

The background of the entire page is a scenic landscape photograph. It shows a mountain range under a blue sky with some clouds. A prominent snow-capped mountain peak is visible in the distance. In the middle ground, there is a calm lake reflecting the sky. The foreground is filled with dense, low-lying vegetation in shades of green and brown, suggesting a forest or tundra. The text is overlaid on the upper half of the image.

America the Beautiful

Part 1

Charlene Notgrass

America the Beautiful Part 1

by Charlene Notgrass

ISBN 978-1-60999-141-8

Copyright © 2021 Notgrass History. All rights reserved.

All product names, brands, and other trademarks mentioned or pictured
in this book are used for educational purposes only.

No association with or endorsement by the owners of the trademarks is intended.

Each trademark remains the property of its respective owner.

Unless otherwise noted, scripture quotations are taken from the New American Standard Bible®,

Copyright © 1960, 1962, 1963, 1971, 1972, 1973, 1975, 1977, 1995

by the Lockman Foundation. All rights reserved. Used by permission.

Cover Images: Jordan Pond, Maine, background by Dave Ashworth / Shutterstock.com;

Deer's Hair by George Catlin / Smithsonian American Art Museum; *Young Girl and Dog*

by Percy Moran / Smithsonian American Art Museum; William Lee from

George Washington and William Lee by John Trumbull / Metropolitan Museum of Art.

Back Cover Author Photo: Professional Portraits by Kevin Wimpy

The image on the preceding page is of Denali in Denali National Park.

No part of this material may be reproduced without permission from the publisher.

You may not photocopy this book. If you need additional copies for children in your family
or for students in your group or classroom, contact Notgrass History to order them.

Printed in the United States of America.

Notgrass History

Gainesboro, TN

1-800-211-8793

notgrass.com



Tennessee

America the Beautiful Part 1

Introduction

Dear Studentvii

How to Use *America the Beautiful* ix

From the Heart of a Homeschooling Mama..... xv

Thanks, Team!.....xvii

Unit 1: America Before 14921

Lesson 1 - God’s Wonder: God Created America the Beautiful.....2

Lesson 2 - Our American Story: The First People Come to America.....10

Lesson 3 - American Landmark: Cliff Dwellings of Mesa Verde18

 Family Activity: Navajo-Inspired Place Mat27

Lesson 4 - American Biography: A Wampanoag Sachem of the Northeast Woodlands28

Lesson 5 - Daily Life: Nations of the Southeast36

Unit 2: Explorers and Settlers Come to America43

Lesson 6 - God’s Wonder: Crossing the Ocean Sea.....44

Lesson 7 - Our American Story: Native Nations Meet Spaniards.....52

Lesson 8 - American Landmark: St. Augustine, America’s Oldest European City60

Lesson 9 - Daily Life: English Settlers in Virginia66

Lesson 10 - American Biography: Pocahontas, a Young Powhatan Woman72

 Family Activity: Pocahontas Museum79

Unit 3: Thirteen English Colonies, Part 1..... 81

Lesson 11 - American Landmark: The Plymouth Colony	82
Family Activity: New Colony Diorama	89
Lesson 12 - Our American Story: Puritan, Catholic, and Dutch Settlers Come to America...	90
Lesson 13 - God's Wonder: God Created Cape Cod.....	98
Lesson 14 - American Biography: Roger Williams, Founder of Rhode Island.....	106
Lesson 15 - Daily Life: New Netherland and New Sweden	112

Unit 4: Thirteen English Colonies, Part 2..... 119

Lesson 16 - Daily Life: Printing Books in Colonial America.....	120
Family Activity: Colonial Printing.....	126
Lesson 17 - American Biography: William Penn, Founder of Pennsylvania	128
Lesson 18 - God's Wonder: Live Oaks of the Carolinas and Georgia	134
Lesson 19 - Our American Story: The Great Awakening	142
Lesson 20 - American Landmark: Colonial Williamsburg.....	150

Unit 5: Trouble Brews Between Great Britain and the Thirteen Colonies 157

Lesson 21 - Daily Life: Craftsmen and Merchants	158
Lesson 22 - God's Wonder: God Created the Great Lakes.....	166
Lesson 23 - Our American Story: Europeans and Native Nations Meet on the West Coast..	174
Lesson 24 - American Landmark: Historic Boston.....	182
Family Activity: Boston Tea Party	190
Lesson 25 - American Biography: Benjamin Franklin, A Founding Father.....	192

Unit 6: The American Revolution..... 199

Lesson 26 - American Landmark: Valley Forge, Pennsylvania	200
Lesson 27 - Our American Story: The American Revolution, Winter 1778 - Summer 1781 ...	208
Lesson 28 - God's Wonder: God Created Chesapeake Bay	218
Lesson 29 - Daily Life: Home Life After the American Revolution	226
Family Activity: Revolutionary Period Marbles.....	234
Lesson 30 - American Biography: John Witherspoon, Patriot Preacher.....	236

Unit 7: A New Nation and a New Frontier241

Lesson 31 - Our American Story: A New Government	242
1st President George Washington.....	249
Lesson 32 - American Biography: Abigail Adams, Wife and Mother of Presidents	250
2nd President John Adams	257
Lesson 33 - American Landmark: Historic Philadelphia	258
Family Activity: Liberty Bell Mosaic.....	265
Lesson 34 - God's Wonder: God Created the Appalachian Mountains	266
Lesson 35 - Daily Life: Long Hunters, Traders, and Pioneers	274

Unit 8: Americans Explore West of the Mississippi River... 281

Lesson 36 - Our American Story: President Jefferson and the Voyage of Discovery	282
3rd President Thomas Jefferson.....	289
Family Activity: Supplies for the Voyage of Discovery	290
Lesson 37 - American Landmark: Lewis and Clark National Historic Trail.....	292
Lesson 38 - God's Wonder: God Created the Great Plains	298
Lesson 39 - Daily Life: Native Cultures of the Plains, Plateau, and Great Basin	306
Lesson 40 - American Biography: Noah Webster, Father of the American Dictionary	314

Unit 9: The First Decades of the 1800s 319

Lesson 41 - Our American Story: Earthquakes, War, and Compromise	320
4th President James Madison	327
Lesson 42 - God's Wonder: God Created Mammoth Cave.....	328
5th President James Monroe.....	335
Lesson 43 - American Landmark: The Erie Canal	336
Family Activity: Erie Canal Diorama	343
Lesson 44 - American Biography: Sequoyah, Creator of the Cherokee Syllabary	344
6th President John Quincy Adams	351
Lesson 45 - Daily Life: Mountain Men of the West	352

Unit 10: America in the Jacksonian Era..... 357

Lesson 46 - Our American Story: Old Hickory, First President from “the West”358
7th President Andrew Jackson363
Lesson 47 - God’s Wonder: God Created America’s Islands364
Lesson 48 - American Landmark: “Remember the Alamo!”372
8th President Martin Van Buren377
Lesson 49 - American Biography: John Jay, President of the American Bible Society378
Family Activity: Sharing God’s Word.....383
Lesson 50 - Daily Life: The Trail of Tears.....384

Unit 11: New Ways to Travel and to Communicate 389

Lesson 51 - Our American Story: “Tippecanoe and Tyler, Too”390
9th President William Henry Harrison.....395
Lesson 52 - Daily Life: Traveling and Working on a Steamboat.....396
10th President John Tyler.....403
Lesson 53 - God’s Wonder: God Created the Mississippi River404
Lesson 54 - American Landmark: Natchez, Mississippi412
Lesson 55 - American Biography: Samuel Morse, Artist and Inventor418
Family Activity: Samuel Morse Journal.....423

Unit 12: A Belief in “Manifest Destiny”425

Lesson 56 - Our American Story: James K. Polk and “Manifest Destiny”426
11th President James K. Polk.....433
Lesson 57 - Daily Life: Moving West on the Oregon Trail434
Lesson 58 - American Landmark: The Smithsonian Institution.....440
Lesson 59 - God’s Wonder: God Created Niagara Falls.....446
Family Activity: Wild and Wonderful Niagara Falls.....452
Lesson 60 - American Biography: John James Audubon, Artist and Naturalist454



Unit 13: The Turbulent 1850s461

Lesson 61 - Our American Story: A Growing Nation Faces Growing Conflict.....	462
12th President Zachary Taylor	471
Lesson 62 - God’s Wonder: God Created Crater Lake.....	472
13th President Millard Fillmore	477
Lesson 63 - American Landmark: Portland Head Light and Other Lighthouses of Maine ..	478
Family Activity: Lighthouse Painting	483
Lesson 64 - American Biography: Henry Wadsworth Longfellow, Poet	484
14th President Franklin Pierce	489
Lesson 65 - Daily Life: Stagecoaches and the Pony Express	490
15th President James Buchanan	496

Unit 14: A Nation Divided.....497

Lesson 66 - Our American Story: The Civil War.....	498
Family Activity: Dance the Virginia Reel	507
Lesson 67 - Daily Life: Women in the Civil War.....	508
16th President Abraham Lincoln	515
Lesson 68 - American Biography: Harriet Tubman, Moses of Her People	516
Lesson 69 - God’s Wonder: God Created the Rocky Mountains	522
Lesson 70 - American Landmark: Arlington National Cemetery	528

Unit 15: America Begins to Heal After the Civil War533

Lesson 71 - Our American Story: Putting America Back Together.....	534
17th President Andrew Johnson	541
Lesson 72 - American Landmark: Promontory Summit, Utah.....	542
18th President Ulysses S. Grant	549
Lesson 73 - God’s Wonder: God Created the Wonders of Yellowstone.....	550
Lesson 74 - American Biography: Fanny J. Crosby, Hymn Writer and Poet	556
Family Activity: Hymn Singing	561
Lesson 75 - Daily Life: Cowboys, Cattle Drives, Wild West Shows, and Rodeos.....	562

Sources..... 9-1

Image Credits C-6



Yellowstone National Park



Thunder Rocks, Allegany State Park, New York

Dear Student

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

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

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

*For since the creation of the world His invisible attributes,
His eternal power and His divine nature,
have been clearly seen, being understood through what has been made . . .*
Romans 1:20

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

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

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

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

Acts 17:26-28

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

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

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

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

Charlene Notgrass



Grand Teton National Park, Wyoming

How to Use *America the Beautiful*

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

Thirty Units of Five Lessons Each

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

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

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

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

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

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

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

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

Basic Curriculum Package

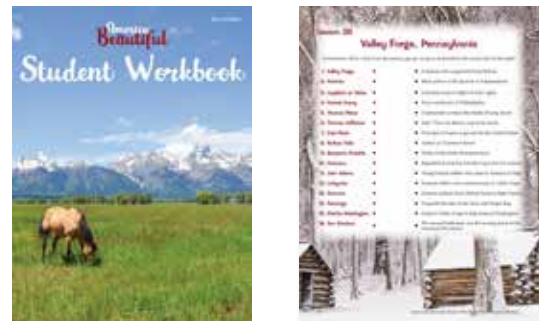
The basic curriculum package for *America the Beautiful* includes three hardback books, two consumables, and an answer key. *America the Beautiful Part 1* and *America the Beautiful Part 2* are the core of the curriculum. These include all of the history lessons written in narrative form. A list of optional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



Review Material

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

Sample Pages from Student Workbook



Sample Page from Lesson Review



Literature

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

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

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

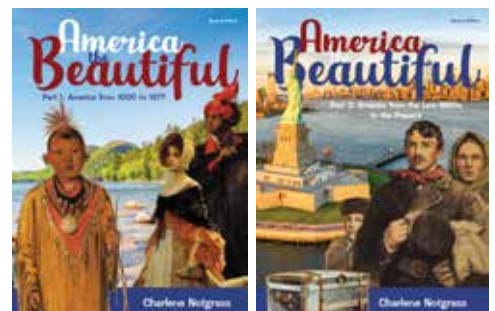


How the Components Fit Together

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

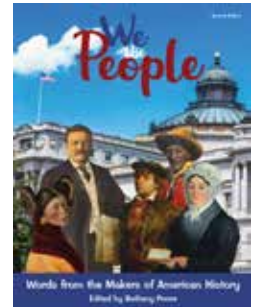
Part 2 is also a full-color, hardcover book with 75 lessons. It is designed to be completed in the second semester. It begins in the late 1800s and continues into the 21st century.

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



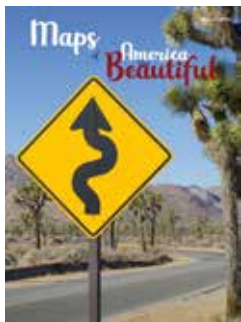
No lesson has all of the following activities, but these are the *types* of activities you will find at the end of a lesson. Though the types of activities a student completes on a given day vary from day to day, students have the opportunity to complete an assignment in the *Student Workbook* or *Lesson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

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



Map Study – After many lessons, students complete an assignment in *Maps of America the Beautiful*. By the end of the course, they will have created their own historical atlas of American history. Some students will find it helpful to look at

the map assignment when they first start to read a lesson and refer to the map while they read.



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



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



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

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

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

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

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

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

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

Brady by Jean Fritz (Units 9-10)

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

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

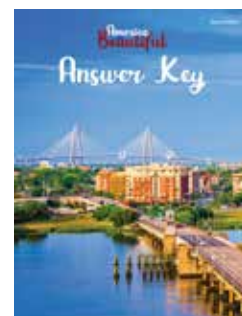
Little Town on the Prairie by Laura Ingalls Wilder (Units 16-18)

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

Blue Willow by Doris Gates (Units 21-22)

Homer Price by Robert McCloskey (Unit 23)

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



Answer Key and Literature Guide

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

Family Activities

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

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

Learning from Pictures

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

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

Time Needed to Complete the Course

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

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

Supplies Needed

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

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



Finger Lakes region of New York

From the Heart of a Homeschooling Mama

Respect and Love for All

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

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

How Many Activities Should My Child Complete?

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

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

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

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

Some Reminders So That You Don't Feel Overwhelmed

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

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

Charlene Notgrass



Thanks, Team!

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

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

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

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

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

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

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

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

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

I dedicate *America the Beautiful* to God.

May He use it to instruct the hearts of children.

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

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



Euharlee Creek Covered Bridge, Georgia



UNIT I

God created a masterpiece when He
made America the Beautiful.

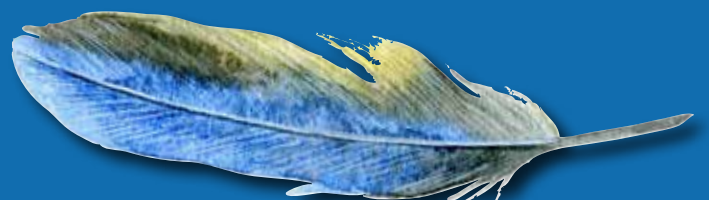
People from the other side of the
world began to migrate here. By 1492
hundreds of nations with different
customs and languages lived across
the land. Some built mounds. Some
built homes on the sides of cliffs.

Many lived beside rivers. Sachems
led the Wampanoag of the Northeast
Woodlands, while the Choctaw and

AMERICA THE BEAUTIFUL

Cumberland River, Tennessee

America Before 1492





Pikes Peak in the Rocky Mountains, Colorado



God Created America the Beautiful



Thunder Rocks, New York

*O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!*

*America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!*



Tallgrass prairie, Kansas

Imagine America the Beautiful in 1492. It is an immense land with green forests, golden plains, and purple mountains. Billions of animals amble across, burrow beneath, and soar above the land, while billions of fish swim in its rivers and streams.



Snowy owl, Alaska



Prairie dog, South Dakota



*Mountain goats,
Rocky Mountains*



Mississippi River, Minnesota



Mississippi River, Wisconsin



Mississippi River, Louisiana

The mighty Mississippi River flows southward from northern forests to the Gulf of Mexico. The world's largest oceans lie on either side of the land, the Atlantic to the east and the Pacific to the west. A few hundred miles inland from the Atlantic, the Appalachian Mountains rise toward the sky. In the west, the Rocky Mountain range ascends to heights of thousands of feet.



Atlantic Ocean, Acadia National Park, Maine



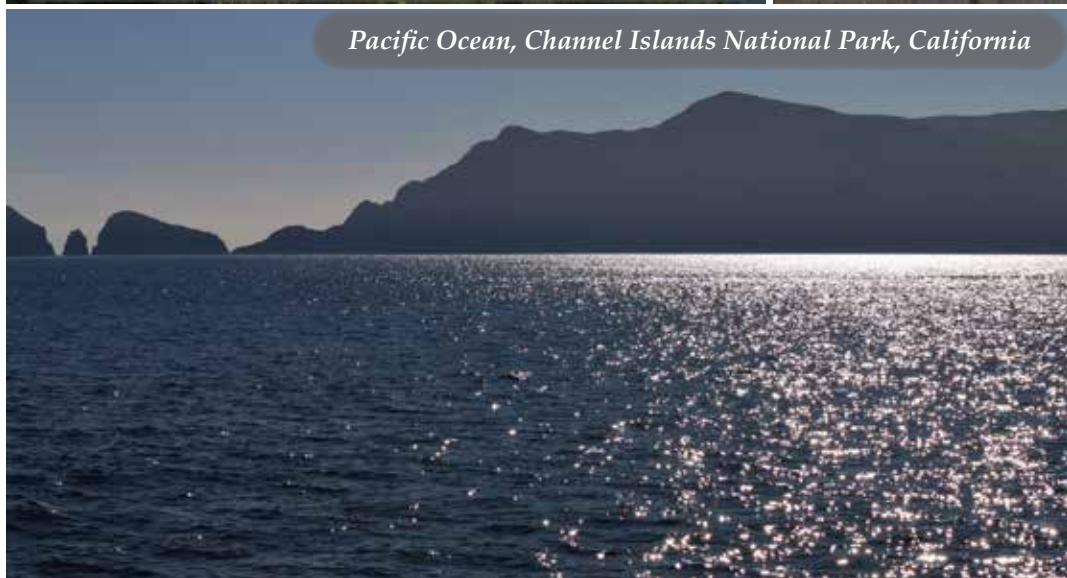
Great Smoky Mountains National Park, North Carolina



Carolina chickadee



Belmont Prairie, Illinois



Pacific Ocean, Channel Islands National Park, California

Plants grow and animals roam in swamps, prairies, marshes, deserts, and forests. The Great Lakes and thousands more lakes and ponds teem with life. Birds, butterflies, fish, and mammals travel on the perfect migration routes God created for them to follow each spring and fall.





Humpback whales near Maine



Right whale and calf

Along the Atlantic Coast

Humpback whales, right whales, and swordfish swim in the Atlantic Ocean. Bottlenose dolphins leap nearby. Gray seals play along the sandy beaches. Along the southern coast, manatees nibble at water plants in coastal waters and nearby rivers, while American alligators crawl nearby. The American crocodile hunts its prey in southern bayous. Horseshoe crabs and sea turtles walk onto the seashore to lay their eggs and begin a new generation.



Sea turtle, Florida Keys



Swordfish



Bottlenose dolphin



Gray seal



American alligator, Louisiana



American crocodile, Florida



Manatees, Florida

Horseshoe crab, Maryland





Pronghorns, South Dakota



Caribou, Alaska



Gray wolf, Alaska

Across the Land

Herds of North American bison and packs of wolves roam over almost the whole land that will one day become the continental United States. Black bears rob beehives and search for insects and berries nearly everywhere. Caribou herds munch on lichens, shrubs, and grasses across the land from near the Atlantic Ocean to the Rocky Mountains and north into what is now Alaska.

Jaguars stalk their prey across the entire southern half of the country from sea to shining sea. Shy mountain lions are at home in many habitats—the flat Florida peninsula, the hills and mountains of the Northeast, and in lands near the Pacific Ocean. Herds of elk graze on both sides of the Mississippi River. Sure-footed pronghorn herds use their keen eyesight to watch for predators in lands spreading out from the Mississippi River to the Rockies.

From north to south, bald eagles fly high over waterways, swooping down to catch tasty fish, while prairie-chickens eat leaves, seeds, and insects in America's broad central grasslands.



*Bald eagle,
Mississippi River*



Elk bull, calf, and cow, Montana



Mountain lion



Black bear and cubs



Jaguar



Greater prairie-chicken



American bison, South Dakota



Elephant seal, California



Pilot whale



Orcas



Gray whale



Bear with salmon, Alaska



Harbor seal



Sea otter, Alaska



Mule deer



California condor, Zion National Park, Utah

In and Near the Pacific Ocean

Killer, pilot, and gray whales swim along the Pacific coast. Elephant seals, sea otters, harbor seals, and sea lions come ashore. The waters teem with abalone, clams, mussels, Pacific oysters, and other shellfish.

Salmon return from the Pacific and swim to the stream of their birth to lay eggs before they die. Bears of the Pacific Northwest feast on the salmon. Mule deer graze farther inland. Gigantic California condors, with a wingspan of up to nine and a half feet, soar above.

God painted a masterpiece when He created America the Beautiful. In upcoming lessons, we learn about the nations of people who have lived here. Be sure to look at all of the pictures in every lesson to help you appreciate the wonderful things God has made and to learn the story of what people have done on this land we call America the Beautiful. As you come to know this great land, you will be able to identify with the psalmist:



Sea lion

**O LORD, how many are Your works!
In wisdom You have made them all;
The earth is full of Your possessions.
Psalm 104:24**

Activities for Lesson 1

We the People – Read the Introduction and “America the Beautiful” on pages v-vi and 1 of *We the People*.

Map Study – Map assignments follow many lessons in *America the Beautiful*. You may wish to look at the Activities at the end of a lesson before reading the lesson in order to see if there is a map assignment. If so, it is helpful to keep your *Maps of America the Beautiful* open to that day’s map(s), so that you can identify places in the lesson while you are reading. Today complete the assignments for Lesson 1 on Map 1 in *Maps of America the Beautiful*.

Timeline – After each lesson in *America the Beautiful*, you are assigned to write a certain sentence beside a certain year in *Timeline of America the Beautiful*. Today add your own line beside the year that you were born and write: I am born.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 1.

Thinking Biblically – Look in your Bible in Genesis 1. In your notebook, make a list numbered 1-6 and write beside each number what God made on that day. Next to each item on your list, write one thing that people in America can enjoy that was made on that day of Creation.

Creative Writing – Choose one of the animals pictured in this lesson and write a descriptive paragraph about its appearance in your notebook. Title your paragraph, “God Made ____.”

Please note: We recommend using a 3-ring binder to create an *America the Beautiful* notebook to store your Thinking Biblically, Vocabulary, and Creative Writing assignments.



Nomads in northern Russia beneath the northern lights



Lesson 2

Our American Story

The First People Come to America

In the beginning, God created Adam. He took one of Adam's ribs and made a wife for him. Adam named his wife Eve. The Bible says that *Eve* means "the mother of all the living" (see Genesis 3:20). Adam and Eve had children. Their children had children. This continued **generation** after generation until many **descendants** had been born to this family.

The people became evil, and God was sorry that He had made them. God sent a great flood to destroy the wicked people; but He saved one righteous man named Noah, along with Noah's family. You can learn about this in chapters 6 through 9 of Genesis.

After the flood, Noah's sons and their wives had children. Those children also had children, generation after generation. Noah's descendants decided to build the Tower of Babel. God was not pleased with this, so He confused mankind's language. People scattered over the earth. You can learn about this in Genesis 11.



We don't know exactly how or when people got to each place, but eventually people spread out to every continent except Antarctica. People have different ideas about how some of Noah's descendants came to North America and South America. Many historians believe that they crossed from Russia to Alaska on a land bridge across the Bering Sea and then spread south and east from there. Perhaps they came on sleds like those pictured above.

There is no land bridge between Russia and Alaska now. However, many people who study ancient history believe that a land bridge existed there in the past.

Although we do not know exactly how or when they came, we do know that long before 1492, millions of people lived across North America and South America and on the islands nearby.

How We Live

God created all people in His own image. Because of this, we can think for ourselves. Families and individuals make decisions about how they want to live. People around the world also use their God-given abilities to figure out ways to live and work together.

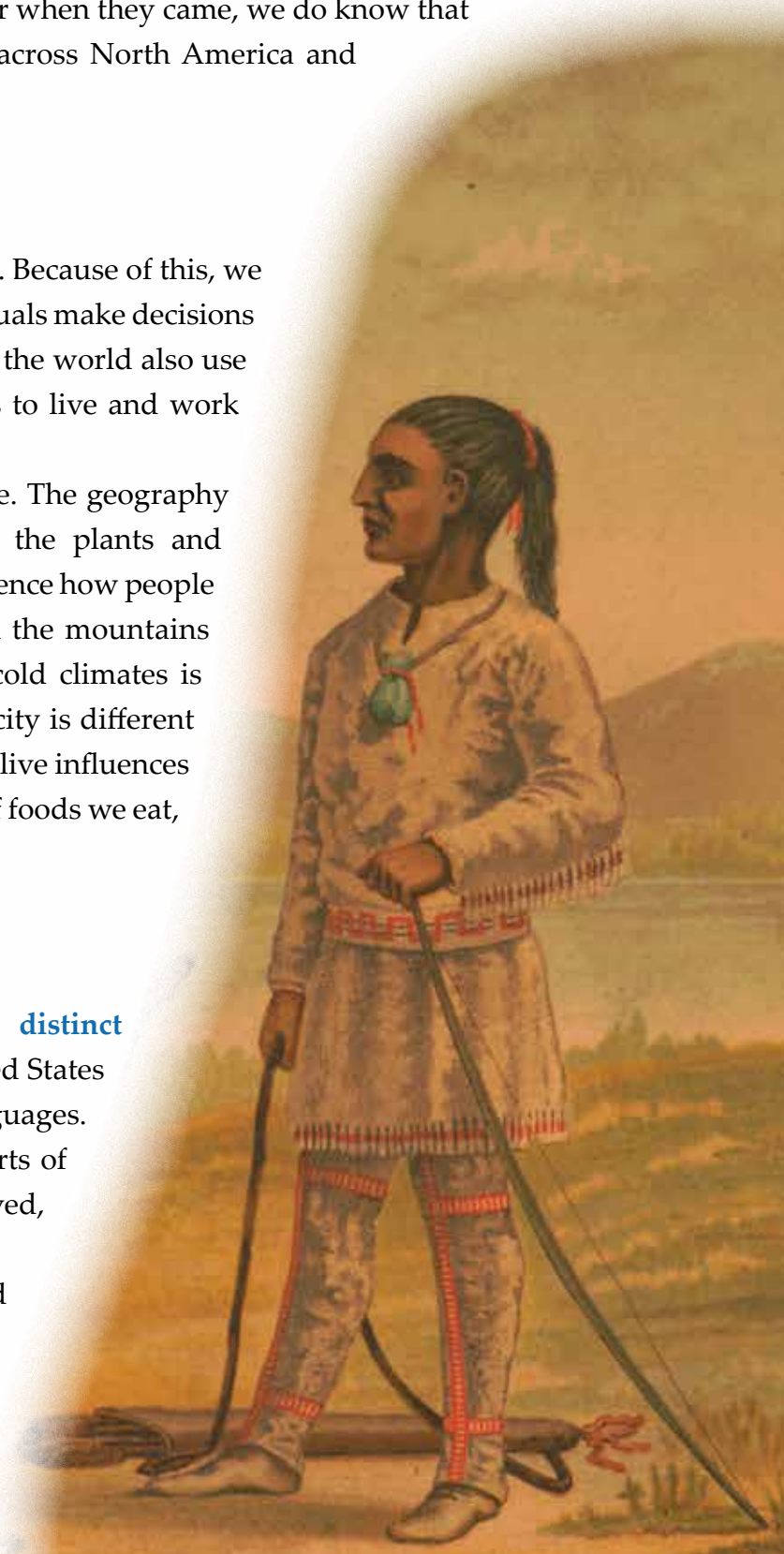
Our daily lives depend on where we live. The geography God created, the weather He sends, and the plants and animals He placed in our surroundings influence how people live in each part of the world. Daily life in the mountains is different from life on a prairie. Life in cold climates is different from life in hot climates. Life in a city is different from life in the country. The place where we live influences what kinds of homes we build, what kinds of foods we eat, and what kinds of clothes we wear.

Hundreds of Nations

In time people lived in hundreds of **distinct** nations across the land that is now the United States of America. They spoke hundreds of languages. Just as the daily lives of people in other parts of the world depended on where a person lived, the same was true in America.

The people of America loved and cared for their families. They created games, music, and art. They held festivals. They had religious beliefs and **customs**.

Alaska Native by unknown artist



Many nations traded goods with other nations. Some traded with nations hundreds of miles away. Meeting people from different nations taught them new ways of doing things. Sometimes people from two or more nations joined together to form a new nation and share their customs. Like people living on other continents, the people living in America did right sometimes and wrong sometimes. At times nations lived in peace with their neighbors; at other times, they fought wars.



