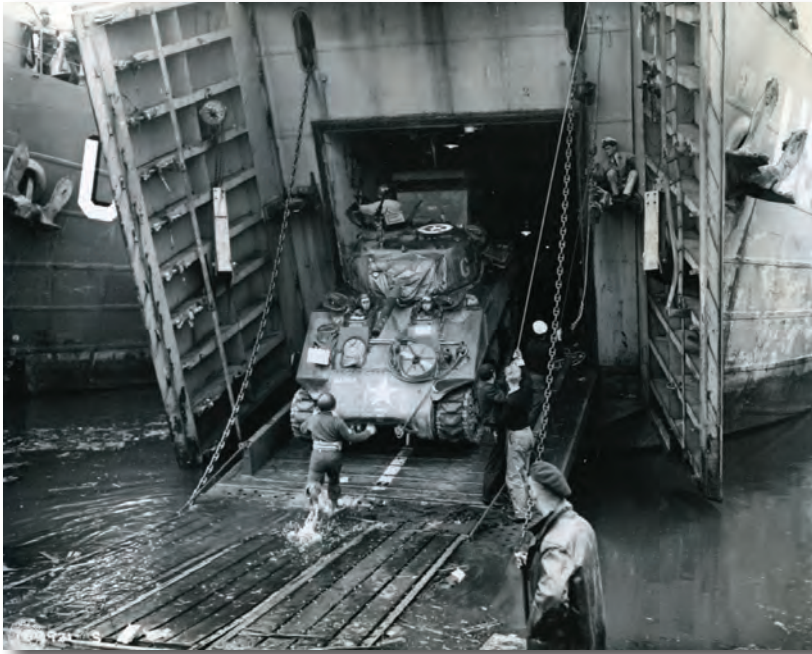
*U.S. sailors lie in bunks in the crew quarters of a Landing Ship Tank (LST) bound for North Africa to invade Sicily.*



*Captain Edward C. Gleed was one of 1,000 pilots trained at a segregated air base in Tuskegee, Alabama, home of Tuskegee Institute, begun by Booker T. Washington.*



*U.S. Army Signal Corps track aircraft at 1st Island Command Headquarters, New Caledonia, 1943.*



*Allied planes flew across the English Channel, while troops and supplies, including tanks, sailed across on Landing Ship Tanks (LSTs) to land in Normandy.*

## D-Day, June 6, 1944

Allied military leaders developed a plan to conquer Germany. First they would invade France (which the Germans were occupying); then they would liberate Paris (capital city of France); and finally they would march toward Germany and conquer it. The Germans knew that the Allies were going to land in France, but the date was top secret. On June 6, 1944, known as D-Day, the first Allied troops crossed the English Channel and landed on beaches on the coast of Normandy in France. Many soldiers lost their lives in the fierce fighting on D-Day and the days after, but the Allies were able to push the German troops back. The Americans and British continued to push forward through France. They freed Paris from German control on August 25. The Allies fought the Germans in Belgium and in the Netherlands in the following weeks.

## V-E Day, May 8, 1945

The Allies continued moving toward Germany during the fall of 1944. That November Roosevelt was elected to a fourth term as president. In December the German army pushed against the Allies and created a bulge in the Allied line of troops. This Battle of the Bulge only slowed the Allies down; it did not stop them. The Allies reached Germany on March 7, 1945.

For many months, President Roosevelt had been very ill. As the Allies pushed toward Berlin, he died on April 12 while vacationing in Warm Springs, Georgia. Vice President Harry Truman became president in his place. See photo on page 805. Just over two weeks later, Adolf Hitler died. On May 7, 1945, German commanders surrendered to the Allies. The Allies accepted their surrender the next day. May 8, 1945, was declared Victory in Europe Day, or V-E Day.





*Vice President Truman takes the oath of office with his wife and daughter beside him.*

## The War in the Pacific

At the same time that Americans and other Allies were fighting against Germany in Europe, they were fighting Japanese forces on the other side of the world. The Allies and the Japanese fought on islands in the Pacific Ocean. One of the most brutal battles was on the island of Iwo Jima. The Allies continued pushing Japanese troops back toward Japan.

Marines from the Navajo Nation were crucial to American efforts in the Pacific. Navajo recruits developed a secret code based on their language. The Japanese never broke the code. Of the 540 Navajos who served in the Marines, about 400 were trained to use the code. Navajo Code Talkers participated in every attack the U.S. Marine Corps conducted between 1942 and 1945.

## V-J Day, August 14, 1945

In the summer of 1945, American scientists told President Truman about a secret weapon they had invented, the atomic bomb. The scientists told Truman that it had enormous power and that American forces could use it against Japan. President Truman believed that using this weapon would force Japan to

surrender and make the war end. He believed that it would save the lives of many American soldiers.

President Truman decided to use the weapon. On August 6, 1945, an American plane dropped an atomic bomb on Hiroshima, Japan. Three days later, an American plane dropped another atomic bomb on Nagasaki, Japan. Tens of thousands of people died in both cities.

Japan surrendered on August 14, in a ceremony on the USS *Missouri*. A Navy chaplain led a prayer. Hundreds of American planes flew over the ship as the sun broke through the clouds. People in Allied countries celebrated Victory over Japan Day, or V-J Day.



*Navajo Code Talkers  
Henry Bake and George Kirk*



*A famous photograph by Joe Rosenthal inspired artist C. C. Beall to create this poster of Marines raising the American flag at Iwo Jima.*

## Wesley Notgrass in World War II



Top row: Saint-Lô, France, road in France, grateful French people; Bottom row: Being awarded the Bronze Star, Sunday worship in France, in Germany

### A Personal Note

My father-in-law, Wesley Notgrass, was 25 years old, working for a local newspaper, and living with his parents in Tennessee in 1941. A letter from the U.S. government said that he could either volunteer to serve as a soldier or he would be drafted. He volunteered. After training, he spent 1942 and most of 1943 serving in the military in New York City. In October 1943, he was one of the American soldiers who went to England to prepare to invade Europe and defeat the Germans. With other American soldiers, he crossed the English Channel and landed in France on June 7, 1944, the day after D-Day. He served in France and Belgium, celebrated with the grateful citizens of Paris when the Allies liberated it, and rode into Germany with the victorious allies. He was awarded the Bronze Star for his service.

In a sermon Wesley Notgrass preached after the war, he said, “The things that I witnessed making my way through England, France, Belgium, Germany—the terrible things that war can do to a people and to a nation—caused me, not once, but many times to utter a silent prayer: ‘Please, God, don’t let this happen to America.’”

### A Devastating War

As the war ended, people around the world learned of the terrible concentration camps the German government had run. Millions of Jews, Romani (often called Gypsies), and others were tortured and killed in the camps. This is known as the Holocaust. As many as 50 million people around the world lost their lives during World War II.



Leaders and citizens in America and other allied countries pulled together to fight in a cause in which almost everyone believed. Americans believed it was their duty to defend their country and to work to free others from oppression. Their beloved President Franklin Roosevelt had voiced it well on January 6, 1941, when he told the U.S. Congress:

We look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is freedom of every person to worship God in his own way—everywhere in the world. The third is freedom from want . . . everywhere in the world. The fourth is freedom from fear . . . anywhere in the world.

**First of all, then, I urge that entreaties and prayers,  
petitions and thanksgivings, be made on behalf of all men,  
for kings and all who are in authority, so that we may lead  
a tranquil and quiet life in all godliness and dignity.  
This is good and acceptable in the sight of God our Savior.  
1 Timothy 2:1-3**

## Activities for Lesson 106

**We the People** – Read “Fireside Chat: On the Declaration of War with Japan,” “D-Day Message,” and “Code Talkers” on pages 186-191.

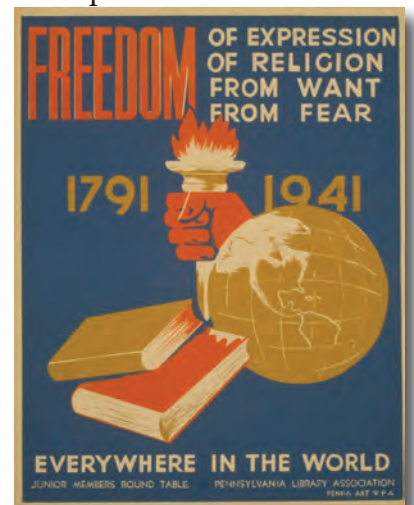
**Map Study** – Complete the assignments for Lesson 106 on Map 24 and Map 25 in *Maps of America the Beautiful*.

**Timeline** – In *Timeline of America the Beautiful* next to 1941, write: Japanese planes attack Pearl Harbor.

**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 106.

**Thinking Biblically** – In your notebook, compose a prayer for “kings and all those in authority,” according to the command in 1 Timothy 2:1-3.

**Literature** – Read chapter 6 in *Blue Willow*.



# HER AMERICA

*Must Stay Free!*

World War II poster encouraging Americans to buy war bonds

## Lesson 107

Daily Life

## World War II on the Home Front

Millions went “over there” to fight. Many more millions stayed behind and became a civilian army. While the folks back home loved, encouraged, and prayed for their own soldiers and for others, they kept busy supplying them with what they needed to fight. As President Roosevelt said on the radio two days after the United States entered World War II:

We are all in it—all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history.



