



1815 to the Present

TEACHER'S MANUAL

1815 TO THE PRESENT TEACHER'S MANUAL

With tremendous gratitude
we wish to acknowledge
and express our appreciation
to those who assisted in the
making of this manual:

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1815 TO THE PRESENT

How to Use this Manual

We hope this guide will be helpful as you study the period from 1815 to the Present this year. You are about to take a journey through the past where you can see God's providence on a daily basis. This study should help build an understanding of the world in which we live and what sacrifices and battles occurred which resulted in the tremendous blessings we now know. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

CUSTOMIZE IT

There are 32 events/people featured in the cards in each of the Veritas Press History Sets. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. Before you begin, also familiarize yourself with the materials in the Appendix. Many of these projects may be used throughout the year. All the projects in this manual are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary in appeal to different ages. You may choose the ones you think are appropriate for your group. The projects are marked in the answer key to indicate if the project is better suited for younger students or older (grades fourth and higher) students. If you are using this series for second grade or below, you may need to do some of it orally for the first six weeks; after that three times a week is usually enough. Remember, the reason for the 1815 to the Present History Song is to help memorize the chronology of the events. We recommend you sing this song daily for the first several weeks. It is also good, after the song has been memorized, to have the children recite events in proper order, rather than singing them.

SAMPLE SCHOOL WEEK

Monday: Sing the 1815 to Present Memory Song (page 358). You may want to have a student come to the front of the room and hold up the flashcards as the class sings. Present the new card. Read the synopsis on the back and discuss it with the class. Allow different students to read it out loud if you can. The allow the students to answer questions on the corresponding worksheet. The questions are based on information found on the cards. If you are working with second grade or below, they may need to be asked to do this orally for the first part of the year.

Tuesday: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously, you cannot review every question every day, so do a sampling. Assign different children different sources from the Priority 1 Resources listed on the card and allow them to look up the information and share it with the class.

Wednesday: Sing the song. Orally review questions from the worksheet. Do one of the projects.

Thursday: Sing the song. Orally review from this week and previous weeks. Discuss how this card relates to those before it. Do another project, if there is one.

Friday: Give test. Use remaining time for class instruction and drill.

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ENJOYING HISTORY

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can get in a large room and see who can use their cards to make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

“ONE RING TO BIND THEM . . .”

We have found one of the best ways to file the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put a Velcro strip on the card and on the wall, and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the other end of the room for a reference timeline is a good idea too.

LITERATURE KIT

To truly send students' imaginations flying, we recommend having the students read historical fiction pertaining to the cards they are studying. The books we find work the best are listed in our catalog as a Literature Kit, following the Priority 1 Resources. In order to encourage children to read books related to classroom work, we suggest a book chart to show points earned for each book read by

each student. After receiving a certain number of points, the child may receive a reward, such as a special lunch with his teacher. You could have a mom bring in a special lunch or allow the winners to go out.

GRADING

Each worksheet, test, or writing assignment should receive three grades, one each for Content, Grammar and Linguistics (Spelling). See page 439 in the Appendix for a helpful grading chart.

Content: On a scale of 1 to 15, grade for completeness or the correct answer to a question. This grade is applied to their history grade. If your grading scale is different from 1 to 15, use yours.

Grammar: The child should answer the questions in complete sentences, in which he first restates the question.

Example:

Question: Why was Abraham Lincoln called a “log cabin president?”

Answer: Abraham Lincoln was called a “log cabin president” because he was born in a log cabin.

As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect history content grades. We suggest application at twenty percent of the overall grammar grade.

Linguistics: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For

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example: "I before e except after c." Once this has been covered, a child's grade would be reduced if they spelled receive as recieve. If they are using a history card to do their worksheet, they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their history grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay in nature, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student

to realize that grammar and linguistics matter in history class as well as in grammar class. All three contribute to helping make students understood by others, and are thus intertwined.