Poverty Point, Louisiana

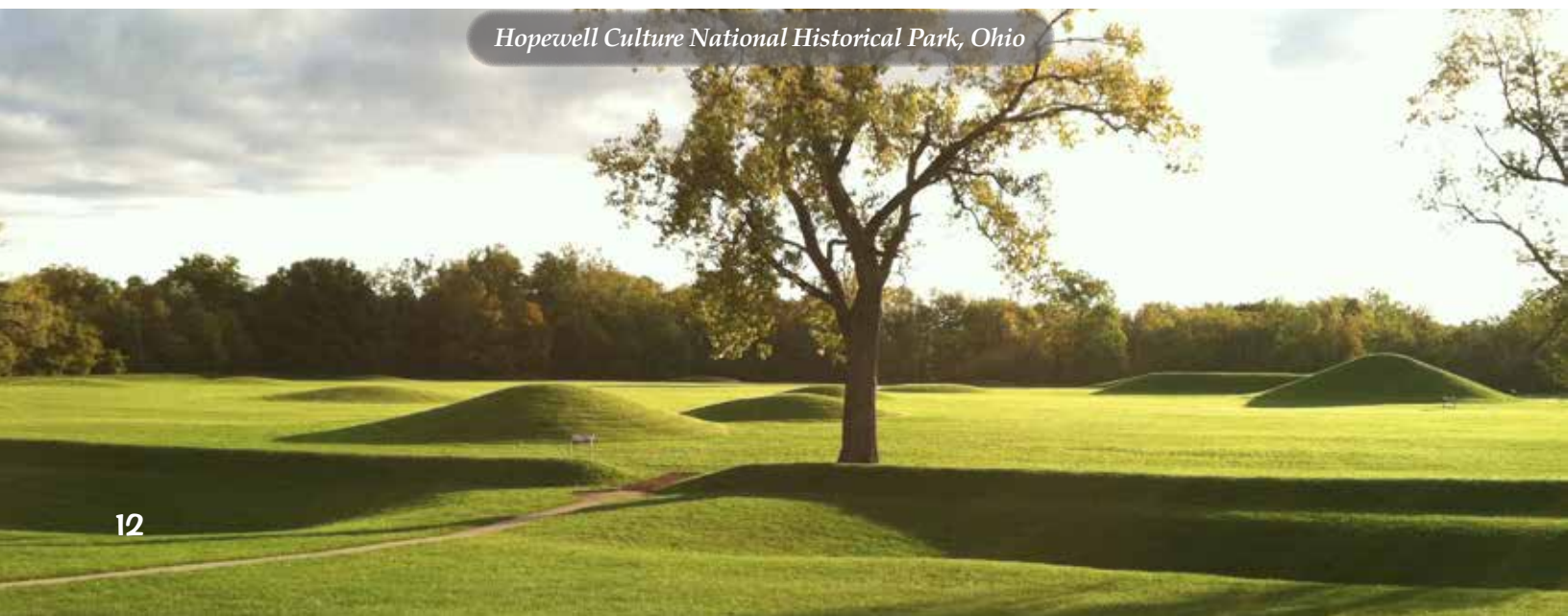


Grave Creek Mound, West Virginia

The Mound Builders

Native nations in the eastern half of America built thousands of earth mounds in many shapes and sizes at different times in history. The photos on this page are arranged in the order historians believe people built them. Historians believe that Poverty Point is one of America's oldest mounds. The Serpent Mound in Ohio, pictured on page 13, is a mystery. Archaeologists are especially puzzled about its age.

America had no horses, oxen, elephants, or other large animals to help the Mound Builders pull dirt to the places where they were building the mounds. As far as we know, they had no carts with wheels. Imagine how difficult it must have been for people to carry all that dirt in bags and baskets.



Hopewell Culture National Historical Park, Ohio



Serpent Mound, Ohio

Mississippian Culture

Archaeologists use the term Mississippian for the last group of people to build mounds in America. The Mississippian period of history lasted from about 1000 to 1550. The Etowah and Moundville Mounds, pictured at right, are examples of Mississippian mounds.

Mississippian farmers grew corn, squash, beans, and other foods. They made beautiful pottery, including funnels, bottles, pots, and bowls. They carved arrowheads and other useful and beautiful objects from stone. They traded with nations from the Rocky Mountains to the Atlantic Ocean and from the Great Lakes to the Gulf of Mexico. They also carved shells that came from the faraway Atlantic Ocean and the Gulf of Mexico.

In Mississippian villages, the people often built either a temple or a home for their leader on top of a mound. Some mounds were tombs with jewelry, tools, and weapons buried inside.



Etowah Mounds, Georgia



Moundville Archaeological Park, Alabama

Mississippian Carving



Marble head
Tennessee
c. 1200-1400



Shell jewelry
Georgia
c. 1200-1400



Shell mask
Tennessee
c. 1200-1400

Mississippian Pottery



Pottery bottle with dog
Missouri
c. 1000-1400



Pottery bottle with owl
Missouri
c. 1000-1400



Pottery bowl with head
Missouri
c. 1000-1400



Badger container
Missouri
c. 1000-1600

Two Great Urban Centers

Two great **civilizations** existed in America 1,000 years ago: Mississippian and Ancestral Puebloan. The great Mississippian city was Cahokia. The Ancestral Puebloan built roads and many buildings in Chaco Canyon. We learn about the Ancestral Puebloan culture in Lesson 3.

Mound Builder and Ancestral Puebloan Cultural Centers





Monks Mound, Cahokia

Cahokia

Cahokia was a great city from about 800 to 1400. The city was probably the largest settlement in what would become the United States. Perhaps as many as 20,000 people lived in Cahokia at one time. An artist created the picture below to show what Cahokia may have been like about 900 years ago.

Mississippians built 120 mounds in Cahokia. The largest is Monks Mound, pictured above. Monks Mound is the largest earth mound in North America. It stands almost 100 feet high. The base of Monks Mound is larger than the Great Pyramid in Egypt. It covers more than 12 acres. Walking around Monks Mound takes 1,729 steps.

Monks Mound sat in the city center on one end of a large plaza. Historians think that the greatest chief of the city may have lived on top of Monks Mound. Other city leaders may have had homes on the other mounds.



*Statue
from
Cahokia*



The Caddo Nation

By the late 1400s, the people who built the great city of Cahokia had moved away. Their descendants formed smaller communities. Thousands of mounds in the eastern half of the United States were hundreds of years old and no one used them anymore. However, some native nations continued to build and use mounds. One of these nations was the Natchez Nation of what is now Mississippi. We learn about the Natchez in Lesson 54. Remember that there were not any states at this time. Until 1776, any time we mention a state, we mean the area that would become that state in the future.

Another nation that continued to use mounds was the Caddo Nation of Arkansas, Louisiana, Oklahoma, and Texas. Some Caddo lived along the Caddo River, pictured below. The Caddo were farmers. They created beautiful pottery. Some Caddo built circular homes that looked like beehives. Others built rectangular homes.

Each Caddo village had a chief called a *caddi*. When a *caddi* died, his son took his place. By then the son had studied for years to learn how to do his father's job. The *caddi* had many responsibilities. When a man and woman wanted to get married, the *caddi* had to approve. The *caddi* decided when someone could build a new house. He gave large dinners and welcomed visitors. The Caddo also had a religious leader who was more powerful than the *caddi*. The religious leader's house was on top of a mound.

Caddo Pottery



Bottle, Arkansas
c. 1400-1700



Seed jar, Arkansas
c. 1300-1700



Bottle, Arkansas
c. 1200-1400



Caddo River, Arkansas

The Mound Builders and everyone who has ever lived around the world are descendants of Adam and Eve, and God created each of them in His image.

**And He made from one man
every nation of mankind
to live on all the face of the earth,
having determined their appointed times
and the boundaries of their habitation.
Acts 17:26**

Activities for Lesson 2

We the People – Read Genesis 11:1-9 on page 2.

Map Study – Complete the assignment for Lesson 2 on Map 2 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1200, write: The Mississippian city of Cahokia is the largest settlement in what will become the United States.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 2.

Vocabulary – Look up each of these words in a dictionary: generation, descendant, distinct, custom, civilization. Each word is in blue bold type in the lesson. In your notebook, write each word with its definition. **Please note:** In vocabulary assignments, we use simple forms of the vocabulary words. In some lessons, a vocabulary word appears in a different form from the form used in the vocabulary assignment. For example, in this lesson the word descendant is used in its plural form descendants. In other cases a verb might appear in the past tense in the lesson. Many words have more than one meaning. In vocabulary assignments, write the one definition that relates to the lesson.

Thinking Biblically – At the top of a blank piece of paper, copy Acts 17:26 from your Bible. Below the verse, make a chart showing the names of the members of your family, their birthdates, and all the places they have lived. You may want to include your grandparents as well. Ask your parents for help to make sure you have all of the information correct. Post the chart in a prominent place (such as your refrigerator door) so that everyone in your family can remember that God has “determined their appointed times and the boundaries of their habitation.”



Cliff Palace in Mesa Verde National Park, Colorado



Lesson 3

American Landmark

Cliff Dwellings of Mesa Verde

When God formed the beautiful region known as the Colorado Plateau, He created a colorful landscape with buttes, mesas, deserts, tall mountains, cliffs, and deep canyons. Cliff roses, blue lupines, and cactus bloom here. Some 175 species of birds fly over the Colorado Plateau, and it is home to many animals. This region includes Four Corners, the place where the states of Arizona, Colorado, New Mexico, and Utah meet. Four Corners is at the southern edge of the Mesa Verde region within the Colorado Plateau. See map below.



Owachomo Bridge in Natural Bridges National Monument, Utah



Painted Desert, Arizona

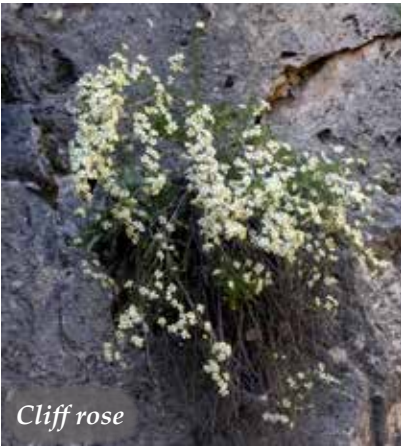




White House ruin in Canyon de Chelly National Monument, Arizona



Ruins at Chaco Culture National Historical Park, New Mexico



Cliff rose



Yellow-headed collared lizard



Western tanager

Elaborate villages lie in ruins on top of mesas and in the sides of cliffs in the Colorado Plateau. Archaeologists believe that people lived in these villages from about 550 to 1300. The Pueblo people who live in the American Southwest today are descendants of the Ancestral Puebloan. People sometimes call these ancestors *Anasazi*. Pueblo and Puebloan come from the Spanish word *pueblo*, meaning “village.”

For hundreds of years, the Pueblo people have built homes that are like apartment houses. One family’s home shares one or more walls with the home of another family. The Pueblo people build them of stone and mortar or of adobe. Adobe is made of earth and straw. We use the term pueblo for these homes. Many pueblos are several stories high.

Pueblo people also build kivas. These circular rooms are underground. They use kivas for ceremonies. At one time, pueblos had no doors. Pueblo people climbed a ladder and entered their pueblo through a window in the roof, the same way they entered their kivas.



Ancestral Puebloan pottery

The Chaco People of Chaco Canyon

One group of Ancestral Puebloan were the Chaco people. Between about 850 and 1250, they built dozens of massive stone great houses in Chaco Canyon in what is now northwest New Mexico. The great houses had hundreds of rooms in several stories. Ancestral Puebloan people traveled on straight roads between 150 other great houses and their cultural center in Chaco Canyon. Some Chaco roads led toward the Mesa Verde region, which is 100 miles to the north. See maps on pages 14 and 18. See Chaco ruins at right and on page 19.

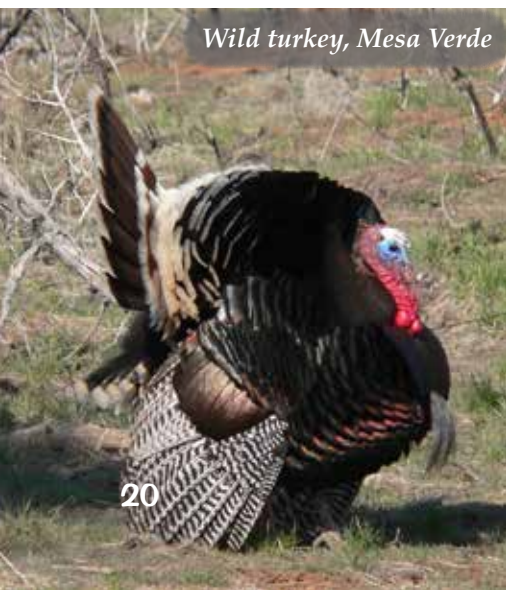


Chaco Culture National Historical Park

The Ancestral Puebloan of Mesa Verde

Evidence shows that the Ancestral Puebloan of Mesa Verde lived and farmed mainly on top of mesas for hundreds of years. For some unknown reason, around 1190 they began to build structures in cliffs beneath mesas, while they continued to grow beans, corn, and squash on the top. The design of each cliff dwelling varied depending on the shape of the individual cliff opening. Ancestral Puebloan people left open courtyards at the front of the cliff openings. Courtyards contained kivas.

The Ancestral Puebloan of Mesa Verde built sleeping rooms behind the courtyards. Each held two or three people. They built storage rooms at the far back of a cliff opening. They stored crops in these rooms. To make walls, they cut sandstone into blocks about the size of a loaf of bread. They held the stones together with a mortar made of mud and water. They added chinking stones to make the walls strong. They used wooden beams to support the ceilings. The Ancestral Puebloan did not use metal. They used hard creek stones to shape tools from bone, stone, and wood.



Wild turkey, Mesa Verde



Owl, Mesa Verde



Kiva and ladder, Mesa Verde

The people of Mesa Verde raised turkeys. They ate the meat, made tools from the bones, and used the feathers to make blankets. Their pottery had beautiful black and white designs. They made bowls, canteens, jars, ladles, mugs, and pots. They also made baskets and used them for storing grain, carrying water, and cooking. They lined cooking baskets with pitch. To cook, they put food and water in the basket and dropped heated stones into it.

The Cliff Palace of Mesa Verde

The largest cliff village at Mesa Verde is the Cliff Palace. It had 150 rooms, 21 kivas, and 75 open areas. It also had round towers. Residents covered many walls with brown, pink, red, white, or yellow plaster and painted designs on them. They descended 120 stone steps from the top of the mesa to the courtyard of the Cliff Palace. See photos of the Cliff Palace on page 18 and below.



Ruins of Spruce Tree House in Mesa Verde National Park



Mesa Verde Pottery



Cliff Palace, Mesa Verde

Moving South

For less than one hundred years, Ancestral Puebloan people built, repaired, remodeled, and lived in their cliff dwellings at Mesa Verde. Around the late 1270s, they began to leave the mesa and move south into New Mexico and Arizona. All Ancestral Puebloan left Mesa Verde by about 1300. In New Mexico and Arizona, they built new pueblos or perhaps joined ones already there.

The Pueblo People of the Southwest

The language, beliefs, and customs of a group of people are part of its culture. A custom is what people in a certain group usually do, such as waving hello when you see a friend or blowing out candles on a birthday cake. Over time, the Pueblo people of New Mexico and Arizona came to speak six different languages, but they shared many beliefs and customs.

All Pueblo nations farmed. The Hopi, for example, grew corn, beans, squash, cotton, and other crops. They have farmed some of the same gardens since the 1200s.

The Southwest gets little rain, so the Hopi learned four ways to grow crops. By using all four methods, they still had food if one or more methods failed in a certain year. They 1) planted some of their crops beside small streams that flooded, 2) planted some crops beside the mouth of very small streams and built walls around the fields to hold in soil and water, 3) irrigated some crops, and 4) planted crops and fruit trees in sand dunes, which hold water well. Note: the mouth of a stream or river is the place where it flows into a larger body of water.

Pueblo people wove cotton to make clothing. Pueblo women wore cotton dresses. Pueblo men wore a short kilt or a breechcloth. You may have seen pictures of a man or boy from a native nation wearing a breechcloth. In the pictures, it looks as if one piece of fabric hangs in the front and another in the back. However, a breechcloth is actually one rectangle of fabric that boys place between their legs and then pull up and tuck under a belt in the front and in the back.

Pueblo people made deerskin moccasins for both men and women. Hopi and Zuni women painted their moccasins white for special occasions and wrapped white strips of deerskin around their legs. Married Hopi women wore two long pigtails, but mothers of unmarried women wound their daughters' hair around a piece of wood to give it the round squash blossom shape pictured at right.

The Pueblo pottery on pages 19 and 21 are in museum collections. Most of the photos of people and places on pages 23-24 are from around 1900. Look into the faces of these Pueblo people. See what they wore. Examine how they farmed, prepared their food, made what they needed, and created art. Remember that at this time, people rarely smiled in photographs.



*Hopi bell
made from
an animal
horn*

Hopi



Hopi girls make bread in a mealing trough.



Hopi girls on a pueblo



Hopi potter



Hopi children



Hopi girl with squash blossom hairstyle



Hopi man



Hopi bride



Hopi drum made from skin and wood

Zuni



Zuni fields with walls, 1873



Zuni potter



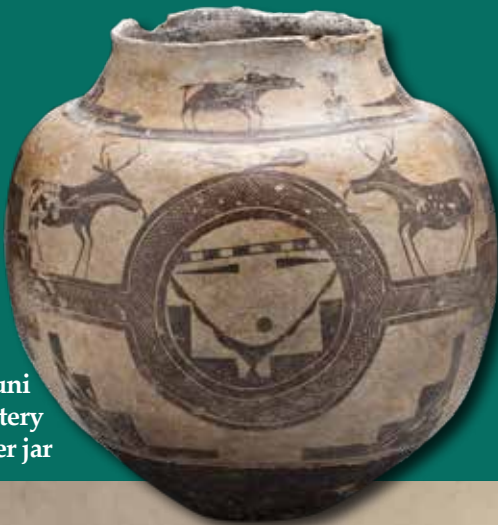
Zuni men



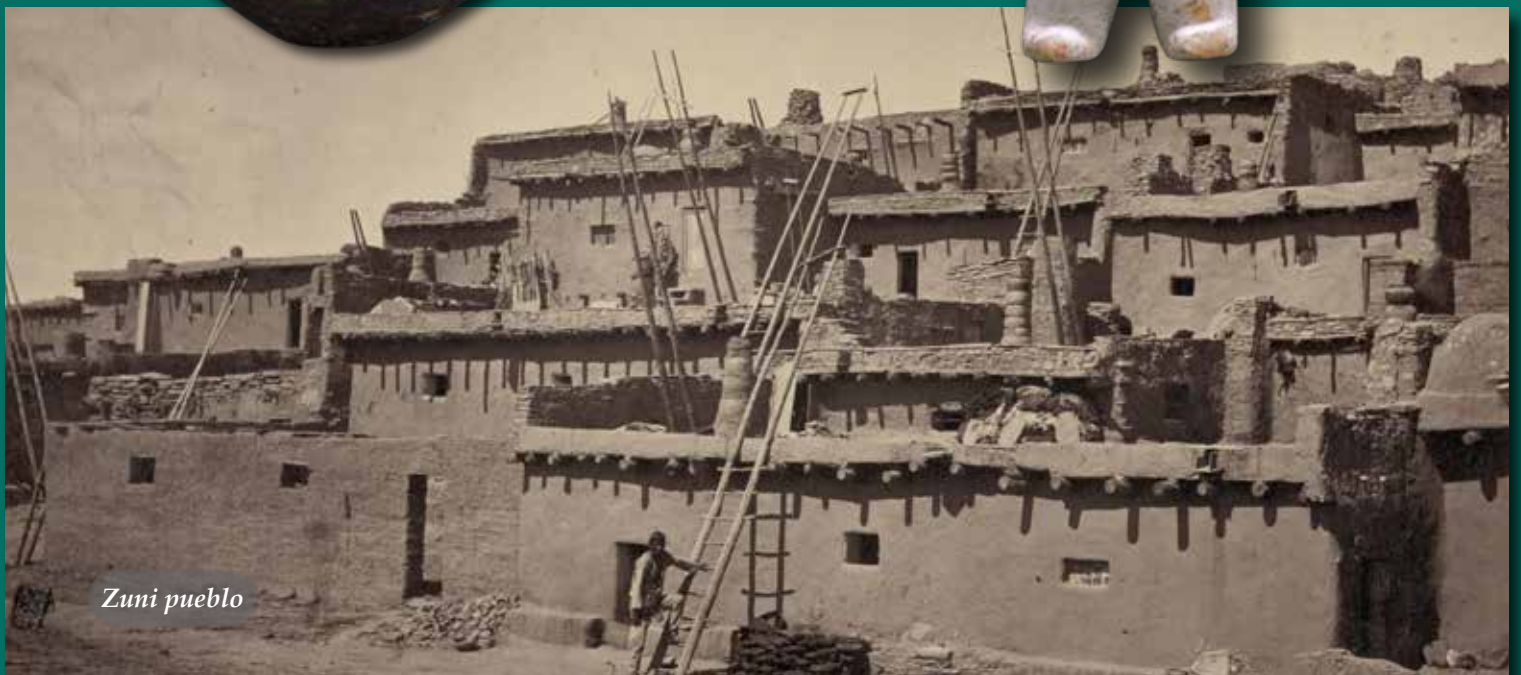
Zuni women



Zuni ceramic sculpture



Zuni pottery water jar



Zuni pueblo

Neighboring Nations in the Southwest Region

Native nations who lived within each of the ten regions shown on the Native Peoples map at the front of this book lived similar lifestyles in 1492. Find the Southwest region on that map. This is the home of the Pueblo people. Other nations lived there, too. Some were nomadic, which means that they moved around. Some nations were peaceful; others attacked their neighbors. Nations traded with one another and sometimes fought each other. The Navajo have lived in the Southwest for centuries. In one of the Pueblo languages, *Navajo* means “place of large planted fields.” The Navajo are excellent weavers. They have one of the largest native nation populations today. The Apache are relatives of the Navajo. They make beautiful baskets. Examine the photos of Southwest people below and on page 26. Notice their faces, their homes, and the objects they made.

Navajo



Navajo blankets and
Navajo home called a *hogan*



Apache



Apache *wickiup* (top),
girl, basket, and woman
making a basket





Papago woman

The Hopi had a reputation for being peaceful. God teaches all people to seek peace. As David wrote in Psalm 34:

**Depart from evil and do good;
seek peace and pursue it.
Psalm 34:14**

Activities for Lesson 3

We the People – Read “The Mountain Chant: A Navajo Ceremony,” “Mesa Verde Wonderland is Easy to Reach,” and “The Coyote and the Turtle” on pages 3-7.

Map Study – Complete the assignments for Lesson 3 on Map 2 and Map 3 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1150, write: Pueblo people build Acoma Pueblo in what will later become New Mexico.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 3.

Thinking Biblically – In your notebook, copy Psalm 34:14, Psalm 4:8, and John 14:27. Circle the word “peace” in each verse.

Family Activity – Make a Navajo-inspired place mat. See instructions on the next page.



Maricopa child



Pima home



Hualapai home

Navajo-Inspired Place Mat

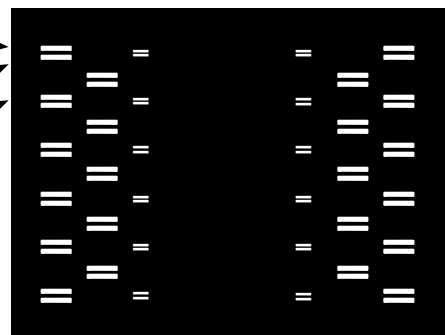
Supplies

- 12" x 18" craft felt
- wide rickrack
- thin rickrack
- thread in the same color as rickrack
- needle
- tape
- rulers
- pen or marker that will show up on felt
- craft knife or very sharp scissors
- cutting board or 12" x 18" sheet of very thick cardboard

**Caution: This project uses a craft knife or scissors.
Parents should do step 2 for the child.**

Diagram A – Where to cut slits

First slit is about 1 1/2" from top edge.
Second slit is about 1/4" from first slit.
Third slit is about 1 1/2" below second slit.



Instructions

1. Look at Diagrams A and B. Using Diagram A as a guide, use a pen or marker to mark slits on the back of the place mat. See note about measurements above, but measurements do not have to be exact.

Diagram C – Parent cuts slits.

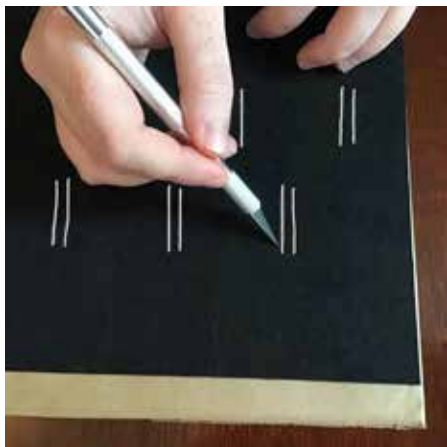


Diagram B – Mark slits.



Diagram D – Weave



Diagram E – Completed Place Mat



2. Lay cutting board or very thick cardboard on your work surface to protect it. As seen in Diagram C, a parent cuts slits, using either a craft knife or very sharp scissors. Look at Diagram D and notice that the slits in each pair are about 1/4" apart.
3. Cut 4 lengths of wide rickrack 13" long and 2 lengths of thin rickrack 13" long. Put a piece of tape on the end of a piece of rickrack to make it easier to weave. Weave one wide length of rickrack through the row of slits on one edge of your place mat, as seen in Diagram D. Fold the ends to the back of the place mat. Thread a needle and use 2-3 stitches to tack the ends of the rickrack in place.
4. Repeat on the other five rows of slits, as seen in Diagram E.



Forest in Vermont

Lesson 4

American Biography

A Wampanoag Sachem of the Northeast Woodlands



Fox, New Hampshire



Eastern chipmunk, Maine



Oak leaves and acorn



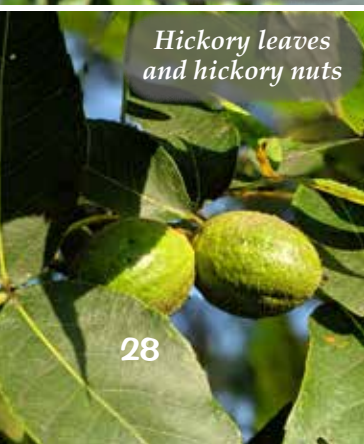
Maple leaves



Chestnut leaves and chestnuts



Tulip poplar leaves



Hickory leaves and hickory nuts



American beech leaves

In 1492 the Eastern Woodlands covered most of the United States, east of the Mississippi River. Oak, chestnut, and hickory were the most common trees there. They provided food for the many forest animals. Other common trees were maple, tulip poplar, and American beech. See photos. Most trees there were deciduous. A deciduous tree is one that loses its leaves each fall. Eastern hemlock and eastern white pine were two common evergreen trees in the Eastern Woodlands. This part of America continues to have many forests.

Historians believe that by the end of the 1400s the great Mound Builder city of Cahokia was in ruins and people had abandoned most of the mounds in the Eastern Woodlands. Small nations, many of whom were probably descendants of the Mound Builders, lived in small villages. They harvested wild foods from the woodlands; fished in rivers, streams, ponds and lakes; and hunted forest animals for food and clothing. Many also grew crops.

Nations and Languages of the Northeast Woodlands

In this lesson, we learn about the Wampanoag and other nations in the northern portion of the Eastern Woodlands, an area known as the Northeast Woodlands region. See Native Peoples map. People throughout the world speak thousands of languages. A linguist studies languages. Linguists believe that many languages around the world are part of language families. They believe that the languages in a language family began as one language. The people of the Eastern Woodlands spoke languages from two main language families: Algonquian and Iroquoian.

People of the First Light and Their Sachem

The Wampanoag spoke an Algonquian language. *Wampanoag* means “People of the First Light.” They lived in villages along and near the Atlantic Ocean, where the first light shines on America each morning at sunrise. The Wampanoag homeland is in what are now Massachusetts and Rhode Island. About 4,000-5,000 still live in New England.

A Wampanoag leader was called a *sachem*. A sachem led several villages. Fast-running messengers took the sachem’s messages from village to village. The sachem led his people in peace and in war. He assigned each family the fields they could use for growing crops. He helped to care for widows, orphans, and the poor among his people.

The sachem worked to protect his people against other nations. He was responsible for making agreements with neighboring nations. Northeast Woodlands nations had frequent small battles against each other. The sachem was responsible for making the decision to declare war.

The Wampanoag spent spring, summer, and fall near the coast. God provided the Wampanoag with a bounty from the sea. The women gathered conch, blue crabs, razor clams, lobsters, and other shellfish. The men caught cod, sea bass, mackerel, pollock, and even whales in the Atlantic. They also fished in freshwater ponds and rivers, catching catfish, eels, herring, perch, and trout.

The Wampanoag moved each year. In the winter, they went to inland valleys and forests a short distance from their summer homes. Here they found protection from high tides and storms.

*Sunrise over the Atlantic Ocean at
Cape Cod in Massachusetts*





Moose, Maine



Beaver, Massachusetts



Raccoons, New Jersey



White-tailed deer, Vermont



Skunk, Virginia



New England cottontail rabbit, New Jersey

Wampanoag men hunted and trapped deer, moose, beaver, rabbit, skunks, and raccoons. The people ate the meat. They made tools from animal bones. The women tanned animal hides. They made clothing from hides and fur. They decorated clothing with paint and sometimes porcupine quills.

