

Our Star-Spangled Story

Part 1



We dedicate *Our Star-Spangled Story* to our husband and father, Ray Notgrass. He is the walking family encyclopedia for history and just about everything else. He loves his country and helps his fellow Americans live well and to the glory of God. He read us books and told us stories and inspired our whole family to love history. We love you.

Charlene, Bethany, and Mary Evelyn

Our Star-Spangled Story Part 1

Charlene Notgrass, Bethany Poore, and Mary Evelyn McCurdy

ISBN 978-1-60999-124-1

Copyright © 2018 Notgrass History. All rights reserved.

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

Cover Photo Credits: Field: ArtMari / Shutterstock.com; People (left to right): William Ladd Taylor / Library of Congress; Frederick W. Greenough / Library of Congress; John George Brown / Library of Congress; Edwin Forbes / Library of Congress; Bowdoin College Museum of Art
Authors Photo: Gregory Poore

Previous Page: Portrait of Edith Wharton by Edward Harrison May (American, 1869)

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 taken from the New American Standard Bible, Copyright © 1960, 1962, 1963, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission.

Cover design by Mary Evelyn McCurdy.

Interior design by Charlene Notgrass and Mary Evelyn McCurdy.

Printed in the United States of America.

Notgrass History • 975 Roaring River Road • Gainesboro, TN 38562

1-800-211-8793 • notgrass.com

Table of Contents

for

Part 1

Dear Student.....	v
Dear Parent.....	vi
How to Use <i>Our Star-Spangled Story</i>	vii
Unit 1	1
Lesson 1 – The First People Come to America.....	2
Lesson 2 – At Home in Acoma Pueblo	10
Lesson 3 – Columbus, Cabot, and Coronado in America.....	16
Unit 2	23
Lesson 4 – The Brewster Family at Plymouth	24
Lesson 5 – Pieter Claesen Wyckoff, Indentured Servant in New Netherland.....	30
Lesson 6 – John Eliot, Missionary to the “Praying Indians”	36



Acoma girls collecting water, New Mexico

Unit 3	45
Lesson 7 – Conrad Weiser, German Peacemaker.....	46
Lesson 8 – Serving Others in the Georgia Colony	52
Lesson 9 – Natives, Traders, and Beavers in New France.....	60
 Unit 4	 69
Lesson 10 – George Hewes and the Boston Tea Party.....	70
Lesson 11 – Give Me Liberty or Give Me Death!	76
Lesson 12 – Phillis Wheatley and Her Poetic Genius.....	82
 Unit 5	 89
Lesson 13 – A Midnight Ride with Paul Revere.....	90
Lesson 14 – Thirteen Colonies Declare Independence.....	96
Lesson 15 – James Madison and the Constitution	102
 Unit 6	 109
Lesson 16 – George Washington at Mount Vernon	110
Lesson 17 – A Home for the President	116
Lesson 18 – Blazing Trails with Daniel Boone	122
 Unit 7	 129
Lesson 19 – Circuit Riders and Camp Meetings.....	130
Lesson 20 – Exploring the West with Lewis and Clark	136
Lesson 21 – Robert Fulton and His New Ideas.....	144
 Unit 8	 151
Lesson 22 – Tecumseh and William Henry Harrison.....	152
Lesson 23 – The Pickersgill Family and the War of 1812.....	158
Lesson 24 – America’s First School for the Deaf.....	164

Unit 9	171
Lesson 25 – Andrew Jackson of the Hermitage.....	172
Lesson 26 – John Ross, the Cherokee Chief	180
Lesson 27 – Growing Up on the Erie Canal	186
 Unit 10	 195
Lesson 28 – Caroline Ernst and the Settlement of Texas	196
Lesson 29 – Factory Girls at Lowell.....	202
Lesson 30 – Sailing to America on the “Norwegian <i>Mayflower</i> ”	208
 Unit 11	 215
Lesson 31 – The Applegate Family and the Oregon Trail.....	216
Lesson 32 – The Trist Family and the Mexican War.....	222
Lesson 33 – Bill Wilson and His Gold Nugget	228
 Unit 12	 235
Lesson 34 – Amos Lawrence and the Fight Against Slavery	236
Lesson 35 – Sojourner Truth and Her Almighty Friend.....	242
Lesson 36 – Liberty Hill on the Underground Railroad.....	248



Gateway to Freedom International Memorial to the Underground Railroad, Detroit, Michigan

Unit 13	257
Lesson 37 – From Log Cabins to the White House	258
Lesson 38 – A Northern Father and a Southern Mother	266
Lesson 39 – America Returns to Peace.....	272
 Unit 14	 279
Lesson 40 – Mrs. Page and Reconstruction.....	280
Lesson 41 – Hiram Revels in the United States Senate.....	286
Lesson 42 – John Driggs and the People of Alaska.....	292
 Unit 15	 301
Lesson 43 – Clara Barton and Her Heart for Helping	302
Lesson 44 – Dugouts and Soddies	308
Lesson 45 – Riding the Rails with Owney	314
 Sources and Image Credits	 S-1
 All Around the USA Map.....	 Following Image Credits



Sod House in Custer County, Nebraska, 1886

Dear Student

Welcome to *Our Star-Spangled Story*. American history is not something sitting closed up in a box or in a book, far away and long ago. American history is a story, and you're in it! God is writing history every single day. He made you to be a part of it.

People have done a lot of living in this place called America:

- People built houses and planted crops.
- People explored places that weren't on any map.
- People sacrificed for what they believed to be right.
- People worshipped God and shared Jesus with others who didn't know Him.
- People enjoyed happy dinners around their kitchen tables with their families.
- People gathered for celebrations.
- People comforted each other when they lost someone they loved.
- People moved to new places to find better homes for their families.

American history is a big story of people living their lives, facing problems, finding solutions, and working hard. American history is a lot of little stories, funny stories, scary stories, stories of singing and dancing, stories of disagreement, and stories of working together.

American history is about people. We hope you enjoy meeting people from American history in this book. We hope you learn from their stories. We still have a great deal of work to do in our country: victories to celebrate, problems to overcome, people to help, and faith to share. We pray you will bring glory to God in your own part of the story of American history.

Charlene Notgrass, Bethany Poore, and Mary Evelyn McCurdy

Dear Parent

Thank you for choosing *Our Star-Spangled Story* to help you explore American history with your child!

We present this curriculum to honor the Lord and His work in history. We are privileged to have the opportunity to show your family what American history is really about: people living their lives here in this place we call America. We pray your family will grow and learn through the journey we present in these pages. We hope you make memories as you read, discover, create, sing, laugh, dance, and connect with each other.

We at Notgrass History believe that you are in charge of your child's education. You know the needs, abilities, strengths, weaknesses, and interests of your own child. You also know the bigger picture of the needs and commitments of your family.

We design our curriculum to be a tool to make learning rich, meaningful, simple, and fun. Curriculum should not be a burdensome taskmaster. The next few pages will give you some suggestions, but you get to decide how to use this curriculum in a way that works best for your family!

Don't worry about dates and details. Don't worry about making sure you remember everything. Unlock a creaky old door, step into the past, meet people just like your family, and hear what they have to say. Enjoy the journey of a rich story that you and your family are part of writing every day.

Charlene Notgrass, Bethany Poore, and Mary Evelyn McCurdy

How to Use *Our Star-Spangled Story*

Our Star-Spangled Story is a one-year American history course designed for students in grades one through four. The curriculum has thirty chronological units of three lessons each. We recommend completing one unit most weeks. If your school year has thirty-six weeks, this allows you six weeks of flexibility.

In addition to history, this curriculum incorporates literature, music, creative writing, geography, and art. It also brings up many concepts that you can use for conversation to deepen your child's Christian worldview. Each lesson ends with a Bible verse.

We wrote the lessons in a narrative style and richly illustrated them with color photographs and maps. We designed every part of the curriculum to help your student connect with history in a personal way. Part 1 and Part 2, the main lesson texts, include all of the instructions for what to do each week and each day.

How to Use *Our Star-Spangled Story Part 1 and Part 2*

Part 1 is the lesson book for the first semester. It has forty-five lessons that cover life in America from before Europeans came through the late 1800s. Part 2, for the second semester, has forty-five lessons that cover from the late 1800s through modern times.

Parents can read lessons aloud or students can read lessons by themselves. We encourage you to enjoy looking closely at the photos and illustrations. Talking about them is a great way to learn.

At the end of each lesson is a blue box with activity ideas. Don't look at these as a checklist that you must complete. Look at these as ideas to choose from to enhance your study. Let your student's grade, age, abilities, needs, and interests be your guide as you select activities. The activities should challenge your student, but he or she should also feel competent and successful.



The Lesson Activities at the end of each lesson include some or all of the following:

- Instructions for what to do with *Star-Spangled Rhythms and Rhymes*, *A Star-Spangled Timeline*, *My Star-Spangled Student Workbook*, and the literature.
- Many locations mentioned in the lessons are shown on the “All Around the USA Map” at the back of the book. We note these so that you and your student can find them on the map if you wish.
- Three review questions highlight key facts and concepts from the lesson and help your student think critically about what he or she learned. We recommend using these as oral discussion questions. You may also occasionally want your student to answer the questions in writing.
- The Hands-On History Ideas provide inspiration for pretending, playing, and building. Don’t view these as assignments, but as ideas and encouragement for your child to have fun, use his or her imagination, and be creative. We also include one project for each unit. We discuss these below.

Unit Projects

Each unit includes a project idea connected with one of the lessons. Projects include arts and crafts, recipes, and games. You will find the instructions on the last page or pages of each unit. We recommend reading the instructions and gathering the supplies early each week. You can complete the project on the day it is assigned or on another day that is convenient. You might also wish to make the project an activity for your entire family to enjoy together.

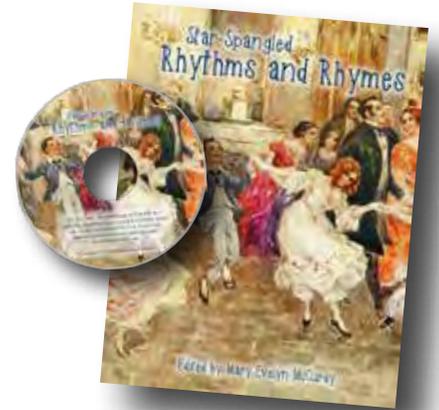
Parental Supervision Required

Please review each project and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The projects include the use of scissors, the oven, and the stove. Some children may be allergic to recipe ingredients or craft supplies. Notgrass History cannot accept responsibility for the safety of your child in completing these activities. Thank you for being a conscientious parent who takes responsibility for your child’s safety.

Like all components of *Our Star-Spangled Story*, the unit projects are optional. We offer them as extra learning experiences. You, the parent, are the best one to decide if you are able to schedule time to complete them.

How to Use *Star-Spangled Rhythms and Rhymes*

Star-Spangled Rhythms and Rhymes is a collection of 60 songs, poems, and dances enjoyed throughout American history. The book includes an MP3 CD of all the selections. Each selection goes along with a particular lesson in the curriculum. The Lesson Activities at the end of two lessons in each unit will guide you to the appropriate selection.



How to Use *A Star-Spangled Timeline*

A Star-Spangled Timeline provides an easy way to review material in the lessons. Students can get a better sense of what was happening during each particular era. At the end of each unit, we tell you what pages to look at in the timeline.

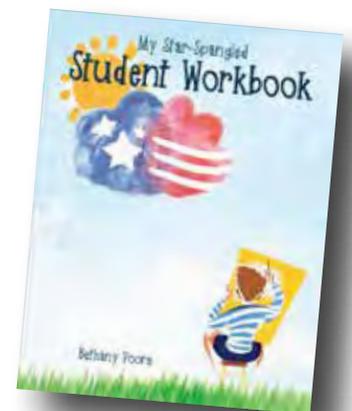
How to Use *My Star-Spangled Student Workbook*

My Star-Spangled Student Workbook has one activity page for each lesson. Each week, students have a coloring page, a drawing or writing activity, and a unit review.

Coloring: Our favorite medium for coloring is quality colored pencils such as Prismacolor®. These provide rich color and the ability to color in detail.

Drawing or Writing: We suggest that you have your student complete a combination of drawing and writing activities throughout the curriculum. The grade, age, ability, and interests of your child should determine whether he or she does more drawing or more writing and the level of work you expect.

For example, a fourth grader should generally write a longer composition than a first grader. A first grader might not include as much detail in a drawing as a fourth grader.



As the parent and teacher, you know if your student is learning, making personal connections with history, and meeting appropriate challenges. We suggest that you have your student talk about their drawings and writing. This is a great opportunity to discuss your student's thoughts on what he or she is learning. You may wish to address any grammatical or spelling corrections.

Unit Review: The Unit Review page always follows the final lesson of the unit. These are intended to be a simple review of the key points covered in the unit. It is not necessary to test your student over *Our Star-Spangled Story*, but if you feel your student would benefit from testing, you can use the Unit Review as a weekly test. If you feel your student needs more challenging assessment, you can use the review questions included with each lesson as an oral quiz.

My Star-Spangled Student Workbook is the only consumable book in this curriculum. If you are using the curriculum with more than one child, you can purchase additional copies of the *Student Workbook*.

How to Use *Our Star-Spangled Story Answer Key and Literature Guide*

This booklet for parents contains answers for the lesson review questions in the text and for the *Student Workbook* activities. It also includes a guide and discussion questions for the literature titles.

How to Use the Literature

We chose eight literature titles to complement the lessons in *Our Star-Spangled Story*. All of the titles are in print and available from Notgrass History and other sources.

You can read them aloud with your student, which is a fun and memorable way to spend time together. You can have your child read the books on his or her own. Or you might do a combination depending on what else you are doing as a family.

We give you three to five weeks in which to read each book. Each book coincides with the historical context of the lessons you study during that period. You may wish to read them slowly, one chapter each day. Or your student may like to read an entire book in one sitting! If reading the literature adds too much pressure to your homeschool schedule, feel free to skip some or all of them. Each book adds a rich perspective to a certain period in American history, but you don't have to read the literature to understand the lessons.

These are the literature titles we recommend:

- *Benjamin West and His Cat Grimalkin* by Marguerite Henry (Units 1-4)
- *Toliver's Secret* by Esther Wood Brady (Units 5-9)
- *Freedom Crossing* by Margaret Goff Clark (Units 10-12)
- *Farmer Boy* by Laura Ingalls Wilder (Units 13-15)
- *Mountain Born* by Elizabeth Yates (Units 16-18)
- *Emily's Runaway Imagination* by Beverly Cleary (Units 19-22)
- *The Year of Miss Agnes* by Kirkpatrick Hill (Units 23-26)
- *Katy* by Mary Evelyn Notgrass (Units 27-30)

We chose these books with careful consideration. Some of the books have minor elements or dialogue that we want you to be aware of in advance. You can find our notes in *Our Star-Spangled Story Answer Key and Literature Guide*. You are the best one to decide what your child is ready to read or hear.

How Much Time Will Each Lesson Require?

Each lesson takes about ten to fifteen minutes to read straight through. Beyond that, the amount of time you invest will depend on the additional activities you choose. You can usually complete the lesson and all the activities except “Hands-On History” in under an hour. The time needed for “Hands-On History” varies depending on what activities you choose and from one student to another. You can use *Our Star-Spangled Story* three days per week, or spread the lessons and activities over all five days of your school week. The curriculum has a total of ninety lessons divided into thirty units.

What Supplies Will My Student Need?

Students will need a pencil and colored pencils. Unit projects will require additional supplies. You can access a complete supply list on our website (notgrass.com/oss). The individual unit project instruction pages also list these materials.

How Many Activities Should My Student Complete?

You know best what your student is capable of accomplishing. We include a variety of activities in each lesson so that the curriculum is flexible.

A parent may require a fourth grader who is academically gifted to read the daily lessons and complete every activity at the end of each lesson independently. On the other hand, the parent of a first grader with learning challenges may decide to read aloud each lesson and pick and choose from the activities.

The variety of activities makes it easy for your student to have a positive, rich, engaging, unique learning experience. You should not feel pressure to complete every assignment.

How Can I Make My Homeschool Experience Easier?

As you look ahead to your school year or evaluate midway, consider how you might make your student's education less complicated and richer by using *Our Star-Spangled Story* as a large part of his or her learning for the year.

Our Star-Spangled Story is much more than history. You can also use this curriculum as all or part of your geography, literature, creative writing, music, art, and handwriting practice. You may find that eliminating busywork in an entirely separate subject and incorporating that subject into this study makes for a less stressful, more engaging, more memorable school year!

How Can I Help My Struggling Student?

For students who struggle with reading or writing, feel free to make adjustments to help them be successful and not become frustrated. You or an older sibling can read the lessons and literature aloud. Struggling students might also benefit from reading aloud to you.

You can easily alter, shorten, or orally complete the writing activities and review questions. You can also eliminate them if you feel your student is not ready. We designed *Our Star-Spangled Story* to be flexible to meet the needs of individual families and students.

How Can I Use *Our Star-Spangled Story* with Multiple Ages?

While we designed *Our Star-Spangled Story* especially for first through fourth graders, other ages can certainly benefit. Younger siblings can listen in on the lessons and literature, look at the pictures, and take part in the hands-on history ideas. Students older than fourth grade who have learning challenges or a particular learning style might benefit from this format for learning history.

If you have more than one child in grades one through four, you may enjoy reading the lessons aloud together. Afterward, you can also enjoy many of the activities together. You can assign each child different activities, depending on his or her age and skill level.

Sample Walk-Through of Unit 5

You can easily complete *Our Star-Spangled Story* in three days per week. For example, when teaching Unit 5, you can do everything for Lesson 13 on Monday, everything for Lesson 14 on Wednesday, and everything for Lesson 15 on Friday.

However, if you want to spend less time each day and spread the lessons over a five-day week, here is an example of how you can do that with Unit 5.

Bruce and Jennifer Smith have three children. Sam is in fourth grade, Lily is in second grade, and Allen is four years old.

Monday: Jennifer and all three children gather on the couch. Jennifer opens to Unit 5 and reads aloud Lesson 13, “A Midnight Ride with Paul Revere.” Jennifer, Sam, and Lily discuss the review questions at the end of the lesson. They all listen to “War Song” while they read along in *Star-Spangled Rhythms and Rhymes*. They listen to “War Song” a second time and sing along. Sam and Lily each color the picture for Lesson 13 in their own copy of *My Star-Spangled Student Workbook*.

Tuesday: Jennifer, Lily, and Allen work together to make the Unit 5 project, “Revere and Son Shop Window.” Sam works alongside them making one of his own.

Wednesday: Jennifer and all three children gather on the couch to read Lesson 14, “Thirteen Colonies and Independence.” Jennifer, Sam, and Lily discuss the review questions at the end of the lesson. They all sing along with “Yankee Doodle” from *Star-Spangled Rhythms and Rhymes*.

Sam completes the Lesson 14 writing activity in his workbook. Lily completes the Lesson 14 drawing activity in her workbook. Later that day, all three children pretend they are carrying messages to troops inspired by the “Hands-On History” idea.

Thursday: Jennifer and all three children gather on the couch to read Lesson 15, “James Madison and the Constitution.” Jennifer, Sam, and Lily discuss the review questions at the end of the lesson. Sam and Lily complete the Lesson 15 / Unit 5 Review page in *My Star-Spangled Student Workbook*. Later that day, all three children build with blocks inspired by the “Hands-On History” idea.

Friday: Jennifer and her children enjoy singing along again with “War Song” and “Yankee Doodle” from *Star-Spangled Rhythms and Rhymes*. They look at a section of *A Star-Spangled Timeline* as instructed at the end of Lesson 15. After supper Bruce reads the first three chapters of *Toliver’s Secret* with the whole family.