### Arsenal of Democracy

Before America began fighting in World War II, American industries manufactured ammunition, guns, planes, ships, tanks, and trucks for the Allies. America had become what President Roosevelt called the Arsenal of Democracy. As we have learned before, an arsenal is a place where people store military supplies.



As the war grew worse and American soldiers went into battle, Americans had to manufacture much more. Imagine the challenge of figuring out what to make, making it, and then transporting it to where people needed it. Think first about just providing clothing for the Army. When America declared war on the Axis powers, the Army ordered 250,000,000 pairs of pants and 500,000,000 socks right away!

America's factories and citizens were ready for the challenge. Though America had experienced hard times during the Great Depression, it was still in much better financial condition than Germany, Italy, and Japan. In 1938 the total income of the United States was twice the income of those three countries combined. Japanese companies had built 26,000 automobiles in 1937. By contrast, American companies had built five million automobiles, and their factories had the capacity to build five million more.

To the Axis powers, the Allies seemed to have an endless supply of whatever they needed. By the end of the war, Americans had produced 324,000 aircraft, 88,000 tanks, 8,800 warships, 5,600 merchant ships, 2,382,000 trucks, and 79,000 small landing ships, plus 15,000,000 guns, 224,000 pieces of artillery, 2,600,000 machine guns, 41,000,000,000 rounds of ammunition, and 20,800,000 helmets! Without these supplies, the Allies would likely have lost the war.



## Consolidated Vultee Aircraft Company

The Consolidated Vultee aircraft company made aircraft for the U.S. Air Force and the British Royal Air Force (RAF). It was the first military aircraft company to hire women to help build planes. These photos are from the factory in Nashville, Tennessee, in 1943. The worker on the left is touching up the paint of a plane's RAF insignia.



## Peacetime Products to Wartime Supplies

Factories making military equipment could not keep up with all that the troops needed. Companies that had been making other products had to pitch in. For instance, factories that made women's stockings started making parachutes instead. The Schick company switched from electric shavers to equipment for the Navy. Many automobile factories switched from building cars to building jeeps, airplanes, and tanks.

The Hershey Chocolate Corporation provided milk chocolate bars to American soldiers during World War I. During World War II, they produced more than a billion Ration D bars. These bars could keep a soldier alive when he was unable to get regular food.

Harley Davidson had made about 20,000 military motorcycles during World War I. The Army turned to them again. The company produced 88,000 motorcycles for American troops and the Allies. This number included 1,011 designed especially for the deserts of North Africa.

## American Workers Get the Job Done

When America entered World War II, three million men were unemployed. The country soon went from high unemployment to needing more people to work. Factories needed over seven million more employees. Older men took a few of those jobs and some teenage boys dropped out of school to work, but most of those seven million jobs went to women. They were glad to "do the job he left behind."

### Helping to Win the War in 1942

The women below are learning to weld in Daytona Beach, Florida. George Sackwar (center) was an immigrant from Romania who made parts for tanks in Chicago, Illinois. He said, "Maybe I'm too old to fight, but I'm giving our soldiers something to fight with." The woman at right is training to become a mechanic in Corpus Christi, Texas.





People in every state, every U.S. territory, and the District of Columbia worked to help the war effort. However, many of the best-paying jobs were in the North and the West. Many Americans left their region of the country to find better jobs in another region. Between 1940 and 1950, the population of California grew 75 percent. By the end of the war, one out of five Americans had moved, many to a different state.

During World War II, an American worker could produce twice as much in one hour as a worker in Germany and five times as much as a worker in Japan. By 1944 Ford's Willow Run factory could build an airplane in an hour. Joseph Stalin, leader of the U.S.S.R., said, "The most important things in this war are machines, and the United States is a country of machines."

## Recycling and Rationing

During World War II, Americans at home had to do without so that U.S. soldiers would have enough. The government encouraged Americans to "Use it up, wear it out, make it do,

or do without." Familiar goods such as Scotch tape were in short supply because the Army needed it. The 3M company advertised that when victory came, tape would be back in homes and offices.

In 1942 the federal government began to **ration** goods so that everyone would have what they needed. The government issued ration books. Each month every person could have a certain ration of butter, canned goods, cheese, coffee, eggs, fish, milk, sugar, and meat. Gasoline and shoes were rationed, too.



Child with ration card





Most of the world's rubber came from rubber tree plantations in Southeast Asia. The Japanese quickly conquered those countries. Americans had to conserve rubber. Organizations had rubber drives. People donated rubber boots, raincoats, gloves, garden hoses, and old tires. Americans eventually found it almost impossible to replace the worn tires on their cars. The government set a Victory Speed Limit of 35 miles per hour so that tires would last longer. People had metal and paper drives, too. People saved grease they had used in their

kitchens and donated it for the war effort. The government even gave guidelines on fashion so that people would need less fabric. It encouraged men to wear pants without cuffs and to quit wearing vests. Women began to wear narrower skirts. Some wore wrap-around skirts, since there was a shortage of metal zippers and snaps.



*Folding the Sunday newspaper to give to a paper drive*



*Gas rationing*



*Victory speed limit sign in Alabama*



## Growing and Raising Food

American farmers had to produce food for America's troops. Though two million farmers were **deferred** from military service, 1.8 million men and women from farm families served in the armed forces. While trying to raise more food than ever before, farmers experienced shortages of workers, gasoline, new farm equipment, and parts to repair

old equipment. Sometimes farmers' wives took over farm work when their husbands left to become soldiers.

Farmers took part in a Food for Victory program to raise more food for the war effort. 4-H club members could win awards ranging from one dollar war stamps to \$250 war bonds. The federal government encouraged families to raise fruits and vegetables in Victory Gardens. Americans raised an estimated 20 million Victory Gardens in yards, empty lots, and even on city rooftops.

The government encouraged families to can food at home so that canned goods from factories could go to the troops. As one poster stated: "Can all you can—it's a real war job!" American women responded with patriotism. Some canned at community canneries. Other women canned at home. People bought over four times as many home pressure canners in 1943 than they had bought in 1942.



*Victory Gardens*



*Community cannery in Kentucky*



*4-H member with food canned from her garden in Virginia*



## Ideas to Win the War

Americans came up with many innovative ideas that helped win the war. They improved radar, invented electronic devices, and found new uses for plastics. Hollywood producers made military training films. Doctors learned better ways to treat diseases and better ways to do surgery. Even toy makers helped. The View-Master 3-D Viewer toy that was popular in the 1930s became a military tool when the Army had special reels made to train soldiers.



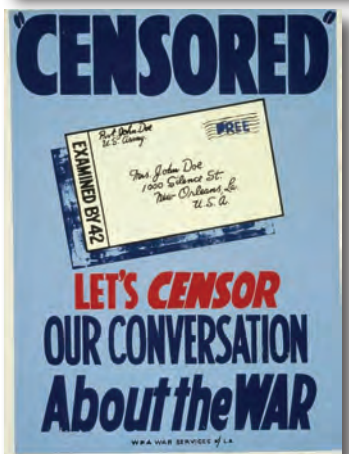
## Keeping America Safe

Americans were afraid that our enemies might attack the Lower 48 states directly, especially along the east and west coasts. Some German spies did land on the east coast and the Japanese released thousands of timed **incendiary** balloons to start fires on the West Coast. Smoke jumpers parachuted down to fight the fires.



To make sure that enemies could not see their cities at night, Americans near the coasts turned off outside lights and covered their windows. Sometimes communities had air raid drills. When an air raid siren sounded, everyone practiced going to a safe place, as though bombs were about to fall on their city.

Citizens also protected America's secrets. They were careful about what they said so that Axis spies would not learn information they could use against America. Americans had to be careful what they wrote in letters to soldiers. They couldn't even mention the weather. Posters reminded Americans that "loose lips sink ships."



Schools formed Victory Corps, which gave students opportunities to serve and taught them skills, such as first aid.





## Soldiers Prepare

America had more soldiers than ever before, so it needed more military bases. The government built some in rural areas where soldiers and their secrets would be safer from enemies. Across America, citizens treated soldiers kindly. Churches and other organizations hosted social events for them.

Officers had to train new soldiers. Soldiers needed to practice what they would need to do overseas. This practice is called maneuvers. One place where the military held maneuvers was in Middle Tennessee, where the terrain is similar to some places in Europe. Some soldiers camped on farms. Men from big cities got their first taste of rural life. The soldiers divided into armies and had practice battles. They learned how to find their way in strange territory. They dropped bags of flour to **simulate** bombs. Local citizens often invited the soldiers for meals and found other ways to serve them.

## A Personal Note

My mother was nine years old when soldiers participating in maneuvers camped near the Robertson County, Tennessee, farm where she and her family lived

as sharecroppers. Some of the soldiers paid my Granny to do their laundry. When the soldiers left, they left a large sack of dried beans with my mother's family. America was just coming out of the Great Depression, so those beans were a great blessing to my grandparents, my mother, and her sisters.