Raising Corn, Squash, and Beans

The Wampanoag shared the lands and waters where they hunted, fished, and gathered wild foods. They gathered Jerusalem artichoke roots, cattail roots and pollen, raspberries, strawberries, cranberries, blueberries, beach plums, chokeberries, mushrooms, greens, wild onions, garlic, hazel nuts, hickory nuts, beech nuts, butternuts, chestnuts, white oak acorns, bird eggs, and more. They also collected plants to use for medicine.

Each Wampanoag family had its own fields for farming. When they returned to their homes in the spring, they prepared their fields for spring planting. In years when the fields needed fertilizer, they used some of the river herring they caught to fertilize their fields. So many river herring swam into the rivers near the Wampanoag that the rivers looked silver, and they could catch them with their hands.



Wampanoag clothing in a museum



River herring

River herring live mainly in the salty sea; but in the spring, those that are three to five years old swim back into the river or stream where they were born. They lay their eggs and then return to the sea. Their babies hatch in 3 to 6 days. The young herring stay in their river or stream until late-summer or fall. Then they swim to an estuary (a place where fresh river water and salty sea water mix). They slowly swim into the sea where they join schools of river herring.

To plant and fertilize each corn plant, the Wampanoag placed a herring in the ground, put a corn seed on top of the herring, and mounded dirt on top of both. When a plant got six inches high, they planted beans, squash, and pumpkins around it. When the beans grew, they climbed the cornstalk.

The Wampanoag cooked in pottery over a fire. They ate many foods fresh, but they also preserved food. They smoked fish, shellfish, and meat. They stored the dried and smoked foods in baskets and used these foods to supplement the meat, freshwater fish, and berries they could obtain in the winter.

Building a Mishoon

The Wampanoag built canoes called *mishoons*. Some mishoons were 60 feet long and held 40 people. The Wampanoag used them for fishing and for travel. To build a mishoon, they first found a tree with a long straight trunk and no low branches. Because they had no way to move the canoe a far distance, they looked for a tree beside a river or stream. They used fire to fell the tree and



Burning a log to make a mishoon

then began to build the canoe where the tree fell.

To hollow out the inside, they built a fire on top of the log. See photo at left. They splashed water or packed mud on the parts of the tree that they did not want to burn. As the wood burned, they scraped out the inside of the log. The men worked day and night for four or five days to build a mishoon. Then they put it into the water.



*Wampanoag cooking pottery
at Plimoth Plantation,
Massachusetts*



Squashes



Cattails

Once a Wampanoag mishoon went into the water, it never came out. Before streams and rivers froze in the winter, the Wampanoag put boulders in the mishoon to make it sink. This kept it from drying out or cracking.

The Wetu and the Nush Wetu

The Wampanoag built two types of houses: the wetu and the nush wetu. A *wetu* was a small, round home for one family. The family built a fire in the center of the floor. Smoke escaped through a hole in the center of the roof. Some homes held more than one family, who were related to one another. This was a nush wetu. As seen below, the nush wetu was long and oval, rather than round. *Nush wetu* means “house with three fires.” Each family in these homes had its own fire. However, sometimes a nush wetu held several families and had more than three fires.

Wampanoag men and women worked together to build *wetuash* (plural of wetu). In the spring, the men cut down young American white cedar saplings. They peeled off the bark to make long smooth poles. While the poles were fresh, they bent easily. The men tied the poles together with the strips of the bark they had removed from the saplings.

The women’s preparation for building homes began the summer before when they gathered cattails that grew beside streams. They laid the cattails in the sun until they were dry. Then they sewed them together to make large mats. For a summer home, the Wampanoag men covered the frame with cattail mats. These mats kept rain out, but allowed air to move inside the wetu. When the Wampanoag built a winter home, they covered the outside with large sheets of bark from large trees. This bark helped to keep out the winter cold. Wampanoag women wove mats out of bulrushes to line the inside of the winter homes. Completed Wampanoag homes belonged to the women.

Wetu



Wampanoag Children

Wampanoag children grew up in a close relationship to their parents. They played games, had races, and learned to swim. They listened to stories and participated in celebrations. Mothers, fathers, grandparents, aunts, and uncles taught them how to live as a Wampanoag.

Boys learned to hunt, fish, and protect the village. They practiced with small bows their fathers and other male relatives made for them. Mothers and other female relatives taught their daughters how to cook, make clay pots, tan leather, and sew.



Penobscot home

More Northeast Woodlands Nations

Some nations of the Northeast Woodlands had customs similar to the Wampanoag. Notice the Penobscot home above and the village of Secotan in North Carolina at right. Secotan villagers spoke an Algonquian language. Streams, rivers, and footpaths were the highways of the Northeast Woodlands. Some nations built canoes with wooden frames which they covered with birch bark or elm bark. Some Wampanoag made canoes in this style. Birch bark canoes were so lightweight that people could carry them from one stream to another.



This image is a portion of Secotan , an Algonquin Village by John White, c. 1585.

Other Algonquin Nations of the Northeast Woodlands



*Payta-Kootha,
Shawnee Nation
by Charles Bird King*



*Pow-a-Sheek, a Fox chief
by Charles Bird King*



*Portrait of children of the
Sac and Fox Nation,
by F. A. Rinehart, 1898*



Historians believe this mantle is
a map of Powhatan villages in
Virginia, 1600s. It is made from
deerskins and decorated with beads
made from marginella sea snails.



Birch bark and
porcupine quill basket
of the Micmac Nation,
c. 1850

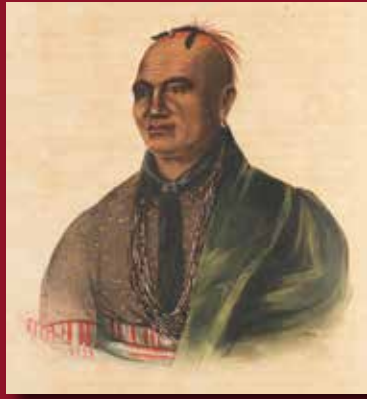


*A'h-Tee-Wát-O-Mee, Kickapoo
Nation by George Catlin*

Nations who spoke a language of the Iroquoian language family lived in large communities of longhouses. They called themselves *Haudenosaunee*, meaning “people building an extended house.” As seen in the photos at right, a long hall ran through the center of each longhouse. Individual families had rooms along this passage. One wall of a family’s room had a raised platform they used for sleeping. Like the Wampanoag nush wetu, each family had its own small fire in the center of its room. To indicate the size of a longhouse, the Haudenosaunee called it a house of six fires or house of ten fires, etc.



Haudenosaunee Nations of the Northeast Woodlands



Thayendanegea
Mohawk leader, born 1742,
lithography by I. T. Bowen



Ki-On-Twog-Ky, Seneca leader
by Charles Bird King

God loved the people of the Northeast Woodlands, just as He loves everyone. When Jesus died, He died for us all, as we learn in Revelation:

. . . for You were slain,
and purchased for God with Your blood
men from every tribe
and tongue and people and nation.
Revelation 5:9b

Activities for Lesson 4

Map Study – Complete the assignment for Lesson 4 on Map 2 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1898, write: F. A. Rinehart photographs Sac and Fox children.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 4.

Creative Writing – Look at the portrait of the Sac and Fox children on page 34. In your notebook, write a one-page short story about these two little boys.



Nolichucky River, Tennessee



Nations of the Southeast

More than 70 nations lived mainly in small villages across the Southeast region. The Cherokee Nation was the largest with about 20,000 people. See Native Peoples map. The geography of the Southeast is varied. It includes rolling hills in Kentucky and Tennessee, flat delta land on either side of the Mississippi River, swamps and bayous in the Deep South, coastlines along the Atlantic Ocean and the Gulf of Mexico, and mountains along the borders between Tennessee and North Carolina and Kentucky and Virginia.

Southeast nations used poles and paddles to propel dugout canoes along the many rivers and streams in the region. They built their villages nearby. In addition to villages, some Southeast nations built central towns. They built stockades or **palisades** around these towns. People from surrounding villages gathered for ceremonies there. See a Timucua palisade on page 37.

The Apalachee Nation lived in northern Florida. They constructed a council house in their capital city near modern Tallahassee. The council house had a wooden frame and was covered with **thatch**. It could hold 2,000 to 3,000 people. See the reconstruction of it at left. The reason



there is a cross in the photograph is that Catholics from Spain founded a mission among the Apalachee in the mid-1600s. The Taensa lived along the Mississippi River in northern Louisiana. In the 1800s, George Catlin painted portraits and landscapes of native nations and their customs. See Catlin's painting of the Taensa village on page 37.

Reconstructed Apalachee council house

Timucua



A Timucua village with palisade by Jacques Le Moyne, c. 1564



Timucua chickee

Some Southeast nations used a construction method called wattle and daub. They used river cane or sticks to build a frame for homes and public buildings and covered the frame with clay or mud. Some nations covered the frames of their buildings with animal skins, reeds, palm fronds, grasses, bark, or woven mats. Roofs were often thatch or bark. The Chickasaw built summer homes with open walls. See the Timucua chickee above.

Nations of the Southeast spoke many languages. Only the Cherokee spoke a language from the Iroquoian language family so common among their Northeast Woodlands neighbors. The Choctaw Nation developed a trade language that used simple words and signs. The Choctaw grew crops so well that they had more food than they needed and were able to use some for trade. Many nations understood the Choctaw trade language.

Daily Life for Southeast Men and Women

Southeast men were often away from their villages. Like native nations in other parts of America, Southeast nations sometimes went to war with one another and the men left home to fight. Southeast men also traveled to trade and to hunt.



Detail of a painting of a Taensa village in Louisiana by George Catlin

Men's responsibilities in the village included building homes and public buildings. They also cleared fields and helped with harvesting crops.

The women in Southeast nations spent most of their time in and nearby their villages. They took care of children and the elderly and gathered wild foods. They also made baskets, clothing, and pottery. The Chitimacha Nation was a powerful nation who lived in what is now southern Louisiana, near the Gulf of Mexico. They created intricate baskets with designs of black, red, and yellow dyed cane. See example below.

Southeast women were responsible for most of the farming. Like the native nations of the Southwest and the Northeast Woodlands, the main crops were corn, beans, and squash. People sometimes call these crops the Three Sisters. Some nations, including the Cherokee, grew three kinds of corn: one for roasting, one for boiling, and one for grinding into grain. Other Southeast crops included melons, pumpkins, sunflowers, and sweet potatoes.

Individuals in some nations, such as the Natchez, were born into a particular class, such as priests, nobles, and commoners. In other nations, people treated one another as equals. Both men and women were leaders in some groups.

Personal Appearance

Men and women of many nations wore deerskin clothing. Some leaders and priests wore feather-covered capes on special occasions. The women of some Southeast nations

wore skirts made from plant fibers. Timucua women made dresses from Spanish moss.

Tattoos were popular among some nations. Timucua men had tattoos from their heads to their ankles. Some Southeast men plucked out their hair. The Choctaw Nation flattened the heads of their boys.

Chitimacha basket



Detail of Creek woman in painting by George Catlin



Detail of Ishak man by A. De Batz



Though nations of the Southeast shared many customs, individual nations had unique customs that continue to be important to them. Look at the clothing and ornaments of the Choctaw Nation below. They lived in what are now Mississippi and Alabama.

Choctaw Kitchen

To make baskets, Choctaw women cut the thin outside layer of river cane into strips. They dyed some strips with dye they made from berries, flowers, roots, and bark. They wove a variety of baskets. Fanner baskets were shaped like a scoop. After grinding corn with a wooden **mortar** and **pestle**, they put the ground corn into a fanner basket and tossed the corn into the air to remove the **chaff**. They made sifter baskets to separate large pieces of nuts and corn from smaller pieces. Baskets with lids stored items they needed. The Choctaw made baskets with straps to use when traveling or when collecting wild foods or harvesting crops.

The Choctaw created pottery from clay. They made plain pots for cooking. They sometimes added ground mussels to the clay to make cooking pots stronger. The Choctaw made decorated pots for serving food and for eating. Choctaw potters created some of their musical instruments from clay. Choctaw women used clay pots as containers when making medicine, creating their natural plant dyes, and making glue.

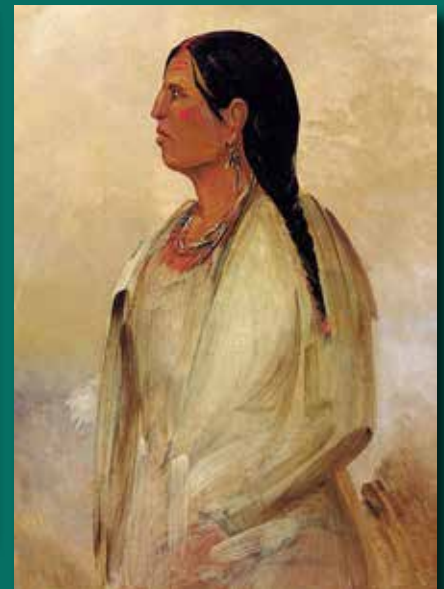
Choctaw



Mó-sho-la-túb-bee, Choctaw chief,
by George Catlin, 1834



Choctaw Belle
by Phillip Romer, 1850



A Choctaw Woman
by George Catlin, 1834



Choctaw beaded sash



Cherokee man demonstrates a blowgun at the Museum of the Cherokee Indian in Cherokee, North Carolina.

Bow, Arrows, and Blowguns

The Choctaw used tools with stone blades to shave a hickory stick until they had the bow shape they desired. The bow maker used a broken mussel shell to make the wood even smoother and finally smoothed it out more with something hard, such as a deer antler or a smooth stone. Some Choctaw sealed the wood with bear fat or opossum fat. They used river cane or hardwood saplings to make arrows.

The Choctaw also made blowguns from river cane. They cut six- to nine-foot-long pieces and hollowed out the inside. They sharpened hardwood or yellow pine to make darts and attached thistle to the blunt ends.



Tul-Lock-Chish-Ko, Choctaw Ball Player by George Catlin

Dances, Games, and Toys

The Choctaw participated in several types of dances. Dances were not performances but something for people to do together. Dancers followed the voice of a chanter who told them what steps to do. The chanter often kept time with a pair of striking sticks.

War dances prepared Choctaw for fighting a battle. Both men and women danced the war dances. The Choctaw also had animal dances, a friendship dance, and a wedding dance. In animal dances, dancers mimicked animals, such as raccoons or snakes.

Many nations, including the Cherokee and Choctaw, played stickball, a game like lacrosse. The Choctaw used hickory to make playing sticks called *kabocca*. They also made a small, round ball called a *towa*. See stickball game below and player with *kabocca* on page 40. Players could never touch the ball. They used the *kabocca* to move the ball toward the goal posts.



Choctaw Stickball Match by George Catlin

Stickball goal posts could be as close as 100 feet apart or as far as five miles. The game had referees, but referees allowed players to bite, hit, and stomp, so injuries were common.

Residents of different villages competed against each other. Choctaw priests performed rituals that they believed would influence the outcome of the game. The Choctaw continue to enjoy dancing and stickball matches, but stickball now has more rules.

Parents and grandparents made toys for Choctaw children. The Choctaw word for toy is *isht washoha*. It means simply “played with.”

Like each of us, the Choctaw Nation and the other nations of the Southeast are the work of God’s hand. As Isaiah wrote:

**But now, O LORD, You are our Father,
We are the clay, and You our potter;
And all of us are the work of Your hand.
Isaiah 64:8**


Activities for Lesson 5

Map Study – Complete the assignment for Lesson 5 on Map 2 in *Maps of America the Beautiful*.


Timeline – In *Timeline of America the Beautiful* next to 1834, write: George Catlin paints *Tul-Lock-Chish-Ko, Choctaw Ball Player*.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 5. Take the test for Unit 1.

Vocabulary – In your notebook, write each of these words and draw a simple picture illustrating them: palisade, thatch, mortar, pestle, chaff. Look in the lesson for clues for the meaning of the words or use a dictionary if you need help.



A bronze statue of Christopher Columbus stands on a stone pedestal. He is wearing a cap and a long, patterned tunic. His right hand is extended forward, and his left hand is held near his chest. The background is a clear blue sky with some cherry blossom branches at the top.



A circular seal featuring an eagle with spread wings, perched on a shield with stars and stripes, surrounded by a laurel wreath.

UNIT 2

— • • • —

People of the Americas and people from Europe meet in this unit. We meet explorers Leif Erikson and Christopher Columbus. We learn about the first meetings between native nations and Spaniards. We visit St. Augustine, the first permanent European settlement in the land that later became the United States of America. We meet the first English settlers who came to Virginia and the famous Powhatan woman who helped them, Pocahontas.

AMERICA THE BEAUTIFUL

Columbus statue, New Haven, Connecticut

Explorers and Settlers Come to America





Sunrise over the Atlantic Ocean, Florida

Lesson 6

God's Wonder

Crossing the Ocean Sea

The Atlantic Ocean touches four continents: Europe and Africa on the east and North America and South America on the west. In the 400s BC, Greek historian Herodotus wrote about the Sea of Atlas. Atlas was a figure in Greek mythology. Sea of Atlas is the origin of the name Atlantic Ocean. The people of Spain called it *El Océano Marino*, which means “the Ocean Sea” in English. The Croatoan Nation, who lived along the Atlantic coast in what would later become North Carolina and South Carolina, called it *Yapam*.

Look at the photos above and below. The Croatoan, Wampanoag, and other coastal peoples of North America looked east and saw the sun rise over the Atlantic. English, French, Irish, Spanish, Portuguese, and other coastal Europeans looked west and saw the sun set over the same ocean.

Did the native nations in North America wonder what was beyond the horizon? They had canoes, but as far as we know, they never tried to sail east and find out. We know that some Europeans did look west and wonder. Finally, courageous men set sail into the unknown. People of North America and explorers from Europe met one another.



Sunset over the Atlantic Ocean, Spain

Vikings

Between 800 and 1100 AD, Vikings built ships and traveled great distances to trade, explore, and conquer. They sailed to Russia, England, Ireland, France, Spain, the Middle East, and North Africa. The Vikings were a Nordic people from Scandinavia. Scandinavia includes Norway, Denmark, and Sweden.

By the mid-800s, Viking explorers had discovered Iceland. From there, they sailed further west. Many Europeans whom they conquered were believers in Jesus Christ; but the Vikings were not. A good result of the Vikings' exploits was that after coming into contact with these believers, many Vikings also came to believe.



Viking ship by Danish artist Carl Rasmussen

Erik the Red and His Son Leif Erikson

In 985 the Viking Erik the Red of Iceland sailed westward to Greenland. He settled there with his family. According to the Icelandic *Saga of Erik the Red*, Erik's son, Leif Erikson, traveled from Greenland to Norway shortly before 1000. In Norway King Olaf I taught Erikson about Jesus. The king sent him back to Greenland to teach the Greenlanders.

Erikson sailed toward Greenland but lost his way. He found a place with wild wheat, grapes, and a kind of tree that was probably a maple tree. Erikson named the land Vinland. Many people believe that Vinland was on the eastern coast of North America. Another Icelandic saga tells that Leif Erikson and his crew built dwellings and stayed in Vinland for a year or two.

After Erikson left Vinland, he rescued a ship. The ship's cargo was his reward. After that, people called him Leif the Lucky. Erikson finally reached Greenland and taught the people about Jesus. One person who became a believer was his mother, Thjóðhild. She guided the construction of the first church building in Greenland.

Sometimes in *America the Beautiful*, we stop to tell stories about events that happened later than the time period we are studying in the lesson. These stories are in blue boxes, like the one on page 46. After the blue box, we return to the time period of the lesson.



*Statue of Leif Erikson,
Greenland*

Fast Forward

In 1960 Norwegian explorer Helge Ingstad searched for evidence of Viking settlements along the coasts of the northeastern United States and the maritime provinces of Canada. While at L'Anse aux Meadows on the northern tip of Newfoundland, Canada, a local resident showed Ingstad some overgrown ridges. Helge and his wife, who was archaeologist Anne Stine Ingstad, led a team of archaeologists as they excavated the area. They found:

- the lower stones of at least eight Viking buildings, including one with several rooms
- tools women used to make cloth or clothing
- a pin that held a Viking man's cloak
- a stone oil lamp
- many iron boat nails



Perhaps L'Anse aux Meadows was Vinland. The Canadian government has protected the site (at left) as L'Anse aux Meadows National Historic Site. The photos above are of the reconstructed village Canadians have built nearby.

Christopher Columbus Before 1492

In 1451 in the seaport city of Genoa, Italy, a baby boy was born to Domenico and Susanna Columbo. Domenico and Susanna were Catholic. They named their son *Cristoforo Colombo*, which is Christopher Columbus in English. At that time, Catholic parents named their children for a person the Catholic Church had declared to be a saint. Domenico and Susanna named their son for Saint Christopher. According to a legend, Saint Christopher had lived by a river and had carried travelers across it. Catholics of the Middle Ages believed that Jesus had once come to Christopher in the form of a child and asked Christopher to carry Him across the river. Christopher Columbus came to believe that he was to follow in the footsteps of his patron saint and carry the gospel of Jesus Christ across the Ocean Sea.

Christopher Columbus learned the weaving trade from his father. As a teenager, he also began to sail. Sometime after his 20th birthday, Columbus left Genoa. At age 25, he settled in Lisbon, Portugal. He and his brother Bartholomew made and sold charts for sea navigation, while Christopher continued to go to sea. In Lisbon, Christopher married Felipa Perestrello e Moniz from a respected family. They had one son, Diego.

Columbus learned to read. He studied the ideas of the ancient Greek geographer Ptolemy. These had just been published in 1407. Columbus collected books, including *The Travels of Marco Polo*, which told of what Polo had seen when he traveled in China in the late 1200s. In Columbus' work as a sailor, he traveled to France, Greece, North Africa, Ireland, and Iceland.

Europeans had long traded for spices, silk, ivory, and gemstones from the Indies. The Indies includes India, the Indochina peninsula, and the Malay Archipelago (also called the Spice Islands). However, in the late 1400s, the Ottoman Empire made traveling to the Indies by land extremely difficult.

By 1484 Christopher Columbus had decided that he could reach China and the Indies by sailing west on the Ocean Sea. He wanted to find an easier way to trade and to see the grand things Marco Polo described.

While Marco Polo was in China, the Grand Khan who ruled there had sent word to the Pope asking him to send people to China to teach them about Christianity. That had never been accomplished. Columbus wanted to fulfill the Grand Khan's request.



Statue of Christopher Columbus, San Francisco, California

Marco Polo Meets the Great Khan



Illustration from the 1300s

1482 Map of the World



Modern Map of the World



Ptolemy's writings caused Columbus to think that the earth was much smaller than it actually is. Columbus believed that he could reach the Indies in about a month. The map at top left is based on Ptolemy's writings. We have added arrows and continent names to make it easier to see that learned Europeans only knew about Europe, Asia, and portions of Africa. Compare the 1482 map to the modern map at top right. Imagine Columbus planning to sail west to the Indies and China with no idea that two continents and the world's largest ocean (the Pacific Ocean) lay between him and his destination.

Christopher Columbus was determined. He tried to get the king of Portugal to pay for his voyage. The king refused. Columbus' wife Felipa died in 1485. The next year he moved to Spain. He began trying to convince Spain's King Ferdinand and Queen Isabella to sponsor his voyage.



Volcano on Tenerife Island

Across the Ocean Sea

Finally, in 1492 the Spanish king and queen agreed. Columbus and his crew left Palos, Spain, on August 3, 1492. They sailed in three small ships: the *Niña*, the *Pinta*, and the *Santa Maria*. Columbus was a devout Catholic in service to a king and queen who were also devout Catholics. He kept a detailed ship's log. The first words of his log are: "In the Name of our Lord Jesus Christ."

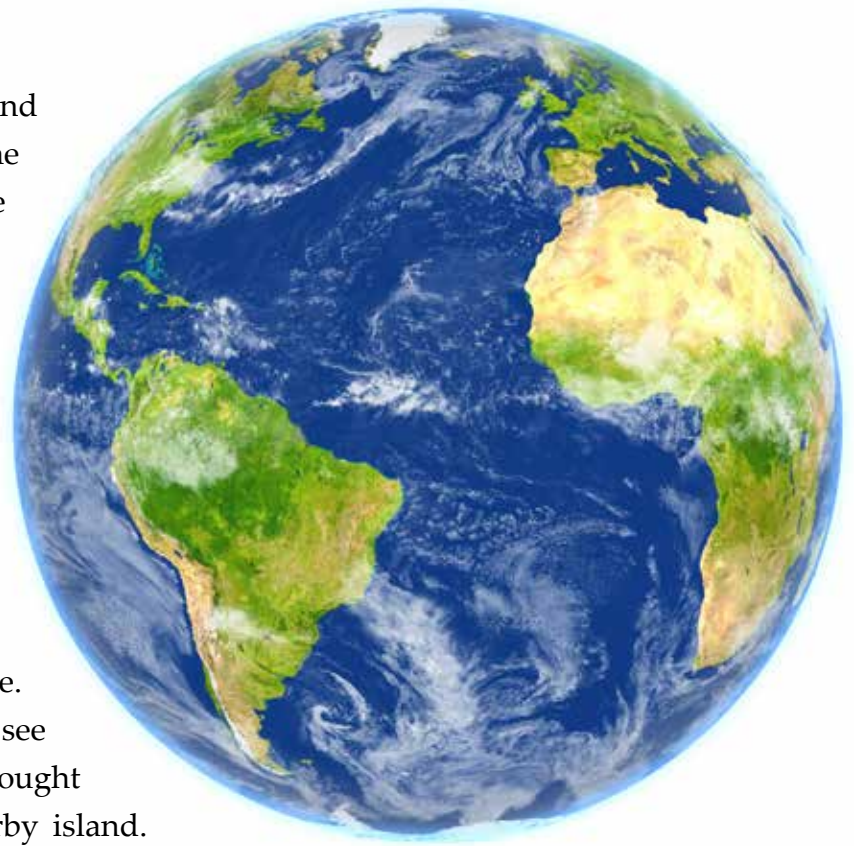
The three ships stopped in the beautiful Canary Islands off the western coast of Africa. Europeans had known about the Canaries for many years. Spain had claimed the Canary Islands for their own. Columbus and his men saw a tall volcano erupt on the island of Tenerife.

On September 6, Columbus and his men left the Canaries—and all the world they knew. They sailed into the unknown. Eight days later they spotted a tern. Columbus was encouraged because he believed that terns never flew far from land. The next night they saw a “marvelous bolt of fire” fall from the sky, probably a meteorite.

Columbus wrote about the warm breezes and the beautiful mornings they enjoyed on the voyage. On September 16, the crew began to see large patches of seaweed. They thought the seaweed had floated from a nearby island.

Actually, they were passing through the Sargasso Sea which lies between four of the Atlantic Ocean’s currents. Sargassum seaweed floats there in abundance. It is a nursery for many ocean creatures, including turtles, eels, and fish.

As they sailed on, Columbus and his crew saw many tuna, many dolphins, and a whale. On September 29, Columbus noted that the sea was “as smooth as a river.” On October 5, they saw many flying fish and some of them jumped onto the *Santa Maria*. As they sailed on, Columbus and his crew believed they were coming near to the Indies. On October 7, they saw large flocks of birds. Columbus decided to follow the birds. The next day they saw a pelican. On October 10, the crews complained about the voyage being too long. Columbus tried to encourage the men, but he also told them that it didn’t matter how much they complained. They were going to keep sailing until they reached the Indies.



Arctic tern



Dolphins



Pelican

Early in the morning on Friday, October 12, 1492, the *Niña*, the *Pinta*, and the *Santa Maria* came near the first land they had seen since they left the Canary Islands. It had been 70 days since they had left Spain. Christopher Columbus and the Pinzón brothers who had served as captains of the *Niña* and the *Pinta*, each carried banners ashore on the island of Guanahani.

On Guanahani, they met people of the Taíno Nation. Columbus named the island *San Salvador*, which means “Holy Savior,” and claimed it for Spain. Columbus believed that the island was one of the Indies. He called the people of the island *Indians*. Guanahani was one of the islands of the Bahamas, which lie off the coast of Florida. Though Columbus did not realize it, he had traveled to a New World—not new to the people who lived there but new to the people of Europe, Asia, and Africa.



Columbus Taking Possession of the New Country, created by the Prang Educational Company, 1893

Almost five hundred years had passed since Vikings came to North America. Those Viking explorations did not have a major impact on the history of the world, but when Columbus returned to Spain, news of his voyage spread across Europe. His discoveries opened the way first for the Spanish and later for many other Europeans to come to the New World. People of the Taíno Nation were the first to meet these Spanish strangers from the Old World. Soon native nations living in the future United States would meet them, too.

**There are three things which are too wonderful for me,
Four which I do not understand:
The way of an eagle in the sky,
The way of a serpent on a rock,
The way of a ship in the middle of the sea,
And the way of a man with a maid.
Proverbs 30:18-19**

Activities for Lesson 6

We the People – Read “Journal of Christopher Columbus” on pages 8-9.