FEEDBACK

We welcome your feedback and comments. We hope that his resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

Marlin Schwertlin
Laurie Detweiler

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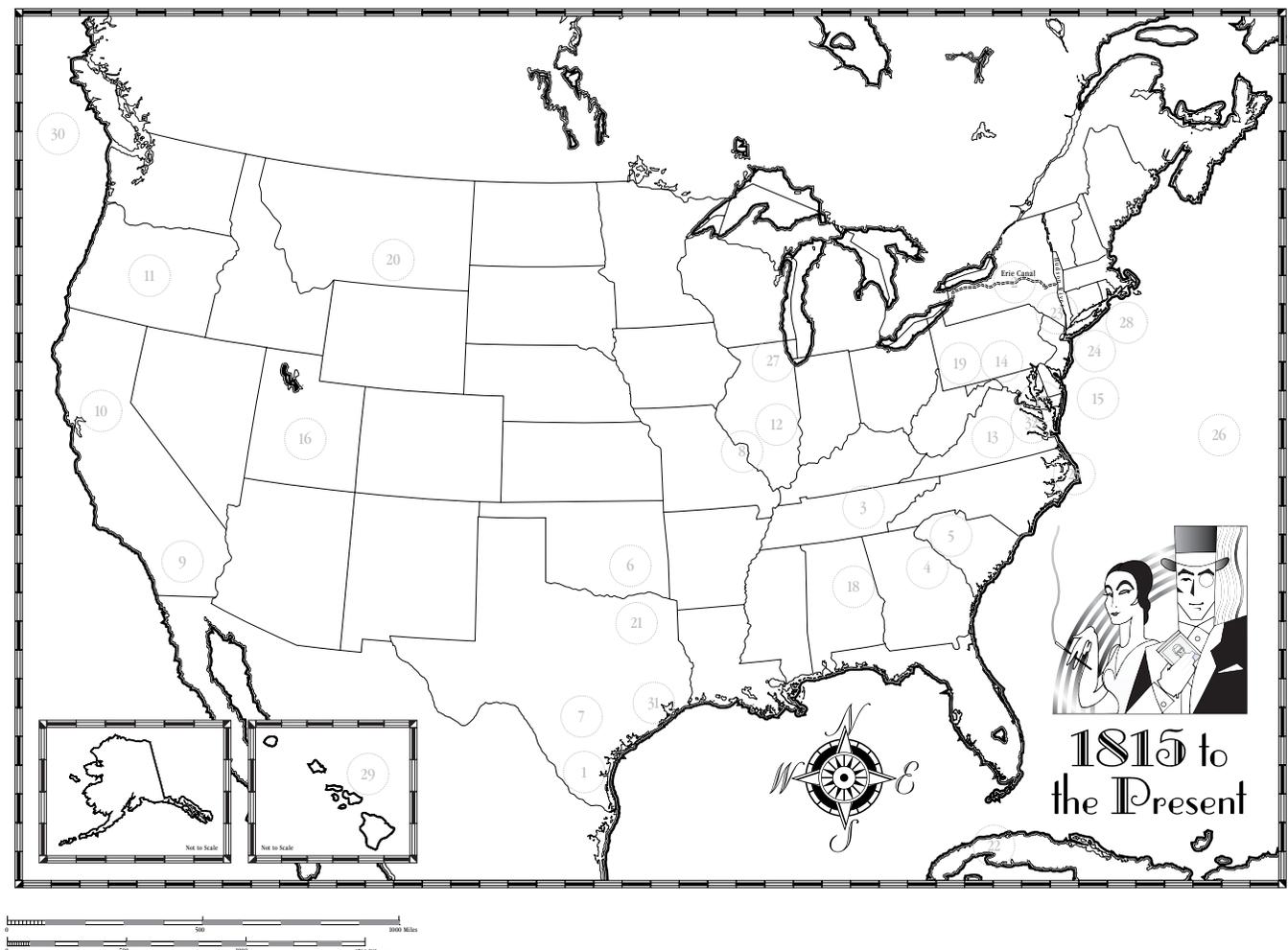
Map and Timeline

The map shown below can be assembled after copying pages 385–399 in the Appendix. Cut out along the solid black lines and tape together by aligning with the light gray interior lines (the panels will overlap—each side of each page is an extra .25”). If you are able, laminating the entire map may prove useful as it will be used throughout the year. For an even larger map, photocopy each page onto tabloid-sized sheets at 140%.