Encouragement for the Journey

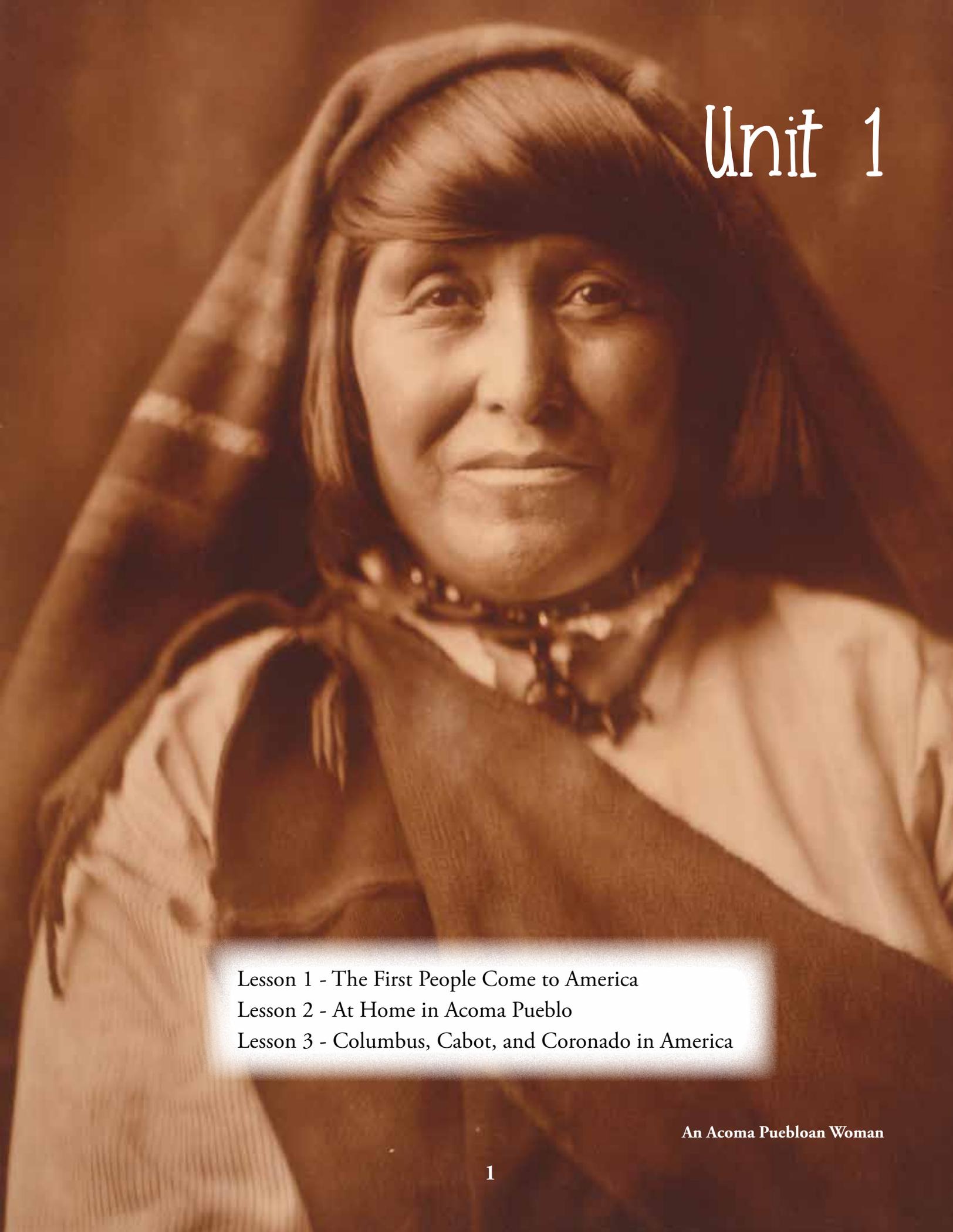
Remember that God designed your family and the daily responsibilities you carry. A homeschooling mother who has one child can complete more activities in *Our Star-Spangled Story* than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts 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. We encourage you to pray about your family’s experience using *Our Star-Spangled Story*. Let it be a tool to help you have a wonderful learning experience with your children.

Remember that out of all the parents in the world to whom God could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Trust in His choice. 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 (Psalm 118:24)!

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



Unit 1

Lesson 1 - The First People Come to America

Lesson 2 - At Home in Acoma Pueblo

Lesson 3 - Columbus, Cabot, and Coronado in America

An Acoma Puebloan Woman

The First People Come to America

The story of how the first people came to America starts long ago at the beginning of time. The story begins when God made Adam and Eve. Adam and Eve became husband and wife. One day Eve gave birth to the first baby ever born. Adam and Eve later had other children.

Adam, Eve, and their children were the first family in the world. Every person who has ever lived is a descendant of Adam and Eve.

The Great Flood

Adam and Eve's descendants grew up. They married and had children. Their children grew up, married, and had children, one generation after another. Soon there were many people. Sadly, Adam and Eve's descendants became so wicked that God was sorry He had made people at all. God decided to send a flood to destroy them.



God saw one righteous man. His name was Noah. God told Noah to build an ark so that he, his family, and pairs of all kinds of animals could be safe during the flood. When the flood ended and the ground dried up, Noah and his family stepped out of the ark.

Soon Noah's sons and their wives began to have children. Their children grew up and had children, one generation after another. Soon there were many people again. Everyone spoke the same language.

The Tower of Babel

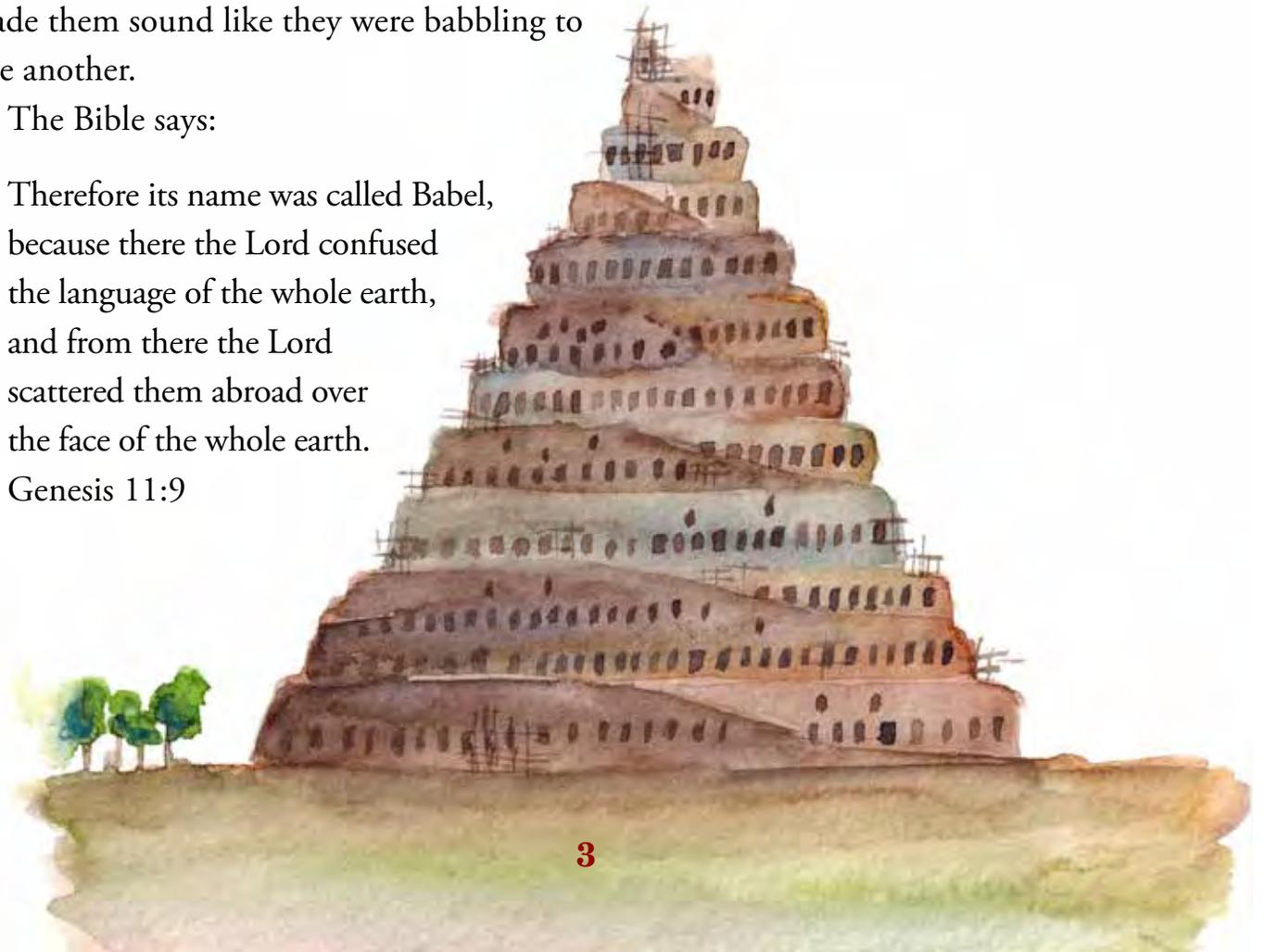
A few generations after the flood, Noah's descendants decided to build a city and a tower out of bricks. They wanted the tower to reach into heaven. God was not pleased about what they were doing. He forced them to stop. The tower became known as the Tower of Babel because of what God did to make them stop building. He made them sound like they were babbling to one another.

The Bible says:

Therefore its name was called Babel, because there the Lord confused the language of the whole earth, and from there the Lord scattered them abroad over the face of the whole earth.
Genesis 11:9



Statue of Noah in Cologne Cathedral in Germany



Eastern Hemisphere



From Babel to America

God shaped the earth like a giant ball. The Eastern Hemisphere is on one side and the Western Hemisphere is on the other. The continents of Africa, Europe, Asia, and Australia are in the Eastern Hemisphere. North America and South America are in the Western Hemisphere. Antarctica is at the bottom of the world in both hemispheres.

The Tower of Babel was in the Eastern Hemisphere. It was probably in what is now the country of Iraq in Asia. When the descendants of Noah's sons and their wives spread out from there, they moved into Asia, Africa, and Europe. They could walk, ride on camels or donkeys, or ride in carts to get to those places. Getting to Australia and to North and South America was harder.

Sometime after people left the Tower of Babel, some of Noah's descendants went to Australia. Some came to North and South America. It may have happened soon after Babel. It may have happened many years later. No one knows for sure.

Western Hemisphere



Did They Come by Land?

The wide Pacific Ocean lies between North America and Asia, but far up in the cold North these two continents are close together. The Chukchi Peninsula is at the far eastern side of Asia. The Seward Peninsula is at the far western side of North America. The Bering Strait separates these two peninsulas. They are only fifty miles apart. Find the Bering Strait and the Chukchi and Seward Peninsulas on the map on page 8.

The Bering Strait is cold and icy now, but some people believe it was once much warmer. Some historians think that a land bridge connected the Chukchi and Seward Peninsulas. They call it the Bering Land Bridge or Beringia.

Those who believe the land bridge theory think that people came across Beringia from Asia. According to this theory, some went east across what is now Canada; some went south into what is now the United States; and others went farther south into Mexico and South America and to the islands surrounding North and South America.



**Alaskan girls from around 1915
and a modern girl from the
Chukchi Peninsula**



Maybe people came to North and South America on boats. Perhaps some came by land, and others came by boat. No one knows for sure.

People of the Western Hemisphere

The people who came to the Western Hemisphere lived in family groups, tribes, and nations scattered across North and South America. Each group had its own style of clothing. Groups built different kinds of houses. They created different kinds of games, music, and art. They taught their traditions to their children and grandchildren from generation to generation.



Modern descendants of the native people of the United States

Vikings Sail West

Just before the year 900, Vikings from Norway sailed to Iceland and settled there. Almost one hundred years later, another Viking, Erik the Red, sailed west from Iceland into the Western Hemisphere. He discovered the largest island in the world. He named the island Greenland. Erik brought other Vikings to Greenland where they built two settlements.

Shortly before 1000, Erik's son Leif Eriksson went back to Norway. While he was there he learned about Jesus. The king of Norway told him to go to Greenland and teach the Greenlanders about Jesus.

While Leif was on his way to Greenland, the wind blew his ship to North America. A few Vikings later moved to North America for a short time. They lived in Newfoundland on the east coast of Canada. They called this place Vinland. Though the Vikings met some of the people already living in North America, they didn't stay long. Find Norway, Iceland, Greenland, and Newfoundland on the map on page 8.



Statue of Leif Eriksson in Iceland



Viking Ship

A Look at the World from Above the North Pole



On the Other Side of the World

Even if people never crossed a land bridge across the Bering Strait, the people who lived on the Chukchi and Seward Peninsulas likely visited one another by boat. They probably sold things to one another. Perhaps a few people from other places in Europe came to North America by ship like the Vikings did.

However, for many centuries very few people living in the Eastern Hemisphere knew about the lands or people in the Western Hemisphere. Few in the West knew about the people in the East.

The Bible says:

. . . 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

Lesson Activities

- Look at the America in 1492 map on the inside front cover of this book.
- Rhythms and Rhymes: Enjoy “Coyote Song” on page 1.
- Student Workbook: Complete the Lesson 1 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- Who are the two people from whom everyone in the world is descended?
- What are two ideas about how people reached North America and South America?
- What are some reasons people want to move to new places?

Hands-On History Ideas

- Pretend that you are moving away from the Tower of Babel. How far will you travel? What will you look for in a new home? What do you need to take with you?
- Use building blocks to build Noah’s Ark or a Viking ship (see page 7).

At Home in Acoma Pueblo

Vikings sailed between Norway, Iceland, Greenland, and North America around 900-1000. During the same time period, ancestors of the modern Puebloan people lived in what we now call the Four Corners region of the United States. This is where the states of Utah, Colorado, Arizona, and New Mexico come together. Historians once called their ancestors the Anasazi. Their descendants today prefer to call them the Ancestral Puebloan.

Chaco Canyon, A Puebloan Gathering Place

The Ancestral Puebloan people were farmers. For many years small groups lived on scattered farms and in small villages. By 1250 most had moved to large villages. They lived in apartment buildings made of stone, wood, and adobe. Adobe is a hard building material made of clay, water, and pieces of plants.

Between the years 850 and 1250, the Ancestral Puebloan people built a city in Chaco Canyon in northwest New Mexico. They cut sandstone into blocks and used the blocks to build large buildings. Some buildings were four or five stories tall. The grandest building in Chaco Canyon was Pueblo Bonito. It had over six hundred rooms and took many years to build.

Fajada Butte in Chaco Canyon, New Mexico





Puebloan Ruins in Chaco Canyon, New Mexico



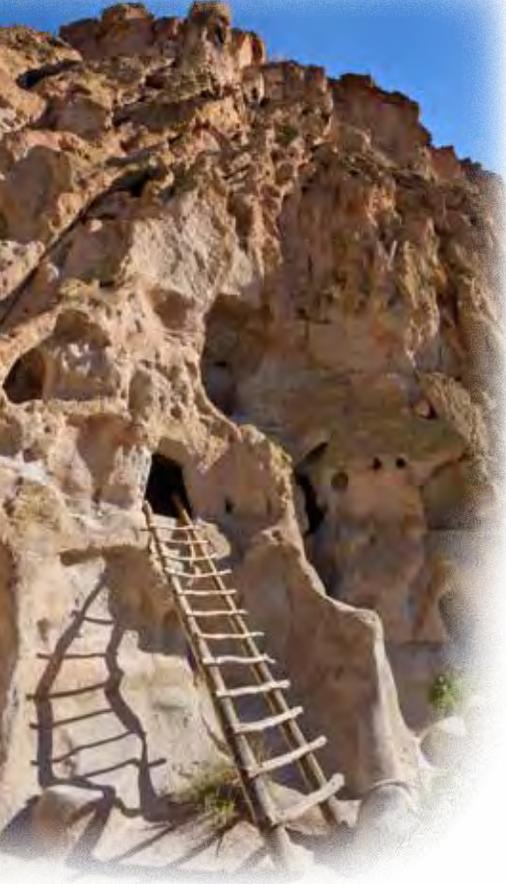
Macaws

Roads connected the buildings of Chaco Canyon to more than 150 other “Great Houses” nearby. The Ancestral Puebloan and other native people used these roads to travel to Chaco Canyon. Some came to buy and sell pottery, copper bells, seashells, turquoise, and even beautiful macaws. Some objects they bought and sold came from as far away as Mexico, the Gulf of Mexico, and what is now California.

The Ancestral Puebloan people came together to share knowledge, traditions, and ceremonies. They may have used the Great Houses at Chaco Canyon as hotels.

Cliff Villages

At places such as Mesa Verde in Colorado and Bandelier in New Mexico, the Ancestral Puebloan people built villages of cliff dwellings.



Bandelier, New Mexico



Cliff Palace at Mesa Verde, Colorado

At Mesa Verde, villages are on ledges on the sides of cliffs. At Bandelier, the Ancestral Puebloan people built rock, wood, and adobe rooms at the bottom of a cliff. They also carved other rooms into the cliff. They used ladders to reach them.



Acoma Buildings

On Top of Acoma Rock

At some point, the Ancestral Puebloan people left their older villages. They built new villages in what are now Arizona, New Mexico, and Texas. Around 1150 a Puebloan group moved into the desert that is west of what is now Albuquerque, New Mexico. They built a village on top of Acoma Rock. The village had about five hundred square and rectangular homes. Like other Pueblo villages, these homes were connected to each other like apartments.



Acoma Pueblo on Top of Acoma Rock

The homes on top of Acoma Rock were three to four stories tall. The Acoma Puebloan people built firepits in first-floor rooms. They lined them with flat stones. The first floor had no doors. People climbed ladders to enter the buildings through holes in roofs.

As their ancestors had done, the Acoma Puebloan people built special rooms called kivas. They used kivas for ceremonies and for spending time together.

From their 350-foot high mesa, the Acoma Puebloan people could see far into the distance. To the northeast, they could see beautiful Enchanted Mesa. On top of Acoma Rock, the people were safe from enemies.

Enchanted Mesa



In the Valley Below

God filled the soil of the valley below Acoma Rock with minerals that plants need to grow. Like their ancestors, the people of Acoma Pueblo grew corn, squash, and beans. They raised five kinds of corn and nine kinds of beans. They grew gourds, which they used to store food and to carry water. They raised crops of cotton. They built lookout towers and took turns watching over their fields. They cut firewood in the valley.

God sends rain to the valley. He has placed springs there. The river called Rio San Jose is close by. The Acoma Puebloan people built dams and canals to bring water from the springs and river to their fields.



Modern Kiva Ladder



Acoma Puebloan people around 1900



Puebloan pottery

The Puebloan people did not use metal. Their main farm tools were digging sticks and hoes made from stone, bone, and wood. They hauled dirt in baskets. The men of the pueblo worked together to raise their crops.

For hundreds of years, the Puebloan people kept turkeys. Those who lived in Acoma Pueblo kept large flocks and herded them like sheep. They raised turkeys mainly for their feathers, which they used to make blankets.

The Acoma Puebloan people and Puebloan people from other villages walked across the valley to trade with each other. They also traded with tribes who lived as nomads.

Life on the Mesa

Men living in Acoma Pueblo made tools, weapons, baskets, and blankets. They hunted animals and dressed their skins. Women in Acoma Pueblo cared for their children and cooked meals. They ground corn to make meal, made bread from the meal, and baked it in outdoor ovens.

The Acoma Puebloan people built cisterns on top of the mesa to catch rainwater. They took baths in large pottery tubs in their houses.



Acoma girls gather water.

Acoma Pottery

Like other Puebloan people, the residents of Acoma made beautiful pottery. Puebloan potters gathered clay and minerals from the earth around them. They formed the clay into long ropes and coiled it into the shapes they wanted. They smoothed it with gourds and coated it with a mixture of clay and water. They polished it, decorated it, and fired it outdoors beside a fire to harden the clay. The Puebloan people made miniature pots. Children may have made these for toys while they were learning to make pottery.

Though their lives have changed, the Acoma Puebloan people have lived on Acoma Rock for more than 850 years. It is perhaps the oldest town in America where families have lived one generation after another.

The Lord God wants us to be soft and moldable like clay in His hands. The prophet Isaiah prayed:

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

Lesson Activities

- All Around the USA map (at the end of this book following the Credits): Find Acoma.
- Student Workbook: Complete the Lesson 2 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- What building materials did the Puebloan people use?
- Why do you think the Acoma Puebloan people wanted to build their village on top of Acoma Rock?
- What are three things that are different about the life of the Puebloan people compared to your life?

Hands-On History Ideas

- See the Unit 1 Project instructions on page 22.

Columbus, Cabot, and Coronado in America

Dominico Colombo was a wool weaver in Genoa, Italy, when his wife Susanna gave birth to their firstborn son, Cristoforo. In America we translate his son's name into English and call him Christopher Columbus.