*My mother, Evelyn Farmer Boyd*



*Students practice first aid.*



*Truck driver and mechanic at Fort Knox, Kentucky*



*On maneuvers in Middle Tennessee*



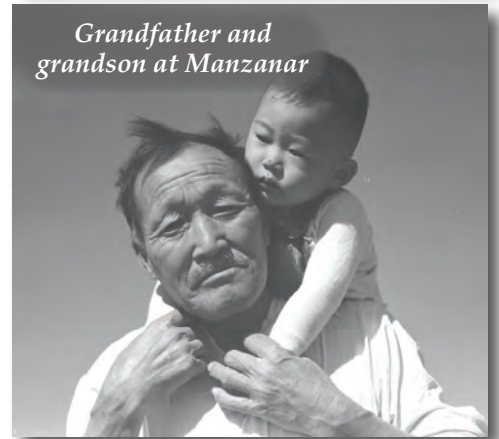
*Chaplains in training at Fort Benjamin Harrison in Indiana*



*Japanese Americans gather in Los Angeles to go to an internment camp.*



*Manzanar resident with 'ukulele*



*Grandfather and grandson at Manzanar*

## Prisoners in America

When the Japanese attacked Pearl Harbor, many Americans became afraid of Japanese immigrants and their descendants. They were afraid that Japanese soldiers might invade the west coast and that Japanese Americans might help them. In February 1942, President Roosevelt ordered 110,000 Japanese Americans to move to **internment** camps in Arkansas, Arizona, California, Colorado, Idaho, Utah, and Wyoming. Many were American citizens. They had to stay until January 2, 1945. Famous photographer Ansel Adams took many photographs at the Manzanar Relocation Center in California. The Center is preserved as Manzanar National Historic Site. Around 5,000 German and Italian Americans also went to internment camps, mainly in North Dakota and Montana.

The vast majority of those in internment camps were loyal Americans. The U.S. Army had a combat unit made up entirely of Japanese Americans. They fought bravely in Italy.



*Sunday School class at Manzanar*



*Sunday School teacher*



*Japanese-American soldier*



The U.S. military captured German, Italian, and Japanese prisoners during the war. The first prisoners of war (POWs) were German sailors, rescued after their submarine sank off the east coast. By the end of the war, more than 400,000 prisoners were in POW camps in America. Most camps were in the South and Southwest, because these regions were more isolated and secure. However, by the end of the war, every state except Nevada, North Dakota, and Vermont had POW camps. German POWs were amazed at the large amount of food they received in the camps.



*One of the murals three Italian POWs painted while imprisoned at Camp Douglas, Wyoming.*

## Fast Forward

The U.S. National World War II Memorial stands on the National Mall in Washington, D.C. It is between the Lincoln Memorial and the Washington Monument. Former senator and World War II veteran Robert “Bob” Dole along with Academy Award-winning actor Tom Hanks led the fundraising effort to build it. The memorial honors the Americans—both military and civilian—who worked together to win the war. It opened in 2004.

During World War II, the United States of America included 48 states, seven territories, and the District of Columbia. Since they all worked in unity to win the war, the memorial includes 56 pillars. These surround the Rainbow Pool, which has long lain at the foot of the Washington Monument.

Workers refurbished the pool for the World War II Memorial. On each pillar is a bronze oak wreath, representing industry, and a bronze wheat wreath, representing agriculture. The memorial also has 24 bronze bas-relief panels. These illustrate scenes from the war on the battlefield and on the home front.

When a soldier went to war, his family often placed a flag with a blue star in a window of their home. Most flags were homemade. They had one star for each family member who was in the military. If a soldier died, families replaced the blue star with a gold star. The National World War II Memorial includes 4,048 stainless steel stars coated with gold. Each star represents 100 American military personnel who lost their lives during the war.



## War Bonds and the Income Tax

World War II cost Americans \$304,000,000,000! To help cover the cost, the federal government required more Americans to pay income tax. It also borrowed money from the American people by selling war bonds and war stamps. People believed that paying income taxes and buying war bonds and stamps were patriotic things to do.

Because of their great sacrifices for others, Americans of the World War II era have been called the Greatest Generation. May we give them the honor they are due.

**Render to all what is due them:  
tax to whom tax is due;  
custom to whom custom;  
fear to whom fear;  
honor to whom honor.  
Romans 13:7**



*Tank crew at Fort Knox*

## Activities for Lesson 107

**Timeline** – In *Timeline of America the Beautiful* next to 1942, write: Rationing begins in the United States.

**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 107.

**Vocabulary** – Look up each of these words in a dictionary and read their definitions: ration, defer, incendiary, simulate, internment.

**Thinking Biblically** – Read Galatians 5:13. In your notebook, write one or two paragraphs about the ways the World War II generation—those in combat and on the home front—served one another.

**Literature** – Read chapter 7 in *Blue Willow*.

**Family Activity** – Make WWII Home Front Posters. See page 819 for instructions.



# WWII Home Front Posters

## Supplies

- pencil
- plain white paper
- white poster board
- markers or paints

## Instructions

During World War II, the United States government used a myriad of posters to communicate important messages to Americans on the home front. The wide range of poster subjects included the following:

- joining the armed forces
- Victory Gardens
- buying war bonds
- becoming a military nurse
- protecting American children
- American patriotism
- not wasting food
- observing blackouts
- avoiding careless talk
- taking industrial war jobs
- joining the women's branches of the military
- carpooling and avoiding unnecessary travel
- saving metal, rags, paper, and coal
- hard work rather than laziness in war jobs



For this activity, you will design and create a World War II poster. Lesson 107 has several examples. Use the plain white paper to make sketches of your poster ideas. Combine words and images to convey your message powerfully and memorably. You might come up with a catchy slogan similar to the famous slogan, “Loose lips sink ships.”

When you have decided how you want your poster to look, draw and letter it with pencil on the dull side of the poster board. When you are satisfied with your poster design, color it in using vibrant colors. Some parts of your drawing or lettering might look best outlined in black. Family members can make their own individual posters or collaborate on one poster.



*Eleanor Roosevelt with injured sailors in San Diego, July 1944*

## Lesson 108

American Biography

# Eleanor Roosevelt, First Lady and Public Servant

Eleanor Roosevelt, wife of President Franklin Roosevelt, served as America's first lady for over 12 years, longer than any other first lady. Anna Eleanor Roosevelt was born in 1884 in New York City, to Elliott and Anna Hall Roosevelt. Elliott was the brother of President Theodore Roosevelt. Eleanor's father suffered from depression and alcoholism and was often away from home. Eleanor's mother was **distraught** about her husband's behavior. Eleanor often sat by her mother's bed, stroking her head to comfort her when she had bad headaches. Eleanor had two younger brothers, Elliott and Hall.



*Young Franklin Roosevelt*



*Eleanor Roosevelt and her father*

When Eleanor was eight, her mother died. The next year, her little brother Elliott died at age four. Eleanor adored her father, but he continued to stay away from home a great deal. When he did come home, he was playful with her. She was confident of the love he had for his own "darling little Nell." Her heart was broken when her father died, too. Eleanor was almost ten years old.

Eleanor's maternal grandmother became the guardian of Eleanor and Hall. Life with her grandmother was lonely for Eleanor. While she was growing up in New York City, her distant cousin Franklin Delano Roosevelt was growing up in Hyde Park, New York.



Eleanor's grandmother sent her to Allenswood School in London when she was 15. For three years, she studied language, literature, and history. At Allenswood she developed a good relationship with the school's headmistress, Mademoiselle Marie Souvestre. In the summers Eleanor and Marie traveled together in Europe. They visited grand tourist attractions and also places where people lived in poverty.

The aristocratic society to which Eleanor belonged expected girls to make a **debut** into society. Eleanor returned to America for her debut in 1902. Eleanor participated in the social obligations the aristocrats expected of a young woman of her social class. She also became involved in helping the poor.

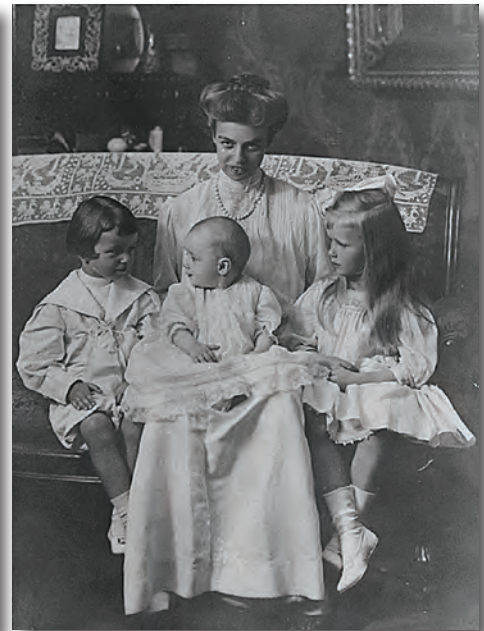
## Bride and Mother

In 1902 Eleanor took a trip by train. On the train, she ran into her distant cousin Franklin. The two developed a friendship and soon began to court secretly. In November 1903, they were engaged. Franklin's mother did not want them to get married. They waited over a year and married in March 1905. Eleanor's uncle Theodore Roosevelt was serving as president at the time. He gave her away at the wedding. Franklin and Eleanor went to Europe on their honeymoon. During the first 11 years of their marriage, Franklin and Eleanor had six children, Anna Eleanor, James, Franklin Jr. (who lived for only eight months), Elliott, Franklin Jr., and John Aspinwall.