On the final two pages of the map are circles or medallions with simplified line drawings of the artwork found on the history cards. As a card is introduced, that card’s circle may be cut out and attached to

the map on its corresponding number.

You may also want to make a second copy of these medallions and place onto the timeline pages, which begin on page 400. These are designed to be hung in sequence on the wall around the room or assembled into a book. Read the information on these pages as you place the medallions on the map. For added insight into the slice of history being studied, fill in the “Other Events” box (other concurrent historical events not covered by the card) and “Arts/Technology” box (artists, famous paintings, pieces of music, inventions, etc.) with facts from your own reading and research.



THE MONROE DOCTRINE

Worksheet

1. What is the date given for the Monroe Doctrine?

2. How many terms did President James Monroe serve? What were the dates?

3. President Monroe did not want _____ nations to control countries in this hemisphere.

4. What concern did Monroe have about other countries' control of this hemisphere?

5. Monroe especially did not want _____ countries to be controlled by Europe.

6. Name two other presidents who followed the Monroe Doctrine.

THE MONROE DOCTRINE

Project 1—Revolution in Latin America

Read the following in preparation for answering the questions at the end of the reading.



At first we shall have to go back a great many years and take a look into the past. Spain had never allowed its colonies to trade with any other nation, but in spite of the laws Spanish-American colonies had always smuggled in a great many British goods.

When Napoleon conquered almost all of Europe, he conquered Spain, sent the king away, and put his own brother on the Spanish throne instead. How do you suppose that the Spanish colonies liked this?

You might perhaps expect that they would be glad to have a change, for they had been governed badly for centuries. But the Spanish people were true to their king. They would have nothing to do with Napoleon's brother.

The Spanish-American colonists even rose against him. They set up governments of their own all over Central and South America and said that they would rule themselves until the true king could come back to his throne.

But the king did not come back for a number of years, and in the meantime his colonies had their first taste of liberty and independence. They traded freely with Great Britain. And British merchants supplied them with plenty of money. They could not help noticing the difference between

self-government and Spanish rule, and they often thought about the great revolutions in the United States and France which had made those countries independent.

At last the Spanish king came back to his throne. He was not a wise man. He took over his colonies and began once more to rule harshly. He punished the leaders of the colonists severely. So the Spanish Americans decided that they did not want to be under a king after all and that they would be better off independent. Revolutions broke out in many places.

SUCCESS OF SAN MARTIN IN THE SOUTH

The first successes were won in the district of the Argentine. There a man who had been an officer in the Spanish army made himself leader. His name was San Martin. After spending many months in collecting and drilling "the Army of the Andes," he accomplished one of the most difficult things ever attempted by any army. He led his troops over one of the highest and coldest mountain passes in the world, dragging his cannon and supplies after him. His soldiers came down on the other side of the mountains into Chile and soon put an end to Spanish rule there. Then San Martin marched them northward into Ecuador and Peru. He had to work slowly, for most of the South Americans were very ignorant. He had to teach them to want independence. But Argentina quickly declared itself an independent nation.

BOLIVAR'S SUCCESS IN THE NORTH

Meanwhile, what had been happening in the northern part of South America? The leader in the north, Bolivar, had founded two republics, Bolivia and Columbia. He had won the native cowboys over to his side, and his army had several times defeated

THE MONROE DOCTRINE

Project 1, Page 2

the Spaniards. Venezuela also had declared its independence.

Then Bolivar moved south into Ecuador and met San Martin. Between them, they put an end to Spanish rule. Bolivar had hoped to unite all the Spanish-American countries into one, but he failed in this purpose. Nevertheless, he is given high honor and is often called “the George Washington of South America.” Many cities there have erected statues to his memory.

While these events had been taking place in South America, Mexico had freed itself from Spain, and the countries of Central America also had made themselves republics. At the same time Brazil had separated from Portugal and made itself an empire; later it too became a republic. As the nineteenth century drew to a close, all that Spain had left of her American possessions were the islands of Cuba and Puerto Rico.

A PROBLEM FOR THE POWERS

How would the older nations of the world treat these new Latin-American countries? Spain would not admit that they were

independent and still claimed them as her colonies. No nation wanted to make an enemy of Spain. But, on the other hand, the Latin-American countries claimed that they were independent and wished to be considered so. All the European nations wanted their trade. Which side should they take? It was a hard problem to solve.