Map Study – Complete the assignments for Lesson 6 on Map 4 and Map 5 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1000, write: Around this time, Vikings settle at L’Anse aux Meadows in Newfoundland, Canada.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 6.

Thinking Biblically – Read Psalm 71:15-18 and Matthew 28:18-20. Imagine you were telling the good news about Jesus to someone who had never heard about Him. How would you explain it? Write this in four to six sentences in your notebook.

Creative Writing – Think about whether you would have liked to sail with Erikson or Columbus. In your notebook, write one or two paragraphs telling why or why not.

Literature – Read “Why I Write About Native People” and “A Letter to Children” in *Growing Up Dakota*. **Note to parents:** Please refer to the Notes on Literature in the *America the Beautiful Answer Key and Literature Guide* for comments about *Growing Up Dakota*. This book is the firsthand account of a Lakota boy growing up in the late 1800s. You will learn about the everyday lifestyle of his nation during a time when settlers were moving into their homeland.

Pacific Ocean, Panama, Central America

Lesson 7

Our American Story

Native Nations Meet Spaniards

From October 1492 to January 1493, Columbus and his crew explored islands in the Caribbean Sea. Columbus was especially interested in Cuba and Hispaniola. Hispaniola is now home to the countries of Haiti and the Dominican Republic. Columbus kept looking for evidence that he was in the Indies. When he first landed at Cuba, he thought he was in China.

Columbus returned to Spain in 1493. He went to the court of King Ferdinand and Queen Isabella to tell what he had seen. News of his discoveries spread. More Spaniards sailed to the islands. Columbus returned three times. He continued to explore the islands, he saw South America, and he sailed along the coast of Central America.

Before his first voyage, King Ferdinand and Queen Isabella had promised that Columbus would become Admiral of the Ocean Sea and **governor** of all new lands he discovered. When Columbus returned to Hispaniola on his second voyage, he set up a Spanish government. Columbus died in 1506 at age 56, still believing that he had sailed to the Indies. He never knew that he had found a New World.

Slavery in the New World

Columbus had many encounters with islanders. Their good looks, kind manner, and generosity impressed him. He believed they would quickly become believers in Jesus Christ. However, he also believed that they were inferior to Europeans. Columbus enslaved many islanders.



Stamps from Cuba and the Dominican Republic commemorate the 500th anniversary of Columbus' discovery.

More and more Spaniards came to settle in the New World. Some treated the islanders well. Some islanders did become believers in Jesus. However, many Spaniards behaved shamefully. They kidnapped some people and enslaved them. They killed others. Also, great numbers of islanders died because their bodies did not have immunity to European diseases.

Many people in Europe lived under a feudal system in which a few people owned land and many people had to work as serfs for the landowners. The Spanish set up a similar system in the New World. They gave island land to Spanish explorers and made native nations work as serfs.

Bartolomé de Las Casas came to Hispaniola from Spain in 1502. Spain gave him land and serfs to work on it. Las Casas taught the serfs about Jesus. He later became a priest. Las Casas gave his serfs back to the Spanish government. He worked for better treatment of islanders. He wrote about the cruel way that Columbus and others treated them. Las Casas believed it was God's will that Columbus discover the New World, but he also believed that it was a sin to mistreat the people who lived there.

Exploring Beyond the Caribbean

In 1510 Spanish explorer Vasco Núñez de Balboa founded a **colony** in Central America. Three years later he led an **expedition** across the Isthmus of Panama and became the first European explorer to see the Pacific Ocean from the New World. See photo of the Pacific Ocean at left.

Ferdinand Magellan was Portuguese, but in 1519, he set out on a voyage for Spain. His fleet of five ships sailed across the Atlantic Ocean and along the coast of South America. With great difficulty, they found a way to sail around the southern tip of South America and enter the Pacific Ocean. Magellan continued west across the Pacific to the Philippines. The Spanish erected a cross on the island of Cebu. The local king and queen and 800 of their subjects were christened Catholics.

When the Spaniards got involved in a battle between two warring groups on another Philippine Island, Magellan was killed in the battle. In 1522 a few of his men returned home in the one remaining ship. They were the first people to sail all the way around the world.



Balboa



Magellan



Greedy for Gold

Marco Polo wrote that he saw much gold in China. King Ferdinand and Queen Isabella promised Columbus ten percent of all the gold, silver, pearls, and gems he found. Columbus searched for gold everywhere he went. During one voyage, he saw people in Central America wearing pendants like this 4 1/2 inch tall eagle pendant. It was created in Central America before 1519. Greed was a main reason that the Spaniards mistreated native nations.

Naming North America and South America

Amerigo Vespucci was from Italy. He worked as a ship **navigator**. Most historians believe he first came to South America in 1499 as part of a Spanish expedition. He later made three other voyages. Vespucci wrote down his experiences. He concluded that the lands the Spanish were exploring were not part of the Indies, but they were new lands that Europeans had not known about before.

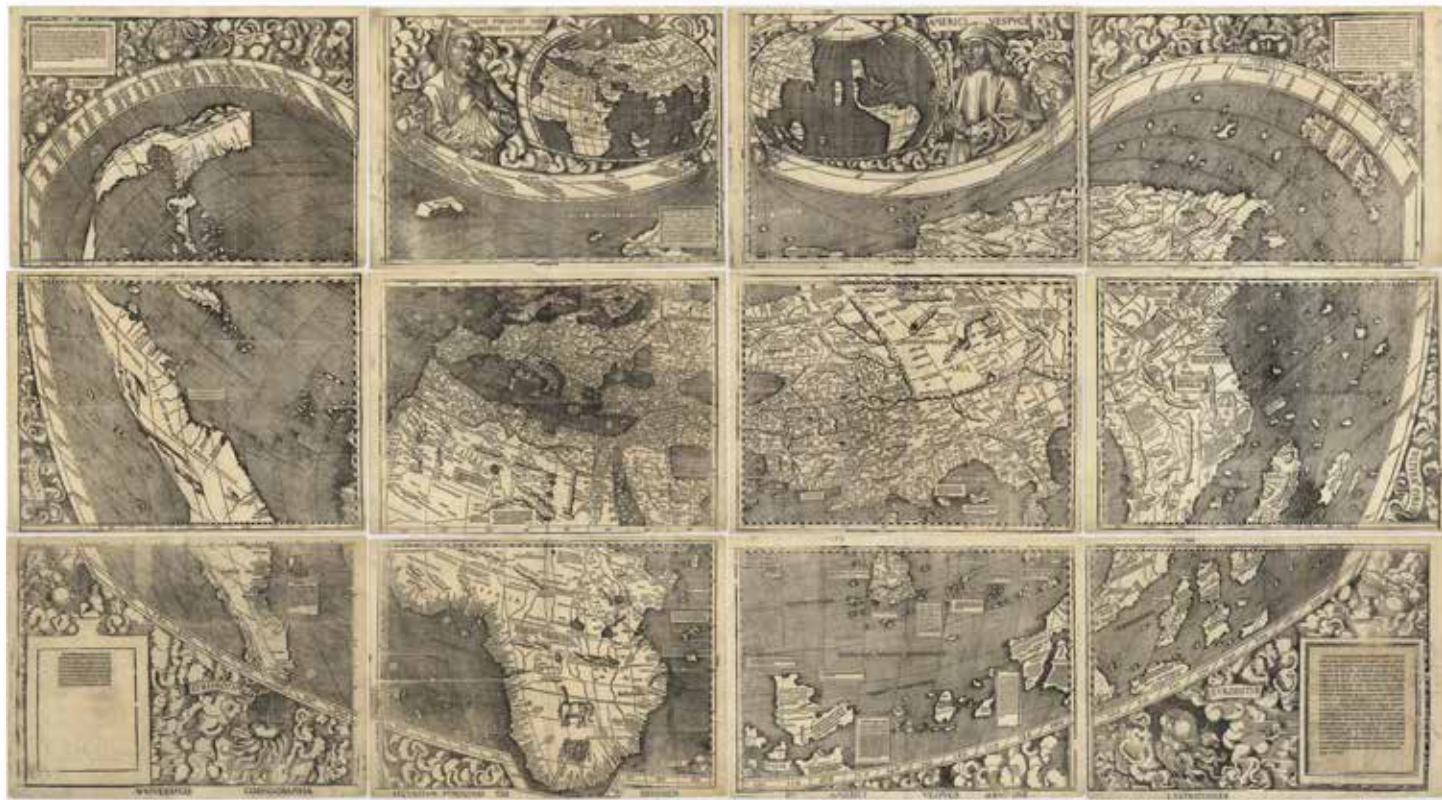


*Stamp from Italy honoring
Amerigo Vespucci*

When the Spanish realized that these islands were not actually the Indies, they began to call the islands the West Indies. They called the Indies, where Columbus had intended to go, the East Indies.

Martin Waldseemüller, a German geographer and mapmaker, created a world map in 1507. He labeled the newly discovered lands *America* in honor of Amerigo Vespucci. Waldseemüller published 1,000 copies of his four-by-eight-foot map. In 2003 the U.S. Library of Congress purchased the only known copy still in existence for \$10 million.

Waldseemuller Map of the World



In *America the Beautiful*, we often use the name *America* for the lands that became the United States of America. When talking about the two American continents, we use the terms *North America* and *South America*.

Juan Ponce de León and the Fountain of Youth

Spanish kings and queens continued to appoint governors to rule over Spanish colonies in the New World. When Columbus sailed on his second voyage in 1493, 33-year-old Juan Ponce de León came with him. Ponce de León later served as governor of Puerto Rico.

Islanders told stories about Bimini. They said that Bimini was north of Cuba. They said that this island had a fountain of youth which could make people young again. Ponce de León believed the stories and asked the Spanish king for permission to find Bimini. He intended to conquer the island and begin a colony.

Ponce de León sailed north. On Easter Sunday, March 27, 1513, he saw land. He thought he had found an island, but he had actually discovered the Florida peninsula of North America. Ponce de León and his crew landed in Florida on April 2, 1513, during the Easter holiday season. He named the land Florida. The Spanish call Easter *Pascua Florida*, which means “flowery festival.” Ponce de León and his crew tried to sail around the “island,” but of course they could not, since Florida is actually a peninsula. Ponce de León and his men returned to Puerto Rico in September.

Eight years later, in 1521, Ponce de León took 200 people to form a colony on the west coast of Florida. Members of the Calusa Nation attacked the group and wounded Ponce de León. He and the colonists left Florida and sailed to Cuba. Ponce de León died there.



Juan Ponce de León

Hernando de Soto Explores the Southeast

Hernando de Soto was born in Spain around 1500. He sailed to Central America when he was about 14 years old. At first he worked for the governor. Later, he explored Central America. When de Soto was about 30 years old, he traveled to Peru in South America with the Spanish **conquistador** Francisco Pizarro. (Pizarro had been with Balboa when he first saw the Pacific Ocean). While in Peru, de Soto and other Spaniards became wealthy when they conquered the Inca Empire and took its treasures.

In 1537 Charles V, king of Spain, made de Soto governor of Cuba and Florida. Two years later, de Soto and an army of over 600 men landed on the western coast of Florida. They marched up the coast. The descendants of pigs de Soto brought for food still live in the wild in Florida.

For four years, de Soto and his army marched 4,000 miles through the southeast area of North America searching for treasure. They met many Southeast nations. We learned about these nations in Lesson 5. The army crossed the Savannah and Ocmulgee Rivers in what is now Georgia. The Spaniards went into South Carolina and then explored in the Appalachian Mountains of North Carolina and Tennessee. They turned south and crossed present-day Alabama. They probably passed through northern Mississippi.



Ocmulgee River in Georgia

Hernando de Soto and his army became the first known Europeans to cross the Mississippi River. They probably sighted it near what is now Memphis, Tennessee. The explorers then crossed the river into the area that is now Arkansas. They entered present-day Texas and Oklahoma before turning back to the east.

When they again reached the Mississippi River, Hernando de Soto died of a fever almost exactly four years after the expedition began. His remaining soldiers built barges and floated down the Mississippi River. They entered the Gulf of Mexico and went on to Mexico.



Waterfall in DeSoto State Park, Alabama



Hernando de Soto



Mississippi River, Memphis, Tennessee

Fast Forward

Cars crossing the Mississippi River at Memphis, Tennessee, on Interstate 40 travel on the Hernando de Soto Bridge. The bridge opened in 1973. Governors from Tennessee and Arkansas attended the opening ceremony.

You can learn more about Hernando de Soto by visiting De Soto National Memorial in Bradenton, Florida.

The town of Hernando is in Mississippi's DeSoto County. Alabama has a DeSoto State Park.



Francisco Vásquez de Coronado Explores the Southwest

While Hernando de Soto and his men explored the Southeast, Spanish conquistador Francisco Vásquez de Coronado explored in the Southwest. In Lesson 3, we learned about people who lived there. Coronado had heard a legend about Seven Cities of Cibola, which were supposedly filled with gold. Beginning in 1540, Coronado led his men on a quest to find them. When they found the Zuni Nation living in six or seven villages, Coronado thought perhaps he had found them. He was disappointed when they were not filled with gold. Zuni still live on the site of one of those villages. Some of Coronado's men visited Taos Pueblo, pictured below.

Examples of Homes Around the World Before 1500



The Pueblo people had built Taos Pueblo in New Mexico by 1450. Taos Pueblo is five stories high. It consists of many adobe homes built side by side. Adobe is earth mixed with water and straw.



Roykstovan is a log home with a grass roof. This house in the Faroe Islands (between Iceland and Denmark) has stood since the 1100s.



In the 1300s, people in the Puglia region of Italy began to use limestone to build trulli houses with cone-shaped roofs.



By the 1400s, the Hakka people of China built tulou homes. Their thick wood and mud walls served as a fortress. A whole village with as many as 800 people lived inside. Each family had its own apartment.



Anne Hathaway was born in this thatched roof cottage in England. Her family began to build it in 1463. Anne married author William Shakespeare.

Coronado continued to explore the Southwest, but he never found the cities of gold. Soon Spanish traders and missionaries came into the area. Again and again Spaniards searched for treasure. Jesus said:

**Do not store up for yourselves treasures on earth,
where moth and rust destroy, and where thieves break in and steal.
But store up for yourselves treasures in heaven,
where neither moth nor rust destroys,
and where thieves do not break in or steal;
for where your treasure is, there your heart will be also.
Matthew 6:19-21**

Activities for Lesson 7

Map Study – Complete the assignments for Lesson 7 on Map 5 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1507, write: A German mapmaker gives the name America to the landmass that includes North and South America.

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

Vocabulary – Look up each of these words in a dictionary: governor, colony, expedition, navigator, conquistador. In your notebook, write each word with its definition.

Creative Writing – How do you think a member of a native nation living in Florida would have described Ponce de León and his party of explorers? Pretend that you saw Ponce de León and his men. In your notebook, write a paragraph describing them to a friend who has not seen them.

Literature – Read chapter 1 in *Growing Up Dakota*.



Castillo de San Marcos, St. Augustine, Florida

Lesson 8

American Landmark

St. Augustine, America's Oldest European City



Fresco painting of Verrazano in the Alexander Hamilton Customs House in New York City

The gold and other goods the Spanish brought home from the New World made the country wealthy. Spain became the most powerful country in the world. Soon other Europeans came to America in search of treasure.

The French Come to America

In 1524, several years after Ponce de León had set foot in Florida and several years before de Soto explored the Southeast and Coronado explored the Southwest, King Francis I of France sent Giovanni da Verrazano in search of China. Verrazano was Italian. He landed first in North Carolina. From there he sailed north along the coast of North America all the way to Newfoundland, where Vikings had lived over 500 years before. It is possible that Verrazano sailed south to Florida, before heading north. Giovanni da Verrazano is probably the first person to sail such a great distance along the coast of North America.

Ten years later in 1534, King Francis I sent Jacques Cartier to North America, where he explored the area north of Maine. Cartier returned the following year. This time he discovered the St. Lawrence River, which is now part of the border between Canada and the United States.

Huguenots Sail to the Southern Coast

In 1562 sea captain Jean Ribault left France with 150 men to explore along the coastline that Verrazano had explored. The Spanish had recently made a decision not to build any settlements in North America, but only in Central and South America. If Ribault's voyage went well, French settlers would return to begin a permanent settlement.

In the early 1500s, the Catholic monk and priest Martin Luther of Germany began to question certain teachings of the Roman Catholic Church. Other religious leaders did also. Their teachings spread across Europe. Many believers left the Catholic Church. This religious movement is called the Protestant Reformation. Catholic leaders sometimes **persecuted** Protestants. Huguenots were French Protestants. Ribault and most of those who traveled with him were Huguenots. The Huguenots hoped for religious freedom in America.

Early in the morning of April 30, 1562, Ribault and his crew anchored their ships near present-day St. Augustine, Florida. That afternoon the ships sailed north until they saw the mouth of the St. Johns River. The next day members of the Timucua Nation watched them from the shore. They showed them where to land their boats. Women and children brought evergreen branches and spread them out on the sand. Then their chief visited with Ribault and the crew. Ribault set up a stone column to claim this portion of the New World for France.

Timucua Nation

The Timucua Nation lived in villages surrounded by a wall about 12 feet high. Each village had many round houses, topped with roofs of palmetto branches. The village chief lived in a rectangular house at the center.

Timucua men were responsible for breaking the soil for farming. They used a hoe made from fish bones and a wooden handle. Women did the planting. They grew maize, beans, squash, melons, and root vegetables and collected berries and other fruits.

The Timucua made pottery and fashioned many kinds of household objects and ornaments from bones, shells, stones, and wood. Timucua women wore pearl necklaces and bracelets.

Timucua hunted for alligators, bear, deer, and turkey. In the hot summer, they moved to the coast, where they gathered shellfish and oysters. Timucua built canoes and traveled along the coast of Florida and sometimes to Cuba.



Ribault's Column

French Settlers in South Carolina

French Huguenots and sea captain Ribault continued north until he reached what is now Parris Island in Port Royal Sound in what would later become South Carolina. His men built a log and clay blockhouse and dug a moat around it. Ribault left about 25 men there to establish Charlesfort, the first French settlement in North America. He intended to come back to bring them supplies, but a civil war in France prevented this. Local people helped the men build a boat. They used pine resin and Spanish moss to seal its seams and made sails from shirts and sheets. One settler decided to stay, but the other settlers sailed away. Amazingly, the boat made it almost to France. The crew of an English ship rescued the struggling passengers. Spanish settlers later captured the one settler who had stayed behind.



Timucua breaks soil for planting.

Huguenots Build La Caroline

In 1564 Huguenot leaders sent more ships to America. René de Laudonnière, a nobleman who had sailed with Ribault, led a fleet of three ships with 300 people onboard. They included sailors, soldiers, craftsmen, and four women. When they arrived at the mouth of the St. Johns River, they learned that the Timucua were worshipping the stone column Ribault had left there. The picture of the column on page 61 shows Laudonnière in the center and the offerings Timucua left at the base of the column.

Laudonnière led the settlers as they built a fort and settlement at the mouth of the St.

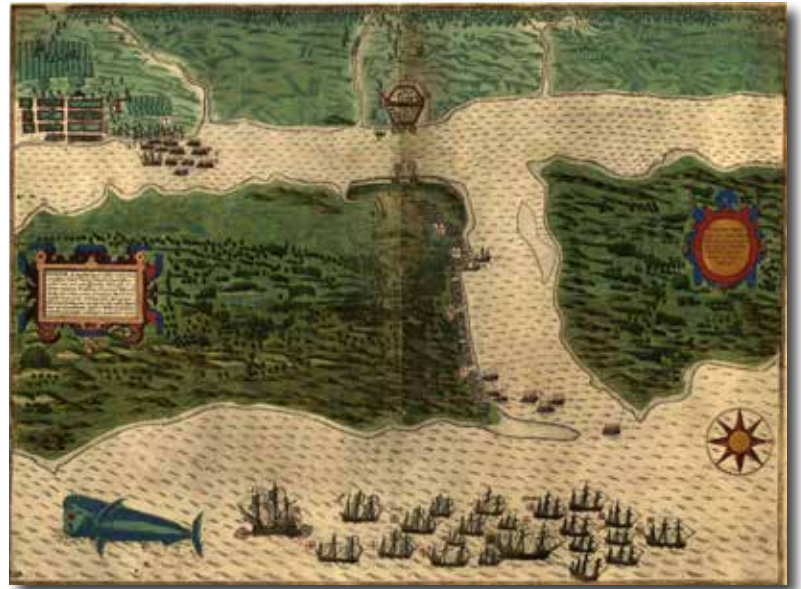


La Caroline under construction

Johns River. The Timucua assisted them. Laudonnière named the settlement La Caroline after the French King Charles IX. The following year Jean Ribault returned with 600 more settlers, including soldiers, laborers, women, and children.



Spanish defeat the French at La Caroline.



St. Augustine, 1589

Spanish Build St. Augustine

By this time, Spain was shipping gold and silver from Mexico and Peru to Europe. The Spanish resented the French for building a settlement on the Florida coast. They feared that French raiders might be hiding at the fort at La Caroline in order to attack Spanish ships and steal their treasures. In 1565 Spain changed its **policy** about settlements in North America. Spain sent Admiral Don Pedro Menéndez de Avilés to establish a permanent Spanish settlement in Florida and to remove the French from La Caroline.

Menéndez brought 800 soldiers and colonists. These Spaniards included stonemasons, carpenters, tailors, shoemakers, blacksmiths, barbers, surgeons, tanners, farriers, a hat maker, an embroiderer, a bookseller, bakers, gardeners, and farmers. They arrived in Florida on August 28, 1565, just a few days after Ribault arrived at La Caroline.

Menéndez met Timucua Chief Seloy. Eleven days after arriving in Florida, the admiral established a military base at Seloy's village on Anastasia Island. He named their colony St. Augustine because August 28 is St. Augustine's feast day. The Spaniards used Seloy's council house as their first fort.

Jean Ribault tried to protect La Caroline, but Menéndez attacked the fort and defeated them. Menéndez led the new Spanish colony, explored the nearby area, and began Catholic missions among the Timucua.

In 1572 the Spanish colonists moved St. Augustine to its present location. Menéndez led the colony until he died in 1574. St. Augustine became the center of Spanish power in North America. The colony was important to Spain for three reasons. Its soldiers guarded the route of Spanish treasure ships. The city was a **refuge** for people who survived shipwrecks. Residents also rescued cargoes from wrecked ships.

Sir Francis Drake

In our next lesson, we learn about explorers and settlers from England who came to North America. Today we learn about conflict between the English and the Spanish in the late 1500s. England wanted **financial** gain from the New World, just like France and Spain did, and the English were also willing to fight to get it.

Francis Drake was an English sea captain. He led a voyage around the world from 1577 to 1580, becoming the first Englishman to do so. England's Queen Elizabeth I knighted him in 1581. In 1585, she sent Sir Francis Drake and a fleet of English ships to attack Spanish settlements in the New World. The fleet sailed from Plymouth, England, in September of 1585.

Drake attacked settlements in South America and in the Caribbean. In 1586 Drake arrived off the coast of St. Augustine. On May 28 and 29, he ordered his men to attack the city. They burned much of it. The Spanish considered moving St. Augustine or **abandoning** it all together. They decided to keep it where it was and rebuild.



British map of St. Augustine

Fast Forward

England continued to try to capture St. Augustine for many years. The Spanish began a stone fort in 1672. Stonemasons and other skilled workers came from Cuba to work on it. The Castillo de San Marcos is the oldest stone fort still standing in the United States. See photo at right and the one on page 60.

St. Augustine has long been a popular tourist destination. The grand Ponce de León Hotel opened in 1888. Today the hotel is a part of Flagler College.



Castillo de San Marcos



Ponce de León Hotel

The Pueblo of the Southwest have older permanent communities. St. Augustine is the oldest permanent city that Europeans founded in America. The people of St. Augustine built a stone fortress to guard their city. The Bible teaches that God is our rock and our fortress.

**The LORD is my rock and my fortress and my deliverer,
My God, my rock, in whom I take refuge;
My shield and the horn of my salvation, my stronghold.
Psalm 18:2**

Activities for Lesson 8

We the People – Read “Florida Tourism Advertisement” on page 10.

Map Study – Complete the assignment for Lesson 8 on Map 3 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1586, write: Sir Francis Drake makes a map of St. Augustine before he and his crew burn the city.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 8.

Vocabulary – In your notebook, copy each sentence below, filling in each blank with one of these words: persecute, policy, refuge, financial, abandon.

1. The Spanish decided not to ____ St. Augustine.
2. Because of store ____, I could not return my baseball bat.
3. I want to stand firm if anyone tries to ____ me for what I believe.
4. Dad says that I can get a bicycle when our ____ situation improves.
5. During thunderstorms our dog finds ____ under the porch.

Literature – Read chapter 2 in *Growing Up Dakota*.

Family Discussion – Florida is a popular tourist destination. As you have dinner tonight, have each family member discuss what he or she believes would be the ideal family vacation.



Reconstructed Fort James, Jamestown, Virginia

Lesson 9

Daily Life

English Settlers in Virginia

Italian John Cabot moved to the seaport city of Bristol, England, around 1488. Just four years before Columbus sailed west to find a route to the Indies, Cabot was thinking about the same idea. In 1493 the news of Columbus' discoveries in the New World reached England.

Businessmen in Bristol agreed to sponsor Cabot on a venture to the Indies. England's King Henry VII authorized the expedition. In 1497 Cabot and a crew of 18 sailed west from Bristol on the *Matthew*. They landed in what is now Canada, perhaps on Cape Breton Island. They sailed along the coasts of Newfoundland and Labrador and along the northeast coast of what is now the United States. Cabot claimed these lands for England.

John Cabot discovered rich cod beds along the northern coast of North America. English, French, Portuguese, Spanish, and Basque fishermen began to fish there, especially off Newfoundland. (Basques are an ancient ethnic group who still live in southwestern France and northern Spain.) Like his fellow Italian Columbus, Cabot believed he had sailed to Asia.



Canadian stamps and a statue in Montreal, Quebec, Canada, honor John Cabot.



After Henry VII died, his son Henry VIII reigned in his place. During Henry VIII's reign, English explorers and fishermen continued to come to America. King Henry VIII did not directly affect American history, but his policies made a great impact in the long term. He worked to improve ships and to build up the British navy. As European kings continued to fight to see who would be the main power in North and South America, a strong British navy became very important.

Henry VIII's daughter Elizabeth I came to the throne in 1558. Elizabeth reigned until 1603. She encouraged settlers to move to America. Since she never married, her subjects called her the Virgin Queen. The English began to call a large portion of the land near the Atlantic coast Virginia in Elizabeth's honor.



Queen Elizabeth I



Sir Walter Raleigh

The Lost Colony of Roanoke

English noble Sir Walter Raleigh was a close friend of Queen Elizabeth I. In 1587, one year after Englishman Sir Francis Drake attacked St. Augustine, Sir Walter Raleigh sponsored a group of English men, women, and children to settle in America. That July, about 100 colonists landed at Roanoke Island, off the coast of present-day North Carolina (at that time the English called it Virginia). Notice the map below. Like many old maps, this one includes a sea monster. Find it in the lower left corner. Roanoke Island is the largest island on the map. Find the villages of Secotan (see page 33) and Weapemeoc. The Roanoke Nation also lived in the area.

The settlers built a fort on the island. John White served as the governor of Roanoke. On August 18, about a month after they arrived, Ananias Dare and his wife Elinor had a baby girl. Virginia Dare was the first child of English parents to be born in America. Elinor Dare was John White's daughter. Just nine days later, White left the settlers on the island and returned to England to bring back supplies.



*Roanoke Island (center left)
and nearby villages*



Englishmen construct a fort on Roanoke Island.

England and Spain did not get along. The Spanish Armada, also known as the Great and Most Fortunate Navy, was the most powerful navy in the world. In 1588 Spain tried to destroy the English fleet, but instead the English defeated the Spanish Armada.



The Pomeiock village was nearby.

Spain was no longer as powerful in Europe or in North and South America. Defeating Spain gave England an opportunity to do more in the New World. However, the war kept John White from being able to return to Roanoke until 1590. When White returned, the settlers and their houses had disappeared. The only evidence he found were the letters CRO carved on a tree and the word *Croatoan* carved on a post of their wooden palisade. White knew that the Croatoan people were a friendly nation who lived near the settlement, but the clues did not help White solve the mystery. What happened to the settlers remains a mystery. The National Park Service operates the Fort Raleigh National Historic Site on Roanoke Island.

Jamestown, First Permanent English Settlement

After the death of Queen Elizabeth I, King James VI of Scotland became King James I of England. James was the king who authorized the translation of the Bible known as the King James Bible. In 1606 a group of London businessmen formed the Virginia Company and obtained



King James I by John de Critz

an official document, called a charter, from King James. Later that year, the company sent three ships to America. The ships brought only men and boys. The group of 104 included a blacksmith, a barber, a mason, a tailor, two bricklayers, several carpenters, laborers, gentlemen (men of high social standing), and a beloved Anglican priest, Robert Hunt. The Virginia Company instructed the men to make a settlement, find gold, find a water route to the East Indies, and convert native nations to Christianity.