Columbus was born in 1451, about five hundred years after Leif Erickson sailed to North America. He was born three hundred years after the Acoma Puebloans built on top of Acoma Rock.

Genoa was a port city on the Mediterranean Sea. Ships and sailors from many lands came to Genoa. Christopher grew up listening to stories of their adventures. Dominico taught his son how to weave wool. Christopher also studied mapmaking and sailing.

Christopher Columbus became a sailor when he was fourteen years old. He made many voyages in the Mediterranean Sea. In his twenties, he worked as a mapmaker.



In the 1400s, many Europeans bought and sold spices from far away China and the Indies. The Indies included India, Southeast Asia, and the islands of Indonesia. Europeans used the spices for cooking, for preserving food, and for making medicine. Getting these spices was difficult because they came from far away. Europeans had to travel across land for many miles.

Christopher Columbus wondered if a ship could sail west across the Atlantic Ocean and end up in China and the Indies. He tried for many years to convince King Ferdinand and Queen Isabella of Spain to pay for a voyage so he could find out. Finally, in April of 1492, they agreed. Columbus gathered food, fresh water, and other supplies for his crew of eighty-seven men.

On August 3, 1492, Columbus and his crew set sail from Palos, Spain, on three ships named the *Niña*, the *Pinta*, and the *Santa Maria*. They prayed and sang hymns each morning. They worshiped God again each evening. The crew kept time with a sandglass. They worked for four-hour shifts. The sailors spent much time adjusting the sails. The crew ate one hot meal each day.



Spices for Sale in Genoa, Italy



Italian stamp celebrates the 500th anniversary of Columbus' voyage.



Supplies in the hold of a replica of the *Santa Maria* in Palos, Spain

On October 12, 1492, Columbus and his men saw land. Columbus believed he had arrived in the Indies. In reality, the land he and his men saw was one of the Bahama Islands in the Caribbean Sea. Because he believed he was in the Indies, he called the people living there Indians. Columbus claimed the region for Spain. He and his crew explored islands in the area until January of 1493. After he returned home, news of his voyage spread to European cities.

The Italian stamp at right shows the routes that Columbus took from Spain to the Caribbean Islands and back to Spain.



This Italian stamp shows the route of Columbus' first voyage.

John Cabot in North America

While the Italian Christopher Columbus was making plans to search for the Indies, another Italian had the same idea. His name was John Cabot.

Cabot and his family moved to London, England, in the late 1400s. News of Columbus' first voyage to the Caribbean reached London by 1496. That same year, England's King Henry VII gave Cabot and his three sons permission to explore "to all parts, countries, and seas of the East, of the West, and of the North." King Henry did not want Cabot to go south to the places Columbus had claimed for Spain.

In May of 1497, Cabot and a crew of about twenty sailors left Bristol, England, on the ship *Matthew*. They landed in North America thirty-five days later. Cabot claimed the land for England. They did not meet any native people. When Cabot returned to London, he was a hero. People called him "the Great Admiral."



Cabot Tower in Bristol, England, honors the voyage of John Cabot.



Missionaries, Settlers, and Conquistadors

Christopher Columbus made three more voyages to what came to be called the New World. On his second voyage in 1493, he brought at least seventeen ships and well over one thousand men. Some came to settle on islands in the Caribbean Sea. Some came to bring Christianity to the islanders. Their first settlement was on the island of Hispaniola, which is the home of Haiti and the Dominican Republic today.

Many of the Spanish caused great pain and suffering for people living in the Caribbean Islands. They killed some of the islanders in battles. They enslaved some islanders. Other islanders died of diseases they caught from the Spanish.

The Spanish moved on to other islands. They began to conquer native people in Central and South America. A few genuinely worked to share the gospel with native people, but many worked to conquer them. The Spanish conquerors were called conquistadors.

The Spanish began to explore North America. Some of the first people of North America who met the Spanish were those living in Florida. Juan Ponce de Leon was born into a noble family in Spain. He became a Spanish official in the Caribbean. He explored Florida in 1513.

Beginning in 1539, Hernando de Soto led hundreds of soldiers into Florida. De Soto was a Spanish explorer and conquistador. He and his men explored all the way to the Mississippi River. They met members of many different native tribes. In some places, the Spanish and native people met peacefully. At other places, they fought battles against each other.



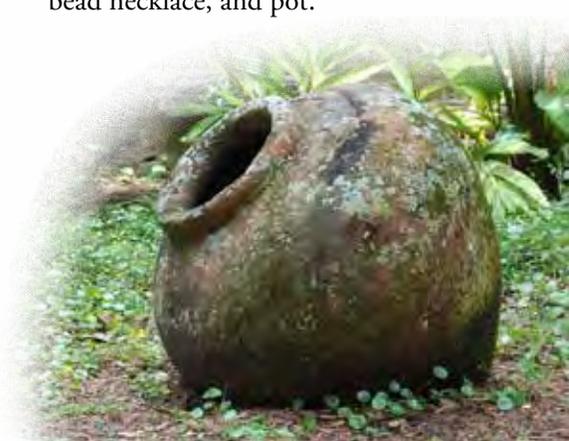
Ponce de Leon



Hernando de Soto



Native people of Florida left behind this shell carving, bead necklace, and pot.



Coronado Expedition

Francisco Vázquez de Coronado was born into a noble family in Spain about 1510. When Coronado was 25 years old, he traveled to New Spain. This was the area that is now southern and central Mexico. Coronado traveled with Antonio de Mendoza, who was moving there to become governor of New Spain.

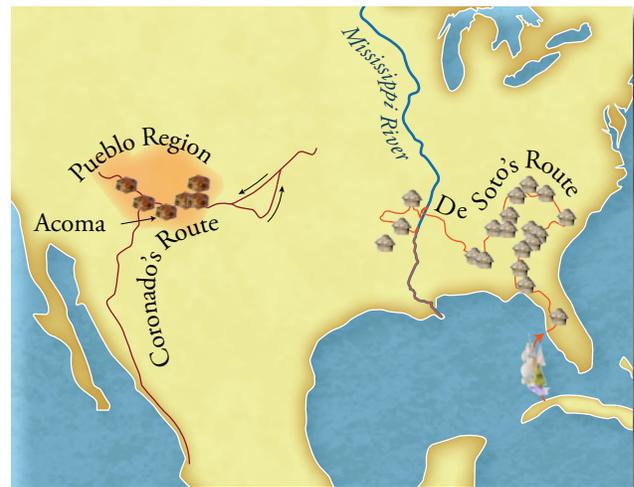
De Mendoza heard rumors about a great empire in what is now the Southwestern United States. He heard about Seven Cities of Gold. He wanted to conquer the empire and claim it for Spain.

Mendoza chose Coronado to lead an expedition to find the Cities of Gold. From 1540 to 1542, Coronado led soldiers, enslaved persons, and Mexican natives into what is now the Southwestern United States.



Landscape in the area Coronado explored

Routes of the De Soto and Coronado Expeditions



"Coronado's March" by Frederic Remington

Coronado and his men explored a large area. Some explorers went as far as what is now Kansas. They met many native peoples. Some saw the Grand Canyon. Some stopped at Acoma Pueblo.

While Coronado was in Kansas, De Soto's men were a few hundred miles south in what are now Arkansas, Louisiana, and Texas.

Coronado returned to New Spain two years after he began. He did not find a great empire or Seven Cities of Gold because they did not exist.

God loves all the people of the world. In Matthew 28:19, Jesus told His followers to "go and make disciples of all the nations." The native people of the New World needed the gospel of Jesus Christ. Some Europeans loved them and shared the gospel with them. Others acted shamefully. Each of us has the choice each day to do right or to do wrong. As the Bible teaches us in Psalms:

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

Lesson Activities

- Rhythms and Rhymes: Enjoy "Green Grow the Rushes, Oh!" on pages 2-3.
- Timeline: Look at pages 2 and 3.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- What did Columbus think he would find if he sailed west across the Atlantic Ocean?
- How do you think native people felt when the Spanish arrived in their homeland?
- Why do you think people wanted to explore in the New World?

Unit Review

- Student Workbook: Complete the Lesson 3 / Unit 1 Review page.

Hands-On History Ideas

- Pretend you are an explorer leading an expedition to the New World. You might want to start by loading supplies on your "ship," which could be a couch or bed.
- Use building blocks to create the imaginary "Seven Cities of Gold."

Unit 1 Project

Puebloan Pottery

Supplies

- flour
- salt
- water
- parchment or waxed paper
- baking sheet and oven, optional
- white craft paint
- paintbrush
- black marker

Directions

1. Mix 2 cups flour and 1 cup salt. Fill a 1-cup measure with hot tap water. Slowly stir it into the mixture.
2. Use your hands to knead (press, squeeze, fold, and flip) the clay. If clay is sticky, add flour one spoonful at a time. Clay should be soft and smooth.
3. Place clay on a piece of parchment paper or waxed paper. Knead for a few minutes, until clay is smooth. You will have enough clay for several pottery pieces.
4. Pinch off a ball of clay about the size of a golf ball. Roll into a long rope. Repeat to make several ropes.
5. Make a coil base.
6. Coil the ropes around the base and up, pinching as you go to make the coils stick together.
7. Pinch gently to smooth and shape pottery into desired shape.
8. Let your pottery dry. You can let it air dry, which will take several days. With adult help, you can place the pottery on a baking sheet and bake in a 200-degree oven until hard. (Length of time depends on the thickness of your pottery's sides. Ours required about five hours. Use oven-safe parchment paper if you plan to bake the pottery.)
9. Once dry and hard, paint the pottery with white craft paint. Let dry.
10. Use a black marker to draw Puebloan-style designs on the pottery. See examples on page 14.



Unit 2

Lesson 4 - The Brewster Family at Plymouth

Lesson 5 - Pieter Claesen Wyckoff, Indentured Servant in New Netherland

Lesson 6 - John Eliot, Missionary to the “Praying Indians”

The Brewster Family at Plymouth

Young Wrestling Brewster waved to the people he loved on the shore. His parents, William and Mary, and his brother Love stood on the ship's deck with him. They all swayed back and forth with the ship as it sailed away from the Netherlands. Together they sailed into the unknown. Wrestling felt strange leaving his other brother and two sisters behind, but they would join the family soon. The Brewster family and the others with them were bound for North America in the New World. The year was 1620.



Replica of the *Mayflower*



The Separatists in the Netherlands

Wrestling Brewster was born in the Netherlands between 1611 and 1614. (The country of the Netherlands is also called Holland. The people of the country are called Dutch.) Wrestling's family had moved to the Netherlands from England. They and other Separatists were searching for a place where they could worship God as they believed they should. They had different beliefs from the Church of England, England's official church. Many English people were unfriendly toward them. Wrestling's father William had spent time in prison because of his beliefs. The other Separatists respected Wrestling's father. William Brewster served as the leading elder in their church.



King James I

In the Netherlands, William Brewster taught the English language to earn money. He later worked with another Separatist to print books about their faith. Some of the books criticized King James I of England. The English government did not want the books to be sold in England. People smuggled the books into England and sold them secretly. The English government took away the Separatists' printing equipment to keep them from printing more books.



Windmill in the Netherlands

While living in the Netherlands, Separatist parents tried to encourage their children to continue speaking English. This was hard because people in the Netherlands speak Dutch. Some of the Separatist children made friends with Dutch boys and girls who led them away from God.

The Separatists wanted to protect the souls of their children. They wanted them to stay faithful to God. They also wanted to share their faith with people in other parts of the world. Some of the Separatists decided to travel across the Atlantic Ocean to a new English colony. The Separatists are now better known as Pilgrims.

What is a colony?

Europeans had heard amazing stories about the New World ever since European explorers first traveled there. The explorers told of rich land. The New World had vast forests that were full of animals. The rivers and coastal waters were full of fish. Huge areas of land seemed to be open and unused. Countries in Europe wanted to gain from this rich, new land.

During this time in history, many countries established colonies in faraway places. The kings of Europe granted permission for some groups to establish colonies in America. The country that started the colony controlled the government of the colony. The country hoped to make money from their new settlements. The settlers who established the colonies were called “colonists.” Colonies often started as a small fort or town. Soon colonists built other towns nearby. Colonists turned much of the surrounding land into farms.



Replica of an English colonial ship

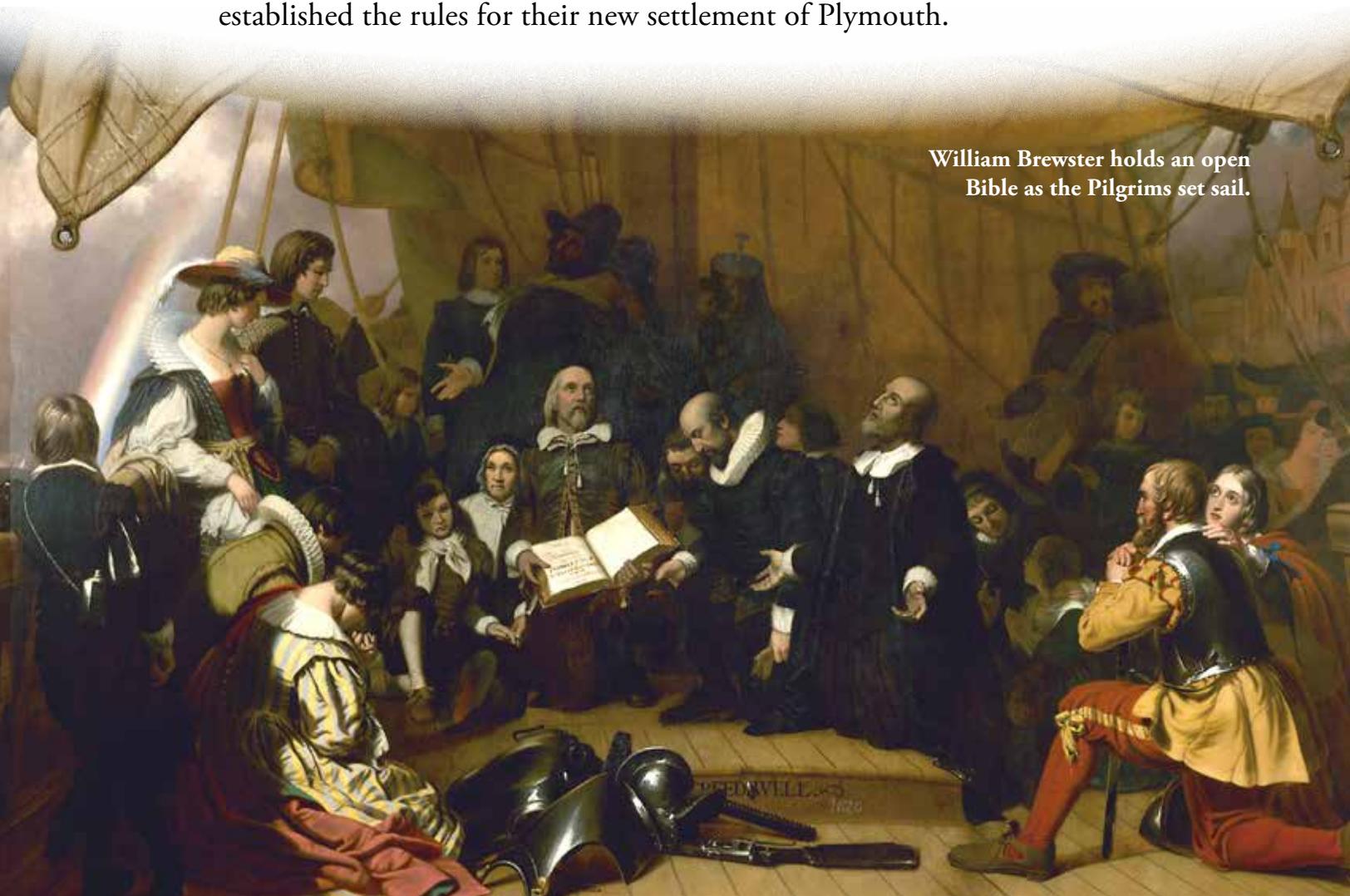
England, France, the Netherlands, Portugal, Spain, and Sweden all established colonies in what we now call America. The country of England had the most success. The kings of England gave many groups permission to settle in the land they had claimed in the New World. The Pilgrims were one of these groups.

The Pilgrims in Plymouth

Young Wrestling Brewster traveled with around one hundred other passengers. They endured nine long weeks at sea on board the ship *Mayflower*. Many of the men, women, and children became seasick as the waves tossed their little boat up and down on the endless ocean. One young Pilgrim died on the voyage. Another young Pilgrim was born.

Finally, on November 11, 1620, they reached the coast of North America. The weary Pilgrims fell on their knees and thanked God for bringing them safely to their new home. While they were still on the ship, the men wrote a document called the Mayflower Compact. This document established the rules for their new settlement of Plymouth.

William Brewster holds an open Bible as the Pilgrims set sail.





Life was hard in the New World at first. Many Pilgrims became sick. About half of the Pilgrims died the first winter. At times only six or seven adults were healthy enough to

take care of all the rest. William Brewster stayed healthy. William Bradford, the governor of Plymouth, wrote about how Brewster and Miles Standish cared for the sick. Bradford wrote that they were tender-hearted and compassionate. They brought in wood to build fires to keep the sick people warm. They prepared their food and made their beds. Brewster said they did all these things willingly and cheerfully. These actions showed the true love they had for their neighbors.

As spring approached, William Brewster spoke to the group of Pilgrims. Everyone was sad. So many people they loved were dead. Brewster tried to encourage them. He told them:

Thankful to Almighty God should we be that our case is not worse, that so many of our number yet live . . . And in even our heaviest trials has not the Divine Providence been with us? Did not His providential hand open for us the way through every difficulty? . . . Generations to come shall look back to this hour, to these scenes of agonizing trial, . . . and say, "Here was our beginning as a people. These were our fathers. Through their trials we inherit our blessings. Their faith is our faith; their hope our hope; their God our God." . . . Let us go hence, then, to

work with our might, that which we have to do.



Recreated Pilgrim homes

Thankful to Almighty God

The Pilgrims became friends with Squanto, a native of the Patuxet tribe, who lived nearby. Squanto had been to England and had learned to speak English. He helped the Pilgrims learn how to survive in their new home. The Pilgrims also befriended Chief Massasoit of the Wampanoag tribe. The next year the Pilgrims' crops grew well. The Pilgrims invited several Wampanoag to join them in a harvest feast. At the feast, the Pilgrims thanked God for seeing them through their first year in the New World. They thanked Him for their good harvest. Their feast was the beginning of our traditional Thanksgiving holiday.

Wrestling Brewster grew up in this settlement that the Pilgrims called Plymouth. The community grew in number. More Separatists left the Netherlands and joined the Pilgrims in the New World. Wrestling's father William was "beloved and honored among the people." He lovingly guided them in the teachings of the Bible.

Now may the God of hope
fill you with all
joy and peace in believing,
so that you will abound in hope
by the power of the Holy Spirit.
Romans 15:13

Lesson Activities

- All Around the USA map: Find Plymouth.
- Rhythms and Rhymes: Enjoy "Providence and the Pilgrim" on pages 4-5.
- Student Workbook: Complete the Lesson 4 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- What is a colony?
- Why did the Pilgrims give thanks at their harvest feast?
- What do you think would be hard about living in Plymouth the first year?

Hands-On History Ideas

- See the Unit 2 Project instructions on pages 43-44.

Pieter Claesen Wyckoff

Indentured Servant in
New Netherland

Pieter Claesen rocked with the motion of the waves. Would he ever reach New Netherland? One storm after another had pounded against the ship for weeks on end. One of Pieter's fellow passengers gave birth to a baby on the journey. The family named the baby Storm. This entry from the ship's log describes one day at sea for the weary travelers:

In the morning, the wind changed to the west. It blew so hard that . . . we could not carry a single sail . . . There blew a violent gale from the northwest and we then drifted east with a very rough sea. The waves rose to such an awful height that the waves and the sky seemed one . . . it lasted the entire night.

The journey had been much longer than Pieter and the other passengers expected. Surely the journey would be worth it. They had all heard such wonderful things about New Netherland, the land that would soon be their home.

Ships arrive in New Netherland.