And what made it harder was that the new countries had very unsteady governments. They kept continually changing. One strong man would seize power from another, only to be thrown down in turn by a third. Spain said, “You see, they cannot govern themselves.”

The United States was at this same time trying to buy Florida from Spain and did not want to do anything that would make Spain angry until after the treaty had been signed. It was not signed until 1819.

So the years passed, and no foreign power was willing to say that it considered the South Americans independent. But after 1819 the United States felt free to do so. Its people had always been in sympathy with their desire for liberty and independence.



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Henry Clay had spoken out strongly many times for the South Americans. So after the wars between Spain and the South Americans had been going on for more than ten years, our government decided that the Latin Americans had won the right to be considered separate states and therefore recognized them as independent.

PRESIDENT MONROE'S MESSAGE

But Spain had no idea of letting her colonies go so easily. A number of other kings in Europe were ready to assist the Spanish king; it seemed as if they were going to help him gain back his colonies.

This worried the United States, for the result might be that the European kings would seize parts of America as their reward for helping Spain. The United States did not want them as neighbors. Great Britain also was worried, for she wanted to keep her large South American trade, and she could not if the other kings were given parts of the New World or if Spain won in a war with the colonies.

So Great Britain prevented the Spanish king from getting the help promised by the other kings. And President Monroe, with the help of John Quincy Adams, who was then Secretary of State, sent a message to Congress, telling what he thought ought to be done. The message was sent to Congress in 1823. It was not a law, but only a message.

President Monroe believed that there was a natural separation of interests between the Old World and the New World, and that neither one should meddle in the affairs of the other. His message contained three main points: (1) That the United States would deny the right of any European power to plant any new colonies on the American continents; (2) That we were resolved not to meddle with the affairs of the nations of the Old World; (3) That we were equally determined that they should not in any way meddle with the affairs of the New World.

That declaration is called the "Monroe Doctrine." It means that we should consider that "America is for Americans." We stand by the right of the different nations on both the American continents, North and South, to manage their own affairs in their own way, without interference from Europe.

Discuss the following questions or answer them on another sheet of paper.

1. What did the Spanish colonies think of Napoleon's brother?
2. Who won independence for South America in the South? In the North?
3. Why did President Monroe send his message to Congress?
4. What were the three main parts of the Monroe Doctrine?

These terms were used in the story. Make up sentences using the terms, and choose teams to see which makes the fewest mistakes.

1823:

Monroe Doctrine:

San Martin:

Bolivar:

THE MONROE DOCTRINE

Project 2—Map



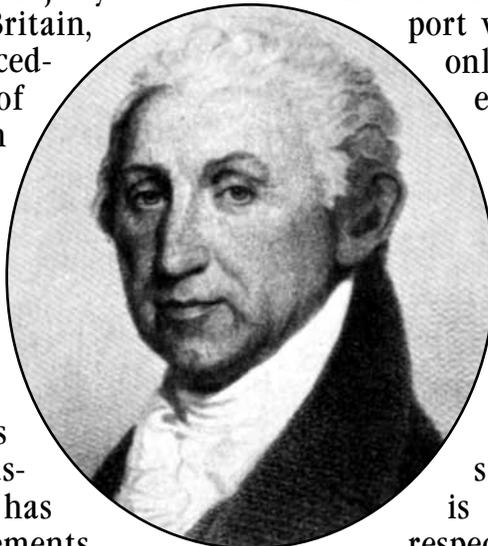
THE MONROE DOCTRINE

Project 3—Monroe's Seventh Annual Message to Congress

Read the following extract from Monroe's Seventh Annual Message to the Congress.

... At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the minister of the United States at St. Petersburg to arrange by amicable negotiation the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal has been made by His Imperial Majesty to the Government of Great Britain, which has likewise been acceded to. The Government of the United States has been desirous by this friendly proceeding of manifesting the great value which they have invariably attached to the friendship of the Emperor and their solicitude to cultivate the best understanding with his Government. In the discussions to which this interest has given rise and in the arrangements by which they may terminate the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers . . .

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need



scarcely be remarked that the results have been so far very different from what was then anticipated. Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or depen-

THE MONROE DOCTRINE

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dencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgement of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal shew that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs

are interested, even those most remote, and surely none of them more so than the United States. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none. But in regard to those continents circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in hope that other powers will pursue the same course. . . .

THE MONROE DOCTRINE

Test

1. What is the date given for the Monroe Doctrine?

2. President James Monroe served _____ terms as president of the United States.
He served from 1817-_____.

3. What is the Monroe Doctrine?

4. Name two presidents who have followed the Monroe Doctrine.

5. Monroe especially did not want _____ countries to be controlled by Europe.

TRAVELING THE ERIE CANAL

Worksheet

1. What is the date given for Traveling the Erie Canal?

2. Up until 1800 how were roads made?

3. Businessmen and merchants had to pay a lot of _____ to transport wares.

4. What was the least expensive method to transport wares?

5. How was cargo carried across the ocean?

TRAVELING THE ERIE CANAL

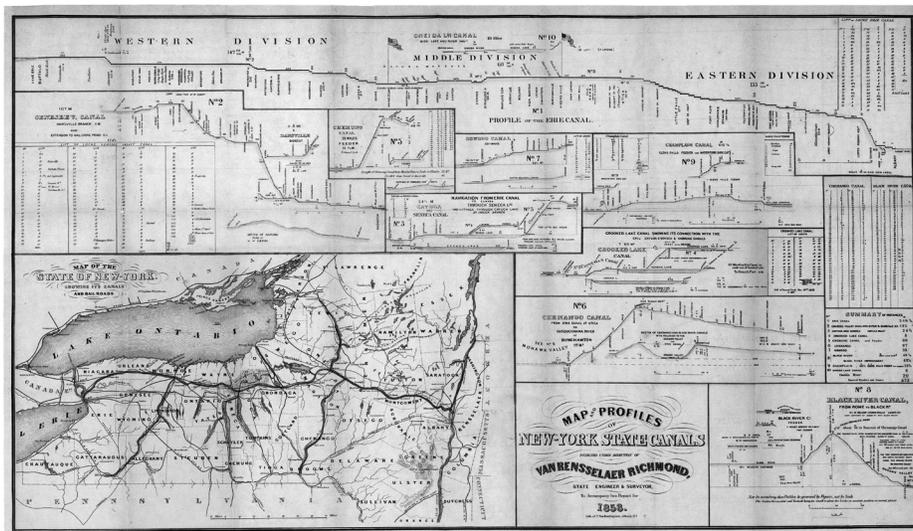
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6. What was the Erie Canal?

7. How long did it take to build the Erie Canal?

8. What was the purpose of the Erie Canal?

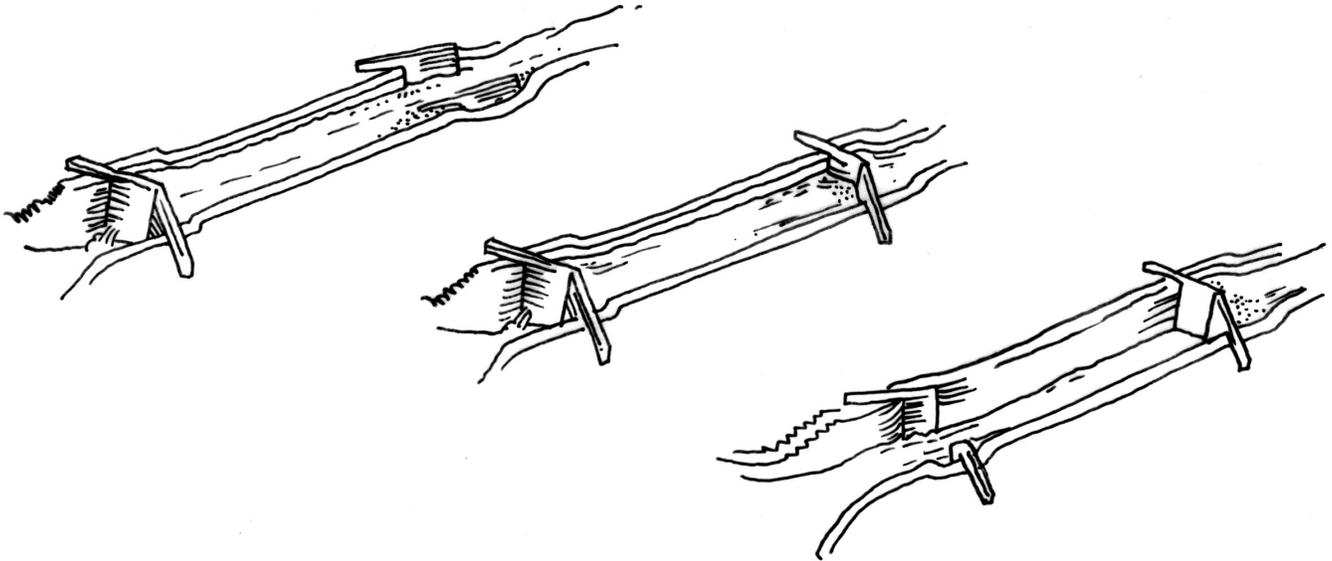
9. Many _____ and _____ have been written about the Erie Canal.