*Bridal portrait*

*Eleanor Roosevelt during their honeymoon in Europe; with Anna; and with Anna, James, and Franklin Jr.*



The Roosevelts lived first in New York City; then in Albany, New York, where Franklin served as a state senator. Later they moved to Washington, D.C., while Franklin served as assistant secretary of the Navy. In Washington Eleanor Roosevelt became involved with helping people, first through the Navy Relief organization and later through the Red Cross.

When the Roosevelts left Washington, they returned to New York City. In 1920 the Democratic Party nominated Franklin Roosevelt for vice president, but the Democrats did not win the presidency. Mrs. Roosevelt became involved in the Democratic Party, too. She began to write articles for political, scholarly, and popular magazines and to speak at political events. By the time her husband ran successfully for governor of New York in 1928, she was a major influence in Democratic politics.

## Teacher

A year before becoming first lady of New York State, Mrs. Roosevelt had learned that Todhunter School, a private school for upper-class girls in New York City, might be for sale. She suggested that she and two friends purchase the school. Mrs. Roosevelt became a teacher there. She wanted to give girls the kind of experience she had at Allenswood School. She taught American history, current events, American literature, and English to juniors and seniors. She took students on field trips to markets, **tenement** houses, and New York Children's Court. She wanted them to see the problems poor people faced in New York City. Though she moved with her husband to Albany when he became governor, she continued to teach three days a week. She said, "I teach because I love it. I cannot give it up."

After her husband was elected president, Eleanor Roosevelt gave up her teaching job with a great deal of sadness. She continued to attend school events, give lectures to **alumnae**, teach an occasional class in current events, and deliver graduation addresses. She also invited Todhunter girls to the White House.

## First Lady of the United States

Eleanor Roosevelt served as chairman of the Women's Division of the National Democratic Party. Americans were not sure what to think about a first lady who was an active politician and a professional magazine writer. Though Mrs. Roosevelt believed in and respected her husband, she was not happy about the changes his being president would mean to her personally.

Two days after FDR was inaugurated, the first lady showed Americans that she would be an active first lady. She held her own press conference and announced that she would meet with female reporters once a week. Mrs. Roosevelt began writing a monthly column in *Woman's Home Companion* magazine. She gave the \$1,000 per month she earned to charity. She titled her first article, "I Want You to Write Me." By January 1934, 300,000 Americans had written to her.



# First Lady Eleanor Roosevelt



Top row: Mrs. Roosevelt with His Majesty King George VI and Queen Elizabeth in England and with Mrs. Churchill in Canada



Becoming a member of the Penobscot Nation, Maine



Eleanor Roosevelt and Shirley Temple

When guests came to the door of the White House, Mrs. Roosevelt often greeted them herself. Though she had grown up in a privileged family, she was comfortable with poor, hurting people and reached out to them while she served as first lady. She traveled widely and became involved in New Deal projects. Eleanor Roosevelt encouraged all Americans to treat African Americans well. She supported their efforts to be treated equally. In 1935 she began to write a daily newspaper column called *My Day*. Mrs. Roosevelt went on national speaking tours and represented America overseas. Before and during World War II, Mrs. Roosevelt personally helped European refugees find safety in the U.S. During the war, she traveled to many places to encourage soldiers and civilians.

## Author and Public Servant

When her husband died, Eleanor Roosevelt grieved her great loss and helped to plan his funeral. She said goodbye to people she had worked with for over 12 years, moved out of the White House, and wondered what she would do in the future. She wanted to be useful and

to honor her husband's work. President Truman appointed Eleanor Roosevelt as a **delegate** to the United Nations (UN). We learn about the UN in Lesson 111.



## Fast Forward

In the last 17 years of her life, Eleanor Roosevelt published 16 books, including four biographies, one book about Christmas, one about etiquette, and several about current events and politics. During the 1950s, Eleanor Roosevelt continued to speak out for equal treatment of African Americans. She hosted events that honored her late husband and continued to be involved in the Democratic Party. When John F. Kennedy ran for president in 1960, she campaigned for him. For the last two years of her life, Eleanor Roosevelt struggled with anemia and tuberculosis. Still she continued to be active. In the fall of 1962, she finished her last book. Eleanor Roosevelt died on November 7.

For 27 years, Eleanor Roosevelt wrote her column, *My Day*, six days a week. She missed only four days when her husband died. Remember that it is God who gives us each day.

God called the light day,  
and the darkness He called night.  
And there was evening  
and there was morning, one day.  
Genesis 1:5

### Activities for Lesson 108

**Presidential Biography** – Read the biography of Franklin D. Roosevelt on the following page.

**We the People** – Read “Press Release” on page 192.

**Timeline** – In *Timeline of America the Beautiful* next to 1884, write: Eleanor Roosevelt is born in New York City.

**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 108.

**Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: distraught, debut, tenement, alumnae. Check in a dictionary if you need help with their definitions. Look in the lesson for clues to the word meanings.

**Creative Writing** – Look closely at the photographs in this lesson, especially at the faces and posture of the people pictured alongside Eleanor Roosevelt. Write one or two paragraphs in your notebook about what the photographs communicate about how people felt about her.

**Literature** – Read chapter 8 in *Blue Willow*.







# President Franklin D. Roosevelt

America's 32nd President — March 4, 1933 - April 12, 1945

Franklin Roosevelt's father, James, made a fortune in railroads and coal. He was a widower with one adult child, also named James, when he married Sara Delano. Sara had grown up in Hong Kong and on an estate near the Hudson River in New York. Sara Delano was homeschooled. She was 26 when she married James; he was 52. Sara and James lived happily at Hyde Park, his estate along the Hudson River.

Franklin Delano Roosevelt was born at Hyde Park in 1882. Sara devoted herself to her only child. While many wealthy mothers had servants to care for their children, Sara took care of Franklin herself. Tutors taught Franklin at home until he was 14 years old. He then entered the elite, private Groton School in Massachusetts. Endicott Peabody, the head of the school, encouraged students to be public servants. Franklin's distant cousin Theodore Roosevelt once gave a talk at the school. Franklin came to admire him. Both TR and Peabody had a great impact on Franklin's life. After Groton, Franklin entered Harvard. His father died a few months later.

At Harvard Franklin became the president of the *Harvard Crimson*, the college newspaper. Franklin entered Columbia University Law School in the fall of 1904 and married Eleanor in 1905. He continued in law school but never graduated. However, he passed the bar and began to practice law. After Roosevelt was elected to the New York state senate in 1910, he became the head of the Forest, Fish and Game Committee. For the rest of his life, he supported conservation. FDR served as Woodrow Wilson's assistant secretary of the Navy for seven years.

The Roosevelt family had homes in New York City, at Hyde Park, and at Campobello along the Atlantic coast in southern Canada, just north of Maine. In 1921 FDR contracted polio while at Campobello. He became paralyzed from his waist down. He tried many treatments to be able to use his legs again. Beginning in 1924, he exercised in warm mineral waters at Warm Springs, Georgia. The treatments helped Roosevelt regain some feeling and made his muscles stronger, but he never walked again without help.

In 1928 FDR was elected governor of New York. In 1932 he easily won the presidential race against President Hoover. His children James and Anna worked with him at the White House. He continued his hobbies of collecting stamps, bird-watching, and playing cards. He was elected again in 1936 and 1940. Roosevelt's mother, Sara, died a few months after the 1940 election. Roosevelt was elected to a fourth term in 1944, but he died soon after he was inaugurated.



*Franklin D. Roosevelt by Ellen Gertrude Emmet Rand; Anna Eleanor Roosevelt*



*Nāpali Coast of Kauai*

## Lesson 109

God's Wonder

# God Created the Hawaiian Islands

**G**od created thousands of islands in the Pacific Ocean, including the Hawaiian Islands. American author Mark Twain visited them in 1866. He said, "They are the loveliest fleet of islands that lies anchored in any ocean."



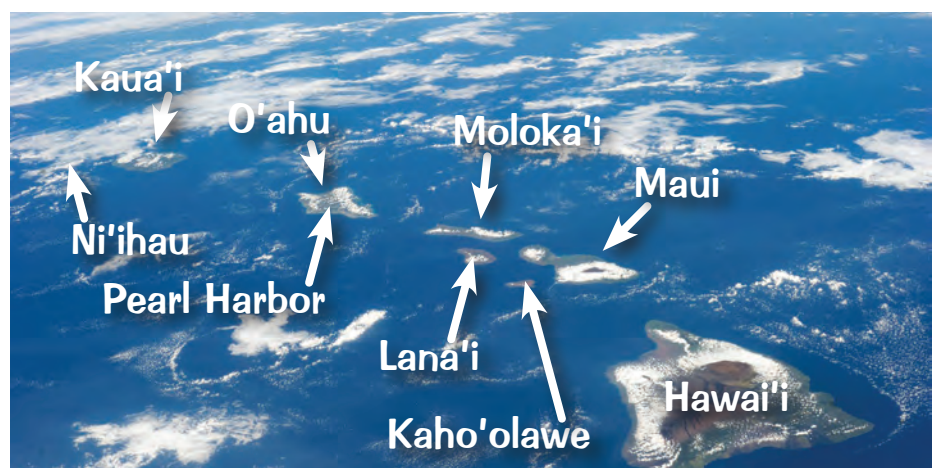
*Maiapilo*

## Where Are the Hawaiian Islands?

The Hawaiian Island archipelago stretches out in a 1,500 mile-long crescent. It includes eight main islands and 124 islets. In order of largest to smallest, the eight main islands are Hawai'i (also called the Big Island), Maui, Kaho'olawe, Lana'i, Moloka'i, O'ahu, Kaua'i (pictured above), and Ni'ihau. The Hawaiian Islands are in the Pacific Ocean, far from the rest of the United States. Of the eight main islands, Hawai'i is the closest to California.