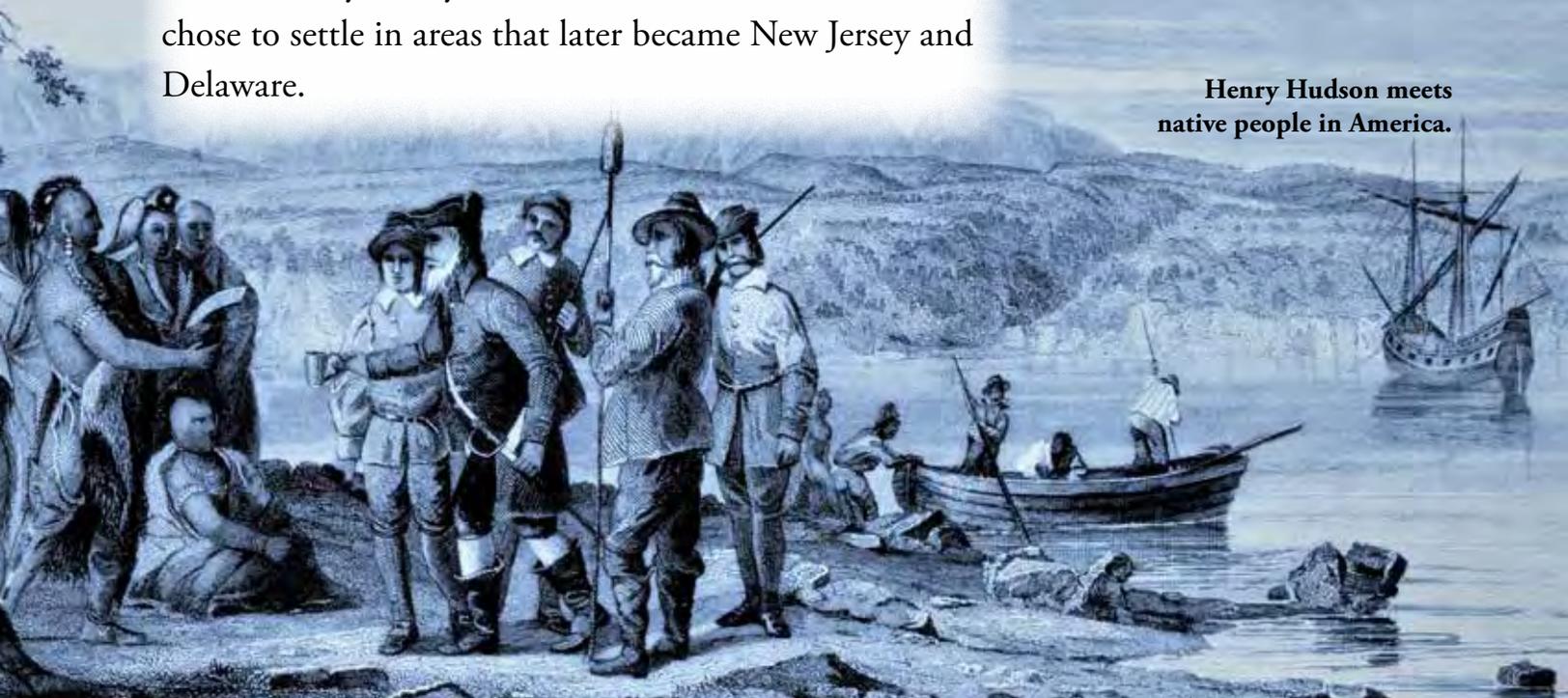
Many of the passengers on the ship were indentured servants. An indentured servant was bound to serve his or her master for a set period of time. The servants usually served between four and seven years. Some people decided to become an indentured servant because they were poor. They wanted to settle in the New World but didn't have enough money to do so on their own. After their time of service was over, the master provided the servant with supplies to establish a farm.

Dutch Settlers in America

In 1609, several years before Pieter came to America, Henry Hudson explored the area that became New Netherland. Hudson was searching for a way to reach Asia through North America by ship. He explored a river that was later named the Hudson River in his honor.

Hudson did not find the route to Asia he hoped to find, but he did find the island of Manhattan. Manhattan Island was covered with thick forests. The Dutch bought the island from the native people who lived there. Now Pieter Claesen, a young teenager traveling alone, was among the Dutch immigrants who were settling the new Dutch colony. The year was 1637. Other Dutch colonists chose to settle in areas that later became New Jersey and Delaware.

**Henry Hudson meets
native people in America.**





Dutch settlers in New Netherland

Pieter Claesen in America

When Pieter Claesen reached America, he became an indentured servant on a one-million-acre farm in New Netherland. After he worked there for six years, he became free to start his own farm. He married another Dutch immigrant. They moved close to the settlement of New Amsterdam on Manhattan Island. They were part of a tiny community of about fifteen settlers. (Today over 1,500,000 people live on Manhattan Island!) Pieter and his wife built a one-room house with a dirt floor. They had eleven children.

In 1664 the English took control of Dutch settlements in North America, including New Netherland. They renamed the New Netherland colony New York. New Amsterdam became New York City.





Dutch map of New Netherland from the 1600s

At this time in history, many Dutch people used their father's first name as their own last name. When the English took control of the area, they said each Dutchman must choose a last name that would pass on from one generation to the next. Pieter Claesen chose the last name Wyckoff.

Pieter Claesen Wyckoff prospered as a farmer. He became one of the wealthiest men in the area. He served as a judge. Wyckoff also helped to establish the Flatlands Dutch Reformed Church.

Many generations of the Wyckoff family lived in the house Pieter Wyckoff built. Sadly, in the 1700s, the Wyckoff family bought enslaved persons. They continued to own slaves for many years. During the 1800s, the family freed their slaves. They hired their former slaves to work on the farm as paid laborers.





Wyckoff House

The Wyckoff House

Descendants of Pieter Claesen Wyckoff lived in the house he built until 1901. Different family members built additions onto the house. The original first room is still a part of it. After the family sold the house, no one took care of it for a long time. A later owner gave the historic house to New York City. People worked for many years to restore the home. It opened as a museum in 1982.

The land around the Wyckoff farm has changed a great deal. Today only a little more than an acre of the original farm remains with the house. Modern buildings crowd the Wyckoff land on all sides. A McDonald's restaurant stands nearby. A junk yard and a car wash are across the street. The Wyckoff house is the oldest building in New York City.

In 2012 a powerful hurricane hit New York City and surrounding areas. The storm knocked down four trees on the Wyckoff land. The trees came close to falling on the house, but the house survived and stood strong. It has stood strong for well over 350 years.



Manhattan Island before the arrival of the Dutch



Manhattan Island today

The Flatlands Dutch Reformed Church that Pieter Wyckoff helped to establish still meets. The original building no longer stands, but the congregation has one of the oldest histories of any church in the country. The congregation is small, but each week they reach out to hundreds of people in the community.

Today visitors to the Pieter Wyckoff house learn about a man who came to America a young indentured servant and grew up to make a big impact in his corner of the world.

Instruct those who are rich
in this present world
not to be conceited
or to fix their hope
on the uncertainty of riches,
but on God, who richly supplies us
with all things to enjoy.
Instruct them to do good,
to be rich in good works,
to be generous and ready to share,
storing up for themselves the
treasure of a good foundation
for the future,
so that they may take hold
of that which is life indeed.
1 Timothy 6:17-19

Lesson Activities

- All Around the USA map: Find New York City and the Hudson River.
- Student Workbook: Complete the Lesson 5 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- How did indentured servants get help after their time of service was over?
- How has the area around the Wyckoff house changed since it was built?
- Do you think it is important for people to preserve the Wyckoff house as a museum? Why?

Hands-On History Ideas

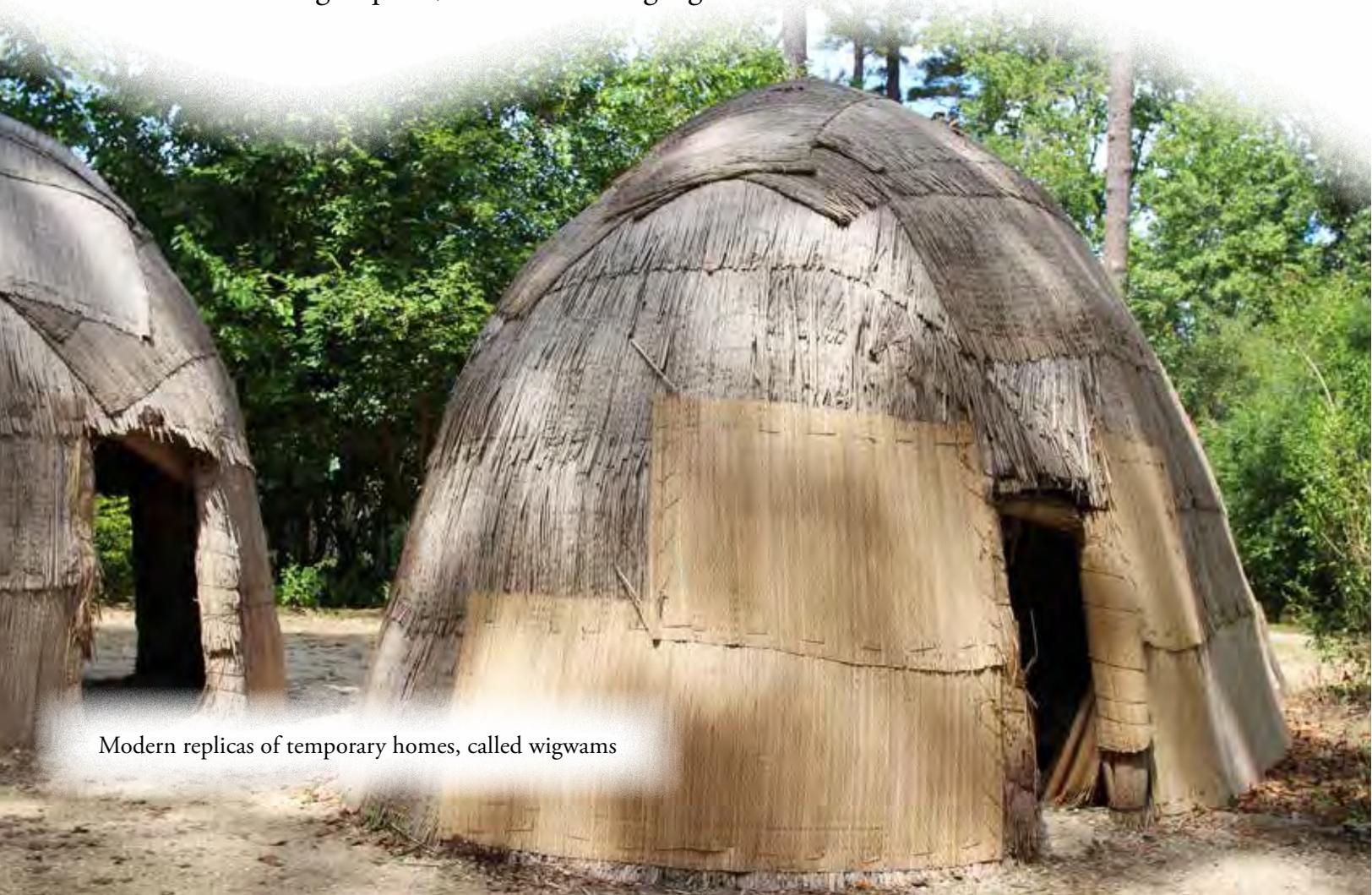
- Pretend that you are opening a museum. What will your museum be about? It could be a toy museum, a kitchen museum, a history museum, or something else. Set up one room of your house as a museum.
- Use building blocks to build the Wyckoff house as shown on page 34.

John Eliot, Missionary to the "Praying Indians"

On the last Sunday in October of 1646, John Eliot prayed for God's blessings. John Eliot was a minister. On that day John Eliot would preach for the first time in the village of Nonantum. He would tell the native villagers about God.

Eliot told the villagers at Nonantum ahead of time that he was coming. He and three other settlers walked five miles to the village. Waban and other villagers came to welcome them. Waban was a leader in Nonantum.

The Nonantum villagers and the Englishmen walked into Waban's wigwam. They found many people waiting to listen. John Eliot preached to them in Algonquian, their native language.



Modern replicas of temporary homes, called wigwams



John Eliot taught the villagers that God made the world. He told them about Adam and Eve and their sin in the Garden of Eden. He told them about Jesus, the Savior of the world.

Eliot had prepared for this day for many months. He had invited a native person who spoke English and Algonquian to live with his family, but we do not know the man's name. This man taught Eliot the Algonquian language. Eliot taught the man how to write.

John Eliot asked the people of the village if they understood what he had told them. Many voices answered that they did understand. He asked if they had any questions. They did. The people in Waban's wigwam wanted to know:

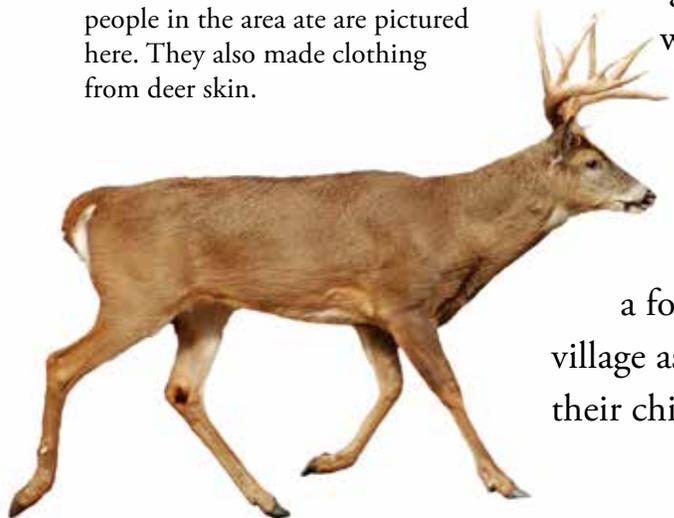
How can we know Jesus Christ?

Can God or Jesus Christ understand our prayers if we pray in our own language?

Was there ever a time when the Englishmen did not know about God?



Some of the foods that the native people in the area ate are pictured here. They also made clothing from deer skin.



John Eliot answered their questions. This first meeting lasted three hours. The people told Eliot that they were not tired and they asked him to come again.

More Visits to Nonantum

John Eliot and his friends went back to Nonantum two weeks later. They found more people waiting in Waban's wigwam. This time Eliot had special lessons for the children. He gave them apples and cakes. The children were happy to listen and learn what he taught them.

Again, John Eliot preached a sermon in the Algonquian language. He said that he had come to bring them good news from God. An elderly man asked if he was too old to become a Christian. Eliot and his friends told him that a good father is always glad to welcome home a son who is sorry for what he has done wrong.

For the first time, one of the Englishmen said a prayer in Algonquian. One man began to cry. When John Eliot talked to him after the prayer, he cried even more. This man and other people took the message into their hearts.

In late November, John Eliot preached at Nonantum a third time. Later that day, Waban taught his fellow villagers lessons Eliot had taught. Waban started waking up during the night to pray to God. The elderly man, who had wondered if he was too old to become a Christian, decided to follow God. His six sons decided to follow God, too.

When John Eliot came to Nonantum for a fourth meeting in December, the people of the village asked him if the English people would teach all of their children.

Who Was John Eliot?

John Eliot was born in Essex County, England, in 1604. His parents taught him to respect God, to pray, and to study the Bible. When he was fourteen years old, he went to Jesus College at Cambridge University.

After college, John taught school in a village in Essex. The school's headmaster was Thomas Hooker. John lived with Thomas Hooker's family. John Eliot wrote this about the Hooker family:

When I came to this blessed family, I then saw . . . the power of godliness

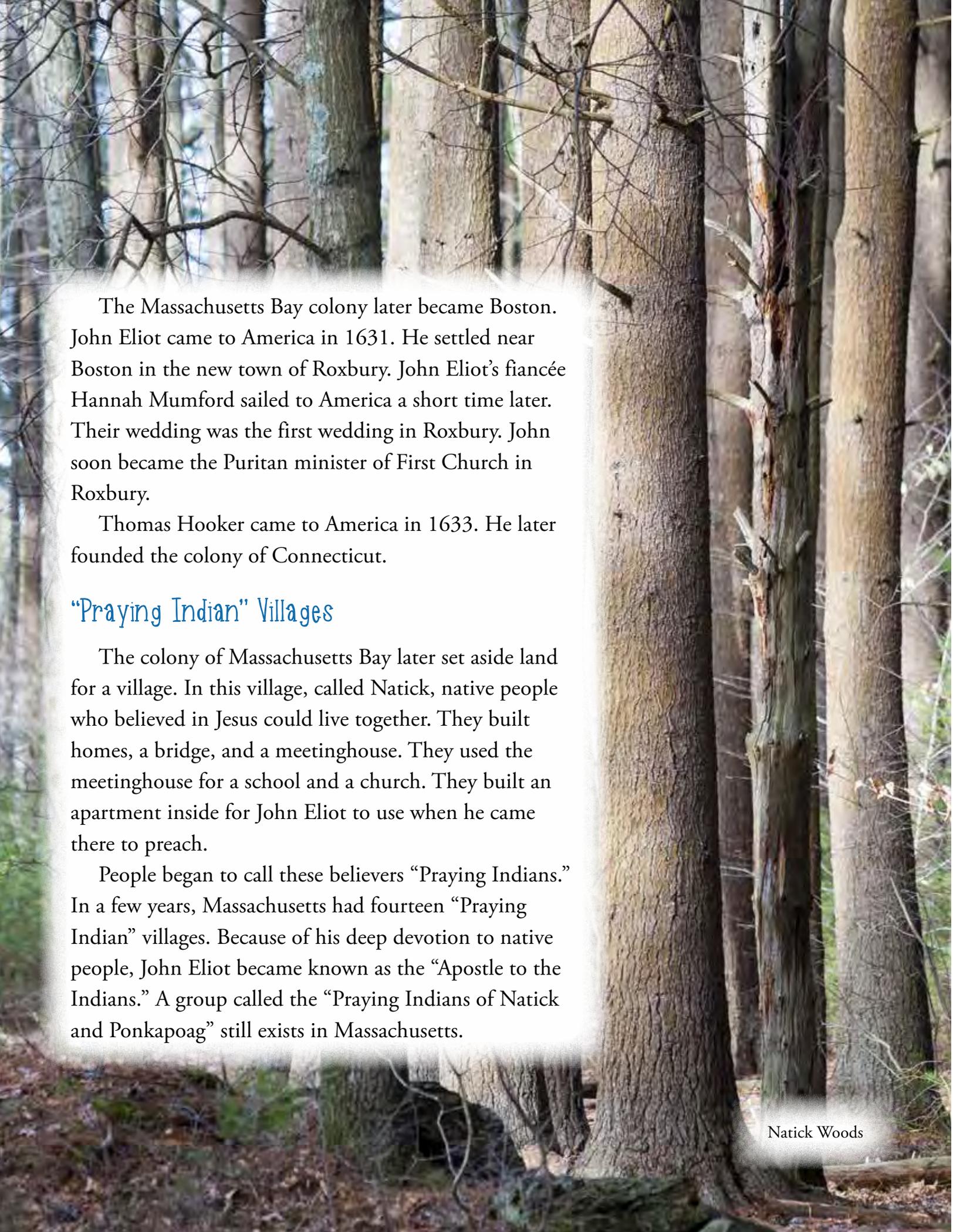
Puritans Found the Massachusetts Bay Colony

Thomas Hooker and John Eliot were Puritans. Puritans did not believe that the Church of England was pure. The Church of England persecuted Puritans. In 1630 seven hundred Puritans came to America. Their leader was John Winthrop. These Puritans founded the Massachusetts Bay colony. John Winthrop encouraged the colonists with these words:

For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us.



1630 · GOVERNOR WINTHROP AT SALEM
BRINGING THE CHARTER OF THE BAY COLONY TO MASSACHUSETTS



The Massachusetts Bay colony later became Boston. John Eliot came to America in 1631. He settled near Boston in the new town of Roxbury. John Eliot's fiancée Hannah Mumford sailed to America a short time later. Their wedding was the first wedding in Roxbury. John soon became the Puritan minister of First Church in Roxbury.

Thomas Hooker came to America in 1633. He later founded the colony of Connecticut.

“Praying Indian” Villages

The colony of Massachusetts Bay later set aside land for a village. In this village, called Natick, native people who believed in Jesus could live together. They built homes, a bridge, and a meetinghouse. They used the meetinghouse for a school and a church. They built an apartment inside for John Eliot to use when he came there to preach.