On May 14, 1607, these English settlers landed in Virginia near a river. They named the river the James River after their king. They began to build. They chose a place where it would be difficult for Spanish ships to fire upon them.

The settlers honored their king again by naming their new community Jamestown. They built Fort James, surrounding it with a wooden palisade in the shape of a triangle. They erected a storehouse and several houses inside. All settlers participated regularly in religious services. Robert Hunt led these services. At first, they met in the open and later they built a church. The tower portion of the church at right dates from 1639.

Native nations sometimes attacked the town. At other times, they brought food to exchange for copper and iron tools. The food they supplied helped the colony survive. Captain John Smith, Sir Thomas Dale, and Thomas West de la Warr served as the leaders of Jamestown.

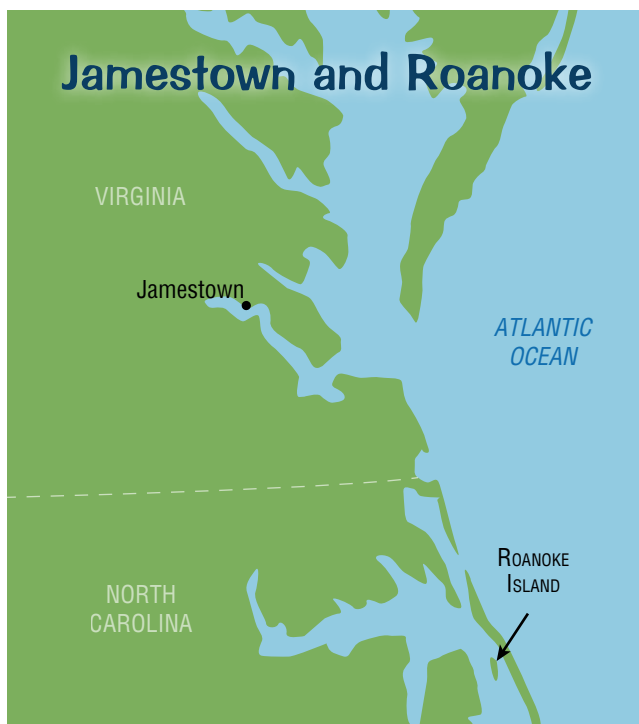
Life in Jamestown was difficult for many years. Many settlers died. The Virginia Company sent additional settlers and supplies again and again. English settlers built other villages along the James River. Jamestown settlers worked hard to make products to export. They exported tar, pitch, lumber, sassafras, and soap ashes. They manufactured glass and tried to make silk.



Egret on the James River



Church at Jamestown, Virginia



A New Government

The Virginia Company required settlers to “establish one equal and uniform government over all Virginia.” In 1619 Virginia settlers began to select men to represent them in an assembly. Beginning in 1643, the assembly was called the House of Burgesses.



Reenactors portray enslaved persons at Colonial National Historical Park in Jamestown.

Africans Come to America

Slavery was a common practice in many parts of the world in the early 1500s and 1600s, as it had been for centuries. In the early years of English settlement in America, a person could choose to become an indentured servant for a certain length of time, often for seven years. Afterwards, he became free. The person whom he had served usually gave him or her land and supplies to begin a farm. Many English men and women came to Virginia as indentured servants in the years after this.

In 1619 a Dutch trader who sold enslaved people stopped at Jamestown. The settlers gave him food. In exchange he gave the settlers enslaved persons. Jamestown settlers may not have actually considered them as their property. They may have seen these first Africans in Virginia as indentured servants.

However, over time Virginians came to see enslaved Africans as property. They began to practice hereditary

Fast Forward

Tourists can visit Historic Jamestowne in Colonial National Historical Park. In 2007 people from America and Great Britain celebrated the 400th anniversary of the founding of Jamestown. England's monarch Queen Elizabeth II visited Jamestown during the celebration. At right, the Queen

enters the reconstructed fort. Queen Elizabeth meets members of the Powhatan Nation at the Virginia State Capitol in the photo below.



Reenactors portray settlers.



slavery, in which children born to enslaved people were considered slaves at birth. Enslavement continued generation after generation.

Virginia Becomes a Crown Colony

In 1624 King James revoked the charter of the Virginia Company. England then made Virginia a crown colony. This means that the colony belonged to the king. People probably lived on the site of the Jamestown fort until the middle of the 1620s. However, most people moved into an area of Jamestown which was outside of the fort. They called this area New Town. Jamestown served as the capital of the Virginia colony until 1699. Jamestown was the first permanent English settlement in America.

In the Sermon on the Mount, Jesus taught us how to treat other people. Slavery is a tragic example of people not obeying the words that Jesus spoke that day.

**In everything, therefore,
treat people the same way you want them to treat you,
for this is the Law and the Prophets.
Matthew 7:12**

Activities for Lesson 9

We the People – Read “The Founding of Jamestown” on page 11.

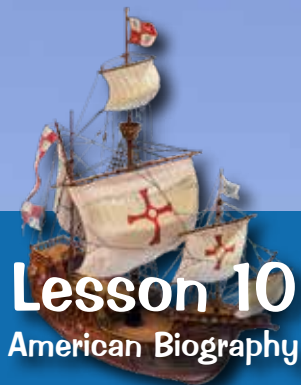
Map Study – Complete the assignments for Lesson 9 on Map 5 and Map 6 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 2007, write: Queen Elizabeth II of England visits Jamestown to celebrate the 400th anniversary of the settlement.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 9.

Thinking Biblically – Copy Matthew 7:12 in your notebook. Write a paragraph about why you would not want to live in slavery.

Literature – Read chapter 3 in *Growing Up Dakota*.



Lesson 10

American Biography



Pocahontas statue, Jamestown

Pocahontas, a Young Powhatan Woman

A young woman befriended Jamestown leader Captain John Smith. Her brief but **influential** life has made her one of the most famous people in American history. Notice her statue above.

Captain John Smith Meets Pocahontas

John Smith was born in England in 1580. By age 27, he had experience as a sea captain and a soldier. The Virginia Company was impressed with his qualifications. Smith sailed to Jamestown in 1607 with the first settlers. That fall Smith traveled to various Powhatan villages seeking food for the hungry settlers. The Powhatan were a confederation of approximately 30 native nations who spoke the Algonquian language.

Below: Artist's illustration of Powhatan village; At right: Pamunkey woman



Wahunsenacawh, who was known as Chief Powhatan, served as their leader. The Powhatan called the land where they lived Tsenacomoco. The woman pictured on page 72 was a member of the Pamunkey Nation, which was a member of the Powhatan Confederation.

In December of 1607, a large Powhatan hunting party captured Smith. They took him to several villages before presenting him to Chief Powhatan. The Powhatan treated Smith to a feast. They then forced Smith to lie on stones. Men stood over him with clubs.

The chief's daughter rushed in, put Smith's head in her hands, and laid her head on his. She pulled him to his feet. Chief Powhatan then made Smith a part of the nation.

Chief Powhatan may not have had any intention of hurting John Smith. The event may have been part of a common Powhatan ceremony. Smith was about 28 years old at the time. The chief's daughter was about 12. Her name was Amonute. Her nickname was Pocahontas. It means "playful one" or "mischievous one."

Chief Powhatan released Captain Smith and Powhatan escorted him back to Fort James. Pocahontas and John Smith became friends. She visited Jamestown often. She and fellow Powhatan brought food and furs to trade. She enjoyed playing with English children during these visits.

Jamestown settlers sent some English boys to live with the Powhatan, so the boys could learn their language and customs. The Jamestown settlers hoped to convert the Powhatan to Christianity. They also wanted to teach them subjects that Europeans learned. The Powhatan also sent some of their boys to live with the settlers.

Between June and September of 1608, Captain Smith led other colonists as they explored Chesapeake Bay and many of the rivers and streams that flow into it. Smith made a map of the area, including the locations of villages.

After Smith returned, settlers elected him to serve as governor. Many colonists wasted their time searching for gold. Smith encouraged them to take care of their basic needs, such as food and shelter. While Smith served as governor, settlers dug a well, planted crops, and sent products to sell in England.

In 1609 an explosion injured John Smith and he returned to England for treatment. In 1614 he returned to America and explored the northeast coast from Pembroke Bay (in Maine) to Cape Cod (in Massachusetts). He produced a map of the area and titled it New England. This is why we call the six northeastern states New England today.



Interior of Powhatan longhouse



Settlers Kidnap Pocahontas

Relations between the English and the Powhatan were friendly for about a year after the time when Smith feasted with them. However, over time both the Powhatan and the English acted in ways that hurt their relationship. In January of 1609, before Smith went back to England, he had a meeting with Chief Powhatan. The relationship between the Powhatan and the English was so bad that Smith made plans to kill Chief Powhatan and Chief Powhatan made plans to kill Smith. Pocahontas saved Smith's life by warning him about her father's plan.

Three years later, Samuel Argall, an English sea captain, decided to kidnap Pocahontas. He believed that kidnapping her would convince the Powhatan to do what he wanted them to do. Argall kidnapped Pocahontas while she was visiting his English ship. Powhatan later took some settlers **hostage**.

Argall demanded that the Powhatan pay a ransom before he would release Pocahontas. Chief Powhatan sent a portion of the ransom. He asked that the settlers treat his daughter well.

Pocahontas Comes to Faith While in Captivity

Argall took Pocahontas to Jamestown. From there, settlers probably took her to a newer English settlement called Henrico. Minister Alexander Whitaker taught her English. He also taught her about God and His Son. Pocahontas believed. She was **christened** and took the name Rebecca. A painting of her christening hangs in the United States Capitol in Washington, D.C. After her christening, Rebecca revealed her secret name, Matoaka.



The Baptism of Pocahontas by John Gadsby Chapman in the United States Capitol

Rebecca Meets John Rolfe

John Rolfe was a settler who had left England on the *Sea Venture* in 1609 along with 149 other settlers. His ship was one of nine that carried a total of 500 new English settlers, including some women. One of the women was Rolfe's wife. A hurricane delayed the *Sea Venture*. The hurricane destroyed the ship but all its passengers were rescued. The passengers spent several months in Bermuda. They built two new ships named the *Patience* and the *Deliverance*. Rolfe's wife gave birth to a baby girl. The Rolfes named her Bermuda. However, both Mrs. Rolfe and the baby died.

Native nations taught the Spanish how to smoke tobacco. Sir Walter Raleigh made using tobacco popular among the English. When Rolfe arrived in Virginia, he began to experiment with growing tobacco. The English preferred tobacco that grew in the islands of the Caribbean to what native nations grew in Virginia. Rolfe brought tobacco seed from the Caribbean to Virginia. He tested it in Virginia soil. Both American settlers and people in England liked what he grew. Colonists in Virginia began to **export** tobacco. This became an important source of income.



Rolfe hoes tobacco.



John Rolfe and Pocahontas by James William Glass Jr.

Rebecca and John Rolfe began to care for one another. John Rolfe was a very devout man. For weeks he agonized about the decision to marry a woman from a native nation. He wanted to marry her only if he believed it was God's will. Rolfe wrote a long letter to Sir Thomas Dale who was then serving as the colony's governor. The letter spoke of his deep love for Rebecca and of his devotion to her. Rebecca was still in captivity. When her brothers came to visit her, she told them that she loved John Rolfe. Chief Powhatan gave her his permission to marry Rolfe.



The wedding ceremony of Pocahontas and John Rolfe

Rebecca Marries John Rolfe

On April 5, 1614, John Rolfe and Rebecca were married. The marriage helped relationships between the settlers and the local people. John and Rebecca had a son, whom they named Thomas. According to birth records, he was the first child born to an Englishman and a woman from a native nation.

The Rolfes Visit England

In 1616 the Rolfe family traveled to England with Sir Thomas Dale, some other settlers, and about 12 Powhatan men and women.



Pocahontas by Simon van de Passe



Pocahontas at the Court of King James by Richard Rummels

Rebecca and the other members of her nation toured the country. The English called her Lady Rebecca Rolfe. An artist painted the portrait on page 79. Rebecca was popular in England. She met Sir Walter Raleigh and her husband's family. She saw her old friend John Smith. She went to a party and sat near King James I and his wife Queen Anne.

Seven months after they arrived, the Rolfes left England to return to America, but Rebecca became ill. The ship docked at Gravesend, England. Rolfe took Rebecca ashore. As she lay dying, Rebecca told her husband, "All must die. 'Tis enough that the child liveth." Rolfe had Rebecca buried in the courtyard of Saint George's Church. The statue pictured at right is identical to the one on page 72.

Rebecca died when she was about 22 years of age. A grieving John Rolfe returned to Virginia. He left his young son in the care of a **guardian**. Rolfe married again, but he died in 1622.



Statue of Pocahontas at Saint George's Church in Gravesend

Thomas Rolfe, son of John and Rebecca, came to America when he was 20 years old. Both his father and his grandfather Chief Powhatan left him land. Today many Americans trace their ancestry back to Thomas Rolfe, son of John and Rebecca.

Though Rebecca was not able to bring permanent peace between English settlers and the Powhatan, she played an important role in the first permanent English settlement in America. She helped them have food and helped the two peoples have times of peace with one another. The food and the peace helped give the struggling colony time to get established. Rebecca's fame has endured for over 400 years under her Powhatan nickname, Pocahontas.

The Jamestown settlers who shared their faith with her knew that Jesus loved this young woman and that:

**He Himself is the propitiation for our sins;
and not for ours only,
but also for those of the whole world.
1 John 2:2**

Activities for Lesson 10

Timeline – In *Timeline of America the Beautiful* next to 1614, write: Pocahontas (Rebecca) marries John Rolfe.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 10. Take the test for Unit 2.

Vocabulary – Write five sentences in your notebook, using one of these words in each sentence: influential, hostage, christen, export, guardian. Check in a dictionary if you need help with their definitions.

Thinking Biblically – Copy 1 John 2:2 in your notebook. Underneath, write a prayer for people who do not know God.

Creative Writing – In your notebook, write a letter from Pocahontas (Rebecca) to her father as she might have written him while she was visiting England.

Literature – Read chapter 4 in *Growing Up Dakota*.

Family Activity – Create a Pocahontas Museum. See the instructions on the following pages.

Pocahontas Museum

Supplies

- multi-color package of construction paper
- ten pieces of white paper
- stapler
- colored pencils, crayons, or markers
- scissors

Caution:
This project uses
scissors and a stapler.

Instructions

For this activity, you will create a museum to educate visitors about the life of Pocahontas. You will make or collect objects and label them. Look at Lesson 10 to remind yourself of details of the life of Pocahontas. You can set up your museum on a large table.

Exhibit 1 – Stones and Clubs

Cut two identical club shapes from brown construction paper. Staple them together around the edge, leaving them open at one end. Stuff with wads of crumpled paper and staple shut. Make paper rocks using the same method. On a sheet of white paper, write a short description of how Pocahontas and John Smith first met. Explain that John Smith was made to lie on stones while men stood over him with clubs, and that Pocahontas rescued him.

Exhibit 2 – Furs and Corn

If possible, find anything in your house made of real or artificial animal fur. If you don't have anything made of fur, draw short hairs on a piece of brown paper. Make ears of corn out of yellow and green paper and place them inside a real basket. Make a sign explaining that Pocahontas often came to the Jamestown settlement to visit John Smith and to bring furs and corn to trade.



Pocahontas by Simon van de Passe

Exhibit 3 – Held for Ransom

On a white piece of construction paper, draw three Englishmen, some corn, and a pile of guns. Make a sign about the kidnapping of Pocahontas and explain that the pictured items were demanded of Chief Powhatan in exchange for his kidnapped daughter.

Exhibit 4 – Learning About Jesus

Place a Bible in your museum. Make a sign explaining how Pocahontas was taught English and about God and Jesus, decided to become a Christian, and changed her name to Rebecca.

Exhibit 5 – Marriage to John Rolfe

On a piece of paper, write April 5, 1614 and draw a heart around it. Cut two 1-inch wide strips of construction paper. On one strip, write “Rebecca.” On the other strip, write “John Rolfe.” With a stapler, join the strips together like a paper chain. Place the links next to the date of their wedding. Make a sign describing the marriage of John Rolfe and Rebecca.

Exhibit 6 – Thomas Rolfe

Wrap a doll in a plain blanket. If you don’t have a doll available, draw a picture of a baby. Make a sign explaining that John Rolfe and Rebecca had a son named Thomas.

Exhibit 7 – Trip to England

Cut two identical boat-shapes out of brown paper and staple them together around the bottom and sides. Slide a pencil, stick, or straw for the mast between the sides of the ship. Tape a white napkin or tissue onto the mast for a sail. Make a sign telling about the Rolfe family’s trip to England in 1616.

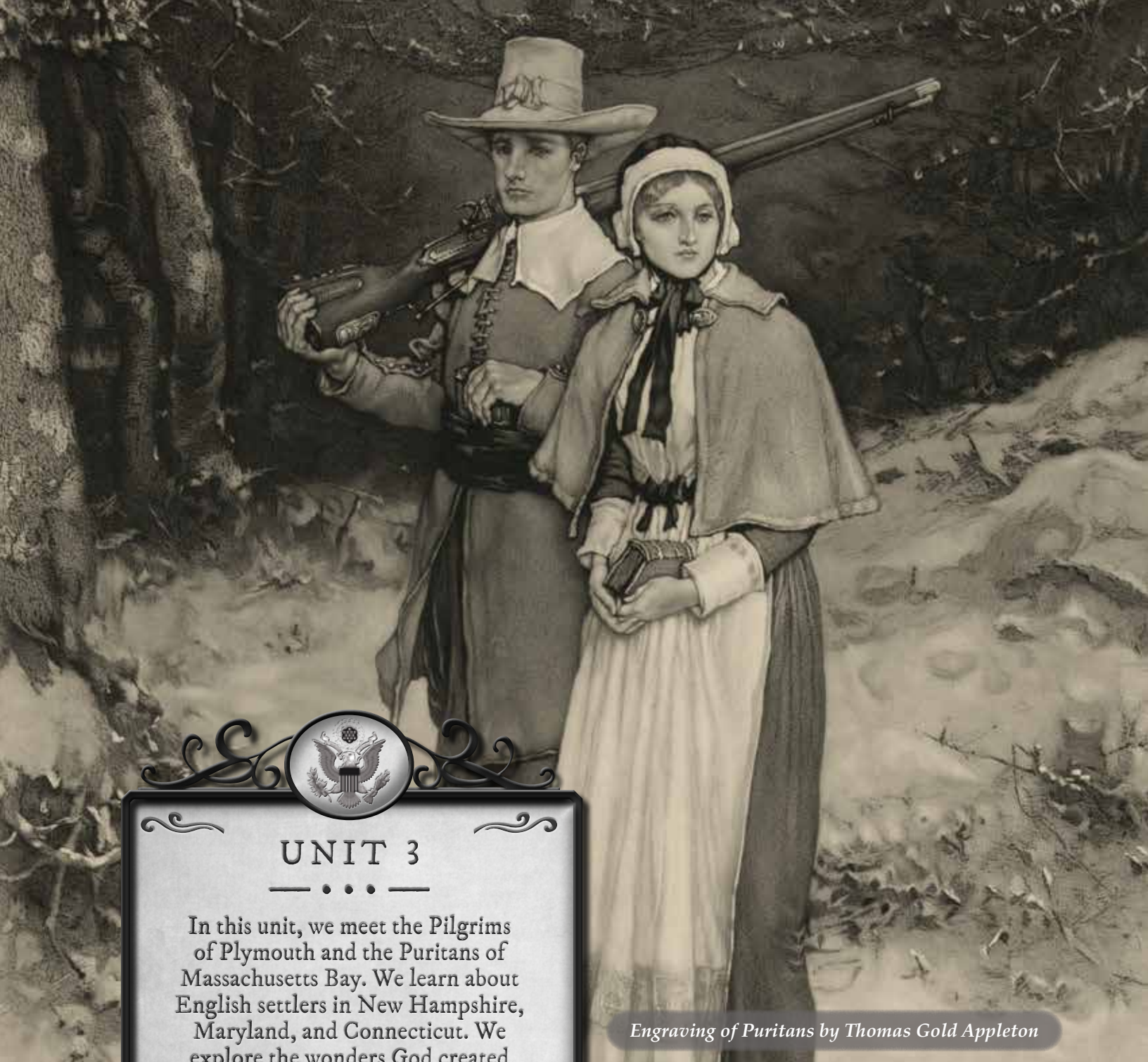
Exhibit 8 – Death of Pocahontas

Write “Pocahontas” at the top of a gray piece of paper, cut to look like a tombstone. Also write on it where she was born, to whom she was married, where she died, and how old she was when she died. Make a sign explaining how Pocahontas died.

Exhibit 9 – Remembering Pocahontas

On white paper, draw or paint a picture of Pocahontas like the painting on page 79 that now hangs in the National Portrait Gallery. Make a sign telling what you think are the most significant contributions of Pocahontas.

Make a sign for your museum. When your museum is complete, invite family members to visit your museum and learn about the life of Pocahontas. Stand near your exhibits so you can answer any questions.



Engraving of Puritans by Thomas Gold Appleton

UNIT 3

In this unit, we meet the Pilgrims of Plymouth and the Puritans of Massachusetts Bay. We learn about English settlers in New Hampshire, Maryland, and Connecticut. We explore the wonders God created on Cape Cod, travel through the wilderness with Roger Williams when the Puritans ban him from Massachusetts Bay, and make a visit to New Netherland and New Sweden.

AMERICA THE BEAUTIFUL

Thirteen English Colonies, Part 1





The Mayflower Compact 1620 by Jean Leon Gerome Ferris

Lesson 11

American Landmark

The Plymouth Colony

In the early 1600s, many European countries had an official church, called a state church. The official church and the government worked together. Sometimes church officials made decisions for the government and the government made decisions for the church. The official church in England was called the Church of England. In England it was against the law to be a member of any other church.

Some English believers thought the Church of England did things that were against God's will. They wanted to purify the church and make it like it was when the apostles were still alive. People called these believers Puritans. Other English believers thought they should separate completely from the Church of England. People called those believers Separatists.

The government of the Netherlands allowed people to worship God with more freedom than the government of England. In 1608 around 30 Separatists from the English town of Scrooby

made the difficult decision to leave their homes and move to the Netherlands where they would be safe from persecution. No one was allowed to leave England without permission from the king, so they left in secret.

William Bradford and William Brewster were two leaders of these Separatists. Bradford was the first person to use the word *Pilgrim* as a name for these Separatists living in the Netherlands.



Leiden, South Holland, the Netherlands



Replica of the Mayflower

The Pilgrims struggled to make a living in their new home. After residing there a few years, they became afraid that their children would begin to speak Dutch, the language of the Netherlands. They were afraid that the children would follow Dutch customs instead of English ones. Some of the Separatists, including William Bradford, decided to move to America. Several went back to England to get ready for their trip across the Atlantic. Pilgrim John Carver made arrangements for the group's trip across the Atlantic.

Setting Sail on the *Mayflower*

The Pilgrims couldn't afford to make the trip and begin a village on their own, so they joined with other English people who wanted to go to America. Businessmen agreed to pay for their trip and also for things they would need in America. In return, the Pilgrims and other English settlers would ship fish, furs, and timber back to England.

On September 16, 1620, 102 men, women, and children gathered in Plymouth, England, and boarded two ships, the *Speedwell* and the *Mayflower*. Less than half were Pilgrims. When the travelers learned that the *Speedwell* leaked, they crowded onto the *Mayflower*. A baby boy was born on the voyage. His parents named him Oceanus Hopkins. The *Mayflower* dropped anchor on November 11, 1620, on the coast of Cape Cod in what is now Massachusetts.



Embarkation of
the Pilgrims by
Robert W. Weir,
U.S. Capitol
Rotunda

The Mayflower Compact

As illustrated in the painting on page 82, all of the men signed an agreement while they were still on the ship. The agreement stated that they would form a government and that each of them would obey the laws they made. The settlers agreed to live according to what the majority decided. The passengers elected Pilgrim John Carver to be their first governor. They called their agreement the Mayflower Compact. For the next month, the settlers explored along Cape Cod.

The Pilgrims at Plymouth

The Pilgrims and other passengers went ashore near the western edge of Cape Cod on December 21. Together they built a settlement, while continuing to live on the ship. They named the village Plymouth after the English city they had left three months before. Plymouth was the first permanent English settlement in New England.

According to one story, the passengers stepped out onto a large rock. People call that rock Plymouth Rock. The oldest written record of that story dates from the early 1700s.

Cold New England winters made December a difficult time to begin a settlement. The Pilgrims had little shelter and no harvest. Many died that first winter.



Pilgrims arrive at Plymouth Rock.



The sachem Massasoit and Governor Carver make a treaty.

Squanto, Friend of the Pilgrims

The Pilgrims met two Wampanoag, Massasoit and Squanto, and an Abenaki named Samoset. In Lesson 4, we learned about the Wampanoag Nation. The Wampanoag lived in the region where the Pilgrims settled. Their sachem was Massasoit. When the Pilgrims arrived, Samoset was visiting Massasoit. Samoset had come south from his home in the area that later became Maine. By this time, many European ships were bringing fishermen to the northern coasts of North America. Many of these ships were English. Samoset had learned English from some of these fishermen.

Around 1585 a Wampanoag woman had given birth to a baby boy. His family named him Squanto. When Squanto was young, an Englishman came to the area where Squanto's family lived. He captured Squanto, enslaved him, and took him to Spain. Squanto escaped and went to England. In 1619 Squanto sailed back to America on an English ship. When he arrived, he learned that the people in his village had died from a plague.



*Return of the Mayflower
by George H. Boughton*

When the Pilgrims arrived in 1620, Squanto was living nearby. Samoset introduced Squanto to the Pilgrims. Squanto became a friend to the Pilgrims. He helped them greatly. He taught them how to plant corn, how to fish, how to trap animals for their fur, and how to survive in their new home.

In 1621 Plymouth governor John Carver and Massasoit made a treaty. Squanto served as their interpreter. See drawing above. A few days later the *Mayflower* returned to England.



The next year Squanto led William Bradford and other settlers on a trip around Cape Cod. Squanto got sick and died while they were on the trip. He was about 37 years old. When he died, he wanted the governor to pray for him that he “might go to the Englishmen’s God in Heaven.”

Squanto blessed the Pilgrims during his four short years back in his homeland. His story was like that of Joseph in the Bible. Joseph’s brothers did evil when they sold him as a slave. The Englishman did evil to Squanto when he enslaved him. In both cases, God brought good out of bad.

The First Years of the Plymouth Colony

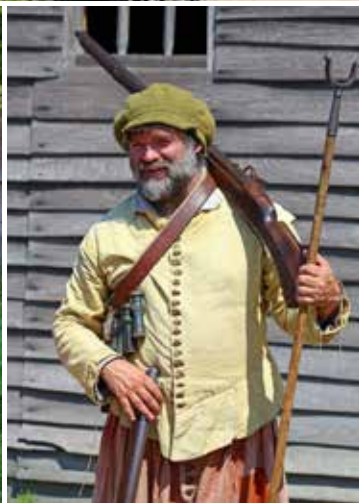
John Carver died in April 1621. Plymouth residents elected William Bradford as their new governor. That fall Bradford invited Massasoit and some of his nation’s men to a celebration. They thanked God for sustaining them through hard times. This is the historical beginning of our modern Thanksgiving. The Pilgrims of the Plymouth colony elected Bradford governor 30 times. Except for five years, he served from 1621 to 1656.

The Pilgrims began farming. They built a fort, several homes, and a meeting house. Slowly, they built a new life. Bradford recorded the Pilgrims’ story in his book, *History of Plimoth Plantation, 1620-1647*. Notice that the early Pilgrims spelled the name of their settlement *Plimoth*. Plimoth Plantation is a living history museum that portrays the Plymouth settlement in 1627. See photos at right. Notice that the roofs are similar to the Hathaway house on page 58.



Statues of Massasoit and Governor William Bradford
by Cyrus E. Dallin, Plymouth, Massachusetts

Scenes from Plimoth Plantation Living History Museum



When the Plymouth settlers gathered with Wampanoag at the first Thanksgiving, they expressed appreciation for what God had done for them. They knew:

**The earth has yielded its produce;
God, our God, blesses us.
God blesses us,
That all the ends of the earth may fear Him.
Psalm 67:6-7**

Activities for Lesson 11

We the People – Read “Of Plimoth Plantation” on pages 12-13.

Map Study – Complete the assignments for Lesson 11 on Map 3, Map 6, and Map 7 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1621, write: Squanto helps the Pilgrims and Wampanoag make a treaty.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 11.

Thinking Biblically – When William Bradford wrote about the history of the Pilgrims, he quoted from Psalm 107. Read this Psalm, thinking about what the words and promises meant to the Pilgrims.

Creative Writing – Imagine that you are involved in starting a new colony like the Pilgrims. You must write a compact for everyone to sign. Think of a name for your colony. In your notebook, title your document “[Your colony name] Compact.” Write down ten things everyone in the colony must agree to obey.