When Japan attacked Pearl Harbor in 1941, the eight main islands were part of the U.S. Territory of Hawai'i. Pearl Harbor was once rich with pearl-producing oysters. The ancient Hawaiians called the harbor *Wai Momi*, meaning "Waters of Pearl."

## U.S. Territory of Hawai'i





In the 1860s, the U.S. Navy began keeping ships at Pearl Harbor. In the 1880s, the U.S. leased lands on O'ahu for a naval base. The U.S. annexed Hawai'i in 1898. The islands became the U.S. Territory of Hawai'i in 1900. The Navy established Pearl Harbor Naval Shipyard in 1908. As we learned on page 800, when it became obvious that Japan would likely be a threat to the United States, the U.S. Navy sent ships to Pearl Harbor. The Navy made Pearl Harbor the main port for the Pacific fleet of the United States Navy. The ships that the Navy placed there to protect America became targets for the Japanese on December 7, 1941, the day that President Roosevelt called "a date which will live in infamy."

Midway is an atoll in the western end of the Hawaiian archipelago. American and Japanese forces fought a major battle there in 1942. Find Japan, Pearl Harbor, California, and Midway on the globe below.





## Volcanoes and Mountains

The Hawaiian Islands are actually the tops of volcanoes that rise from the ocean floor. Though most are dormant (at rest), some volcanoes are active. The Haleakalā volcano is on the island of Maui. The Big Island of Hawai'i has four: Mauna Kea, Mauna Loa, Hualālai, and Kīlauea.

The last known eruption of Hualālai was in 1801. Mauna Kea is the highest mountain in the islands. It rises 13,796 feet above sea level. However, the mountain actually begins on the ocean floor. From there to the top, it is almost 33,500 feet tall, making it 4,000 feet taller than Mount Everest. Mauna Loa is the second highest mountain in the islands. It is the largest active volcano on Earth. Kīlauea is one of Earth's most active volcanoes. Nearby is the Lō'ihi volcano. It is 3,189 feet below the surface of the ocean. It is the only known underwater volcano in the Hawaiian Island chain. It is about 22 miles from the Big Island.



*Kīlauea volcano*

## Plants, Animals, and Weather

The Hawaiian Islands have two seasons. In winter the average temperature is in the mid-70s. The summer average is in the mid-80s. Weather in the mountains is cooler. The tops of Mauna Kea and Mauna Loa often have snow during the winter. Though much of the region is humid, winds blowing in from the Pacific Ocean make the weather comfortable. The winds bring moisture, which makes native plants grow lush. Rainfall varies greatly. God sends about 450 inches per year at Mount Wai'ale'ale on the island of Kaua'i. It is one of the wettest places on Earth. On the other hand, only about eight inches falls near the top of Mauna Kea. With a tropical climate and rich soils, the Hawaiian Islands are an ideal place to grow foods such as coffee, macadamia nuts, papayas, and avocados.



*Macadamia nuts*

God created habitats that support a wide variety of life in the Hawaiian Islands: ocean waters, lagoons, and streams, plus mountains, cliffs, caves, valleys, coastal plains, calderas (volcano

craters that have collapsed), and beaches. The Hawaiian Islands are home to many endemic plants and animals. Though immigrants have brought many mammals to the islands, the only native land mammal is the 'ōpe'a pe'a (Hawaiian hoary bat in English).



*Macadamia nut farm on the Big Island*



The spinner dolphin and the endemic Hawaiian monk seal are two marine mammals that live in Hawaiian waters. In the daytime, spinner dolphins rest, play, and socialize with each other in lagoons. As their name implies, they like to spin, sometimes as many as seven times in a row! They spin vertically and horizontally. They leap and make back and head slaps. Especially impressive is the tail-over-head leap, in which the dolphin shoots head first out of the water and then flips its tail over its head before re-entering the water head first.

Female spinner dolphins give birth to one calf. Its mother and other adults watch the calf closely. Sometimes the mother leaves her calf with a babysitter. Even the pinkish newborn calves sometimes try to spin. At night they move as a group to feed on small fish, squid, and shrimp. By traveling together, they avoid their main predators—tiger and cookie cutter sharks.

Once each year Hawaiian monk seals come ashore to rest and to molt their hair and a layer of skin. This takes seven to ten days. These seals are about six feet long and weigh around 450 pounds. They give birth to 25-pound babies, which nurse their mother's rich milk for five to six weeks. By six weeks of age, the baby seals weigh over 100 pounds. Most Hawaiian monk seals live their entire lives near where they were born.

Each year the Pacific golden plover flies 3,000 miles nonstop from Alaska to the Hawaiian Islands. Humpback whales also migrate to Hawai'i from Alaska.



*Pacific golden plover*



*Hawaiian green sea turtle near O'ahu*



*Spinner dolphin near Kaua'i*



*Hawaiian stilt or ae'o*



*Hawaiian monk seal on Ni'ihau*



*Pacific golden plover*



*Yellow tang near Lanai*

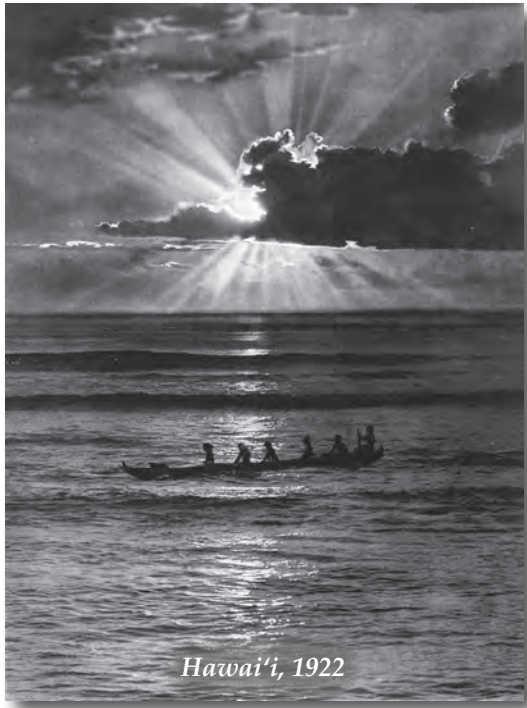


*Bandit angelfish*



*T'iwi on Maui*





Hawai'i, 1922

## Kānaka Maoli

The first people on the Hawaiian Islands were probably Polynesians who came in boats from the Marquesas Islands about 300 years after the birth of Christ. They likely continued to migrate to the islands over the next three centuries. More immigrants probably came from Tahiti around 800 A.D. The Hawaiians called themselves *Kānaka Maoli*, meaning “the real people.”

English explorer Captain James Cook landed on Kaua'i Island in 1778. He named the island chain the Sandwich Islands in honor of John Montagu, Earl of Sandwich. The Hawaiians believed in gods and goddesses and had many myths and legends. Chiefs and priests led them. The wealthiest Hawaiians had been

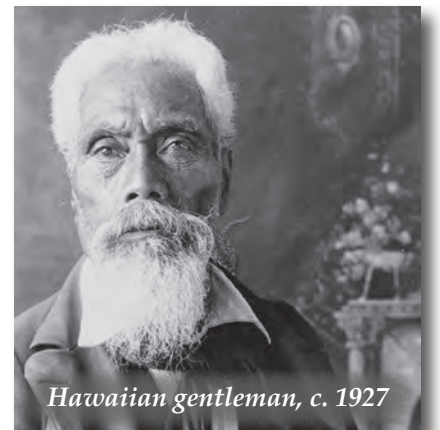
enjoying the sport of surfing for at least 300-400 years.

The Hawaiian people were fishermen and farmers. They were master boatbuilders and navigators. They had great knowledge of plant and animal life. They made no pottery or metal tools. They made useful objects from wood, shells, stones, and bones.