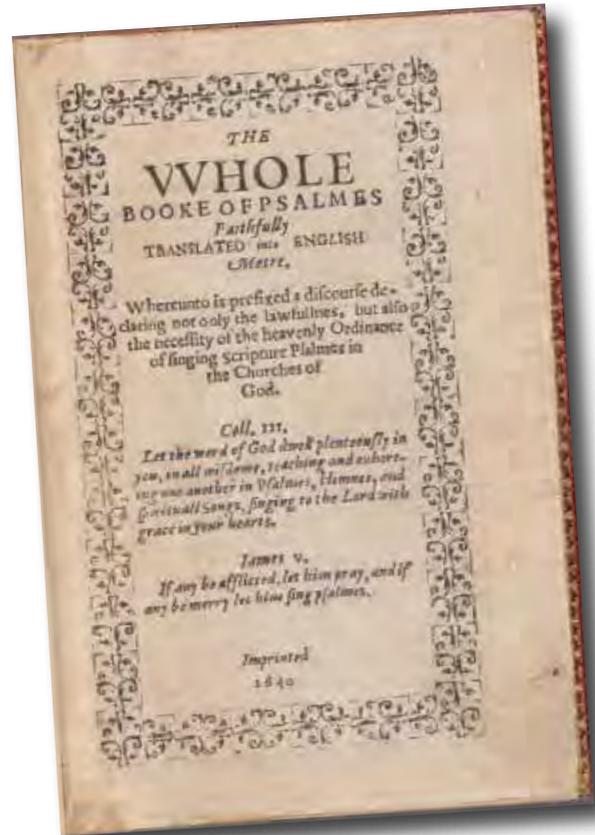
People began to call these believers “Praying Indians.” In a few years, Massachusetts had fourteen “Praying Indian” villages. Because of his deep devotion to native people, John Eliot became known as the “Apostle to the Indians.” A group called the “Praying Indians of Natick and Ponkapoag” still exists in Massachusetts.

First Book Printed in America

The writers of the Old Testament wrote in the Hebrew language. John Eliot helped to translate the book of Psalms from Hebrew into English. It was the first book printed in America. It was called *The Whole Booke of Psalmes*. People later called it the *Bay Psalm Book*.

The First Bible in America

John Eliot believed that the “Praying Indians” needed a Bible in their own language. He kept busy working with the Roxbury church and with the native people who had become Christians. When he could find time, he and a small number of “Praying Indians” translated the Bible into Algonquian. The Algonquian Bible was the first complete Bible printed in North America.



Page from *The Whole Booke of Psalmes*



Page from the Algonquian Bible



Site of the “Praying Indians” church in Natick



Tomb of native minister Daniel Takawampait beside the church



John Eliot continued to minister to his church in Roxbury. He also preached to native people every other week until he was in his eighties.

John Eliot wrote: “Prayer and pains through faith in Christ Jesus will do anything.” In Philippians the apostle Paul wrote:

I can do all things
through Him who strengthens me.
Philippians 4:13

Lesson Activities

- All Around the USA map: Find Boston and Natick.
- Timeline: Look at pages 4-5.
- Rhythms and Rhymes: Enjoy “Psalm 1” on page 6.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*.

Review Questions

- How did John Eliot learn to speak Algonquian?
- How would you answer the question, “How can we know Jesus Christ?”
- How does it help people to have the Bible in their own language?

Unit Review

- Student Workbook: Complete the Lesson 6 / Unit 2 Review page.

Hands-On History Ideas

- Pretend that you are a missionary to a people that has never heard about Jesus before. How will you tell them about God and Jesus? How will you show them what it means to be a Christian?
- Use building blocks to build a wigwam as shown on page 36.

Unit 2 Project

Origami *Mayflower*

Supplies

- 1 piece brown construction paper
- 1 piece blue construction paper
- 3 popsicle sticks
- white paper
- white glue
- marker
- blue crayon

Directions



1. Lay paper flat.



2. Fold in half left to right.



3. Fold in half bottom to top.



4. Open last fold, turn paper.



5. Fold top corners down.



6. Fold front bottom flap up.



7. Turn over. Fold corners down.



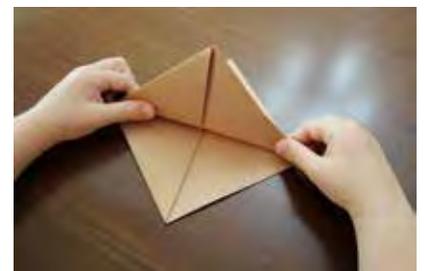
8. Fold bottom flap up. Tuck corners around to back.



9. Bring bottom points of triangle together.



10. Lay down diamond with open end facing you.



11. Fold front bottom flap up.



12. Crease.



13. Turn over and fold bottom flap up. Crease.



14. Bring bottom points of triangle together . . .



15. . . . to form a diamond.



16. Gently tug top points.



17. Ease out points.



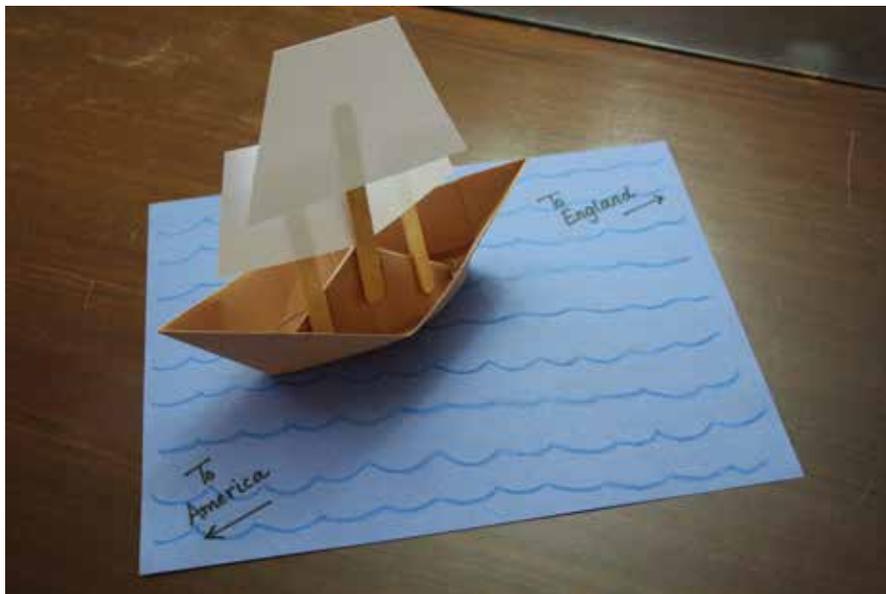
18. Crease along bottom.



19. Ease open.



20. Glue in popsicle sticks.



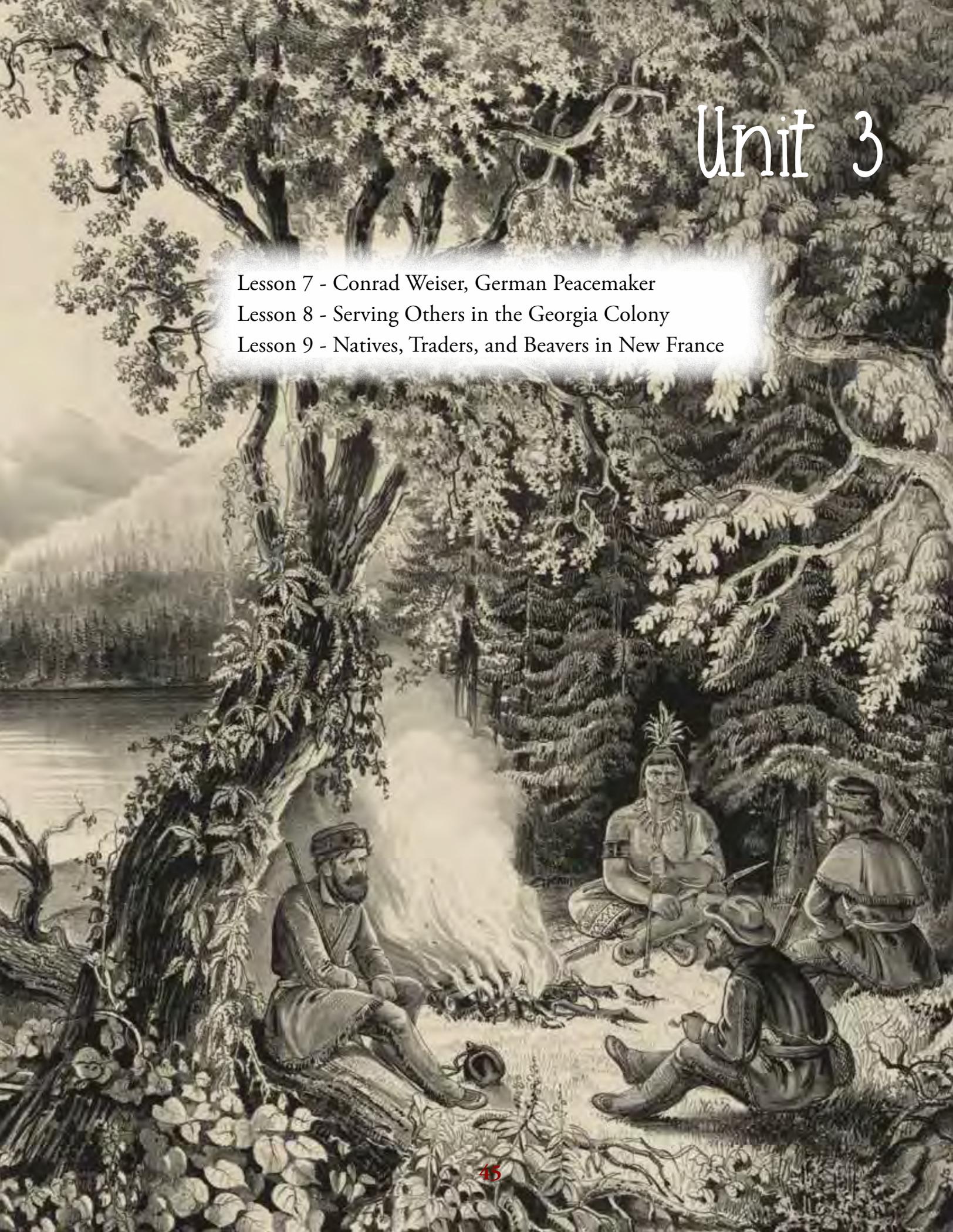
21. Cut sails from white paper. Glue onto popsicle sticks. Draw waves and write words on blue paper. Sail your boat on the ocean!

Unit 3

Lesson 7 - Conrad Weiser, German Peacemaker

Lesson 8 - Serving Others in the Georgia Colony

Lesson 9 - Natives, Traders, and Beavers in New France



Conrad Weiser

German Peacemaker

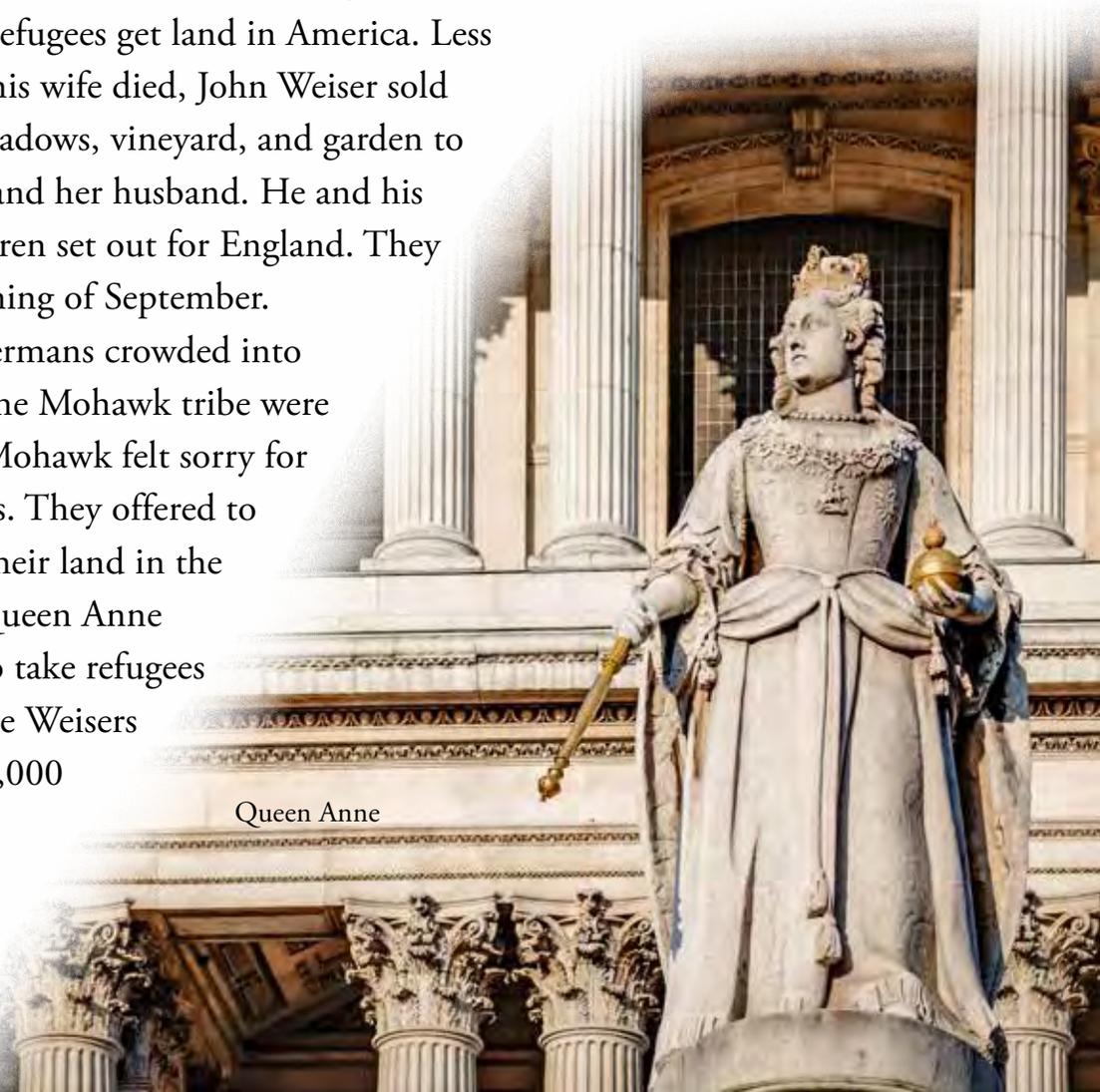
John Weiser and thousands of other Germans were discouraged. Wars in the 1600s had caused great suffering. A famine in 1710 made life worse. Weiser's wife Anna Magdalena died that spring. Their son Conrad was twelve years old. Years later Conrad Weiser wrote this about his mother:

She was much beloved by her neighbors and feared God. Her motto was: "Jesus Christ, I live for you, I die for you, thine am I in life and death."

John Weiser heard that Great Britain's Queen Anne was willing to help refugees get land in America. Less than a month after his wife died, John Weiser sold his house, fields, meadows, vineyard, and garden to his oldest daughter and her husband. He and his eight youngest children set out for England. They arrived at the beginning of September.

Thousands of Germans crowded into London. Chiefs of the Mohawk tribe were visiting there. The Mohawk felt sorry for the German refugees. They offered to give them some of their land in the New York colony. Queen Anne arranged for ships to take refugees to America. The nine Weisers set sail with about 3,000 other Germans.

Queen Anne





Iroquois Village

John Weiser married again soon after his family arrived in America. His new wife was an unkind stepmother. Conrad Weiser later wrote this about that time:

I frequently did not know where to turn, and learned to pray to God and His word became my most agreeable reading.

Conrad Weiser and the Six Nations

Three years after the Weisers arrived in America, Mohawk chief Quaynant asked John Weiser if Conrad could come to live with the Mohawk. John Weiser agreed. Conrad went to live in Quaynant's village in November of 1713. He stayed eight months.

Some native nations joined together to help each other. The Mohawk nation was part of one of these groups. Their group had three different names. Each name described one characteristic of the group. In 1722 people began calling the group the Six Nations when the sixth nation joined. They were the Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora tribes.



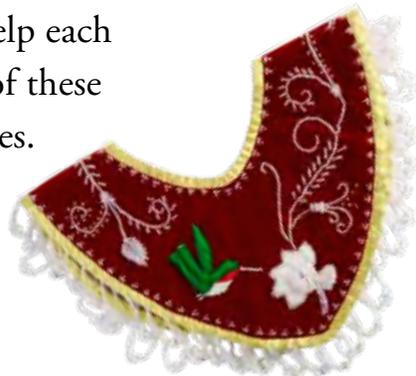
Tee Yee Neen Ho Ga Row was one of the Mohawk who visited London in 1710. He was a Christian preacher.



Mohawk Chief Joseph Brant



Tuscarora
Corn Husk
Doll



Oneida Ceremonial Collar



Iroquois hunter in snowshoes

The tribes all spoke the Iroquois language, so people called them the Iroquois Confederacy or simply Iroquois.

The tribes lived in longhouses, so people called them the Haudenosaunee Confederacy. Haudenosaunee means “people of the longhouse.”

While living with the Mohawk, Conrad learned Iroquois customs and the Iroquois language. The Mohawk made Conrad a permanent member of their tribe.

Iroquois Longhouse



Trouble for German Settlers

Life was not as easy in America as the Weisers had hoped. They worked as indentured servants for the first few years. While Conrad was living with the Mohawk, the Weisers and about 150 other German families moved to the Schoharie Valley, on the land the Mohawk had given them. Many Mohawk lived nearby. When Conrad returned to his father in the summer, he helped the Mohawk and the settlers communicate with each other.

The governor of New York did not believe the Germans should be living in Schoharie. He sold their land to merchants. Some of the German settlers bought land back from the merchants and stayed at Schoharie. Others built a road and also canoes. They used these to move to Pennsylvania.

William Penn had founded Pennsylvania in 1682. It was America's twelfth English colony. Penn was a Quaker. He called the Pennsylvania colony a "Holy Experiment." He made plans for a city he called Philadelphia. The word means "brotherly love."

When Conrad Weiser was 24 years old, he married Ann Eve Feck. They had fourteen children. The couple remained at Schoharie until 1729, when they also moved to Pennsylvania. Conrad worked as a farmer and he also tanned leather.

Conrad Weiser, "Indian Agent"

When Europeans began coming to North America to trade and to settle, some men, like Conrad Weiser, became experts in native languages and customs. Traders and settlers hired these experts to help them in their relationships with native nations. They called them "Indian agents."



Oneida Chief Daniel Bread



Schoharie Valley

Beaded belts called wampum were important to the Six Nations. Wampum was like a history book. Wampum bead designs told about past battles, treaties, and events. Conrad Weiser understood how the Six Nations used wampum. This knowledge helped him in his work as a peacekeeper.



Wampum



Shikellamy

Conrad Weiser and Shikellamy

Conrad Weiser met Shikellamy in Pennsylvania. Shikellamy was a leader in the Oneida tribe, which was part of the Iroquois Confederacy. The two men became friends. In 1731 Shikellamy went to Philadelphia to meet with leaders of the Pennsylvania colony. He invited Weiser to go with him.

Leaders of the Pennsylvania colony and of the Six Nations trusted both Conrad Weiser and Shikellamy. Weiser used his knowledge of the Iroquois language and customs to help the colonists and native people make many treaties.

Conrad Weiser and Shikellamy traveled often between Philadelphia and the Six Nations capital in Onondaga. Their friendship grew.

Until the end of his life, Conrad Weiser helped native people and European settlers live in peace. He also helped the Six Nations live in peace with other native nations.



Letter in Conrad Weiser's handwriting

Faith and Ministry

Conrad Weiser was a devout believer in Jesus Christ. He was a teacher and a minister in the Lutheran Church. Conrad and Ann's daughter Anna Maria married Henry Muhlenberg. Muhlenberg was an early leader of the Lutheran Church in America. Many people in the Iroquois Confederacy believed in Jesus.



Iroquois trade with Europeans.



Home on the Conrad Weiser Homestead
in Berks County, Pennsylvania

Near the end of Shikellamy's life, he became part of the Moravian Church. A Moravian minister was with him when he died.