Literature – Read chapter 5 in *Growing Up Dakota*.

Family Activity – Create a New Colony Diorama.
See the instructions on the following page.



In 1880 people chiseled the date 1620 into this rock which they believed was a portion of the original Plymouth Rock.

New Colony Diorama

The creative writing assignment for Lesson 11 was to imagine that you are involved in starting a new colony like the Pilgrims. Let's create that colony in the form of a diorama. Grab an old shoebox and get creative with the supplies you use to create your colony. You may even want to add people and animals to your diorama. Each family member could make their own diorama to make a large colony.

Supplies We Used for the Sample Idea

- large shoebox
- glue
- scissors
- printed craft paper for grass, gravel, and paper houses
- lightweight craft box for church building
- paint for sky background
- markers for garden
- skewers for fence posts
- toothpicks for log cabin and its chimney
- cotton for smoke

Caution:
This project uses
scissors.

Instructions

Gather supplies you find around your house and use your imagination. In our sample, the upturned shoebox lid is the ground and the rest of the shoebox is the sky and field.





Lesson 12

Our American Story

Puritan, Catholic, and Dutch Settlers Come to America

Following the success of the Jamestown and Plymouth colonies, more English citizens left home to settle in America. Settlers came from the Netherlands, too. Eventually England would have 13 American colonies. Even later, these colonies would become states.

The first English colony in America was Virginia, followed by the Plymouth colony which would later become part of the Massachusetts colony. Today we learn about more settlers in Massachusetts, plus settlers in what would someday become New Hampshire, Maryland, and Connecticut.

Puritans Found the Massachusetts Bay Colony

In the early 1600s, a group of English Puritans dreamed of coming to America. These Puritans believed that English kings and many leaders in the Church of England were worldly. Some believed that God would destroy England because of sin. Puritan colonists came to America to preserve their religion in case God destroyed England.

In 1623, three years after the Pilgrims came to Plymouth, Puritan minister John White organized a group of farmers and fishermen to build a trading post and fishing station at Cape Ann along the coast of Massachusetts Bay. The station was not a financial success. Some settlers returned to England, while others moved to a nearby settlement which they called Salem.

John White worked to obtain a charter to establish the Massachusetts Bay colony. In 1629 King Charles I granted this charter to the Massachusetts Bay Company. The owners of the Massachusetts Bay Company were merchants and wealthy English gentlemen who owned land. Some of these owners were Puritans.



Charles River



*Statue of Roger Conant,
by Henry H. Kitson,
Salem, Massachusetts*

The Massachusetts Bay Company sent 300 English colonists to Salem, under the leadership of Roger Conant, whose statue is at top right. The following year the company sent engineer Thomas Graves there so that he could begin preparations for a large migration in 1630. He took about 100 Salem residents a few miles away and laid out the village of Charlestown, beside the Charles River, seen above.



Thatched-roof homes in Salem, Massachusetts

In 1630 over 700 Puritans left England for America, along with Puritan leader John Winthrop. They traveled in 11 ships. During the voyage, Winthrop wrote a sermon of encouragement for the new colonists. He told them that the eyes of the world would be watching them. He encouraged them to be a “city on a hill.” This was a quote from Jesus in the Sermon on the Mount:

*You are the light of the world.
A city set on a hill cannot be hidden*

The Puritans landed first in Salem and soon moved to Charlestown. Charlestown did not have enough safe drinking water for the number of settlers, so that fall they moved to

the Shawmut peninsula at the mouth of the Charles River. They named this settlement Boston, which was the name of the English town where some of them had lived. More and more settlers joined them.

Winthrop and the Puritan settlers set up a government based on what they believed. In this system, citizens could vote. They could help make decisions for the colony. They could work in government jobs. Winthrop became governor of the Massachusetts Bay Colony.



*Governor John Winthrop
by Paul Moschowitz*



*Statue of Governor Winthrop
by Richard S. Greenough, Statuary
Hall, United States Capitol*



*This plaque on Boston Common quotes Winthrop's sermon.
It was dedicated on the 300th anniversary of the founding of Boston.*



A Fair Puritan
by E. Percy Moran, 1897

Settlers could vote and work in government only if they were male members of the Puritan church. The Puritans had strict rules for the colonists. They required people to work from the time the sun rose until it set. They required people to go to church, and they told people how to dress.

The Puritans wanted **pure** church members, pure worship, and pure church organization. In America they formed independent **congregations**. They became known as Congregationalists. Puritans made the Congregational Church the colony's official church. They would not let people who believed differently hold church services. The Quakers were another group of English people who were not a part of the Church of England. When they moved into the area, the Puritans forced them to leave

Massachusetts Bay settlers began to build towns. Their towns had a park-like area in the center. They called this area the town green. They built their homes close together around the town green. Farm fields surrounded the towns. Townspeople held town meetings. Every male had an equal voice in decisions.

The Massachusetts Bay settlers used **resources** God had placed in their environment. They used these resources to provide for their own needs and also used them in trade. Some settlers caught fish in the Atlantic Ocean. Others made ships, wagons, and furniture from the abundant wood in area forests. Most settlers were farmers. During long winters, these farmers made farm implements. They used some of these tools on their own farms and sold others. Some settlers became merchants who bought goods from other settlers and then shipped these goods from Boston Harbor.

Eventually several settlements joined together to form the Massachusetts colony. These included Plymouth and Massachusetts Bay, plus other settlements in what later became the states of Massachusetts and Maine.





Rye Harbor State Park, Rye, New Hampshire



Island in the Piscataqua River

Settlers Move to New Hampshire in 1623

In 1620 King Charles I granted land in New England to a group in Plymouth, England. This group, commonly called the Council of Plymouth, worked to establish settlements in New England. In 1622 the Council of Plymouth granted land that is now in Maine and New Hampshire to Sir Ferdinando Gorges and Captain John Mason. Gorges was an English **nobleman**. Mason was an English explorer who had served as a governor of Newfoundland.

In 1623 Captain Mason sent David Thomson to establish a fishing colony in what is now New Hampshire. Thomson was born in a suburb of London, England, but both of his parents were Scots. Thomson's parents had worked as servants for Gorges.

When Thomson was a young teen, his family moved with Gorges to Plymouth, England. There he befriended members of native nations whom an Englishman had captured. Thomson learned their language. He sailed to New England for the first time when he was 14. He had crossed the Atlantic several times by 1623 when Mason sent him to New Hampshire.

When David Thomson came to establish the fishing colony in 1623, he brought along his wife, his four-year-old son, four or five servants, and some experienced builders. They settled near the mouth of the Piscataqua River and called their settlement Pannaway. They built a stone house and racks to salt dry fish. Today Pannaway is the city of Rye, New Hampshire.



Charles I, King of England by Anthony van Dyck

Gorges and Mason also sent Edward and Thomas Hilton to establish a fishing colony. They settled eight miles away from the Thomsons. Their settlement of Northam is now the city of Dover. In 1629, Gorges and Mason divided their grant. Mason was from the county of Hampshire in England, so he named his portion New Hampshire.

Settlers Come to Maryland in 1634

In 1632 George Calvert, who had recently become a Roman Catholic, appealed to King Charles I for a charter to form a new colony. He wanted a colony where English Catholics could worship in freedom. Calvert died before King Charles gave him the charter, but the king gave the charter to his son, Cecil Calvert, pictured at right. Calvert named the colony Maryland for King Charles' wife Queen Henrietta Maria.

Cecil Calvert's younger brother Leonard led the first settlers to the Maryland colony. They sailed from the Isle of Wight on November 22, 1633, on two ships, the *Ark* and the *Dove*. Traveling with Leonard Calvert were 17 gentlemen and their wives, plus about 200 other colonists. Most of the colonists were indentured servants who would work to pay for their passage on the two small ships.

These first colonists landed on St. Clement's Island on March 25, 1634. They bought a village from the Yaocomico Nation and formed the town of St. Mary's. Cecil Calvert's noble title was Lord Baltimore. Almost 100 years after Calvert founded Maryland, people built Baltimore and named it for Lord Baltimore.

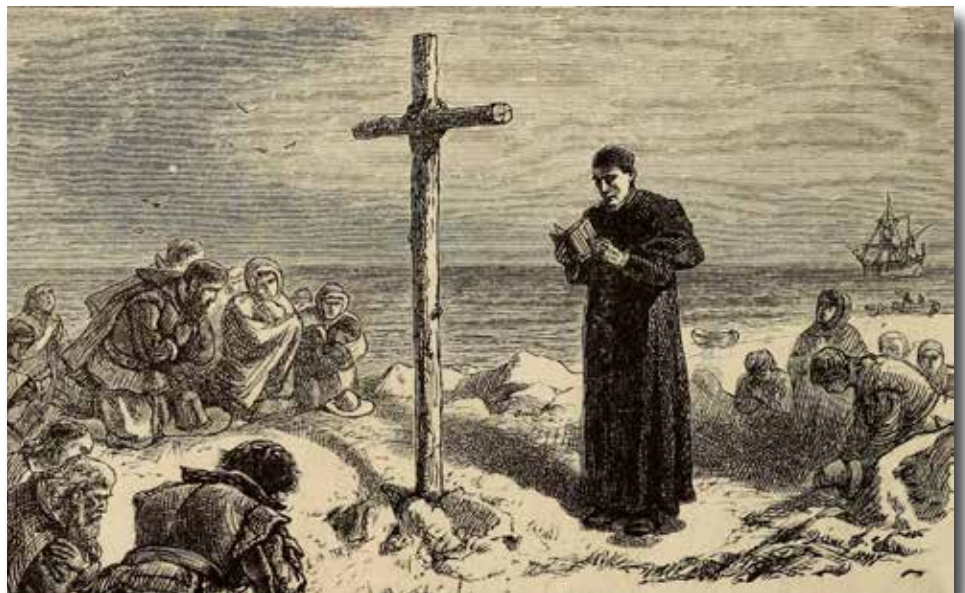
A priest celebrated a Catholic mass on the island soon after they landed.



This cross on St. Clement's Island commemorates the landing of the first settlers in Maryland.



Cecil Calvert, Lord Baltimore



The Dutch and English Settle in Connecticut

Both the English and the Dutch moved into the area that became Connecticut. The Dutch people are from the Netherlands. The Dutch began to explore the Connecticut coastline and the Connecticut River in 1611. In the 1620s, Dutch fur traders built a fort, called the House of Hope, at what is now Hartford. Around the same time Englishmen built a stockade and trading post at what later became Windsor. In 1634 English settlers began a settlement at what became the city of Wethersfield.

In 1636 Thomas Hooker, a Puritan minister who had been living in the Massachusetts Bay colony, led a group of about 100 men, women, and children, plus many cattle, through the wilderness into the Connecticut Valley. Their journey was 100 miles. Some of these settlers moved to other towns, but most moved near the Dutch settlement at the House of Hope.

Three years later Hooker helped settlers adopt the **Fundamental** Orders of Connecticut for the colony. This document may be the first written constitution for a government based on democracy anywhere in the world. Because of this, Connecticut is known as the Constitution State. Hooker is considered to be the founder of the Connecticut colony. In 1656 New Haven, Connecticut, became the first American city to have a public library that belonged to a city.



Mr. Hooker and his people
travelling through the wilderness
by unknown artist

The Population of New England Grows

Thousands of Puritans came to New England over the next few years. In 1642 Puritans living in England became involved in a civil war there. Immigration stopped for a time. Still, the population of New England grew. The area had safe drinking water and a healthy environment. Most Puritans brought their families with them or married and had large families after they came.

Connecticut River



In the sermon John Winthrop wrote during their voyage across the ocean, he encouraged the Puritans of the Massachusetts Bay colony to obey this admonition from the prophet Micah:

**He has told you, O man, what is good;
And what does the Lord require of you
But to do justice, to love kindness,
And to walk humbly with your God?
Micah 6:8**

Activities for Lesson 12

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

Timeline – In *Timeline of America the Beautiful* next to 1656, write: The first public library belonging to a city opens in New Haven, Connecticut.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 12.

Vocabulary – Write five sentences in your notebook, using one of these words in each sentence: pure, congregation, resources, nobleman, fundamental. Check in a dictionary if you need help with their definitions.

Thinking Biblically – Copy Micah 6:8 in your notebook.

Literature – Read chapter 6 in *Growing Up Dakota*.



Sand dunes on Cape Cod



Lesson 13

God's Wonder

God Created Cape Cod



Bass River estuary



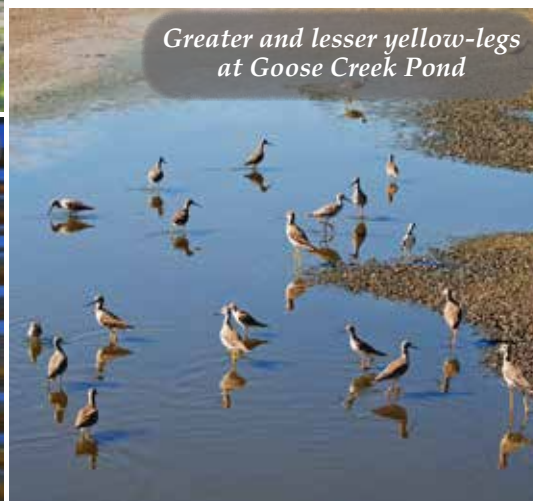
Shawnee Pond



Piping Plover on Cape Cod beach

Hold up your arm like a strong man flexing his muscle. You have made the shape of Cape Cod. A cape is a piece of land that juts into a lake, sea, or ocean. Cape Cod is the easternmost region of Massachusetts. Inside the crook of Cape Cod is Cape Cod Bay. North of Cape Cod Bay is Massachusetts Bay. South of Cape Cod are the islands of Nantucket and Martha's Vineyard. Nantucket Sound lies between Cape Cod and these two large islands. The Pilgrims built their village of Plymouth at the head of Cape Cod. The head of a cape is where it joins the mainland.

Cape Cod is sandy and hilly. Beaches, cliffs, sand dunes, and salt marshes line its shores. God created great forests on Cape Cod. He dotted the land with freshwater lakes and ponds. Many small rivers wind through the peninsula before flowing into estuaries where fresh water mixes with salt water before they reach the sea.



*Greater and lesser yellow-legs
at Goose Creek Pond*



*Waterfowl on frozen
Cape Cod lake*



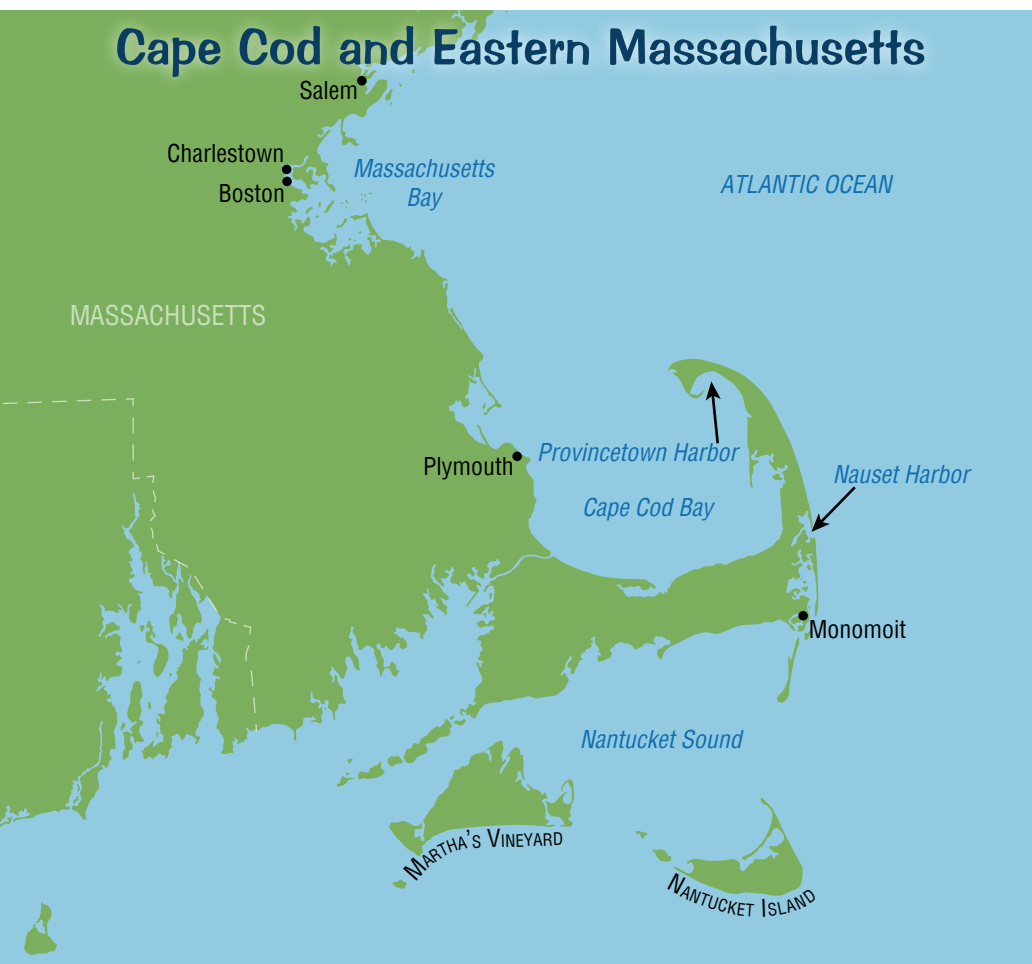
Wellfleet beach



Province Lands dunes



Herring Cove Beach



Aerial view of Cape Cod salt marsh



Cliff Pond



Cape Cod salt marsh

Around the world, God has created habitats where plants and animals depend on each other. On Cape Cod, American goldfinches feed on the seeds of dusty miller plants. Piping plover chicks feed on flies and beetles that live in wrack. Wrack is a mix of salt marsh plants and seaweed from the ocean. Wrack traps windblown sand which helps beaches stay put and sand dunes grow larger.

Cape Cod's hundreds of lakes and ponds are the perfect habitat for painted turtles and other creatures. In some ponds, water lilies extend their roots into the soil beneath the pond while their flowers and leaves float on top of the water.

Some creatures live on Cape Cod all year, while others stop there on their annual migrations. God provides seaside goldenrod for migrating Monarch butterflies who feed on its nectar. Ocean waters along the cape provide **nutrients** for right whales and humpback whales which visit in the spring and early summer. Right whales give birth to their young in waters off Cape Cod. Each year horseshoe crabs come onto Cape Cod beaches to lay their eggs in the sand. These eggs provide food for many migrating shorebirds.

Plants and Animals Photographed on Cape Cod



Squirrel and chipmunk



Nesting piping plover with egg



Painted turtle



Monarch butterfly



Water lily in pond



Beach rose hip



Snowy egret



Young screech owl



Dusty miller



Horseshoe crab



Sanderling with crab



Egrets at Monomoy National Wildlife Refuge

English Settlers Come to Cape Cod

In 1602 English explorer Bartholomew Gosnold saw many codfish in the waters around a cape on the eastern coast of America. He named it Cape Cod. Samuel de Champlain was an early French explorer in the New World. In 1605 he served as a cartographer (mapmaker) on a French ship that was searching for a place to build a French settlement. In July his ship dropped anchor at Cape Cod's Nauset Harbor, home to the Nauset Nation. The Nauset were allies of the Wampanoag. They spoke the same Algonquian **dialect** as the Wampanoag.

Little round houses surrounded Nauset Harbor. Each house had a thatched roof made of reeds. Beside each house was a garden. The French went to this Nauset village to meet them.

Samuel de Champlain returned to Cape Cod the following year. This time he landed farther south at the Wampanoag village of Monomoit. In his journal, Champlain described the area as wooded and hilly. He saw oak, cedar, and pine trees. He wrote about wild grapes and beach plums. He saw that the Wampanoag grew beans, corn, pumpkins, and squash.

In 1620 the Pilgrims dropped anchor first at Provincetown Harbor. In that harbor, they signed the Mayflower Compact. The first English child born in New England was born on the *Mayflower* while it was anchored there. His parents named him Peregrine White. After the Pilgrims settled in Plymouth, they began to spread out, both to the north of Plymouth and onto Cape Cod. The first settlers built homes that were similar to those of the Wampanoag. Later, they began to build houses that were similar to English homes, but with a new style that worked well in the Cape Cod environment. Typical Cape Cod homes had one door in the center of the front and two windows on either side. The roof was steep so that snow would not pile up and get too heavy.



Modern version of a Cape Cod house



Hog Island in Pleasant Bay

Martha's Vineyard

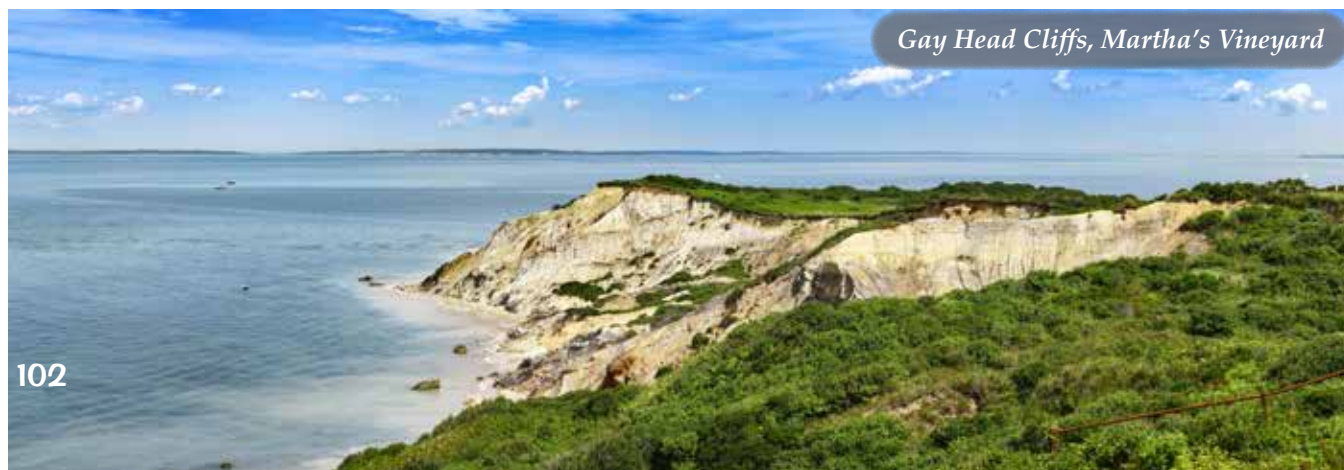
Several islands lie near Cape Cod. Martha's Vineyard is the largest. When European explorers first came to Martha's Vineyard, the Wampanoag were living there. Bartholomew Gosnold, who named Cape Cod, also named Martha's Vineyard. He wanted to name this beautiful island with its lush grapevines, springs with pure water, and pretty lakes,

after someone special. He chose the name Martha after either his mother, his infant daughter, or his mother-in-law. Stories vary. Gosnold called the Gay Head Cliffs on the island the Dover Cliffs because they reminded him of the white cliffs of Dover, England.

English colonists settled on Martha's Vineyard in 1641 and 1642. At first they called their village *Nunnepog*, an Algonquian word for "Fresh Pond." The first leader of Nunnepog was Governor Thomas Mayhew. He had received a grant for Martha's Vineyard, Nantucket, and a few other small islands from Sir Ferdinando Gorges and another Englishman whom the king had granted land. Mayhew is one of the best examples of an English settler who treated native nations well. He had good relations with the Wampanoag and did not use their land without their permission.

A Wampanoag named Hiacoomes lived near the English settlement. Thomas Mayhew's son Thomas Jr. was a minister. Hiacoomes began to stand outside English worship services, while Mayhew preached. Each Sunday he moved closer. Finally, Hiacoomes came inside and sat in the back. Mayhew and Hiacoomes became close friends. Hiacoomes came to believe in Jesus and became the first Wampanoag to become part of the church at Nunnepog. Hiacoomes taught Thomas Mayhew Jr. his native language. Soon Thomas Jr. taught other Wampanoag in the home of Hiacoomes. Later, Thomas Jr. traveled all over Martha's Vineyard, teaching the Wampanoag. His meetings lasted well into the night, as he taught Bible stories to adults and children.

In 1651 Thomas Jr. began the first school on Martha's Vineyard. He hired Peter Folger to become its first teacher. Folger found the Wampanoag eager to learn. By 1657 there were 1500 believing Wampanoag on Martha's Vineyard. That year Thomas Jr. sailed for England to tell about his work with the Wampanoag. He planned to purchase books and to bring more teachers and ministers to the island. Sadly, the ship on which Thomas Jr. sailed was lost at sea.



Gay Head Cliffs, Martha's Vineyard

Thomas Mayhew Sr. was 65 years old when his son died. He continued his son's work. He preached to the Wampanoag once a week until his death at age 92, sometimes walking 20 miles to do so. Thomas Jr.'s sons, John and Experience, and his grandson, Zachariah, also preached to the Wampanoag.

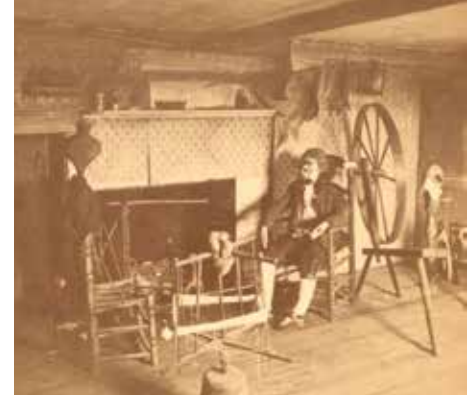
Nantucket Island

Wampanoag lived on Nantucket Island. The Mayhews taught those Wampanoag about Jesus, too. Many became believers. Thomas Macy and eight other settlers from the Merrimack Valley, north of Boston, purchased Nantucket from Thomas Mayhew. Twelve settlers, including Thomas Macy, his family, and a few neighbors and friends, sailed on a small boat to Nantucket in 1659.

The Wampanoag helped the settlers to survive their first winter on the island. They also introduced the skill of **whaling** to them. God created whales to live in all of the world's oceans. People have hunted whales for centuries. Whales have provided people meat, oil, baleen, and other products. Hundreds of right whales **migrated** to the waters off Nantucket's southern shores each fall and stayed until spring. Wampanoag killed whales that beached themselves on Nantucket's shores and processed their oil.

In the late 1600s, English settlers on neighboring Cape Cod and on Long Island, about 50 miles to the west, hunted whales from boats. Settlers on Nantucket tried to hire an experienced whaler from Long Island to help them get started. When this didn't work out, the English and Wampanoag figured it out together. They **ventured** out in small boats. One Englishman

steered, while five Wampanoag worked as oarsmen. After they killed a whale, they brought it to the beach to extract the blubber and boil it into oil. They continued to expand their business, to sail in larger ships, and to travel farther and farther from land. By the middle of the 1700s, Nantucket had become the whaling capital of the world.



Room in early Nantucket home



Edward Burdette of Nantucket carved this whaling scene on a whale's tooth.



Right whale near Cape Cod



A Whaling Scene of 1763 by William Allen Wall

Fast Forward

1745-46 — Nathan Wilbur built Nantucket Windmill. He had learned about windmill construction while visiting the Netherlands as a sailor. He used wood from wrecked ships. It still stands.

1797 — President Washington commissioned the Highland Lighthouse, the first lighthouse on Cape Cod. The current building dates from 1831.

1816 — Revolutionary War hero Captain Henry Hall developed a way to transplant wild cranberries and grow them as a crop. Cape Cod continues to be a major region for growing cranberries.

1835 — Methodists held their first camp meeting on Martha's Vineyard. Participants slept in large tents with men sleeping on one side, women on the other, and a canvas wall between. Later, visiting families began to build small wooden cottages and decorate them with ornate woodwork called gingerbread. Eventually there were about 500. Many still stand today.

1903 — Guglielmo Marconi, inventor of the radio, sent a message from President Theodore Roosevelt to Britain's King Edward VII from Cape Cod.

1909 — Construction began on an eight-mile canal across the cape. Ships still use the Cape Cod Canal.

1910 — President Taft dedicated the Pilgrim Monument in Provincetown.

1952 — The last descendant of Jonathan Lambert died. Lambert moved from England to Chilmark on Martha's Vineyard in the late 1600s. Lambert was deaf. His children, born after he arrived, were also deaf. Chilmark was an isolated village where residents usually married one another. Hereditary deafness spread until by 1925, one in 25 residents was deaf. Almost everyone in Chilmark, both deaf and hearing, communicated in a form of sign language called Martha's Vineyard Sign Language.