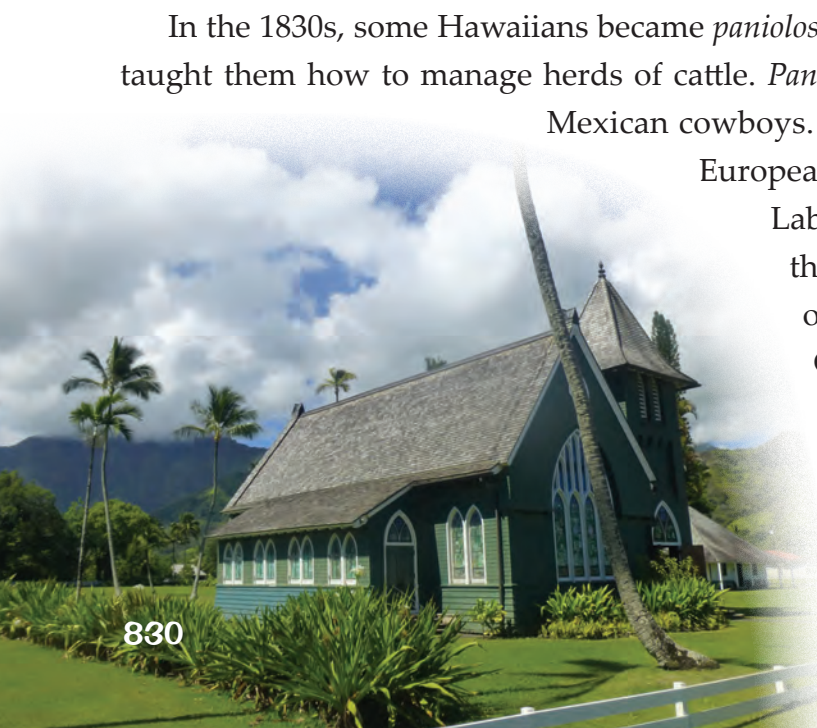
English Captain George Vancouver brought livestock to the island in 1792. In the early 1800s, American whalers began to spend winters in the islands. Missionaries from New England first arrived in 1820. Over the next 30 years, many islanders confessed Jesus and began to follow Him. The islanders had no written language. They were eager for missionaries to teach them how to read and write.

In the 1830s, some Hawaiians became *paniolos* when *vaqueros*, who emigrated from Mexico, taught them how to manage herds of cattle. *Paniolos* are Hawaiian cowboys and *vaqueros* are Mexican cowboys. Most of the Hawaiian Islands have ranches.

Europeans living in the islands began plantations. Laborers from China, the Azores, Japan, Korea, the Philippines, and Puerto Rico came to work on them. Since English explorer Captain James Cook came to the islands in 1788, immigrants from all over the world have moved there.



Hawaiian gentleman, c. 1927



The Wai'oli Hui'ia congregation began in 1834. Its building is the oldest surviving church building on the island of Kaua'i.





Hawaiian Princess  
Ka'iulani, niece of  
Queen Lili'uokalani, 1893

## King Kamehameha

Around 1800 Kamehameha I conquered the inhabited Hawaiian Islands and united them. Kings ruled the islands for most of the 1800s. This kind of government is called a monarchy. As we learned in Lesson 71, Queen Emma visited Washington, D.C., during the presidency of Andrew Johnson. She was the wife of King Kamehameha IV.

A small group of businessmen overthrew the monarchy in 1893. President Grover Cleveland tried to help Hawai'i's last ruling monarch, Queen Lili'uokalani, to remain in power, but was not successful. Hawaiians honored Queen Lili'uokalani until her death in 1917. They continue to honor her as a heroine today and to sing "Aloha Oe," a song which she wrote.

The creatures, mountains, beaches, forests, and volcanoes of Hawai'i display the creative power of God.

**He looks at the earth, and it trembles;  
He touches the mountains, and they smoke.  
Psalm 104:32**

## Activities for Lesson 109

**We the People** – Read "Great Our Joint Rejoicings Here" on pages 193-197.

**Map Study** – Complete the assignments for Lesson 109 on Map 26 in *Maps of America the Beautiful*.

**Timeline** – In *Timeline of America the Beautiful* next to 1900, write: Hawai'i becomes a U.S. territory.

**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 109.

**Thinking Biblically** – Copy Isaiah 42:10 in your notebook.

**Literature** – Read chapter 9 in *Blue Willow*.



Gourd drum,  
called a Ipu Hula

'Ukulele



*Sailors in Central Park, New York City, 1942*



## Lesson 110

American Landmark

# New York, the City That Never Sleeps

**W**hen World War II began, New York City had the largest population of any city in America. It still does. New York has several nicknames. Beginning in the 1920s, **jazz** musicians started calling it the Big Apple.

Like other Americans across the country, New Yorkers were part of the home front efforts. In the photo below, men work on a war bond mural at Grand Central Station. New York had 341 war factories. About 800,000 New Yorkers entered the military during World War II.

The Hudson River and the East River empty into the excellent New York Harbor. The harbor has long been a gateway to and from America. During World War II, refugees who had escaped from their war-torn homelands found refuge here. New York Harbor and the East River were busy during the war. The Brooklyn Navy Yard along the East River repaired 5,000 Allied



ships that bombs and torpedoes had damaged. Three battleships and four aircraft carriers were launched from the Brooklyn Navy Yard, including the USS *Missouri*, the ship on which Japan surrendered. During the war, the Navy Yard had a workforce of 75,000 men and women. American troops, including my father-in-law, Wesley Notgrass, were stationed on Governors Island in New York Harbor.

*Preparing war bond mural for Grand Central Station*



Soldiers from military bases around the U.S. arrived on trains at Grand Central Station. See pictures below and at the bottom of page 832. The U.S. Army guarded it carefully during World War II, since it was important in the process of moving American troops overseas. More than 3.2 million members of the United States military left from New York City to go to Europe and North Africa.

Before leaving for the war, many American soldiers saw New York City's famous landmarks. They enjoyed the Empire State Building, the Statue of Liberty, the Bronx Zoo, Yankee Stadium, and Times Square. They visited Harlem, saw the Brooklyn Bridge, rode the Staten Island ferry, and relaxed in Central Park, pictured at the top of page 832. Awed by the sights their eyes beheld, soldiers felt far away from their homes and families, while realizing that they would soon be much farther away from home.



*Wesley Notgrass and a friend  
at Yankee Stadium*

*Patriotic war bond mural inside Grand Central Station*



During World War II, women performed a variety of jobs in the military. Those serving in the U.S. Army were called WACs because they were part of the Women's Army Corps. Women in the U.S. Navy were WAVES (Women Accepted for Volunteer Emergency Service). Women in the Coast Guard were SPARs (*Semper Paratus* Always Ready). *Semper Paratus* means "always ready" in Latin. Women in the Marine Corps were part of the United States Marine Corps Women's Reserve. Hunter College in the Bronx became a training center for 80,000 WAVES, plus many SPARs and female Marines.



## New York Entertainment

During World War II, soldiers on duty in New York received free tickets to sporting events, the latest movies from Hollywood, and to plays on **Broadway**, a street in New York with many theaters. Soldiers enjoyed the music of Big Bands and popular singers. Broadway actors were among the many **celebrities** who entertained troops in shows that the United Service Organization (USO) provided. An executive who worked for a top New York **talent** agency oversaw the shows.

A plane carrying USO actors and singers crashed near Lisbon, Portugal, in 1943. Broadway singer Jane Froman was badly injured. Just a few months later she returned to the Broadway stage in a wheelchair. Long gloves and an evening gown covered her scars and cast. In 1945, still on crutches, she entertained troops in Europe. Miss Froman later married the copilot of the plane that crashed. It was he who saved her life in the crash.

Irving Berlin's Broadway musical *This Is the Army* raised \$10 million for service members and their families. A movie studio made a movie version. Berlin and a cast of soldier-actors took the **musical** on a tour to perform for soldiers around the world.

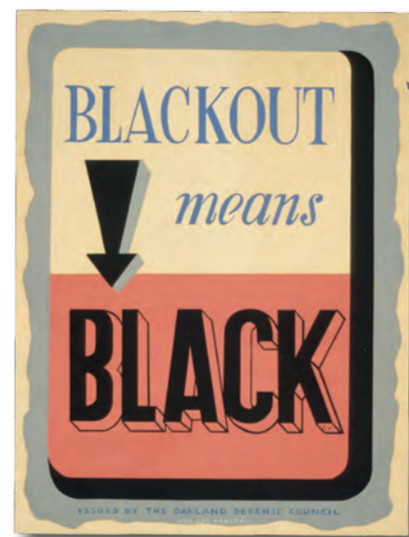
## Protecting the Home Front

By 1943 New York National Guard units protected New York City and the surrounding area. Federal troops were also stationed there with artillery ready to defend the city from an Axis attack. During the war, 400,000 New York citizens served as volunteer air raid wardens. Some scanned the skies for enemy planes. Others made sure that people turned out their lights and went to shelters during air raid drills. Because New York is such a busy town, it is known as the City That Never Sleeps. However, during World War II, New Yorkers had to make adjustments to their normal activities.



The city often practiced blackouts during air raid drills. However, New York City had so many lights shining at night that the glow of the city made the silhouettes of ships offshore visible. Since German submarines sank many U.S. ships carrying oil and freight to Great Britain, the U.S. military feared that these offshore ships would become targets.

To eliminate the lighted silhouettes, the Army ordered a dimout. Streetlights and traffic lights used lower wattage. People covered windows in offices and apartment buildings that were above 15 stories high. Stores and restaurants used fewer outside lights. Drivers placed hoods over their automobile lights. Baseball teams played no night games. The Germans never attacked the ships near New York City.