Conrad Weiser died in 1760. Among his possessions were an English Bible, three German Bibles, a book of sermons, a German prayer book, two hymn books, a framed map of Pennsylvania, and two "Indian blankets."

When native people and European settlers met at a conference in 1761, Seneca George of the Seneca nation said:

We . . . and our cousins are at a great loss and sit in darkness . . . by the death of Conrad Weiser, as since his death we cannot so well understand one another.

Keeping peace is important to Jesus. In the Sermon on the Mount, He said:

**Blessed are the peacemakers,
for they shall be called sons of God.
Matthew 5:9**

Lesson Activities

- All Around the USA map: Find Philadelphia, Iroquois Confederacy, Onondaga, Berks County, and Schoharie Valley.
- Rhythms and Rhymes: Enjoy "Ho Ho Watanay" on page 7.
- Student Workbook: Complete the Lesson 7 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- How did the Mohawk offer to help German refugees in London?
- Why do you think Conrad Weiser did a good job as an "Indian agent"?
- Why did many German settlers move from New York to Pennsylvania?

Hands-On History Ideas

- Pretend that you are invited to live with the Mohawk. You get a chance to learn their language and way of life. What can you also teach them about your way of life?
- Create a wampum belt design with building blocks.

Serving Others in the Georgia Colony

James Oglethorpe visited England's prisons with a broken heart. He saw prisoners who were hungry, sick, and miserable. Many prisoners hadn't hurt anyone or stolen anything. Many people were in prison simply because they owed money to someone else. Whole families were stuck inside stinking, dirty, dangerous prisons. They had no way to escape. James Oglethorpe wanted change in England's prisons.

Oglethorpe's broken heart came from the loss of his friend Robert Castell. The government had thrown Castell in prison because he owed money to another person. Prisoners in that day had to pay for a decent room and food. Robert Castell didn't have money for that. Prison keepers placed him in a room with another prisoner who was dangerously sick. Robert Castell also became sick and died.

Oglethorpe convinced the government of England to make prisons better. Those changes helped one problem. There was still another problem. Poor people in England had very few ways to help their families. Most poor people stayed poor. Their children grew up to be poor, too. Many poor families ended up in prison for debt. James Oglethorpe dreamed of a better life for England's poor. What if England established a colony in America to help poor people begin a new life?



English Prison

A New Colony

England's King George II listened to James Oglethorpe present his idea. The king granted him permission to start a new colony in 1732. The colony was named Georgia in honor of King George II. It was Britain's thirteenth colony in America. The king chose twenty-one men to serve as trustees to lead the new colony, including James Oglethorpe. The trustees wanted to help people. They received no pay for their work.

The trustees interviewed people to select Georgia's first English settlers. They looked for people who had skills like carpentry, baking, farming, and store-keeping. Each family received supplies and boat passage to America. In the colony, each family received a piece of land.

The trustees wrote the laws for the new colony. They expected the settlers to build houses, take care of their land, and help the colony as a whole. The trustees did not want Georgia to become another place where the rich could get richer and the poor would get poorer. People who had enough money could buy a farm in Georgia, but they could not have slaves. When Georgia began, slavery was against the law.

James Oglethorpe traveled with the first 114 men, women, and children who left England to settle Georgia. They sailed in November of 1732 and arrived in South Carolina two months later. While the settlers waited in South Carolina, Oglethorpe and a band of soldiers traveled to Georgia. They looked for a good place to establish the colony's first town.



James Oglethorpe



St. Simons Island, Georgia

Meeting Tomochichi

On the Yamacraw Bluff on the Savannah River, James Oglethorpe met Tomochichi, chief of the Yamacraw. They became friends and worked together. Tomochichi had met English settlers before. He decided to grant land for the English people to settle. Oglethorpe led Georgia's first colonists in building a settlement called Savannah on Yamacraw Bluff.

Oglethorpe was respectful of the native people who already lived in Georgia. He respected their language, culture, and desires. When the colony needed more land, Oglethorpe did not simply take it. He arranged treaties according to the custom of the tribes.

Tomochichi worked to help the colonists and his own people. He knew that both could succeed if they cooperated. They could help each other through trade. They could help each other if enemies attacked. Tomochichi tried to maintain peace and good relations between the colonists and his own people.

Helping the New Colony

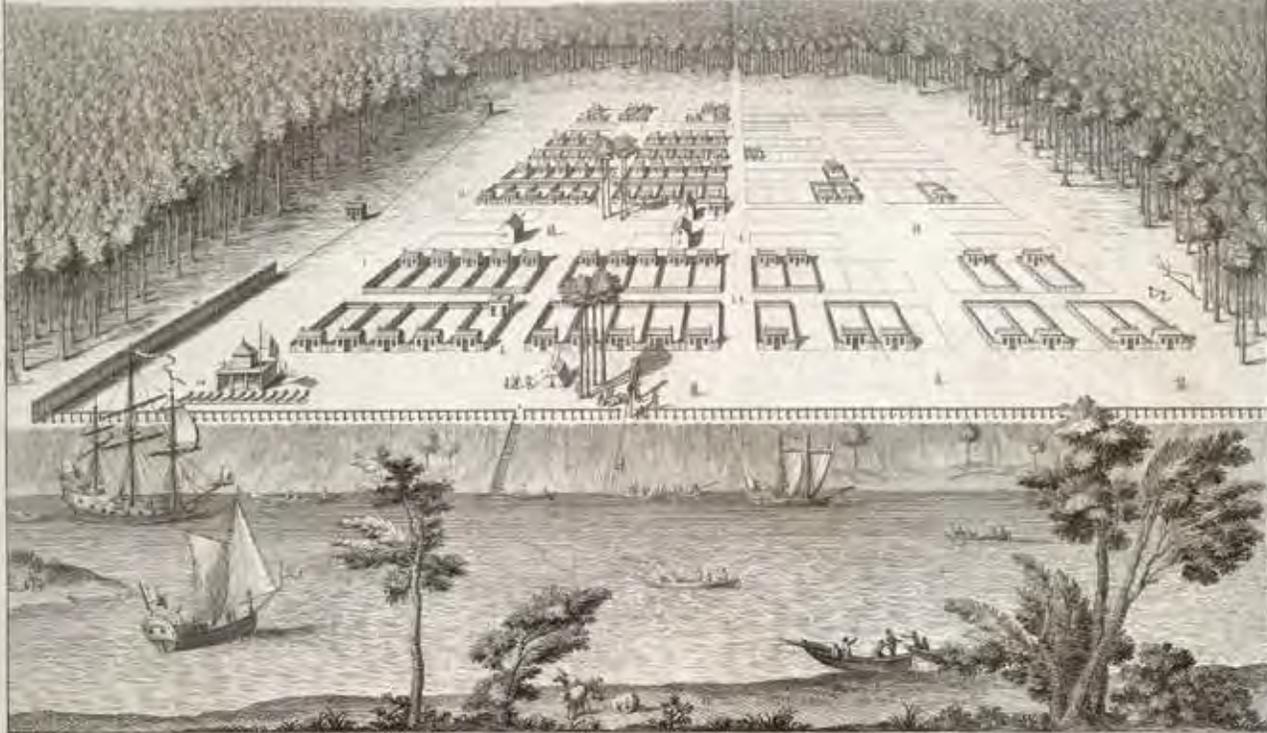
In July of 1733, Oglethorpe was surprised to see a ship arrive in Savannah. The ship brought forty-two Jewish people fleeing persecution in Europe. Oglethorpe welcomed them to the new colony. Doctor Samuel Nunes was part of the group. He was able to help save lives when colonists became sick with yellow fever. Many Christians who were persecuted in Europe also found a home in Georgia.

Oglethorpe stayed in Georgia for one year to help the colony. The government of England did not provide enough money for the colony at the beginning. Oglethorpe used his own money to help the colony get off to a good start.



James Oglethorpe introduces Yamacraw natives to the trustees.

Savannah, Georgia, in 1734



*To the Hon^{ble} the Trustees for establishing the Colony of Georgia in America
This View of the Town of Savannah, was humbly dedicated by their Honours
Obedient and most Obedient Servants
Wm. Brouncker del. Savannah 22nd of March 1734
J. Goussier sculpsit. Peter Gordon.*

Not For Self, But For Others

When Oglethorpe returned to England, Tomochichi went with him. Some of Tomochichi's family and representatives of the Lower Creek tribe traveled with them. Tomochichi spoke with leaders in England on behalf of his people. He asked that the English trade fairly. He also asked for help bringing Christian education to his tribe. When Tomochichi returned to Georgia, he spoke with other chieftains. He encouraged them to cooperate with the English. Tomochichi met with English missionaries who visited Georgia. He told them:

I shall be glad to see you at my town, and I would have you teach our Children, but we would not have them made Christians as the Spaniards make Christians, for they baptize without Instruction; but we would hear and be well instructed first; and then be baptized when we understand.

In 1736 English missionary Benjamin Ingham helped to establish a school near Savannah for Tomochichi's people. James Oglethorpe returned to Georgia several times to support the new colony. He and Tomochichi continued to work together for peace. Tomochichi died in 1739 when he was nearly one hundred years old.

The motto of the trustees of the Georgia colony was "not for self, but for others." James Oglethorpe and Tomochichi helped many people. They knew the strength of respect, service, and working together.

**This I command you,
that you love one another.
John 15:17**

Lesson Activities

- All Around the USA map: Find Savannah.
- Look at the map and chart of England's thirteen colonies on the next two pages.
- Rhythms and Rhymes: Enjoy "Hole in the Wall" on page 8.
- Student Workbook: Complete the Lesson 8 page.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- Why did James Oglethorpe want to start a new colony in America?
- What are some ways that James Oglethorpe helped the new colony of Georgia?
- Why do you think Tomochichi wanted Christian education for his people?

Hands-On History Ideas

- Pretend that you are the leader of a new colony. You will need to find a good place for the first settlement, help people build houses and find food, and cooperate with native people who already live in the area.
- Use building blocks to build a small settlement for a new colony.

Thirteen English Colonies



Some colonies claimed land west of the Appalachian Mountains, but most colonists lived in the areas shown here.

Atlantic Ocean

How Did We Get Thirteen English Colonies?

After James Oglethorpe founded Georgia in 1733, Great Britain had a total of thirteen colonies in America. This is the story of their beginnings.

Virginia – The first colony was Virginia. English settlers landed there in 1607. They called the first settlement in Virginia Jamestown.

Massachusetts – English Pilgrims founded Plymouth in Massachusetts in 1620. English Puritans founded the Massachusetts Bay colony (later Boston) ten years later.

New Hampshire – The first English settlers in New Hampshire came in 1623. They were merchants who set up a fishing business.

Maryland – Cecil Calvert brought two hundred settlers to Maryland in 1634. His title was Lord Baltimore.

Connecticut – The first settlers in Connecticut were from the Netherlands. John Eliot's friend Thomas Hooker from England brought one hundred settlers there in 1636.

Rhode Island – Minister Roger Williams came to Rhode Island in 1636. Soon other colonists who believed in freedom of religion settled there, too.

North Carolina – In 1663 King Charles II gave eight proprietors a large area of land which they named Carolina. One of the proprietors was Lord Cooper.

South Carolina – Lord Cooper founded Charles Town (later Charleston) in 1670. The proprietors sold Carolina to King George II in 1729. Carolina divided into two colonies.

Delaware – The first settlers in Delaware were from the Netherlands and Sweden. They called it New Sweden. The English took control in 1664.

New Jersey – New Jersey's first settlers were also from the Netherlands. The English also took control of New Jersey in 1664.

New York – New York's first settlers were from the Netherlands, too. They called the area New Netherland. After the English took control in 1664, they named it New York.

Pennsylvania – William Penn was a Quaker. He came to America in 1682 to found Pennsylvania.

Georgia – James Oglethorpe founded Georgia in 1733.



Governor's Palace of the Virginia colony in its capital of Williamsburg

Natives, Traders, & Beavers in New France

The colonies along the East Coast of North America were English. In 1666, the colonists were loyal subjects of England's King Charles II. He decreed that men who came to visit him must wear:

- Breeches that were gathered at the knee,
- A waistcoat (we call it a vest),
- A cravat around his neck,
- A periwig (a wig arranged in a fancy way),
- A long coat,
- A hat (when he was outside).

King Charles II



Fishermen and Natives

Not long after Columbus sailed to the New World, fishermen from Europe came to the coast of what later became Canada. They caught huge amounts of cod in those waters. The fishermen dried the fish to preserve them until they could sell them in Europe.

While the fishermen waited for the fish to dry onshore, they met native peoples who wanted to trade with them. The fishermen traded metal and fabric for furs and food.

Soon traders from France, the Netherlands, and England came to North America to trade with native people. They brought fishhooks, guns, knives, twine, kettles, beads, blankets, buttons, cloth, combs, mirrors, needles, scissors, spoons, and other items to trade.



The Abenaki tribe was one tribe that traded with Europeans.

Natives, Fur Traders, and Hatters

The best dressed men in England and other countries in Europe wore hats made from beaver fur. Millions of beavers lived in North America. People's desire for beaver hats made beavers an important item for trade in America for over 250 years.

Native people were trapping beavers long before Europeans arrived. They roasted beaver meat for food. They made coats, mittens, and moccasins from warm beaver skins. They even made dice out of beaver teeth.

Native nations worked to find the traders who would give them the most items in exchange for their pelts.

Some tribes made agreements to trade with the French, some with the Dutch, and some with the English.



Native people continued to do the trapping. They also prepared the beaver pelts to be shipped back to Europe. Natives prepared two types of beaver pelts: parchment beaver and coat beaver. To prepare parchment



Verrazzano

beaver, they simply dried beaver skins. To make coat beaver, they sewed pelts together to make a blanket. They wore the blanket around their shoulders for a year. This made the pelt oily and soft.

European hatters removed the fur from the pelts and used it to make felt. The best felt had both parchment and coat beaver. Hatters used the felt to make hats.



Drying a beaver skin

New France in the New World

While English colonists founded the thirteen colonies, including the area called New England, French traders and settlers founded New France. New France grew to include a large area of North America. It included much of what is the United States of America today.

In 1524 King Francis I of France sent Giovanni da Verrazzano to North America. This was only 32 years after Columbus made his first voyage. Verrazzano and his crew crossed the Atlantic Ocean in the ship, *La Dauphine*. They sailed to Cape Fear in what is now North Carolina. Then they sailed north along the East Coast.

In 1534 Frenchman Jacques Cartier sailed into the St. Lawrence River. He began trading furs with local native tribes. In 1608 Samuel de Champlain founded Quebec City. This was one year after the English founded Jamestown, Virginia. Quebec City was the first permanent French settlement in North America.



Making beaver hats

At first, only a few people moved to New France to live as settlers and raise families. However, many fur traders came, as well as French Catholic missionaries who came to share the gospel with native people.

King Louis XIV Helps New France

Around 1634 twelve-year-old Pierre Boucher came to New France with his family. They settled along the St. Lawrence River. While Pierre was a teenager, he went to live in a settlement where Catholic priests taught the Huron tribe. Like Conrad Weiser in Pennsylvania, Pierre became an interpreter as an adult.

The kings and queens of England made many decisions about what happened in the English colonies. They sent soldiers to help them. However, King Louis XIV, who ruled as the French king from 1643 to 1715, was not very involved with the French settlers. The settlers wanted more help.

In 1662 the governor of New France sent Pierre Boucher to France to ask King Louis XIV to help them. The king agreed and sent soldiers to New France.

Most of the people living in New France were men. In 1663 the king sent unmarried women to New France. He gave them clothes and a hope chest. Inside each chest were a comb, scissors, needles, lace, gloves, a bonnet, and other items. Most of these women, who were called the King's Daughters, married settlers. Thousands of Canada's residents today are descendants of the King's Daughters.



Pierre Boucher departs from France.



King Louis XIV



Pierre Boucher

French Explore the Mississippi River

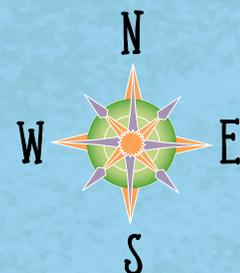
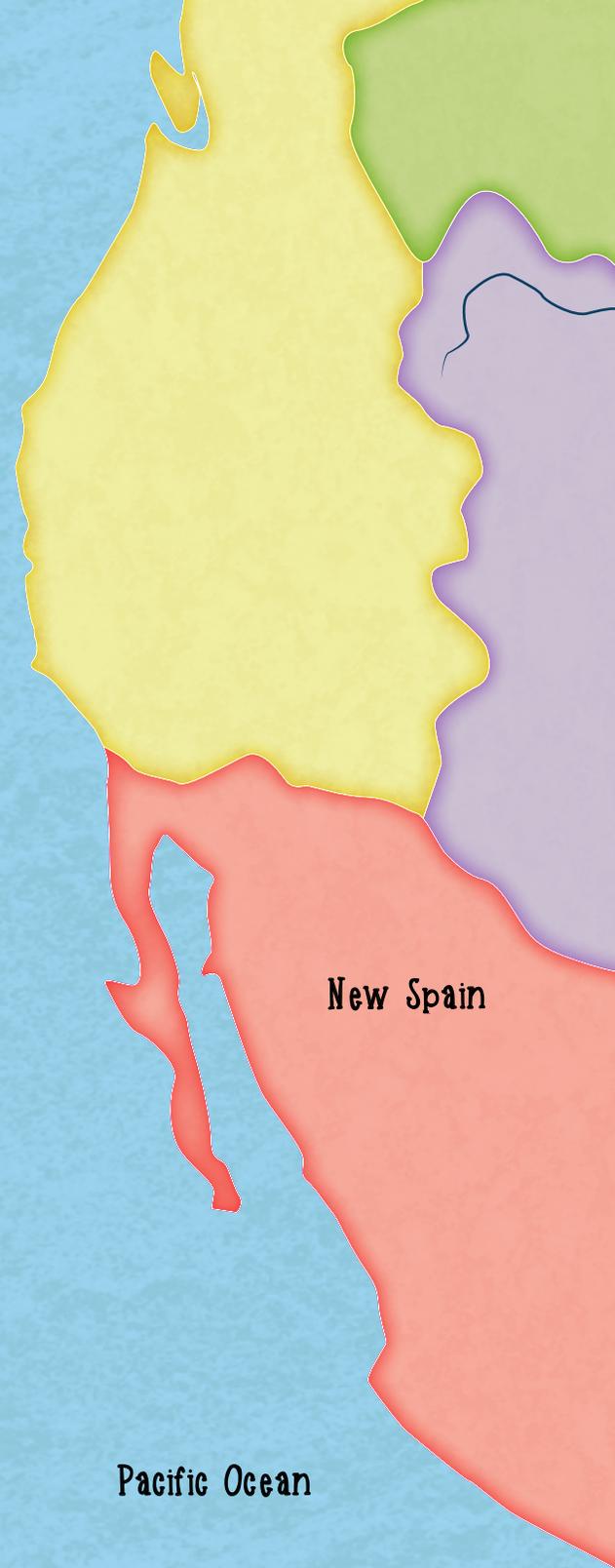
Louis Joliet was born in New France in 1645. He studied at Jesuit College in Quebec City. He became an organist, a teacher, and a fur trader.

Europeans were still looking for the water route to Asia that Columbus had hoped to find. In 1673 Joliet decided to explore the Mississippi River. He wanted to find out whether the river went to the Gulf of Mexico or to the Pacific Ocean. He also wanted to find natives who would trade furs.

Jacques Marquette was a Catholic priest who taught native people about Jesus. He decided to travel with Joliet so he could teach the natives who lived beside the Mississippi River.



Catholic nun teaches native women and children in Quebec.





New France

Quebec City

Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario

St. Lawrence River

Ohio River

Land claimed
by both
France and
Great Britain
Appalachian Mountains
British
Territory

Atlantic Ocean

Gulf of Mexico



Caribbean Sea

Great Britain, France, and Spain in America – 1650

Joliet, Marquette, and five boatmen called voyageurs traveled down the Mississippi River in two canoes. The native people treated the seven Frenchmen with kindness. Joliet, Marquette, and the boatmen reached what is now Arkansas. Native people assured them that the Mississippi flowed into the Gulf of Mexico.



Spain controlled the area where the Mississippi River emptied into the Gulf of Mexico. Joliet and Marquette turned around and went back north because they were afraid that Spanish soldiers might attack them.