Nantucket Windmill



Highland Lighthouse



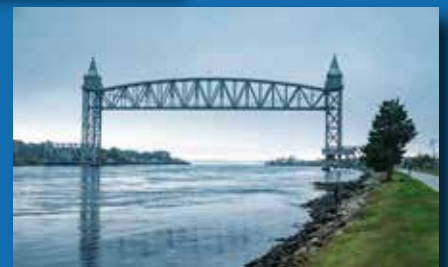
Cranberry harvest



Pilgrim Monument



Gingerbread cottages on Martha's Vineyard



Cape Cod Canal

Sailors of old as well as modern sailors are able to see wonders of God's creation that many people never get to see in their lifetimes. Isaiah tells them:

**Sing to the LORD a new song,
Sing His praise from the end of the earth!
You who go down to the sea, and all that is in it.
You islands, and those who dwell on them.
Isaiah 42:10**

Activities for Lesson 13

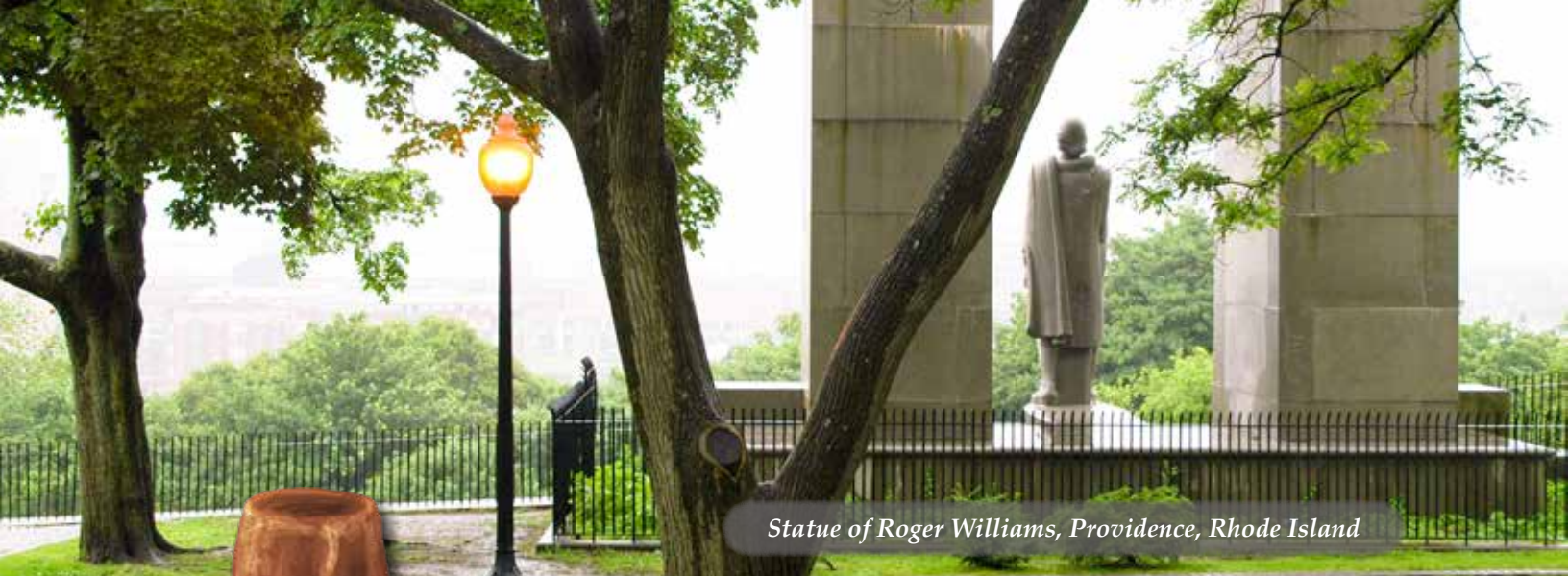
Map Study – Complete the assignments for Lesson 13 on Map 4 and Map 8 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1835, write: Methodists hold camp meetings on Martha's Vineyard.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 13.

Vocabulary – In your notebook, write a paragraph using all of these words: nutrient, dialect, whaling, migrate, venture. Consult a dictionary if you need help with their definitions.

Literature – Read chapter 7 in *Growing Up Dakota*.



Statue of Roger Williams, Providence, Rhode Island

Lesson 14

American Biography

Roger Williams, Founder of Rhode Island

The Catholics of the Maryland colony, the Pilgrims of the Plymouth colony, and the Puritans of the Massachusetts Bay colony came to America so they could **worship** God the way they believed they should. One of those Puritans of Massachusetts Bay wanted everyone to have that freedom. His name was Roger Williams.

Roger Williams was born in London, England, around 1603. His father James was a merchant who imported goods into England. Roger's mother was Alice. He had two brothers, Sydrach and Robert, and a sister, Catherine. The family lived in an area of London where the English persecuted and even executed Puritans. James Williams died while Roger was a teenager. James left his estate to his "loving wife Alice" and to his children. However, he also provided money and bread for the poor in several London neighborhoods.

Young Roger began working for eminent lawyer Sir Edward Coke, who had once been the chief justice of England. Coke helped Roger get a good education at the prestigious Charterhouse School. Roger later enrolled in Pembroke College at the University of Cambridge. His mastery of Greek, Hebrew, and Latin won him a scholarship. He graduated in 1627, seven years after the Pilgrims came to Plymouth.



*Statue of Roger Williams
by Franklin Simmons, Statuary
Hall, United States Capitol*



Pembroke College, University of Cambridge, Cambridge, England

Williams became a minister in the Church of England. He became acquainted with Puritan leaders, including Thomas Hooker, who would later come to the Massachusetts Bay colony and still later found the Connecticut colony. In 1629 Roger married Mary Barnard. Williams came to believe that all people should be free to worship according to their own **consciences**. For this belief, Williams was in danger of persecution by the Church of England, so he decided to join the Puritans in Massachusetts Bay. Roger and his wife Mary sailed on the *Lyon*, arriving a few months after John Winthrop.

Trouble in Boston

The Puritan church in Boston wanted Williams to become their minister, but he refused to do so because it was still part of the Church of England. Like the Pilgrims in Plymouth, Williams came to believe that the Puritans should break away from the Church of England rather than try to purify it.



Meetinghouse at Plimoth Plantation

Williams first ministered in the church at Salem and later at Plymouth. He and Mary had their first child at Plymouth. They named her Mary. While there, Williams began to trade with the Wampanoag and Narragansett. Williams and the Pilgrims had conflict when he insisted that they purchase their land from the native nations instead of just taking it.

Puritan Leaders Banish Williams

Williams went back to the church at Salem. He continued to disagree with the Puritans in Boston. They wanted their colony to be a shining light, but they tried to do that by forcing people to obey. Williams believed that forcing **obedience** was wrong. He also believed that the government and church should be separate. He thought that the government should have no power over the church and that ministers should have no power over government.

To the Puritan leaders, Roger Williams was a dangerous influence. In October 1635, officials **banished** the young minister from Massachusetts, giving him six weeks to leave. If he came back, he might be executed. Williams was ill, and since winter was approaching, officials said that he could wait until spring to leave.



*Statue of a Puritan
by Augustus Saint-Gaudens*

Williams told Puritan leaders that he would no longer state his views in public. However, he continued to share them in his own house. Officials decided that Williams had broken his word. In January of 1636, they sent soldiers to arrest him. The soldiers had orders to send him back to England. In England Williams would likely be put in prison as a **heretic** or perhaps even be executed.

Massachusetts Bay governor John Winthrop secretly warned Williams about what was about to happen. Williams put on warm clothes, stuffed his pockets with food, and headed out into the cold. He left behind his wife Mary, little Mary who was only three years old, and baby daughter Freeborn, just four months old.

Wampanoag Help Williams

For the rest of his life, Williams remembered the bitter cold of that winter. He escaped to Narragansett Bay. Sick and hungry, he climbed into a hollow tree for shelter. Wampanoag on a hunt found him there. When the Wampanoag sachem Massasoit learned of Williams' trouble, he welcomed him to stay with them. Massasoit and his people were living in a rock shelter, which they had enclosed with deerskin and branches. Their medicine woman Margaret nursed Williams back to health.

Massasoit gave Williams land beside the Seekonk River near Narragansett Bay. In the spring, a few of Williams' friends from Salem joined him. They began to build houses and plant crops.



Wampanoag help Roger Williams.

Roger Williams Founds Providence

The governor of the Plymouth colony informed Roger Williams that his settlement was within the boundaries of the Plymouth colony. He encouraged him to move to the other side of the river. Williams got into a canoe with other settlers. When they reached the other side of the river, they saw many people from the Narragansett Nation gathered on a large rock. The Narragansett called out a friendly greeting. Williams and the other English rowed south until they reached the Great Salt Cove. Nearby was a freshwater spring. The cove was a rich source of food with salmon, thousands of migratory ducks and geese, and shellfish.

Roger Williams Finds Providence



Above: *Landing of Roger Williams* by Alonzo Chappel; Freshwater spring, once at the center of life in Providence, now on the grounds of the Roger Williams National Memorial. At right: Seekonk River.



Deed a Narragansett gave to Roger Williams

Williams made an agreement with Canonicus and Miantonomo, the two Narragansett sachems. The Narragansett gave Williams the land by the cove. Williams allowed the sachems to take any of his trade goods that they wanted. The Narragansett would continue to come there to obtain food and they would also be able to trade with the settlers for English goods. Williams' family joined him in the new settlement. Williams later wrote:

"...Having made covenant of peaceable neighborhood with all the sachems and natives round about us and having, in a sense of God's merciful providence unto me in my distress, called the place PROVIDENCE, I desired it might be for a shelter for persons distressed for conscience."

The settlers divided the land, with each settler receiving equal shares of six acres. They agreed to meet every two weeks to make decisions for the group. Every head of a household had one vote. Churches met in homes or outdoors.

The year after Williams founded Providence, the Narragansett along with English allies fought a war against the Pequot Nation. Williams tried to mediate between them. Two years after founding Providence, Roger and Mary Williams had their first son, whom they also named Providence.

Church and Charter

In 1639 Williams came to believe that adults should be baptized by immersion. He was baptized, and he baptized others. He formed the first Baptist church in America. The Providence settlement became a safe place for people from other colonies whom others persecuted for their beliefs.



Return of Roger Williams from England with the First Charter, 1644 by C. R. Grant

In 1640 Mary gave birth to their third daughter, Mercy. The next year Roger and Mary had their second son, Daniel. In the summer of 1643 Roger Williams traveled to England to obtain a charter from King Charles II. Roger's and Mary's third son, Joseph, was born that December. In 1644 Williams returned to America with a charter for "the Providence Plantations in Narragansett Bay."

The Colony of Rhode Island and Providence Plantations

In 1663 England's King Charles II issued a new charter, the Royal Charter of 1663, to the colony of Rhode Island and Providence Plantations. The king gave the residents of Rhode Island more freedom to govern themselves than any other American colony, and he authorized their continuing to give freedom of religion. Above the south entrance to the State House of Rhode Island is a quotation from the Royal Charter.

To hold forth a lively experiment that a most flourishing civil state may stand and best be maintained with full liberty in religious concernments

Roger Williams continued to preach to both native nations and English settlers and to serve the colony. He continued to work for good relations between the English and native nations. However, in the 1670s, he was unable to prevent the terrible King Philip's War in New England. On one side were native nations; on the other side were the English and their native allies. King Philip, also called Metacom, led the Wampanoag after the death of his father Massasoit. The town of Providence was burned during that war, but Williams lived to see settlers rebuild it.

Mary Williams died in 1676 and Roger died early in 1683. He was buried behind his home in Providence, but the exact location of his grave is not known.

Key into the Languages of America

During Williams' two-month voyage to England in 1643, he wrote *Key into the Language of America*. In addition to information about languages, Williams wrote about the culture of native nations. He explained their beliefs about family and the ownership of property. It was published in England while Williams was there. In *Key into the Language of America*, Roger Williams wrote about the human worth of native nations:



Boast not, proud English, of thy birth and blood,
Thy Brother Indian is by birth as good;
Of one Blood God made Him and Thee and All,
As wise, as fair, as strong, as personal.
By Nature wrath's his portion, thine, no more,
Till Grace his Soule and thine in Christ restore.

In Acts 10, Peter was amazed when he learned that God wanted him to share the gospel of Jesus with the Roman centurion Cornelius.

**Opening his mouth, Peter said:
"I most certainly understand now
that God is not one to show partiality,
but in every nation the man who fears Him
and does what is right is welcome to Him."
Acts 10:34-35**

Activities for Lesson 14

Map Study – Complete the assignments for Lesson 14 on Map 6.

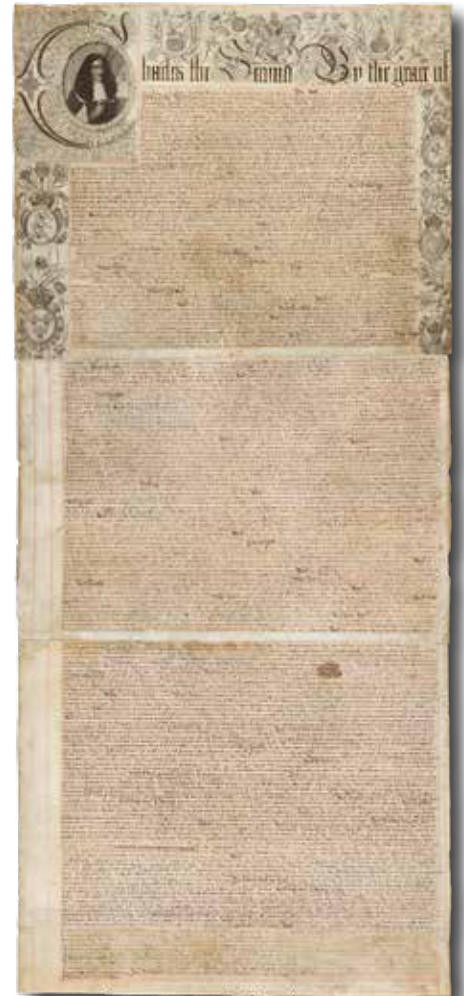
Timeline – In *Timeline of America the Beautiful* next to 1636, write: When Puritan leaders send soldiers to arrest Roger Williams, he escapes to Narragansett Bay.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 14.

Vocabulary – Look up each of these words in a dictionary: worship, conscience, obedience, banish, heretic. In your notebook, write each word with its definition.

Thinking Biblically – Early colonists wanted to worship God the way they believed that they should. Jesus spoke of worship in John 4. Copy John 4:24 in your notebook.

Literature – Read chapter 8 in *Growing Up Dakota*.



Royal Charter of 1663





Colonists in New Amsterdam

Lesson 15

Daily Life

New Netherland and New Sweden

In 1607 an English company hired Englishman Henry Hudson to find a northern water route to the East Indies. In April Hudson sailed from England on the *Hopewell*. His crew of ten included his son John. They passed Greenland and continued north. When they reached ice packs that they could not sail around, they returned home. In 1608 the English company hired Hudson to try again. The results were similar.

Henry Hudson Explores the Hudson River Valley

Hudson tried again, but this time with money from the Dutch East India Company. In April 1609, he, his son, and a crew of both Dutch and English sailors sailed on the *Halve Maen* (*Half Moon*) from the Dutch island of Texel. When the northern ice packs stopped Hudson this time, he turned south and explored the Atlantic coast, sailing as far as the new Jamestown settlement in Virginia.

Hudson turned back north, and in September of 1609, he entered New York Bay. For a month, he explored the river called *Mahicantuck* in a native language. It means “great waters in motion” or “river that flows two ways.” This river is an estuary, so water flows one way as it empties its waters into the ocean, while ocean water comes into it from the other direction.



Hudson River

Hudson and his crew sailed inland for 150 miles. When they reached what is now Albany, New York, the river was too shallow to continue. They headed back across the Atlantic. When Hudson docked in England, the English would not allow him to return to the Netherlands.

The following year, Henry Hudson sailed for an English company in a new ship, the *Discovery*. For

many months, they searched for a route to the East Indies. They became stuck when the water froze in what is now Hudson Bay. The crew became angry with Hudson. They mutinied and set Hudson, his son John, and some sick crew members afloat in a small boat. No one knows what became of them. The Mahicantuck River is named the Hudson River in honor of Henry Hudson.



Replica of the Half Moon

New Netherland

The Netherlands was experiencing the Dutch Golden Age in the early 1600s. They were trading around the world. In 1602 its government formed the Dutch East India Company to trade in the East Indies. In 1621 the government formed the Dutch West India Company to build settlements and to do business in the New World. The company was like a modern corporation. People purchased stock in the company and earned profit when the company was successful.

The Dutch West India Company sent 30 families to America in 1624. They sent ample supplies so that they would not suffer hunger like many English settlers. The area where they settled was called Nieu (New) Netherland.

Fort Orange

Some of the settlers who arrived in 1624 traveled up the Hudson River to the place where Henry Hudson had stopped. They built a trading post called Fort Orange. Orange was the name of the ruling family in the Netherlands. Settlers traded guns, blankets, and tools for furs that native nations had processed into pelts. The settlers around Fort Orange later formed the Beverwyck north of the fort. It later became the city of Albany.



Detail from T'Fort Nieuw Amsterdam op de Manhatans, 1651

New Amsterdam

Some settlers who came to New Netherland in 1624 spent their first winter on a forested island in New York Harbor, known today as Governors Island. They called it Noten Eylandt. In 1625 many residents of Noten Eylandt moved to what is now Manhattan Island and named it Nieu (New) Amsterdam after the capital city of the Netherlands.

New Amsterdam settlers built a sawmill on Noten Eylandt and used the lumber they cut to build their first homes in New Amsterdam. They built Fort Amsterdam to defend the settlement.

The Dutch West India Company sent directors general to govern the settlers. Peter Minuit came from the Netherlands to become director general in 1626. Minuit was a Walloon. Walloons speak a French dialect and live in what is now southern Belgium. Minuit's parents were Protestants who had moved to the Netherlands for protection against religious persecution at home.



Artist's illustration of Peter Minuit purchasing Manhattan

According to legend, Minuit arranged to purchase Manhattan Island from the local native nation for a small sum. New Amsterdam became a center for trade both in New Netherland and in the English settlements along the Atlantic coast.

Patroons, Patroonships, and the Dutch

The Dutch West India Company encouraged farming. In 1629 they began to allow any stockholder to purchase land from a native nation. The stockholder would become a patroon and their land would be a patroonship. A patroonship was similar to a medieval manor. A patroon acted as the lord of the manor. The company did not allow any patroonships in Manhattan.

Any stockholder who wanted to become a patroon had to pay for transportation for at least 50 settlers aged 15 or older to come to his patroonship. These settlers were similar to the English indentured servants described on page 70. They had to live on the patroonship for a certain number of years. Patroonship settlers would be free from paying taxes for ten years. The Dutch were deeply involved in the terrible practice of buying and selling Africans. The Dutch West India Company sent enslaved Africans to work for patroonship settlers.

Stockholders set up patroonships at Swaanendael (now Lewes, Delaware), Pavonia (now Jersey City, New Jersey), Staten Island (now in New York), and Rensselaerswyck in the upper Hudson River Valley near Fort Orange. Rensselaerswyck was the most successful.

The Dutch West India Company recruited settlers from many parts of Europe. About half of the settlers who came to New Netherland were from Holland and the six other Dutch provinces. The other half were from Denmark, England, France, the German states, Ireland, Norway, Scotland, and Sweden. In the 1640s, New Amsterdam had about 450 citizens. They spoke 18 languages, including both native and European languages. New Netherland settlers included craftsmen, traders, clerks, surgeons, ministers, soldiers, farmers, and laborers.



Dutch West India Company flag



New Amsterdam, a small city on Manhattan Island, New-Holland, North America, about 1667, copied by G. Hayward

New Sweden in the 1600s



Reenactors portray Swedish soldiers in the 1600s.



Johan Björnsson Printz

This map of New Sweden has an unusual orientation. The Delaware River actually flows southeast into Delaware Bay.

New Sweden

In 1631 the Dutch West India Company replaced Minuit as director general of New Netherland. In 1637 Dutch, German, and Swedish investors convinced the Chancellor of Sweden to found the New Sweden Company. They hired Peter Minuit to lead a small group of Swedes to America.

Minuit and several soldiers sailed from Sweden that winter. They traveled on a ship, the *Kalmar Nyckel*, and a yacht, the *Fogel Grip*. About half of their crews were Dutch. The *Kalmar Nyckel* and the *Fogel Grip* entered Delaware Bay in March 1638. They sailed up the Delaware River to the site of present-day Wilmington, Delaware. Minuit bought land from five sachems of the Lenni-Lenape Confederation. They built Fort Christina, naming it for Sweden's Queen Christina. The queen was 11 years old.

Trading with native nations began right away. In June Peter Minuit sailed for Sweden

on the *Kalmar Nyckel*. He carried fur pelts to sell. When the ship stopped at a Caribbean island to trade for tobacco, Minuit visited on a Dutch sloop in the harbor. A sudden storm drove the sloop away from shore and it was lost at sea.

In 1642 the Swedish government sent Johan Björnsson Printz to be governor. Printz was six feet tall and weighed almost 400 pounds. Local native nations called him Big Belly. Printz built more forts and served New Sweden well.

Director General Peter Stuyvesant

After several other directors general, Petrus (Peter) Stuyvesant arrived in New Amsterdam in 1647 to become director general of New Netherland. Stuyvesant had a peg leg, as the result of an injury in battle that had taken place in the Caribbean islands while he worked for the Dutch West India Company.



Swedish girl



Peter Stuyvesant

Stuyvesant made improvements in New Amsterdam. One was in fire protection. He appointed fire wardens to inspect thatched roofs and wooden chimneys in homes. Beginning in 1658, eight men patrolled New Amsterdam every night. At sunset each evening, every household set leather buckets by their doorsteps. If the fire patrolmen saw a fire, they shook wooden rattles to tell citizens to wake up and go to the fire with their leather buckets. There they set up a bucket brigade to put out the fire.



New Amsterdam, 1660
by Jacques Cortelyou

New Netherland Defeats New Sweden

Johan Printz led New Sweden until 1653. By 1655, 11 ships had brought Swedes and Finns to settle on both sides of the Delaware River. The settlers began farms and small villages. The Swedes and Dutch lived peacefully for several years. However, in 1655 Peter Stuyvesant led an invasion of New Sweden. They captured Fort Christina and Sweden lost its claims in America.

New Netherland Becomes the English Colonies of New York, New Jersey, and Delaware

By 1664 New Netherland had 9,000 residents. About 1,500 lived in New Amsterdam. The countries of England and the Netherlands fought three wars during the 1600s.

In August of 1664, English ships sailed into the harbor at New Amsterdam. The people of New Amsterdam refused to fight. England easily took control. The English changed the name of New Amsterdam to New York after the brother of King Charles II. His name was James, Duke of York. New Amsterdam became New York City.

When the English took over New Netherland, they named the land to the east of the Delaware River New Jersey. Jersey is the name of an island in the English Channel. King Charles II gave New Jersey to his brother James, Duke of York. James gave it to two nobles, Sir George Carteret and Lord John Berkeley. Quakers, Finns, Swedes, and Dutch settled there in the 1670s. Lands of New Sweden on the west of the Delaware River eventually became the Delaware colony.

New Netherland and New Sweden



The Dutch recaptured New Amsterdam in 1673, but it returned to the English the following year. Stuyvesant remained on his nearby farm, the Bouwerie, for the rest of his life. The area is still called the Bowery today.

Native nations and the settlers of New Netherland and New Sweden enjoyed and used the lands and waters that God created in the Hudson River Valley and the Delaware River Valley. The psalmist David teaches:

**The earth is the LORD's, and all it contains,
The world, and those who dwell in it.
For He has founded it upon the seas
And established it upon the rivers.
Psalm 24:1-2**

Activities for Lesson 15

We the People – Read “Flushing Remonstrance” on page 14.

Map Study – Complete the assignments for Lesson 15 on Map 6 in *Maps of America the Beautiful*.

Timeline – In *Timeline of America the Beautiful* next to 1609, write: Henry Hudson explores New York Bay and the Hudson River.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 15. Take the test for Unit 3.

Creative Writing – Imagine living in a town of 450 people who spoke 18 different languages. In your notebook, write a one- or two-page story about your mom sending you to a store to buy a gallon of molasses. When you arrive there, the only people in the store are you and the owner. He speaks Dutch and you speak English. Describe what happened from the time you left home until you came back. Did you come home with molasses? If so, was it a gallon? How did your mom react when you got home?

Literature – Read chapter 9 in *Growing Up Dakota*.



Ceiling of Main Reading Room, Library of Congress

Sources

Books

- Childcraft. *The Indian Book*. Chicago: Childcraft International, 1980.
- Earle, Alice Morse. *Home Life in Colonial Days*. Stockbridge, MA: Berkshire Traveller Press, 1898.
- Franklin, Benjamin. *Autobiography of Benjamin Franklin*. New York: P.F. Collier & Son Co., 1909.
- Jay, William. *The Life of John Jay Volume II*. New York: J. and J. Harper, 1833.
- Judson, L. Carroll. *Biography of the Signers of the Declaration of Independence*. Philadelphia: J. Dobson, and Thomas, Cowperthwait & Co., 1839.
- Mailer, Gideon. *John Witherspoon's American Revolution*. Chapel Hill: University of North Carolina Press, 2016.
- Reid, Daniel, G. et al. *Concise Dictionary of Christianity in America*. Eugene, Oregon: Wipf and Stock Publishers, 2002.
- Penn, William. *Journal of William Penn*. Philadelphia: Friends' Book-store, 1878.
- Prescott, Della R. *A Day in the Life of a Colonial Home*. Francetown, NH: Marshall Jones Company, 1921.
- Schoolcraft, Henry R. *Discovery of the Sources of the Mississippi River*. Philadelphia: Lippincott, Grambo, and Co., 1855.
- Smith, Margaret. *Leaves from Margaret Smith's Journal*. Boston: Thurston, Torrey and Company, 1849.
- Snelling, H. H., ed. *The Photographic Art Journal Volume 1*. New York: W. B. Smith, 1851.
- Sweeney, Douglas A. *Jonathan Edwards and the Ministry of the Word: A Model of Faith and Thought*. Downers Grove, IL: IVP Academic, 2009.
- University Press. *Stephen Daye and his successors, 1639-1921*. Cambridge: University Press, 1921.
- Warner, C.D. , et al., comp. *The Library of the World's Best Literature. An Anthology in Thirty Volumes*. New York: Warner Library Co., 1917.