## German Spies

Though the Axis never actually attacked New York City, German spies did try to harm the city. Before dawn on June 13, 1942, a German submarine (often called a U-boat) dropped off four German spies along the coast of Long Island. All had lived in America before the war and all spoke English. Once ashore, they saw John Cullen, a member of the U.S. Coast Guard, who was patrolling the beach. The spies told him they were lost fishermen. He became suspicious when one of them spoke a few words in German.

Cullen was not armed and could not capture them, so he went to his station and set off an alarm. The spies ran away and took the Long Island Railroad into Manhattan. The leader became afraid and turned himself in to the U.S. Federal Bureau of Investigation (FBI). Authorities captured the others. Authorities also captured four German spies carrying out a similar plan in Florida. Coast Guardsman Cullen became a hero.

Two Staten Island air raid wardens, Ernest Lehmitz and Erwin De Spretter, were actually spies for Germany. Lehmitz had received training as a spy in Germany. He pretended to be a patriotic American. He even planted a Victory Garden. However, he spied on American military activity from his attic and used invisible ink to send letters to the enemy. Authorities captured both of them. Unlike Lehmitz and De Spretter, the majority of German Americans were loyal to the United States. Many joined the military.



## The Manhattan Project

Physicists at New York City's Columbia University were the first American scientists to split uranium atoms. Splitting an atom produces nuclear energy. In 1939 German-born scientist Albert Einstein informed President Roosevelt that it was possible to create nuclear (or atomic) bombs. Einstein had immigrated to America in 1933. He became a U.S. citizen in 1940. Einstein based his opinions partly on the research of the Columbia University physicists. Einstein told Roosevelt that Germans were also trying to build atomic bombs. Roosevelt encouraged American scientists to work on nuclear weapons. The project became known as the Manhattan Project. Manhattan is one of New York City's five boroughs (the borough includes Manhattan Island). Strong football players from Columbia University received pay for carrying heavy materials the scientists needed, including uranium. The people who worked on the Manhattan Project developed the atomic bombs that were dropped on Japan at the end of World War II.

Millions of New Yorkers celebrated in New York's Times Square on V-E Day and V-J Day. Millions of soldiers came back home through New York Harbor, rejoicing to see the Statue of Liberty and to be on American soil again.

**Rejoice always; pray without ceasing; in everything give thanks;  
for this is God's will for you in Christ Jesus.  
1 Thessalonians 5:16-18**

### Activities for Lesson 110

**Map Study** – Complete the assignment for Lesson 110 on Map 3 in *Maps of America the Beautiful*.

**Timeline** – In *Timeline of America the Beautiful* next to 1931, write: Empire State Building opens.

**Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 110 and take the test for Unit 22.

**Vocabulary** – Write a paragraph about New York City, using each of these words: jazz, Broadway, celebrity, talent, musical.

**Creative Writing** – In your notebook, write a war-time short story that takes place in New York City. Use places and facts from this lesson in your story.

**Literature** – Read chapter 10 in *Blue Willow*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Blue Willow*.





Detail from *Dancing Children* by Jane Palmer, 1782

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Front End Sheet - Ocean: John Frederick Kensett / Metropolitan Museum of Art; Map: Nate McCurdy

- i Charlene Notgrass
- iii Charlene Notgrass
- iv Charlene Notgrass
- vi Charlene Notgrass
- vii Charlene Notgrass
- ix Charlene Notgrass
- xv Charlene Notgrass
- xvii Charlene Notgrass
- xviii Charlene Notgrass
- 1 River: Charlene Notgrass; Feather: Irina Usmanova / Shutterstock.com
- 2 CO: Charlene Notgrass; NY: Charlene Notgrass; KS: Ricardo Reitmeyer / Shutterstock.com;

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- 4 OK: Charlene Notgrass; OH: Steven R Smith / Shutterstock.com; NM: Charlene Notgrass; AK: Troutnut / Shutterstock.com; NC: Charlene Notgrass; TX: William Cushman / Shutterstock.com; AK: BMJ / Shutterstock.com
- 5 ME: Chris Hill / Shutterstock.com; Right whale: NOAA; Turtle: Fine Art Photos / Shutterstock.com; Swordfish: Marcutti / Shutterstock.com; Dolphin: Shane Gross / Shutterstock.com; Seal: A\_Different\_Perspective / Pixabay; LA: U.S. Fish and Wildlife Service National Digital Library; Crocodile: U.S. Fish and Wildlife Service; Manatees: psyberartist / Flickr / CC BY 2.0; Crab: Milovzorova Elena / Shutterstock.com
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- 161 Vass, goblet, and mortar and pestle: Metropolitan Museum of Art; Marking lumber: Manning, S. F. / CC BY-SA 3.0; Carpenter: Daniel Reiner / Shutterstock.com
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- 169 Ojibwa village: Wikimedia Commons; Babies: Library of Congress; Dance: Wikimedia Commons; Huron woman: Luigi Silipo / Shutterstock.com; Reconstruction: Bruce Raynor / Shutterstock.com
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- 247 Congress Hall and Senate Chamber: National Park Service; Senate Chamber: L'Enfant: Allyn Cox / Architect of the Capitol
- 249 George: Metropolitan Museum of Art; Martha: National Portrait Gallery, Smithsonian Institution
- 250 National Park Service
- 251 Farmhouse: Charlene Notgrass; View of birthplace: National Park Service; Abigail: Everett Historical / Shutterstock.com
- 252 Statue: Charlene Notgrass; Mold: National Park Service
- 253 Portraits: National Park Service; Treaty: Architect of the Capitol
- 254 Sampler: Smithsonian Design Museum; Dining room: National Park Service
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ii	Charlene Notgrass
iv	Charlene Notgrass
vi	Charlene Notgrass

- 567 Edison: National Portrait Gallery, Smithsonian Institution; Bulb: National Museum of American History
- 568 Progress of the Century: Everett Collection / Shutterstock.com; Calendar: Library of Congress
- 569 Poster: Library of Congress; Electoral Commission: Everett Collection / Shutterstock.com
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- 577 Breakers: solepsizm / Shutterstock.com; Biltmore exterior: Konstantin L / Shutterstock.com; Banquet hall: Carol M. Highsmith Archive, Library of Congress; Library: Delaney Juarez / Shutterstock.com
- 578 Poster: Library of Congress
- 579 Carnegie alone: Everett Collection / Shutterstock.com; All others: Library of Congress
- 580 Washington and Massachusetts: Carol M. Highsmith Archive, Library of Congress; South Carolina: Library of Congress; Kansas: Charlene Notgrass
- 581 Billiard hall: Library of Congress; Jones: National Portrait Gallery, Smithsonian Institution
- 582 Carnegie: National Portrait Gallery, Smithsonian Institution
- 583 James: National Portrait Gallery, Smithsonian Institution; Lucretia: Library of Congress
- 584 Wisconsin: Charlene Notgrass; Nevada: Library of Congress; Nebraska: Everett Collection / Shutterstock.com