In 1682 another Frenchman, Rene-Robert Cavalier de La Salle, and a small group of Frenchmen and native guides sailed down the Mississippi River. They reached the Gulf of Mexico. Even though the Spanish already claimed the area, La Salle claimed it for France.



French and Indian War

By 1754 French settlers and traders lived and traded alongside the St. Lawrence River, the Great Lakes, and the Mississippi River. By this time England was called Great Britain. Both Great Britain and France wanted to control more and more of North America. They began fighting a war in 1754. The British called it the French and Indian War.

On one side were France and native tribes who sided with the French. On the other side were Great Britain, American colonists, and tribes who sided with the British. The Iroquois Confederacy fought on the side of the British. Conrad Weiser joined the side of the British.

French and British troops fought in Europe, too. The war ended when the French and British signed the Treaty of Paris of 1763. Great Britain was victorious. France lost all of its territory in North America. Later that year, King George III issued the Proclamation of 1763. It set aside land west of the Appalachian Mountains for native people.

God gives us ways to make peace between people. The apostle Paul wrote:

Finally, brethren, rejoice, be made complete, be comforted, be like-minded, live in peace; and the God of love and peace will be with you.

2 Corinthians 13:11

Lesson Activities

- Timeline: Look at pages 4-7. You may also wish to review the previous pages you have learned about.
- Literature for Units 1-4: *Benjamin West and His Cat Grimalkin*

Review Questions

- Why did Europeans want to buy so many beaver pelts from the New World?
- Why did Louis Joliet want to explore the Mississippi River?
- Why do you think Europeans wanted to find a way to get to Asia by water?

Unit Review

- Student Workbook: Complete the Lesson 9 / Unit 3 Review page.

Hands-On History Ideas

- See the Unit 3 Project instructions on the next page.

Unit 3 Project

Charles II's Hat Shop

Supplies

- paper cups (approximately 2 inches across the bottom)
- ruler
- scissors
- black craft paint
- paintbrush
- black construction paper
- white glue or craft glue
- embellishments as desired (examples: felt, buttons, ribbons, lace, craft feathers, brads, sequins, stickers, etc.)



Directions

1. Mark cup 1 ¼ inches from the bottom. Cut to 1 ¼ inch height.
2. Paint cup black. (We found a package of black paper cups for \$1.00 and only painted the bottom.) Let dry.
3. Trace and cut 3 ½ -inch circle from black construction paper. (We used a small bowl to trace.)
4. Place the cup base-down on construction paper. Trace around. Cut out inner circle.
5. Place glue along the inner circle.
6. Place cup cut-side down on glue. Let dry.
7. Glue embellishments to crown (cup) of hat as desired. Bend up brim of hat and glue securely. Use a clothespin to hold in place while glue dries.
8. Glue embellishments to outside of hat as desired. Let dry.
9. Creatively display hats in your hat shop!

How to make a felt feather:

1. Draw long leaf-shape on felt. Cut out.
2. Cut tiny snips toward center on both sides.
3. Gently pull on ends to spread feather out.

Sources

General Sources

American Heritage
American Red Cross
Brooklyn Daily Eagle
C-SPAN
Canadian Encyclopedia
Christian History
Dictionary of Canadian Biography
Encyclopedia Britannica
Encyclopedia of Alabama
Encyclopedia of Arkansas History and Culture
Encyclopedia Virginia
ExplorePAhistory.com
Colorado Encyclopedia
Iowa Pathways
National Public Radio
New Georgia Encyclopedia
The New York Times
NorwayHeritage.com
Ohio History Central
Oregon Encyclopedia
Public Broadcasting Service
SAH Archipedia
Society of Jesuits
Tennessee Encyclopedia
Union Pacific
The Virtual Museum of the City of San Francisco
The Washington Post

Academic Sources

American Social History Project, Center for Media and Learning, City University of New York
American Society of Mechanical Engineers
Boston University School of Theology
British Library
Center for Lowell History, University of Massachusetts Lowell Library
Eastern Illinois University
Economic History Association

George Mason University Antonin Scalia Law School
Hargrett Rare Book & Manuscript Library, University of Georgia Libraries
The Harvard Gazette
Harvard University
Jesus College Cambridge
Journal of the Southwest
Journal of Sierra Nevada History & Biography
Lillian Goldman Law Library at Yale Law School
Miller Center, University of Virginia
Nicholas Philip Trist Papers #2104, Southern Historical Collection, The Wilson Library, University of North Carolina at Chapel Hill.
North Carolina State University ArchaeInteractive
Pennsylvania History: A Journal of Mid-Atlantic Studies
Penn State University Libraries
Roy Rosenzweig Center for History and New Media, George Mason University
Special Collections Department, University of Virginia Library
Theodore Roosevelt Center at Dickinson State University
Tsongas Industrial History Center, University of Massachusetts Lowell
University of Arizona Libraries

Government Agencies

Cherokee Nation
Haudenosaunee Confederacy
Library of Congress
MuseumLink Illinois
NASA
National Archives and Records Administration
National Endowment for the Humanities
National Park Service
Smithsonian Institution
U. S. House of Representatives
U. S. Postal Service
U. S. Senate
U. S. State Department

Historical Sites and Organizations

Cane Ridge Meeting House
Carrickfergus History
Clara Barton Missing Soldiers Office Museum
Conrad Weiser Homestead
Crow Canyon Archaeological Center
Grouseland Foundation
Hermitage
Historical Society of Pennsylvania
Historical Society of Washington D.C.
Hudson River Valley Institute
Indiana Historical Society
Lowell Historical Society
Manitou Cliff Dwellings
Mariners' Museum & Park
Massachusetts Historical Society
Mount Vernon Ladies' Association
Natick Historical Society
National Abolition Hall of Fame and Museum
National Underground Railroad Freedom Center
New England Historic Genealogical Society
New England Historical Society
Norsk Museum
Norwegian-American Historical Association
Old South Meeting House
Paul Revere Memorial Association
Phillis Wheatley Historical Society
Pilgrim Hall Museum
Plimoth Plantation
Royal Museums Greenwich
San Joaquin County Historical Society and Museum
Society for the Preservation of Hudson Valley
Vernacular Architecture
Sojourner Truth Institute
Tennessee Daughters of the American Revolution
Texas State Historical Association
Thomas Jefferson Foundation, Inc.
U. S. Lighthouse Society
White House Historical Association
Wisconsin Historical Society
Wyckoff House Museum

Books and Websites

Boston slave riot, and trial of Anthony Burns: Containing the report of the Faneuil Hall meeting, the murder of Batchelder, Theodore Parker's lesson for the day, speeches of counsel on both sides, corrected by themselves, verbatim report of Judge Loring's decision, and, a detailed account of the embarkation. Fetridge and Company, 1854.

Armstrong, Zella. *The History of Hamilton County and Chattanooga, Tennessee.* The Lookout Publishing Company, 1931. Reprinted 1993 by The Overmountain Press.

Avary, Myrta Lockett. *Dixie After the War: An Exposition of Social Conditions Existing in the South, During the Twelve Years Succeeding the Fall of Richmond.* Doubleday, Page & Company, 1906.

Barton, Clara. *The Story of My Childhood.* Baker & Taylor, 1907.

Bennett, William Porter. *The First Baby in Camp: A Full Account of the Scenes and Adventures During the Pioneer Days of '49.* California: Rancher Publishing Company, 1893.

Blegen, Theodore Christian. *Land of Their Choice: The Immigrants Write Home.* University of Minnesota Press, 1955.

Blegen, Theodore Christian. *Norwegian Migration to America, 1825-1860.* Ardent Media, 1931.

Burton, Alma Holman. *The story of Patrick Henry, for young readers.* Werner School Book Company, 1898.

Butcher, Solomon D. *Pioneer History of Custer County.* Solomon D. Butcher and Ephraim S. Finch, 1904.

Crew, H.W. *Centennial History of the City of Washington, D.C.* United Brethren Publishing House/H.W. Crew, Dayton, Ohio, 1892.

Dahn, Denise. "The illustrated story of Pieter Claesen Wyckoff." March 12, 2013. <http://www.dahndesign.com/2013/03/12/the-illustrated-story-of-pieter-claesen-wyckoff/> Accessed April 15, 2018.

Dickinson, Henry Winram, *Robert Fulton, Engineer and Artist* John Lane, 1913.

Drake, Francis S. *Tea Leaves, Being a Collection of Letters and Documents relating to the shipment of Tea to the American Colonies in the year 1773, by the East India Tea Company. (With an introduction, notes, and biographical notices of the Boston Tea Party)* A.O. Crane, 1884.

Driggs, John. *Short Sketches from Oldest America.* George W. Jacobs & Company, 1905.

Hawkes, James. *A Retrospect of the Boston Tea Party with a Memoir by George R. T. Hewes.* S. S. Bliss, 1834.

- Hensley, William L. Iggiagruk. "Why Russia gave up Alaska, America's gateway to the Arctic." *The Conversation*, March 29, 2017. https://theconversation.com/why-russia-gave-up-alaska-americas-gateway-to-the-arctic-74675?xid=PS_smithsonian. Accessed April 10, 2018.
- Hill, Rev. George. "Two Ulster Heroes in America: President Andrew Jackson and General Sir Edward Pakenham." *Ulster Journal of Archaeology*, 2nd Series, Vol. III, No. 4. July 1897.
- Hinueber, Caroline. "Life of German Pioneers in Early Texas." *The Quarterly of the Texas State Historical Association*, April and October 1898.
- Hoffman Beasley, Maurine, Holly Cowan Shulman, and Henry R. Beasley. *The Eleanor Roosevelt Encyclopedia*. Greenwood Publishing Group, 2001.
- Lawrence, William. *Life of Amos A. Lawrence, with extracts from his diary and correspondence*. Boston: Houghton, Mifflin, 1888.
- Lawson, Elizabeth. *The Gentleman from Mississippi: Our First Negro Congressman, Hiram R. Revels*. 1960.
- Mahin, Dean B. *Olive Branch and Sword: The United States and Mexico, 1845-1848*. Jefferson, NC: McFarland & Company, 1997.
- Miles, Henry A., Lowell, *As It Was, And As It Is*. Merrill and Haywood, 1846.
- Moulton, Gary E. John Ross, *Cherokee Chief*. University of Georgia Press, 1978.
- Neimark, Anne E. *A Deaf Child Listened*. William Morrow and Company, 1983.
- Ohr, Wallace. *Defiant Peacemaker: Nicholas Trist in the Mexican War*. Texas A&M University Press, 1998.
- Reigart, J. Franklin, *The Life of Robert Fulton*. C.G. Henderson and Co., 1856.
- Robinson, Harriet H., *Loom and Spindle, Or Life Among the Early Mill Girls*, Thomas Y. Crowell and Company, 1898.
- Robison, John Kelly. "Agriculture and economy at Acoma Pueblo, 1598-1821." 1992. Graduate Student Theses, Dissertations, & Professional Papers. 1489.
- Roosevelt Robinson, Corinne. *My Brother Theodore Roosevelt*. Charles Scribner's Sons, 1921.
- Roosevelt, Theodore. *Theodore Roosevelt: An Autobiography*. Charles Scribner's Sons, 1920.
- Stack, Debbie J. and Donald A. Wilson, editors. *Always Know Your Pal: Children on the Erie Canal*. Erie Canal Museum, 1993.
- Starkey, Dinah. *Atlas of Exploration*. HarperCollins Publishers, 1999.
- Steele, Rev. Ashbel. *Chief of the Pilgrims: or The Life and Time of William Brewster, Ruling Elder of the Pilgrim Company that Founded New Plymouth, the Parent Colony of New England, in 1620*. J. B. Lippincott and Co., 1857.
- Sterlacci, Francesca and Joanne Arbuckle. *Historical Dictionary of the Fashion Industry*. Rowman & Littlefield, 2017.
- Sutcliffe, Alice Crary, *Robert Fulton and the "Clermont,"* The Century Co., 1909.
- Sweetser, Kate Dickinson. *Ten American Girls From History*. Harper & Brothers Publishers, 1917.
- Thurston, Robert Henry, *Robert Fulton: His Life and Its Results*. Dodd, Mead, and Co., 1891.
- Truth, Sojourner. *The Narrative of Sojourner Truth*. Dictated by Sojourner Truth, edited by Olive Gilbert, 1850
- Tyler, Moses Coit. *Patrick Henry*. The Riverside Press, 1915.
- Weiser, C. Z. *The Life of (John) Conrad Weiser, the German Pioneer, Patriot, and Patron of two Races*. Daniel Miller, 1876.
- Wheatley, Phillis and Margaretta Matilda Odell. *Memoir and Poems of Phillis Wheatley: A Native African and a Slave*. Geo. W. Light, 1834.

Image Credits

Original Maps by Nathaniel McCurdy

Unit Project Photos by Bethany Poore

Blue watercolor background by Pakhnyushchy / Shutterstock.com

Images marked with one of these codes are used with the permission of a Creative Commons 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-ND 2.0 creativecommons.org/licenses/by-nd/2.0/

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

title Wikimedia Commons

i Library of Congress

iii HarshLight / Flickr / CC BY 2.0

iv Library of Congress

xi *Benjamin West and His Cat Grimalkin*: Simon & Schuster; *Toliver's Secret*: Penguin Random House; *Freedom Crossing*: Scholastic; *Farmer Boy*: HarperCollins; *Mountain Born*: BJU Press; *Emily's Runaway Imagination*: HarperCollins; *The Year of Miss Agnes*: Scholastic; *Katy*: Notgrass History

1 Edward S Custis / Library of Congress

2 Mary Evelyn McCurdy

3 Noah: Vladimir Wrangel / Shutterstock.com; Tower: FuzzyLogicKate / Shutterstock.com

4 Globes: Robert F. Balazik / Shutterstock.com; Desert: LOVE_CHOTE / Shutterstock.com

5 Top: Library of Congress; Middle: Igumnova Irina / Shutterstock.com; Polar Bears: Aleksandr Kutskkii / Shutterstock.com

6 Gates Frontiers Fund Colorado Collection, Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division

7 Leif Eriksson: Ivan Marc / Shutterstock.com; Boat: Svetlana Mikhalevich / Shutterstock.com

8 Robert F. Balazik / Shutterstock.com

10 Nagel Photography / Shutterstock.com

11 Ruins: Charlene Notgrass; Macaws: Vladimir Melnik / Shutterstock.com

12 Bandelier: sumikophoto / Shutterstock.com; Mesa Verde: Nagel Photography / Shutterstock.com; Acoma buildings: Library of Congress; Acoma pueblo landscape: Ralf Broskvar / Shutterstock.com

13 Enchanted mesa: Ralf Broskva / Shutterstock.com; Kiva ladder: aceshot1 / Shutterstock.com; Portraits: Edward S. Custis / Library of Congress

14 Pottery: Charlene Notgrass; Acoma girls: Edward S. Custis / Library of Congress

16 Andrea Izzotti / Shutterstock.com

17 Spices: MikeDotta / Shutterstock.com; Stamp: neftali / Shutterstock.com; Supplies: alredosaz / Shutterstock.com

18 Stamp: neftali / Shutterstock.com; Tower: Stu22 / Shutterstock.com

19 Boats at top: New York Public Library; Ponce de Leon / Library of Congress; de Soto: New York Public Library; Necklace and Design: National Park Service; Timucua Pot: Nikki Montoya Taylor / Shutterstock.com

20 Landscape: National Park Service; March: Library of Congress

23 Suchan / Shutterstock.com

24 Joseph Sohm / Shutterstock.com

25 Amsterdam: Olena Z / Shutterstock.com; James: Everett Historical / Shutterstock.com

26 Windmill: JeniFoto / Shutterstock.com; Ship: Joseph Sohm / Shutterstock.com

27 Architect of the Capitol

28 Washing day: Digital Commonwealth Massachusetts Collections Online; Plimouth Plantation: Michael Sean O'Leary / Shutterstock.com

30 Johannes Vingboons / Library of Congress

31 Sunset: Andrey Bocharov / Shutterstock.com; Hudson: Everett Historical / Shutterstock.com

32 New Netherland: Jean Leon Gerome Ferris / Library of Congress; Bucket: inxti / Shutterstock.com

- 33 Map: Library of Congress; Rake: Aksenova Natalya / Shutterstock.com
- 34 Wyckoff house: H.L.I.T. / Flickr / CC BY 2.0; Before Dutch: Manhattan Island Art and Picture Collection, New York Public Library; Today: pisaphotography / Shutterstock.com
- 36 BeeRu / Shutterstock.com
- 37 Internet Archive Book Images
- 38 Lobster; Alex Staroseltsev; Oysters: JIANG HONGYAN; Clams: zcw; Corn: Maks Narodenko; Grouse: Eurospiders; Duck: Ademortuus; Squirrel: IrinaK; Deer: James Pierce / All from Shutterstock.com
- 39 Charlene Notgrass
- 40 Dan Logan / Shutterstock.com
- 41 Bay Psalm Book: New York Public Library; Genesis: Public Domain; Church and Grave: Daderot / Wikimedia Commons
- 42 Public Domain
- 45 Currier & Ives / Library of Congress
- 46 Victor Moussa / Shutterstock.com
- 47 Village: Wikimedia Commons; Tee Yee Neen Ho Ga Row: New York Public Library; Bread: Wikimedia Commons; Collar: The Children's Museum of Indianapolis / Wikimedia Commons / CC BY-SA 3.0; Doll: Sarah Stierch / Flickr / CC BY 2.0
- 48 Hunter: Wikimedia Commons; Longhouse: Rabsanity / Shutterstock.com
- 49 Portrait: Wikimedia Commons; Valley: CJ Hanevy / Shutterstock.com
- 50 Shikellamy: Philadelphia Museum of Art; Letter: New York Public Library; Trading: Wikimedia Commons; Wampum: Daderot / Wikimedia Commons
- 51 Smallbones / Wikimedia Commons
- 52 Morphart Creation / Shutterstock.com
- 53 Oglethorpe: New York Public Library; St. Simon's: Natalie Maynor / Flickr / CC BY 2.0
- 54 Wikimedia Commons
- 55 Wikimedia Commons
- 56 Public Domain
- 59 Stephen B. Goodwin / Shutterstock.com
- 60 Morphart Creation / Shutterstock.com
- 61 Abenaki: Wikimedia Commons; Fur: table Gus Garcia / Shutterstock.com
- 62 Verrazano: Wikimedia Commons; Pelt drying: Tony Moran / Shutterstock.com; Advertisement: Peter S. Duval / Library of Congress; Hats: Everett Historical / Shutterstock.com
- 63 Stained glass: jorisvo / Shutterstock.com; Louis XIV: Wikimedia Commons; Statue: Charlene Notgrass
- 64 meunierd / Shutterstock.com
- 66 Voyageurs: Illustrated London News / Library of Congress; Canoe: Maria Dryfhout / Shutterstock.com
- 69 Franz Xaver Hadermann / Library of Congress
- 70 CO Leong / Shutterstock.com
- 71 Hewes: The Miriam and Ira D. Wallach Division of Art, The New York Public Library; Malcom: Francois Godefroy / Library of Congress
- 72 King George: Sir Joshua Reynolds / Library of Congress; Boston: Franz Xaver Habermann / Library of Congress
- 73 Zack Frank / Shutterstock.com
- 74 Photo: chrisukphoto / Shutterstock.com; Drawing: Library of Congress
- 76 The Miriam and Ira D. Wallach Division of Art, The New York Public Library
- 77 Philadelphia: New York Public Library; Patrick Henry: George Bagby Matthews / Library of Congress
- 78 Philadelphia: The Miriam and Ira D. Wallach Division of Art, The New York Public Library; Poster: Everett Historical / Shutterstock.com
- 79 St. John's: Detroit Photographic Co. / Library of Congress; Speech: Currier & Ives / Library of Congress
- 80 The Miriam and Ira D. Wallach Division of Art, The New York Public Library
- 82 Theodore R. Davis / Library of Congress
- 83 Boston: The Miriam and Ira D. Wallach Division of Art, The New York Public Library; Pot: Kachalkina Veronika / Shutterstock.com
- 84 Primer: Public Domain; Boston: Franz Xaver Habermann / Library of Congress
- 85 Wheatley: The Miriam and Ira D. Wallach Division of Art, The New York Public Library; Quill: DioGen / Shutterstock.com; Parchment: photolinc / Shutterstock.com
- 86 Washington: The Miriam and Ira D. Wallach Division of Art, The New York Public Library; Parchment: photolinc / Shutterstock.com; Signature: Manuscripts and Archives Division, The New York Public Library
- 87 Jorge Salcedo / Shutterstock.com
- 89 Everett Historical / Shutterstock.com
- 90 Currier & Ives / Library of Congress
- 91 New York Public Library
- 92 John Singleton Copley / Wikimedia Commons
- 93 Newspaper: Library of Congress; Boston: Library of Congress; Pitcher: Los Angeles County Museum of Art (www.lacma.org)
- 94 Church: LEE SNIDER PHOTO IMAGES / Shutterstock.com; Statue: Charlene Notgrass