Businesses

Cape Cod Cranberry Growers' Association
Merriam Webster Inc.
National Geographic
Scholastic
Wells Fargo
White Horse Tavern

Government Agencies

Alaska Public Lands Information Centers
Atlantic City Free Public Library
Chitimacha Tribe of Louisiana
Choctaw Nation of Oklahoma
City of Williamsburg (VA)
Delaware Public Archives
Florida Museum of Natural History
Georgia Forestry Commission
Historical Society of the New York Courts
John James Audubon State Park, Kentucky
Library of Congress
Massachusetts Historical Commission
Michigan Sea Grant
Minnesota Department of Natural Resources
Mississippi Band of Choctaw Indians
Navajo Nation
National Aeronautics and Space
Administration (NASA)
National Archives and Records
Administration (NARA)
National Library of Medicine
National Oceanic and Atmospheric
Administration (NOAA)
National Park Service
Nebraska Department of Education
New Jersey Historical Commission
New Hampshire Almanac
New York Public Library
New York State Canals
New York State Department of
Environmental Conservation

New York State Museum
Niagara Parks
North Carolina Division of State Historic
Sites and Properties
NYC Department of Records
NYC Parks
Illinois State Museum
Oregon Secretary of State
Parks Canada
Pennsylvania Historical & Museum Commission
Rhode Island Department of State
Smithsonian Institution
State Library New South Wales
Tennessee Secretary of State
Texas State Library and Archives Commission
United Nations
U.S. Army
U.S. Army Corps of Engineers
U.S. Census Bureau
U.S. Coast Guard
U.S. Congress
U.S. Department of Agriculture
U.S. Department of Defense
U.S. Department of the Interior
U.S. Department of State
U.S. Department of Transportation
U.S. Diplomatic Mission to Germany
U.S. Fish and Wildlife Service
U.S. Geological Survey
U.S. Marine Corps
U.S. Navy
U.S. Senate
West Virginia Department of Arts, Culture,
and History

Historic and Educational Organizations

Absecon Lighthouse
American Academy of Religion
American Battlefield Trust
American Philosophical Society

American Society of Civil Engineers
Amhurst University
Answers in Genesis
Archaeology Southwest
Architect of the Capitol
Benjamin Franklin House
Boston Harbor Islands Partnership
Boston Tea Party Ships & Museum
Boston University
British Library
Carter Roger Williams Initiative
Flagler College
Florida Center for Instructional Technology
Florida Memory
C.S. Lewis Institute
Cahokia Mounds
California Missions Foundation
Cambridge (MA) Historical Commission
Cambridge (MA) Historical Society
Charlestown (MA) Historical Society
Chesapeake Bay Program
Christian History Institute
Coastal Carolina Indian Center
Colonial Williamsburg
Columbia University
Cornell Law School
Detroit Historical Society
Drayton Hall
Fisherman's Museum
George Washington's Mount Vernon
Georgia Historical Society
Grand Canyon Trust
Grouseland Foundation
Haines Sheldon Museum
Hans Herr House
Harvard University
Heinz History Center
Heritage Foundation
Hermitage
Highland Light
Historic Chatam (MA)

Historic Environment Scotland
Historic New England
Historic Northampton (MA)
Historic St. John's Church
Historical Society of Pennsylvania
Historical Society of Princeton
James K. Polk Ancestral Home
James Monroe's Highland
James Monroe Museum
John Adams Historical Society
John James Audubon State Park, Kentucky
John Jay Homestead
Lewis and Clark Fort Mandan Foundation
Library of Congress
Maine Historical Society
Marietta College
Mariners' Museum & Park
Martha's Vineyard Museum
Maryland Kids
Massachusetts Historical Society
Massachusetts Institute of Technology
Middletown (RI) Historical Society
Miller Center
Milwaukee Public Museum
Minneapolis Historical Society
Mission San Luis
Mississippi Historical Society
Monticello
Museum of the City of San Francisco
Museum of Fine Arts Boston
Museum of Northern Arizona
Nantucket Historical Association
National Audubon Society
National First Ladies Library
National Parks Conservation Association
National Pony Express Association
National Underground Railroad Freedom Center
National Wildlife Federation
Native Languages of the Americas
Nebraska State Historical Society

New Amsterdam History Center
 New Bedford Whaling Museum
 New England Historical Society
 New Netherland Institute
 New York City Fire Museum
 New York Institute for Special Education
 Niagara Falls Museums
 Noah Webster House and West Hartford
 Historical Society
 Oklahoma Hall of Fame
 Oklahoma Historical Society
 Paul Revere House
 Pennsbury Manor
 Penn State University
 Pewter Collectors' Club
 Plimoth Plantation
 Portland Headlight
 President James K. Polk Home and Museum
 Princeton University
 Red Hill
 Revolutionary Spaces
 Roger Williams Family Association
 Royal Museums Greenwich
 Roykstovan
 Rye (NH) Historical Society
 Sainte-Marie among the Hurons
 Scotland's Churches Trust
 Sequoyah Birthplace Museum
 Sherwood Forest
 Society of the Descendants of the Signers of
 the Declaration of Independence
 Susquehanna National Heritage Area
 Swedish Colonial Society
 Taos County Historical Society
 Taos Pueblo
 Texas State Historical Association
 Timothy Demonbreun Heritage Society
 The Trustees (Boston, MA)
 U.S. Naval Institute
 University of California, Santa Barbara
 University of Florida Digital Collections

University of Georgia
 University of Pennsylvania
 University of Virginia American Studies
 Project
 Washington State University
 West Quoddy Head Lighthouse
 White House
 White House Historical Association
 William & Mary
 Yale University

Media Organizations

American Heritage
 British Broadcasting Corporation (BBC)
Christianity Today
 Crossway
Harvard Magazine
Journal of Archaeological Science
Los Angeles Times
New York Times
Niagara Falls Review
Niagara Gazette
 Public Broadcasting Corporation
Santa Barbara Independent
Scribner's Magazine
Smithsonian Magazine

Websites

American History (let.rug.nl/usa/)
 American National Biography (anb.org)
 California Mission Background and History
 (californiamissionguide.com)
 Canadian Encyclopedia
 (thecanadianencyclopedia.ca)
 Catholic Encyclopedia ([catholic.org/](http://catholic.org/encyclopedia)
 encyclopedia)
 Christianity.com
 Colorado Encyclopedia
 (coloradoencyclopedia.org)

ConnecticutHistory.org	Steamboat Adventure (history.hanover.edu/texts/1811/Web/Topic-Roosevelt.html)
Dictionary of Canadian Biography (biographi.ca)	Study Texts on Anne Bradstreet's Poetry (archive.vcu.edu/english/engweb/webtexts/Bradstreet)
Emory Historian (emoryhistorian.org)	Tennessee Encyclopedia (tennesseeencyclopedia.net)
Encyclopædia Britannica (britannica.com)	Timothy Demonbreun (timothydemonbreun.com)
Encyclopedia of Alabama (encyclopediaofalabama.org)	UShistory.org
Encyclopedia of Greater Philadelphia (philadelphiaencyclopedia.org)	Virginia Indian Archive (virginiaindianarchive.org)
Encyclopedia of the Great Plains (plainshumanities.unl.edu/encyclopedia/)	Young American Republic (projects.leadr.msu.edu/youngamerica/)
Encyclopedia Virginia (encyclopediavirginia.org)	
ExplorePAhistory.com	
Georgia Encyclopedia (georgiaencyclopedia.org)	
Hangout NJ (nj.gov/hangout_nj/index.html)	
History.com	
Journals of the Lewis and Clark Expedition Online (lewisandclarkjournals.unl.edu)	
Léveillé - Bélanger Ancestry (leveillee.net/ancestry/index.html)	
Lighthouse Friends (lighthousefriends.com)	
Maine: An Encyclopedia (maineanencyclopedia.com)	
Mather Project (matherproject.org)	
NCpedia (NCpedia.org)	
New England Lighthouses: A Virtual Guide (newenglandlighthouses.net)	
Ohio History Connection (ohiohistory.org)	
Oregon Encyclopedia (oregonencyclopedia.org)	
Portal to Texas History (texashistory.unt.edu)	
Pullman History (pullman-museum.org)	
Selection of Articles from Various American History Journals (penelope.uchicago.edu/Thayer/E/Journals/USA/home.html)	
South Carolina Encyclopedia (scencyclopedia.org)	



Detail from *Dancing Children* by Jane Palmer, 1782

Image Credits

The historical marker at the beginning of each unit is a composite of elements from Free Life Design / Shutterstock.com, Tartila / Shutterstock.com, and cubart / Shutterstock.com.

Images marked with one of these codes are used with the permission of a Creative Commons Attribution or Attribution-Share Alike License. See the websites listed for details.

CC BY 2.0	creativecommons.org/licenses/by/2.0
CC BY-SA 2.0	creativecommons.org/licenses/by-sa/2.0
CC BY 2.5	creativecommons.org/licenses/by/2.5
CC BY-SA 2.5	creativecommons.org/licenses/by-sa/2.5
CC BY 3.0	creativecommons.org/licenses/by/3.0
CC BY-SA 3.0	creativecommons.org/licenses/by-sa/3.0
CC BY 4.0	creativecommons.org/licenses/by/4.0
CC BY-SA 4.0	creativecommons.org/licenses/by-sa/4.0

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;

- AK: Agami Photo Agency / Shutterstock.com; SD: Charlene Notgrass; Goats: Josh Schutz / Shutterstock.com
- 3 MN: Tomaz Kunst / Shutterstock.com; LA: JB Manning / Shutterstock.com; WI: Patrick Lansing / Shutterstock.com; ME: Eric Urquhart / Shutterstock.com; NC: Dave Allen Photography / Shutterstock.com; Bird: Doug Lemke / Shutterstock.com; IL: Mark Baldwin / Shutterstock.com; CA: Charlene Notgrass
- 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
- 6 Pronghorns and Caribou: Charlene Notgrass; Wolf: John and Karen Hollingsworth USFWS / Flickr / CC BY 2.0
- 7 Eagle: Igor Kovalenko / Shutterstock.com; Elk: Ryan Hagerty / U.S. Fish and Wildlife Service; Mountain lion: Baranov E / Shutterstock.com; Bears: Debbie Steinhauser / Shutterstock.com; Jaguar: Ron Singer / U.S. Fish and Wildlife Service; Prairie-chicken: Rob Palmer Photography / Shutterstock.com; Bison: Charlene Notgrass
- 8 Elephant seal: Paul Tessier / Shutterstock.com; Oracs: Tory Kallman / Shutterstock.com; Pilot

- whale: Adam Li NOAA / NMFS / SWFSC; Gray wale: Jan-Dirk Hansen / Shutterstock.com; Harbor seal: Edmund Lowe Photography / Shutterstock.com; Sea otter: Menno Schaefer / Shutterstock.com; Bear: Gleb Tarro / Shutterstock.com; Mule deer: Dennis Fluman / U.S. Fish and Wildlife Service; Condor: Martin M303 / Shutterstock.com
- 9 Leonardo Gonzalez / Shutterstock.com
 - 10 Russia: Shchipkova Elena / Shutterstock.com; Map: Anton Balazh / Shutterstock.com
 - 11 Library of Congress
 - 12 LA: Bart Everson / Flickr / CC BY 2.0; WV: aceshot1 / Shutterstock.com; OH: Tom Engberg / National Park Service
 - 13 OH: Eric Ewing / Wikimedia Commons / CC BY-SA 3.0; GA: RodClementPhotography / Shutterstock.com; AL: Donn-beckh / Shutterstock.com
 - 14 Artifacts: The Metropolitan Museum of Art, New York; Map: Nate McCurdy
 - 15 Cahokia Mound: John Notgrass; Statue: TimVickers / Wikimedia Commons; Artist's Perspective: Herb Roe
 - 16 Pottery: Metropolitan Museum of Art; River: ATseagle / Shutterstock.com
 - 18 Cliff palace: Sopotnicki / Shutterstock.com; Natural bridge: Filip Fuxa / Shutterstock.com; Painted desert: Genevieve_Einzig / Shutterstock.com; Map: Nate McCurdy
 - 19 White House: Laurens Hoddenbagh / Shutterstock.com; Chaco Culture: Charlene Notgrass; Cliff rose: sd81 / Shutterstock.com; Lizard and tanager: National Park Service; Bowl: Metropolitan Museum of Art
 - 20 Chaco Culture: Charlene Notgrass; Turkey and owl: National Park Service; Kiva: Doug Meek / Shutterstock.com
 - 21 Spruce Tree House: David Watkins / Shutterstock.com; Pottery: Metropolitan Museum of Art; Cliff Palace: National Park Service
 - 22 Metropolitan Museum of Art
 - 23 Child looking out window: USC Digital Library California Historical Society Collection; Drum: Metropolitan Museum of Art; All others: Edward Curtis / Library of Congress
 - 24 Fields: National Archives (U.S.); Jar: Los Angeles County Museum of Art (lacma.org); Ceramic Figure: Metropolitan Museum of Art; All others: Library of Congress
 - 25 Blankets: Metropolitan Museum of Art; Hogan: Wikimedia Commons; Wickiup: Wikimedia Commons; Girl: Northwestern University Library; Basket: Daderot / Wikimedia Commons; Weaving: Internet Archive Book Images
 - 26 B/W images: Library of Congress; Color image: Ale GC / Shutterstock.com
 - 27 Donna Ellenburg
 - 28 Forest: SNEHIT / Shutterstock.com; Fox: LMortell / Shutterstock.com; Chipmunk: Lori M. Stebbins / Shutterstock.com; Oak: 3523studio / Shutterstock.com; Maple: cosma / Shutterstock.com; Chestnut: Hector Ruiz Villar / Shutterstock.com; Poplar: Susan Law Cain / Shutterstock.com; Hickory: Heather Simkiss / Shutterstock.com; Beech: iofoto / Shutterstock.com
 - 29 Heather L. Hubbard / Shutterstock.com
 - 30 Moose: Denise LeBlanc / Shutterstock.com; Beaver: quiggyt4 / Shutterstock.com; Raccoons: Breck P. Kent / Shutterstock.com; Deer: Hughes Photography / Shutterstock.com; Skunk: Jack Nevitt / Shutterstock.com; Rabbit: Tom Barnes / U.S. Fish and Wildlife Service; Wampanoag clothing: Sergey WereWolf / Wikimedia Commons; Herring: Ryan Hagerty / U.S. Fish and Wildlife Service
 - 31 Pots: Yuri Long / Flickr / CC BY 2.0; White squash: Dario Sabljak / Shutterstock.com; Cinderella squash: Don Bendickson / Shutterstock.com; Canoe: Yuri Long / Flickr / CC BY 2.0
 - 32 Cattails: Africa Studio / Shutterstock.com; House: Michael Sean O'Leary / Shutterstock.com
 - 33 House: Cortomaltais / Wikimedia Commons / CC BY-SA 3.0; Map: Wikimedia Commons
 - 34 Payta-Kootha: Library of Congress; P o w - A - Sheek: SMU Libraries Digital Collections; Children: Boston Public Library / Flickr / CC BY 2.0; Deerskin: Wikimedia Commons; Basket: Daderot / Wikimedia Commons; A'h-tee-wát-o-mee: Wikimedia Commons; Inside longhouse (2): Laslovarga / Wikimedia Commons / CC BY-SA 3.0; Outside longhouse: rokker / Wikimedia Commons / CC BY 3.0
 - 35 SMU Libraries Digital Collections
 - 36 River: Melinda Fawver / Shutterstock.com; Apalachee Council House: Roy Eugene Lett / Florida Memory
 - 37 Village: Wikimedia Commons; Chickee: Moni3 / Wikimedia Commons; Painting: National Gallery of Art
 - 38 Creek woman: National Gallery of Art; Atakapa indian: Wikimedia Commons; Basket: Daderot / Wikimedia Commons
 - 39 Portraits: Wikimedia Commons; Beaded sash: Uyvsdi / Wikimedia Commons
 - 40 Blowgun: John Wollwerth / Shutterstock.com; Painting: Library of Congress
 - 41 Wikimedia Commons
 - 43 Statue: Jay Yuan / Shutterstock.com; Ship: AnnaNenasheva / Shutterstock.com
 - 44 Florida: Charlene Notgrass; Spain: Landscape Nature Photo / Shutterstock.com
 - 45 Vikings ship: Wikimedia Commons; Statue: BMJ / Shutterstock.com
 - 46 Aerial views: Russ Heintz / Shutterstock.com; Door: Sujatha Vempaty / Shutterstock.com
 - 47 Statue: PhotoFires / Shutterstock.com; Marco Polo: Everett Historical / Shutterstock.com
 - 48 Ptolemy map: Wikimedia Commons; Modern map: Volodymyr Nikulishyn / Shutterstock.com; Tenerife: StockWithMe / Shutterstock.com

- 49 Earth: Harvepino / Shutterstock.com; Tern: Stephan Morris / Shutterstock.com; Dolphins: Kjersti Joergensen / Shutterstock.com; Pelican: matej spiroch / Shutterstock.com
- 50 Library of Congress
- 52 Pacific: marcosvelloso / Shutterstock.com; Top stamp: svc / Shutterstock.com; Bottom stamp: Sergey Kohl / Shutterstock.com
- 53 Balboa: Wikimedia Commons; Magellan: Everett Historical / Shutterstock.com; Gold: Metropolitan Museum of Art
- 54 Vespucci: rook76 / Shutterstock.com; Map: Library of Congress
- 55 Wikimedia Commons
- 56 Alabama: gracious_tiger / Shutterstock.com; Georgia: Adam Colick / Shutterstock.com; De Soto: Morphart Creation / Shutterstock.com
- 57 River: Reece with a C / Shutterstock.com; Bridge: Natalia Bratslavsky / Shutterstock.com
- 58 Taos: photogal / Shutterstock.com; Roykstovan: Nick Fox / Shutterstock.com; Trulli: IZZARD / Shutterstock.com; Tulou: Atosan / Shutterstock.com; Hathaway: David Steele / Shutterstock.com
- 60 Castillo: Sean Pavonne / Shutterstock.com; Painting: Carol M. Highsmith Archive, Library of Congress
- 61 Marzolino / Shutterstock.com
- 62 Timucua: Library of Congress; Fort Caroline: Wikimedia Commons
- 63 Map: Nate McCurdy; St. Augustine: Library of Congress
- 64 Map: Wikimedia Commons; Castillo: National Park Service; Hotel: Library of Congress
- 66 Fort: Catherine / Flickr / CC BY 2.0; Canada stamp: MM_photos / Shutterstock.com; Newfoundland stamp: IgorGolovnirov / Shutterstock.com; Statue: meunierd / Shutterstock.com
- 67 Portraits: Wikimedia Commons; Map: North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill
- 68 Fort: National Park Service; Village: Public Domain; James: Wikimedia Commons
- 69 Egret: dmvphotos / Shutterstock.com; Church: Tony Fischer / Flickr / CC BY 2.0; Map: Nate McCurdy
- 70 Joseph Sohm / Shutterstock.com
- 72 Statue: Joseph Sohm / Shutterstock.com; Village: National Park Service; Pamunkey woman: Wikimedia Commons
- 73 Longhouse: James Kirkikis / Shutterstock.com; Statue: Matt McClain / Shutterstock.com
- 74 Architect of the Capitol
- 75 Rolfe: Everett Historical / Shutterstock.com; Rolfe and Pocahontas: Wikimedia Commons
- 76 Wedding: Library of Congress; Portrait: National Portrait Gallery, Smithsonian Institution
- 77 Painting: Wikimedia Commons; Statue: Bob Deering / Shutterstock.com
- 79 Wikimedia Commons
- 81 Puritans: Library of Congress; Hat: lazy clouds / Shutterstock.com
- 82 Mayflower Compact: Library of Congress; Leiden: Andrew Balcombe / Shutterstock.com
- 83 Ship: Joseph Sohm / Shutterstock.com; Painting: Architect of the Capitol
- 84 Library of Congress
- 85 Treaty: California State Library; Painting: Newberry Library
- 86 Massasoit: Marcio Jose Bastos Silva / Shutterstock.com; Bradford: Michael Gordon / Shutterstock.com
- 87 Houses: Michael Sean O'Leary / Shutterstock.com; Woman and man: Alexander Sviridov / Shutterstock.com; Two women: Suchan / Shutterstock.com; Chickens: Rolf_52 / Shutterstock.com; Garden: Joseph Sohm / Shutterstock.com
- 88 Marcio Jose Bastos Silva / Shutterstock.com
- 89 Donna Ellenburg
- 90 Library of Congress
- 91 River: Adam Gladstone / Shutterstock.com; Conant: travelview / Shutterstock.com; Houses: Boston Public Library
- 92 Portrait: Massachusetts Historical Society; Statue: Architect of the Capitol; Plaque: Charlene Notgrass
- 93 Painting: Library of Congress; Drawing: Morphart Creations / Shutterstock.com
- 94 Coast: Jon Bilous / Shutterstock.com; River: Jon Bilous / Shutterstock.com; Charles I: Morphart Creation / Shutterstock.com
- 95 Cross: Pubdog / Wikimedia Commons; Calvert: Everett Historical / Shutterstock.com; Mass: Internet Archive Book Images
- 96 Hooker: New York Public Library; River: Dan Hanscom / Shutterstock.com
- 98 Dunes: NayaDadara / Shutterstock.com; Estuary: Jim Bogosian / Shutterstock.com; Pond: Rosemarie Mosteller / Shutterstock.com; Piping plover: William Rozday / Shutterstock.com; Yellow-legs: Alizada Studios / Shutterstock.com; Frozen lake: Up Above Creative / Shutterstock.com
- 99 Wellfleet beach: Cindy Goff / Shutterstock.com; Province Lands: Danita Delmont / Shutterstock.com; Herring Cove Beach: lunamarina / Shutterstock.com; Map: Nate McCurdy; Marsh: Ethan Daniels / Shutterstock.com; Pond: Jeff Holcombe / Shutterstock.com; Marsh: Ethan Daniels / Shutterstock.com
- 100 Squirrel and chipmunk: wituli / Shutterstock.com; Bird and egg: Dennis W Donohue / Shutterstock.com; Turtle: Ethan Daniels / Shutterstock.com; Butterfly: Gregg Squeglia / Shutterstock.com; Lily: Ethan Daniels / Shutterstock.com; Beach rose hip: Susilee Dean / Shutterstock.com; Egret: Jay Petersen / Shutterstock.com; Owl: Jay Ondreicka / Shutterstock.com; Sanderling with crab: Alan B. Schroeder / Shutterstock.com; Dusty miller: Susilee Dean / Shutterstock.com; Crab: Debi Cramer / Shutterstock.com

- 101 Egrets: Allison Coffin / Shutterstock.com; House: Chris Bradshaw / Shutterstock.com
- 102 Hog Island: Ethan Daniels / Shutterstock.com; Cliffs: LeStudio / Shutterstock.com
- 103 Home: New York Public Library; Carving: Merlynn6 at English Wikipedia / CC BY 3.0; Whale: Jim Madigan / Shutterstock.com; Whaling: Wikimedia Commons
- 104 Windmill: Kevin Kipper / Shutterstock.com; Highland: AR Pictures / Shutterstock.com; Cranberry: Millbilly Photos / Shutterstock.com; Monument: solepsizm / Shutterstock.com; Homes: Lori Froeb / Shutterstock.com; Canal: edella / Shutterstock.com
- 106 Park: Jeffrey M. Frank / Shutterstock.com; Statue: Architect of the Capitol
- 107 Cambridge: wimala namket / Shutterstock.com; Meeting house: Andreas Juergensmeier / Shutterstock.com
- 108 Statue: Carol M. Highsmith Archive, Library of Congress; Drawing: Everett Historical / Shutterstock.com
- 109 Landing: New York Public Library; Spring: Zach Frank / Shutterstock.com; Deed: City of Providence Archives; River: Jon Bilous / Shutterstock.com
- 110 Drawing: Wikimedia Commons; Book: Public Domain
- 111 Charter: Rhode Island Secretary of State; Stamp: Lefteris Papaulakis / Shutterstock.com
- 112 Drawing: Library of Congress; River: Mark Evers Photography / Shutterstock.com
- 113 Matt H. Wade at Wikipedia / CC BY-SA 3.0
- 114 Wikimedia Commons
- 115 New York Public Library
- 116 Reenactors: Stig Alenas / Shutterstock.com; Map: New York Public Library; Printz: Wikimedia Commons; Girl: Internet Archive Book Images
- 117 Stuyvesant: Internet Archive Book Images; New Amsterdam: Wikimedia Commons; Map: Nate McCurdy
- 119 Psalms: New York Public Library; Books: Reinhold Leitner / Shutterstock.com
- 120 header book: Reinhold Leitner / Shutterstock.com
- 120 Genesis: Public Domain; Harvard: Library of Congress
- 121 Stamp: U.S. Postal Service; Psalm: New York Public Library
- 122 Eliot: Library of Congress; Cotton: Everett Historical / Shutterstock.com
- 123 Canoe: Library of Congress; Richard Mather: Houghton Library, Harvard University; Increase Mather: New York Public Library; Cotton Mather: New York Public Library
- 124 Bradstreet: Cornell University Library; Primer: Beinecke Library
- 125 Jeff Schultes / Shutterstock.com
- 127 Example: Bethany Poore; Printer: Txbeaker / Flickr
- 128 Landing: Library of Congress
- 129 Library of Congress
- 130 Library of Congress
- 131 Painting: Wikimedia Commons; Treaty: Library of Congress
- 132 Belt: Wikimedia Commons; Painting: Irina / Flickr / CC BY 2.0
- 133 Bell: foto-select / Shutterstock.com; Stamp: Zoltan Katona / Shutterstock.com
- 134 Top: Dave Allen Photography / Shutterstock.com; Angel tree: Mike Ver Sprill / Shutterstock.com; Acorns: : Isabel Eve / Shutterstock.com
- 135 Moss: Cvandyke / Shutterstock.com; Ferns: Holly Guerrio / Shutterstock.com; Jay: Tim Zurowski / Shutterstock.com; Bobwhite: Kane513 / Shutterstock.com; Ducks: Oral Zirek / Shutterstock.com; Squirrel: B Norris / Shutterstock.com; Mallard: Bruce VanLoon / Shutterstock.com; Raccoon: Frode Jacobsen / Shutterstock.com
- 136 Medal: El Basker / Shutterstock.com; Portrait: Skara kommun / Flickr / CC BY 2.0
- 137 Map: Library of Congress; Portrait: Wikimedia Commons; Coast: Ryan McGurl / Shutterstock.com
- 138 Aimee M Lee / Shutterstock.com
- 139 Drawing: New York Public Library; Statue: Fotoluminate LLC / Shutterstock.com; Square: Fotoluminate LLC / Shutterstock.com
- 140 Fort: JSvideos / Shutterstock.com; Ship: Tom Zeman / Shutterstock.com
- 142 New York: Library of Congress; Map: Nate McCurdy
- 143 Mission House, Dexter Grist Mill, and Hans Herr House: LEE SNIDER PHOTO IMAGES / Shutterstock.com; Drayton Hall: Joseph Sohm / Shutterstock.com
- 144 Old North Church: Shanshan0312 / Shutterstock.com; St. John's Church: Sean Xu / Shutterstock.com; Saint James Church: Library of Congress
- 145 Edwards: Wikimedia Commons; Watts: National Library of Wales
- 146 Book: Yale Beinecke Rare Book and Manuscript Library; Stained Glass: Dsdugan / Wikimedia Commons; Pulpit: Library of Congress
- 147 Whitefield: Public Domain; Davies: Library of Congress; Church: Library Company of Philadelphia
- 148 Carol M. Highsmith Archive, Library of Congress
- 149 Yale: lavinak / Shutterstock.com; Bust: Metropolitan Museum of Art
- 150 Palace: Daniel Reiner / Shutterstock.com; Wren Building: William Silver / Shutterstock.com; Chapel: Nagel Photography / Shutterstock.com
- 151 Market: Christopher Sciacca / Shutterstock.com; Capitol: Éamonn Ó Muirí / Flickr / CC BY 2.0
- 152 Magazine : William Silver / Shutterstock.com; Church: Stephen B. Goodwin / Shutterstock.com
- 153 Bedroom: Ritu Manoj Jethani / Shutterstock.com; Tavern: Library of Congress
- 154 William Silver / Shutterstock.com

- Jonkonnu: Metropolitan Museum of Art; Dress: National Museum of African American History and Culture; Way They Live: Metropolitan Museum of Art; Coverlet: National Museum of African American History and Culture
- 538 Impeachment: Marzolino / Shutterstock.com; Queen Emma: National Portrait Gallery, Smithsonian Institution; Native nations: Library of Congress; Sitka: Everett Collection / Shutterstock.com; Map: Steven Wright / Shutterstock.com
- 539 Revels: Library of Congress
- 540 Grants: Smithsonian American Art Museum
- 541 Andrew: National Portrait Gallery, Smithsonian Institution; Eliza: Library of Congress
- 542 Replicas: Carol M. Highsmith Archive, Library of Congress; Chinese camp: Library of Congress
- 543 Library of Congress
- 544 Library of Congress
- 545 Golden Spike: Nathan Hughes Hamilton / Flickr / CC BY 2.0; Telegraph: Library of Congress; Jupiter: Breck P. Kent / Shutterstock.com
- 546 No. 119: Breck P. Kent / Shutterstock.com; Hotel car: Library of Congress
- 547 Cover: Library of Congress; Map: Library of Congress with Nate McCurdy
- 549 Ulysses and Julia: National Portrait Gallery, Smithsonian Institution
- 550 Canary Spring: Diane Renkin / National Park Service; Geyser: Laura Hedien / Shutterstock.com
- 551 Old Faithful: CSNafzger / Shutterstock.com; Roaring Mountain, Close-up, and Morning Glory: Jim Peaco / National Park Service; Grand Prismatic Spring: Curtis Akin / National Park Service
- 552 Paintpots: Jim Peaco / National Park Service; Canyon: Diane Ranklin / National Park Service
- 553 Lake: Diane Renkin / National Park Service
- 554 Smithsonian American Art Museum
- 555 Neal Herbert / National Park Service
- 556 Fahnestock: Nancy Kennedy / Shutterstock.com; Birthplace: Wikimedia Commons
- 557 Thunderstorm: George Burns / Shutterstock.com; School: New York Public Library
- 558 Library of Congress
- 559 New York Public Library
- 560 Library of Congress
- 561 Internet Archive Book Images
- 562 Statue: Carol M. Highsmith's America Project, Library of Congress; Branding iron: beodra / Shutterstock.com
- 563 Library of Congress
- 564 Mary Evelyn Trout / Jo Carr
- 565 Bridge: Tricia Daniel / Shutterstock.com; Cody: National Portrait Gallery, Smithsonian Institution
- 566 Library of Congress
- S-1 angela n. / Flickr / CC BY 2.0
- C-1 National Gallery of Art
- Back End Sheet
- George Washington: Wikimedia Commons
- John Adams: U.S. Navy
- Thomas Jefferson: Wikimedia Commons
- James Madison: nathanborror / Flickr / CC BY 2.0
- James Monroe: cliff1066(tm) / Flickr / CC BY 2.0
- John Quincy Adams: cliff1066(tm) / Flickr / CC BY 2.0
- Andrew Jackson: U.S. Senate Collection
- Martin Van Buren: cliff1066(tm) / Flickr / CC BY 2.0
- William Henry Harrison: Wikimedia Commons
- John Tyler: cliff1066(tm) / Flickr / CC BY 2.0
- James K. Polk: cliff1066(tm) / Flickr / CC BY 2.0
- Zachary Taylor: cliff1066(tm) / Flickr / CC BY 2.0
- Millard Fillmore: cliff1066(tm) / Flickr / CC BY 2.0
- Franklin Pierce: cliff1066(tm) / Flickr / CC BY 2.0
- James Buchanan: cliff1066(tm) / Flickr / CC BY 2.0
- Abraham Lincoln: Wikimedia Commons
- Andrew Johnson: cliff1066(tm) / Flickr / CC BY 2.0
- Ulysses S. Grant: cliff1066(tm) / Flickr / CC BY 2.0