- 774 Enrollee with mother: Library of Congress; All others: National Archives
- 775 Blacksmith and parade: Library of Congress; Cutting stone and building bridge: National Park Service; Telephone, Standing Rock, and pipeline: National Archives
- 776 Tlinget and artist: National Archives; Cutting stone: Library of Congress; Cleaning seeds and trail construction: National Park Service
- 777 National Archives
- 778 Bridge: Geartooth Productions / Shutterstock.com
- 779 Everett Collection / Shutterstock.com
- 780 Construction: Everett Collection / Shutterstock.com; Modern: Andrew Zarivny / Shutterstock.com
- 781 Plane: National Park Service; Rivets: Stephen Finn / Shutterstock.com
- 782 Cable: Joaquin Ossorio Castillo / Shutterstock.com; Roadway: A.Hornung / Shutterstock.com
- 783 Fog: CAN BALCIOGLU / Shutterstock.com
- 784 Texarkana: The Lyda Hill Texas Collection of Photographs in Carol M. Highsmith's America Project, Library of Congress; Chicago: Library of Congress
- 785 Photos: Library of Congress; Stamp: Olga Popova / Shutterstock.com
- 786 Theater: Library of Congress; McDaniel: catwalker / Shutterstock.com; Temple: National Portrait Gallery, Smithsonian Institution
- 787 Handprints: travelview / Shutterstock.com; White House: Library of Congress
- 788 Left column: National Archives; Award: Featureflash Photo Agency / Shutterstock.com
- 789 Toy poster and children: Library of Congress
- 790 Orca: Monika Wieland Shields / Shutterstock.com
- 791 Lodge: Paul R. Jones / Shutterstock.com; Rain gauge: Van Rossen / Shutterstock.com; Peninsula: NASA; Compass: Kaissa / Shutterstock.com
- 792 Sea star: Nagel Photography / Shutterstock.com; Auklet: National Park Service; Crab: Bill Baccus / National Park Service; Skunk cabbage: Jack Waknitz / Shutterstock.com; Point of Arches: Danita Delimont / Shutterstock.com; Labrador tea: Jacob W. Frank / National Park Service
- 792 Urchin: National Park Service; Crowberries: Torbjorn Helgesen / Shutterstock.com; Puffins: Love Lego / Shutterstock.com
- 793 Hoh Rain Forest: Tomas Nevesely / Shutterstock.com; Owl: National Park Service
- 794 Rhododendron: Patricia Thomas / Shutterstock.com; Chipmunk: Paul A Smith / Shutterstock.com; Bellflower and marmots: National Park Service
- 795 Banana Slug: John De Winter / Shutterstock.com; Ruby Beach: Dena Russell; All other photos: National Park Service / Warbler (J. Preston), Fiddlehead fern (Pete Zaidel), Avalanche lilies (Benjamin Komar), brown Sooty grouse (Carmen Bubar), Olympic Mountains with fog (Bill Baccus)
- 796 All photos: National Park Service
- 797 Airplanes: Tech. Sgt. Anthony Nelson / U.S. Air Force; Helmet: mikedray / Shutterstock.com
- 798 Eisenhower: National Archives; Message to Japan: Library of Congress
- 799 Mussolini and Hitler: National Archives; Floor map: Library of Congress; Poland: Everett Collection / Shutterstock.com
- 800 London: Library of Congress; French people: National Archives; USS Arizona: National Park Service
- 801 Churchill and Roosevelts: National Archives; Churchill returns: Library of Congress; USS Arizona: National Park Service
- 802 Declaration of War: Library of Congress; Aleutians and Casablanca: National Archives
- 803 Landing ship and Captain Glead: Library of Congress; New Caledonia: Everett Historical / Shutterstock.com
- 804 Unloading tank: National Archives; Ships: Everett Collection / Shutterstock.com
- 805 Truman: National Archives; Poster: Everett Historical / Shutterstock.com; Code Talkers: National Archives
- 806 Wesley Notgrass Collection
- 807 Poster: Library of Congress
- 808 Top and middle posters: Everett Collection / Shutterstock.com; Bottom: Library of Congress
- 809 Poster and workers: Library of Congress
- 810 Florida and Texas: Everett Historical / Shutterstock.com; Illinois: Library of Congress
- 811 Top poster: Library of Congress; War guide and child: National Archives
- 812 All images: Library of Congress
- 813 All images: Library of Congress
- 814 Posters: Library of Congress
- 815 Evelyn Boyd: Boyd Family Collection; Other photos: Library of Congress
- 816 Los Angeles, ukelele, and grandfather: National Archives; Sunday School, teacher, and soldier: Library of Congress
- 817 Mural: Gates Frontiers Fund Wyoming Collection within the Carol M. Highsmith Archive, Library of Congress; Memorial: Carol M. Highsmith's America, Library of Congress; Blue Star: Smithsonian National Museum of African American History and Culture
- 818 Library of Congress
- 819 Library of Congress
- 820 National Archives
- 821 National Archives
- 822 National Archives
- 823 National Archives
- 824 Stamp: catwalker / Shutterstock.com
- 825 Franklin: National Portrait Gallery, Smithsonian Institution; Eleanor: Library of Congress
- 826 Kanai: Maridav / Shutterstock.com; Maiapilo: Joz Bybee / National Park Service; Islands: Jeff Schmaltz / NASA
- 827 Newspaper: National Park Service; Pacific: Harvepino / Shutterstock.com
- 828 Kilauea: Benny Marty / Shutterstock.com; Macadamia nuts: Nataly Studio / Shutterstock.com; Farm: Maridav / Shutterstock.com
- 829 Pacific Golden plover: Doug Oglesby / Shutterstock.com; Turtle: Shane Myers Photography / Shutterstock.com; Dolphin: Uheheu / Shutterstock.com; Stilt: vagabond54 / Shutterstock.com; Seal: Matthew



- Thomas Nicholson / Shutterstock.com; Plovers: Stacey Donion / Shutterstock.com; Tang: Darren J. Bradley / Shutterstock.com; Angelfish: gary powell / Shutterstock.com; 'Iwi: Thomas Chlebeczek / Shutterstock.com
- 830 Canoe and man: Library of Congress; Church: Tallmaple / Shutterstock.com
- 831 Ka'iulani: Library of Congress; Instruments: Metropolitan Museum of Art
- 832 Fountain and mural: Library of Congress
- 833 Yankee Stadium: Wesley Notgrass Collection; Mural: Library of Congress
- 834 Poster: Library of Congress
- 835 Posters: Library of Congress
- 837 Jackie Robinson, pin, and baseball: Smithsonian National Museum of African American History and Culture
- 838 Truman home: PhotoTrippingAmerica / Shutterstock.com; Truman: National Archives
- 839 All photos: National Archives
- 840 Churchill and Truman: National Archives
- 841 Map: Nate McCurdy
- 842 Photos; U.S. Air Force; Left stamp: Massimo Vernicesole / Shutterstock.com; Right stamp: Boris15 / Shutterstock.com
- 843 Evelyn and Charlene Boyd: Boyd Family Collection; Truman: Library of Congress; Stamp: catwalker / Shutterstock.com
- 844 Inauguration: Library of Congress; Stamp: ilapinto / Shutterstock.com
- 845 Mission: Gil Cohen / National Guard Heritage Painting, courtesy National Guard Bureau
- 846 Trumans: Library of Congress
- 847 Harry: cliff1066(tm) / Flickr / CC BY 2.0; Bess: Library of Congress
- 848 Filling station: The Lyda Hill Texas Collection of Photographs in Carol M. Highsmith's America Project, Library of Congress; Organist and training: Library of Congress; Troup and Henderson: Department of Defense
- 849 Stamp: catwalker / Shutterstock.com; Racecar: Library of Congress
- 850 Nebraska tractor and bridge: Joseph Sohm / Shutterstock.com; Nevada: Danita Delimont / Shutterstock.com; Pennsylvania: Sandra Foyt / Shutterstock.com; Marker: Eddie J. Rodriguez / Shutterstock.com; Eisenhower: Eisenhower Library; Convoy: Library of Congress
- 851 Statue: Gates Frontiers Fund Colorado Collection within the Carol M. Highsmith Archive, Library of Congress; Bridge: Library of Congress
- 852 Carol M. Highsmith Archive, Library of Congress
- 853 Filling station: Nick Fox / Shutterstock.com; Motel sign: Carol M. Highsmith's America, Library of Congress
- 854 Wigwam Motel: Charlene Notgrass; Motel inset and Burma-Shave: Carol M. Highsmith's America, Library of Congress
- 855 Stamp: MM\_photos / Shutterstock.com
- 856 Car: Library of Congress
- 857 Sign: jartemenko / Shutterstock.com
- 858 Crystal Forest: Jacob Holgerson / National Park Service; Rainbow Forest: T Scott Williams / National Park Service
- 859 Painted Desert: National Park Service; Collared lizard: mhgstan / Shutterstock.com; Desert cottontail: Anne Richard / Shutterstock.com; All other photos: Andy Bridges / National Park Service
- 860 Flowers: National Park Service; Globemallow: Charlene Notgrass; First row of petroglyphs and bottom right: Charlene Notgrass; Bottom left and bottom middle petroglyphs: Stuart Holmes / National Park Service
- 861 Charlene Notgrass
- 862 Kabotie mural of Hopi travelers: National Park Service; Other photos: Charlene Notgrass
- 863 Jacob Holgerson / National Park Service
- 864 Truman Family: National Archives; North Carolina: Library of Congress
- 865 Black and white photos: Library of Congress; Poster: Everett Collection / Shutterstock.com
- 866 Poster: Smithsonian National Museum of African American History and Culture; Baseball team: Library of Congress; Stamp: catwalker / Shutterstock.com
- 867 Ruth: Library of Congress
- 868 Bushes: National Archives
- 869 National Portrait Gallery, Smithsonian Institution
- 870 Robinson and reporters: Library of Congress; Stamp: catwalker / Shutterstock.com
- 871 Smithsonian National Museum of African American History and Culture
- 872 Rickey: Library of Congress; Stamp: MM\_photos / Shutterstock.com
- 873 Robinson: National Archives
- 874 March on Washington: National Archives; Stamp: Krylova Ksenia / Shutterstock.com
- 875 Fabric background: Scapigliata / Shutterstock.com; Scrapbook page: optimarc / Shutterstock.com; Orchid: PAUL ATKINSON / Shutterstock.com; Roller skate: Knipers Krippers / Shutterstock.com; Campaign kickoff: Library of Congress; Other photos: Eisenhower Library
- 876 Eisenhowers: National Archives; General: National Portrait Gallery, Smithsonian Institution
- 877 Eisenhowers 1926 and Eisenhower with mother: Eisenhower Library; 1952 convention: Library of Congress; Other photos: Charlene Notgrass
- 878 Top left, bottom left, and bottom middle: Library of Congress; Top middle, top right, and bottom right: Eisenhower Library; Campaign items: Charlene Notgrass
- 879 Sign: Charlene Notgrass; Shelter items: National Archives; Speech: Eisenhower Library; Refugees: Everett Collection / Shutterstock.com
- 880 McCarthy: Library of Congress; Button: Charlene Notgrass; Rocket: NASA
- 881 Top three photos: Library of Congress; Bottom photo: Eisenhower Library
- 882 Speech: Charlene Notgrass