- 96 Library of Congress
- 97 Declaration: Architect of the Capitol; Reading: *Harper's Weekly* / Library of Congress; Statue: New York Public Library
- 98 Engraving: Library of Congress; Photo: Olivier Le Queinec / Shutterstock.com
- 99 Bridge: Zack Frank / Shutterstock.com; Committee: Library of Congress
- 100 Hancock: Library of Congress; Flag: David Smart / Shutterstock.com; Army: Library of Congress
- 101 Everett Historical / Shutterstock.com
- 102 Madison: Steve Heap / Shutterstock.com; Jefferson: Lucian Milasan / Shutterstock.com
- 103 Bust: Nagel Photography / Shutterstock.com; Gazebo: Jeffrey M. Frank / Shutterstock.com; Montpelier Andriy Blokhin / Shutterstock.com
- 104 College: New York Public Library; Madison: Library of Congress
- 105 Carol M. Highsmith Archive / Library of Congress
- 106 Hall: Pigprox / Shutterstock.com; Chair: Joseph Sohm / Shutterstock.com; Madison: Everett - Art / Shutterstock.com
- 109 Library of Congress
- 110 National Gallery of Art
- 111 Washington Family: Edward Savage / Wikimedia Commons; Washington with slaves: Everett Historical / Shutterstock.com
- 112 Public Domain
- 113 Cook: Wikimedia Commons; Wedding: Everett Historical / Shutterstock.com
- 114 Weathervane: Steve Heap / Shutterstock.com; Inauguration: Everett Historical / Shutterstock.com
- 116 Everett Historical / Shutterstock.com
- 117 Candle: ronstik / Shutterstock.com; Parchment: photolinc / Shutterstock.com; Adams: Everett Historical / Shutterstock.com
- 118 Federal Hall: Everett Historical / Shutterstock.com; Congress Hall: Everett Historical / Shutterstock.com; Banneker: neftali / Shutterstock.com; L'Enfant: Architect of the Capitol / Flickr / CC BY 2.0
- 119 Plan: Public Domain; Poster: N. C. Wyeth; Stamp: Brendan Howard / Shutterstock.com
- 120 Drawing: Maryland Historical Society; Portraits: National Gallery of Art
- 122 Irina Mos / Shutterstock.com
- 123 Birthplace: Mark Goebel / Flickr / CC BY 2.0; Fort: New York Public Library; Cow: Darya Fisun / Shutterstock.com
- 124 Wikimedia Commons
- 125 Escape: Everett Historical / Shutterstock.com; Settlers: Carol M. Highsmith Archive, Library of Congress
- 126 Portrait: Cliff / Flickr / CC BY 2.0; Drawing: Everett Historical / Shutterstock.com
- 128 Unit 6 Photo 2
- 129 neftali / Shutterstock.com 100681024
- 130 Wikimedia Commons
- 131 Fireplace: glenda / Shutterstock.com; Spinning wheel: David Ros / Shutterstock.com
- 132 Charlene Notgrass
- 133 Library of Congress
- 134 Cane Ridge: Library of Congress; Stone: Abilene Christian University Library; Cartwright: Wikimedia Commons
- 136 Ace Diamond / Shutterstock.com
- 137 Medal: Everett Historical / Shutterstock.com; Lewis: Everett Historical / Shutterstock.com; Clark: Everett Historical / Shutterstock.com; Signing: New York Public Library
- 138 Map: Everett Historical / Shutterstock.com; Council: Everett Historical / Shutterstock.com; Statue: Architect of the Capitol
- 139 Everett Historical / Shutterstock.com
- 142 Painting: Everett Historical / Shutterstock.com; Fort: Nagel Photography / Shutterstock.com; Bunks: Michael Warwick / Shutterstock.com; Pompey's Tower: Zack Frank / Shutterstock.com
- 144 Everett Historical / Shutterstock.com
- 145 Birthplace: Library of Congress; Other photos: Shutterstock.com (Brown and green bottles: Glevalex; Mercury: dcwcreations; Paint: Arthur Linnik
- 146 West Family: Everett Historical / Shutterstock.com; Fulton: Carol M. Highsmith Archive, Library of Congress
- 147 Portrait: Everett Historical / Shutterstock.com; Drawings: Library of Congress
- 148 New York Public Library
- 151 Everett Historical / Shutterstock.com
- 152 All a Shutter / Shutterstock.com
- 153 Tecumseh: Wikimedia Commons; Shawnee: Everett Historical / Shutterstock.com
- 154 Tecumseh: Library of Congress; Plantation: The Miriam and Ira D. Wallach Division of Art, New York Public Library
- 155 Harrison: Wikimedia Commons; Grouseland: Library of Congress; Leaves: NATURE FOOD / Shutterstock.com
- 156 Kuz & Allison / Library of Congress
- 158 KudzuVine / Wikimedia Commons
- 159 Needle: You Touch Pix of EuToch / Shutterstock.com; Fort: Fort McHenry social media team /

- National Park Service; Drummers: National Park Service
- 160 Washington: James Cundee / Library of Congress; Key: Wikimedia Commons
- 161 John Bower / Library of Congress
- 162 Flag: Armed Forces History Division, National Museum of American History, Smithsonian Institution; Fort: Jon Bilous / Shutterstock.com
- 163 Everett Historical / Shutterstock.com
- 164 Art and Picture Collection, New York Public Library
- 165 Hat: Ysbrand Cosijn / Shutterstock.com; "ALICE": Mev McCurdy
- 166 Daderot / Wikimedia Commons
- 167 Gallaudet: John Chester Buttre / Wikimedia Commons; Clerc: Charles Willson Peale; School: Public Domain
- 168 Monroe: Wikimedia Commons; Stained glass: Nick Allen / Wikimedia Commons / CC BY-SA 3.0; School: Public Domain.
- 170 Star: Lyusaren / Shutterstock.com
- 171 New Echota: Jeffrey M. Frank / Shutterstock.com
- 172 Anna Pekk / Shutterstock.com
- 173 Charleston: Everett Historical / Shutterstock.com; Martin Station on Wilderness Road: Virginia State Parks / Flickr / CC BY 2.0; Fort Nashborough: Boston Public Library
- 174 Cabin: Zack Frank / Shutterstock.com; Hermitage: Everett Historical / Shutterstock.com
- 175 All from Shutterstock.com / Spinner: Dan Thornberg; Carriage: Zhukova Valentyna; Hog Feeder: Aby Angel Simon; Cattle Feeder: 3DMI; Seamstress: Vladimir Zhupanenko (thimbles, needle), MIGUEL GARCIA SAAVEDRA (scissors); Weaver: arogant; Blacksmith: FotograFFF; milker: ConstantinosZ; Washer: Jalisko (soap), 4Max (brush), washtub (Svetlana Mahovskaya); Fiddler: Baishev; Horse Groomer: 4Max; Carpenter: visivastudio; Cooks: Joanna Dorota (churn), SipaPhoto (grinder and plates); Gardener: lantapix (hoe), Ints Vikmanis (watering can), ; Waggoner: pandapaw; Children's Nurse: eurobanks (shoes), val lawless (block); Field Hands: MAKSYM SUKHENKO
- 176 Battle: The George F. Landegger Collection of District of Columbia Photographs in Carol M. Highsmith's America, Library of Congress; Jackson: Everett Historical / Shutterstock.com; Meeting: Everett Historical / Shutterstock.com; Cathedral: gary718 / Shutterstock.com
- 177 All from Shutterstock.com / Rachel Jackson: Everett Historical ; Tomb: Zack Frank; Supporters: Everett Historical; White House: Everett Historical
- 178 Jackson: Everett Historical / Shutterstock.com; Church: Joseph Sohm / Shutterstock.com; Dining Room: Joseph Sohm / Shutterstock.com; Front Hall: Library of Congress
- 180 Ross: Library of Congress; Blowgun: John Wollwerth / Shutterstock.com
- 181 Chief: Library of Congress; Fort: Charlene Notgrass
- 182 Ryan Maum / Shutterstock.com
- 184 Sequoyah: Library of Congress; Newspaper: Everett Historical / Shutterstock.com
- 185 meunier / Shutterstock.com
- 186 Colin D. Young / Shutterstock.com
- 187 Top: Everett Historical / Shutterstock.com; Bottom: Edward Lamson Henry
- 188 Top: Erie Canal Museum; Bottom: William Rickerby Miller
- 189 Accordion: sbarabu / Shutterstock.com; Horn: Marahwan / Shutterstock.com; Lock Gate: Joseph Sohm / Shutterstock.com; Painting: Library of Congress; Lock: J. L. Levy / Shutterstock.com
- 190 Cash register: Charlene Notgrass; Potatoes: Roland IJdema / Shutterstock.com; Eggs: P Maxwell Photography / Shutterstock.com; Apples: Photoexpert / Shutterstock.com
- 191 Internet Archive Book Image / Flickr / CC BY 2.0; Jacks: Patrick Jennings / Shutterstock.com; Dominoes: osigurach / Shutterstock.com; Learning: Erie Canal Museum
- 192 mama_mia / Shutterstock.com
- 195 Carol M. Highsmith Archive, Library of Congress
- 196 Wilfred Marissen / Shutterstock.com
- 197 Top: Cucumber Images / Shutterstock.com; Bottom: David ODeL / Shutterstock.com
- 198 Fotoluminate LLC / Shutterstock.com
- 199 Corn: TrotzOlga / Shutterstock.com; Austin: The Lyda Hill Texas Collection of Photographs in Carol M. Highsmith's America Project, Library of Congress; Alamo: Richard A McMillin / Shutterstock.com
- 200 Hundley Photography / Shutterstock.com
- 202 edella / Shutterstock.com
- 203 Loom: Ginae McDonald / Shutterstock.com; Cotton in field: Natalia Bratslavsky / Shutterstock.com; Cotton in hands: Jennifer White Maxwell / Shutterstock.com; Cotton in basket: Ken Shuffield / Shutterstock.com; Wheel: Andreas Meyer / Shutterstock.com
- 204 Canal: Jeffrey M. Frank / Shutterstock.com; Machine: travelview / Shutterstock.com
- 205 All from Shutterstock.com / Machine #1: travelview; Spools: Jeffrey M. Frank; Machine #2: travelview; Painting: Everett Art

- 206 Boarding house: National Park Service; Town: Library of Congress
- 208 RPBaiao / Shutterstock.com
- 209 Stamp: Wikimedia Commons; Stavanger: Bayard Taylor / Library of Congress
- 210 Skates: Charlene Notgrass / Vesterheim; Harbor: Everett Historical / Shutterstock.com
- 211 Charlene Notgrass / Vesterheim
- 212 Charlene Notgrass / Vesterheim
- 213 Charlene Notgrass / Vesterheim
- 215 robert cicchetti / Shutterstock.com
- 216 PDurham / Shutterstock.com
- 217 Applegate Family: Oregon Historical Society; Bull: Potapov Alexander / Shutterstock.com; Wagon Train: Library of Congress
- 218 Wagon Train: Theo. R. Davis / Library of Congress; Wheel: Paihom234 / Shutterstock.com
- 219 RuthChoi / Shutterstock.com
- 220 Chief Halo: Oregon Historical Society; House: Library of Congress; Band: Joe / Flickr / CC BY 2.0
- 221 Rita Robinson / Shutterstock.com
- 222 N8Allen / Shutterstock.com
- 223 Washington: W. J. Bennett / Library of Congress; Philadelphia: Rease & Schell / Library of Congress
- 224 Zaruba Ondrej / Shutterstock.com
- 225 Havana: Edouard Willmann / Library of Congress; Polk: Bogardus / Library of Congress; Trist: Library of Congress
- 226 Daniel Powers Whiting / Library of Congress
- 228 Library of Congress
- 229 Sutter: A. Morhart / Library of Congress; Gold: Albert Russ / Shutterstock.com
- 230 Monkey: LeonP / Shutterstock.com; Jungle: Rafal Cichawa / Shutterstock.com
- 231 Camp: Currier & Ives / Library of Congress; Panning: Everett Historical / Shutterstock.com
- 232 Laurens Hoddenbagh / Shutterstock.com
- 233 B Holmes / Shutterstock.com
- 235 TommyBrison / Shutterstock.com
- 236 Robert Havell / Library of Congress
- 237 Booklet: Everett Historical / Shutterstock.com; Handcuffs: David Whitemyer / Shutterstock.com
- 238 John Andrews / Library of Congress
- 239 TommyBrison / Shutterstock.com
- 240 State Street: Schomburg Center for Research in Black Culture, Manuscripts, Archives and Rare Books Division, The New York Public Library; Lawrence: Library of Congress; Border Ruffians: Blackall / Library of Congress
- 241 Jeff Zehnder / Shutterstock.com
- 242 Andrew Angelov / Shutterstock.com
- 243 sNike / Shutterstock.com 226348489
- 244 Pitchfork: Kaspars Grinvalds / Shutterstock.com; Whip: Moises Fernandez Acosta / Shutterstock.com
- 245 Hands: Dgrilla / Shutterstock.com; Mother and child: Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library; Fence: anthony heflin / Shutterstock.com
- 246 Farm: Olga Bogatyrenko / Shutterstock.com; Truth: Library of Congress
- 247 Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library
- 248 Kristi Blokhin / Shutterstock.com
- 249 Tinca Photography / Shutterstock.com
- 250 DnDavis / Shutterstock.com
- 252 Man: Ephraim Bouve / Library of Congress; House: Rdikeman at the English language Wikipedia / CC BY-SA 3.0
- 253 Drawing: Library of Congress; Window: Kevin Myers / Wikimedia Commons / CC BY-SA 3.0
- 257 37 emancipation / Library of Congress
- 258 National Park Service
- 259 Charlene Notgrass
- 260 Statue: Carol M. Highsmith Archive, Library of Congress; Painting: Everett Historical / Shutterstock.com
- 261 All from Shutterstock.com / Capitol: Nagel Photography; Portraits: Everett Historical; Statues: Pamela Brick / Shutterstock.com
- 262 Everett Historical / Shutterstock.com
- 263 Everett Historical / Shutterstock.com
- 266 Bulloch Hall: Michchap / Flickr / CC BY-ND 2.0; Trees: Upnexxdigital / Shutterstock.com
- 267 Roosevelt: Dickinson State Roosevelt Center; Parlor: National Park Service photo
- 268 Sr. and Bamie: Public Domain; Jr.: Theodore Roosevelt Collection, Houghton Library, Harvard University; Elliott and Corinne: Dickinson State Roosevelt Center; Mittie: Public Domain; Nursery: National Park Service
- 269 Library: National Park Service; Newsboys: New York Public Library
- 270 Photos and Letter: Dickinson State Roosevelt Center; White House: Library of Congress
- 271 photolinc / Shutterstock.com 519987763
- 272 Everett Historical / Shutterstock.com
- 273 Top and Bottom: Everett Historical / Shutterstock.com; Lincoln: Dickinson State Roosevelt Center
- 274 Mansion: alans1948 / Flickr / CC BY 2.0; Hill: Library of Congress; Sherman: Everett Historical / Shutterstock.com

- 275 Cotton: Library of Congress; Marching: Everett Historical / Shutterstock.com
- 276 Surrender: Everett Historical / Shutterstock.com; Funeral #1: Dickinson State Roosevelt Center; Funeral #2: Everett Historical / Shutterstock.com
- 277 Andrei Medvedev / Shutterstock.com
- 279 Frances Benjamin Johnston / Library of Congress
- 280 Alfred R. Waud / Library of Congress
- 281 Cotton: Tim UR / Shutterstock.com;
- 281 Tobacco: suthas ongsiri / Shutterstock.com; Hardtack: Library of Congress
- 282 Board: windu / Shutterstock.com; Dried whortleberries: Kateryna Bibro / Shutterstock.com; Gourd: Moolkum / Shutterstock.com
- 283 Richmond: Andrew J Russell / Library of Congress; Hiding: Everett Historical / Shutterstock.com
- 284 Carpetbag: Balefire / Shutterstock.com; School: Everett Historical / Shutterstock.com
- 286 Orhan Cam / Shutterstock.com
- 287 Letter: National Archives and Records Administration; Bible: Bjoern Wylezich / Shutterstock.com; Soldier: Library of Congress
- 288 Library of Congress
- 289 Capitol: Ben May Charitable Trust Collection of Mississippi Photographs in the Carol M. Highsmith Archive, Library of Congress; Revels: Everett Historical / Shutterstock.com
- 290 Top: Everett Historical / Shutterstock.com; Bottom: Library of Congress
- 291 Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library
- 292 Maridav / Shutterstock.com
- 293 Newspaper: Library of Congress; Polar bears: Jeff Stamer / Shutterstock.com
- 294 Miners: Library of Congress; Totem pole: Terri Butler Photography / Shutterstock.com
- 295 Inupash: John Driggs; Baskets: Library of Congress
- 296 Charlene Notgrass
- 301 Everett Historical / Shutterstock.com
- 302 Daderot / Wikimedia Commons
- 303 Library of Congress
- 304 Photo: OLBN Architects for U. S. General Services Administration; Letters: National Museum of Civil War Medicine
- 305 Barton: National Archives; Sign: U. S. General Services Administration
- 306 Top: National Archives; Bottom: National Park Service
- 308 Detroit Photographic Co / Library of Congress
- 309 South Dakota: The Miriam and Ira D. Wallach Division of Art, Prints and Photographs, Photography Collection, The New York Public Library; Interior: B. G. Grondal / Library of Congress; Homesteaders: Art and Picture Collection, The New York Public Library
- 310 Solomon Butcher / Library of Congress
- 311 Solomon Butcher / Library of Congress
- 312 Solomon Butcher / Library of Congress
- 313 Solomon Butcher / Library of Congress
- 314 National Postal Museum, Curatorial Photographic Collection
- 315 Owney: National Postal Museum; Newspaper: Library of Congress; Train: Swain & Lewis / Library of Congress
- 316 Everett Historical / Shutterstock.com
- 317 Photo: Everett Historical / Shutterstock.com; Advertisement: Strobridge & Co. Lith. / Library of Congress
- 318 Top: Currier & Ives / Library of Congress; Bottom: Underwesternsky / Shutterstock.com
- 319 Top: Library of Congress; Middle: Darryl Brooks / Shutterstock.com; Bottom: National Postal Museum
- 320 National Postal Museum

All Around the USA



Washington

Columbia River

Oregon

Sutter's Mill

Nevada

California

Clearwater River

Idaho

Snake River

Utah

Arizona

Acoma

Pacific Ocean

Montana

Missouri River

Yellowstone River

Rocky Mountains

Wyoming

Colorado

New Mexico

Rio Grande

Mexico

North Dakota

South Dakota

Custer County

Nebraska

Kansas

Oklahoma

Texas

The Alamo

Brazos River



Canada

Minnesota

Lake Superior

Vermont

Maine

Wisconsin

Lake Michigan

Michigan

Lake Huron

Lake Erie

Lake Ontario

Adirondack Mountains

Canal

Schoharie Valley

Hudson River

Manhattan Island

New York City

Philadelphia

Baltimore

Washington, D.C.

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

Ripley

Ohio River

West Virginia

Potomac River

Berks County

Essex Township

Lancaster

Gettysburg

Philadelphia

New Jersey

Delaware

Maryland

Chesapeake Bay

Richmond

Yorktown

Jamestown

Monticello

Appomattox Court House

Lexington

Waxhaw

Charleston

Fort Sumter

Savannah

Atlanta

Madison

Bulloch Hall

New Echota

Ross Landing

Nashville

Hodgen's Mill

Vincennes

Louisville

Little Pigeon Creek

St. Louis

Springfield

New Salem

Tippecanoe

Indiana

Toledo

Ohio

For more great homeschool curriculum and resources,
visit notgrass.com or call 1-800-211-8793.