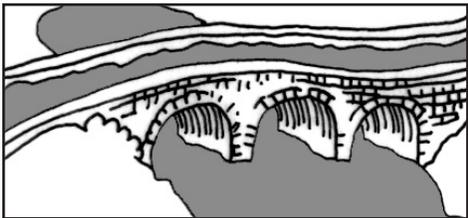
TRAVELING THE ERIE CANAL

Project 1—Engineering the Erie Canal

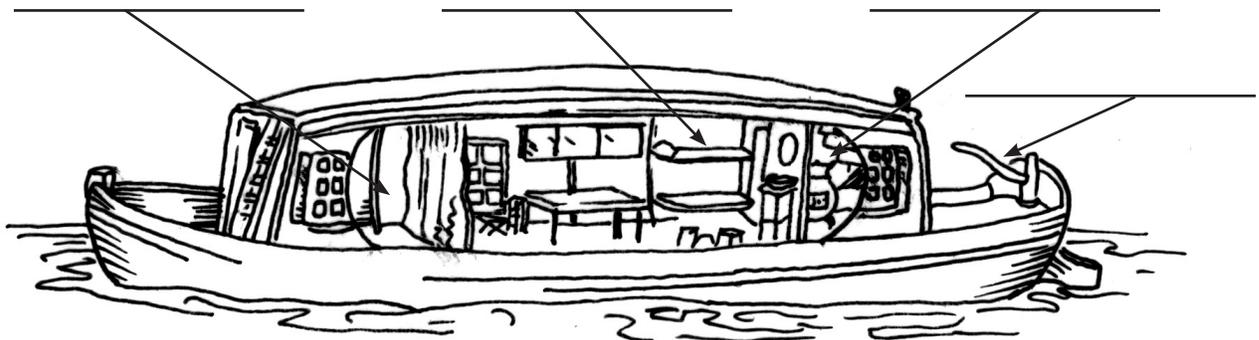
After reading the book *The Amazing Impossible Erie Canal* by Cheryl Harness, draw red arrows indicating the direction of water flow in each illustration. Then label the Main Gate and the Sluice Gate.



Below is an illustration of an Aqueduct. What was it used for?



Identify what type of boat this is and label its parts.



TRAVELING THE ERIE CANAL

Project 2—The Importance of Erie

Read the following account of the building of the Erie Canal:

Before the steam engine was invented and railroads were built, cities and towns were found chiefly near the sea or along the rivers. The ancient nations that first became civilized inhabited regions about the big waters. Babylon was on the Euphrates, the Egyptians lived on the banks of the Nile and the Greeks inhabited the islands and the shores of the Aegean Sea. England, surrounded by sea and water by rivers, was the first country in Northern Europe to become densely populated.

The reason is simple. In those days water was the only practical means of long-distance transportation. Manufacturing, even of a primitive kind, was impossible away from the water because the manufacturers could not ship their wares to the markets. For the same reason it did not pay the farmers to raise more produce than they themselves could consume. There were a few

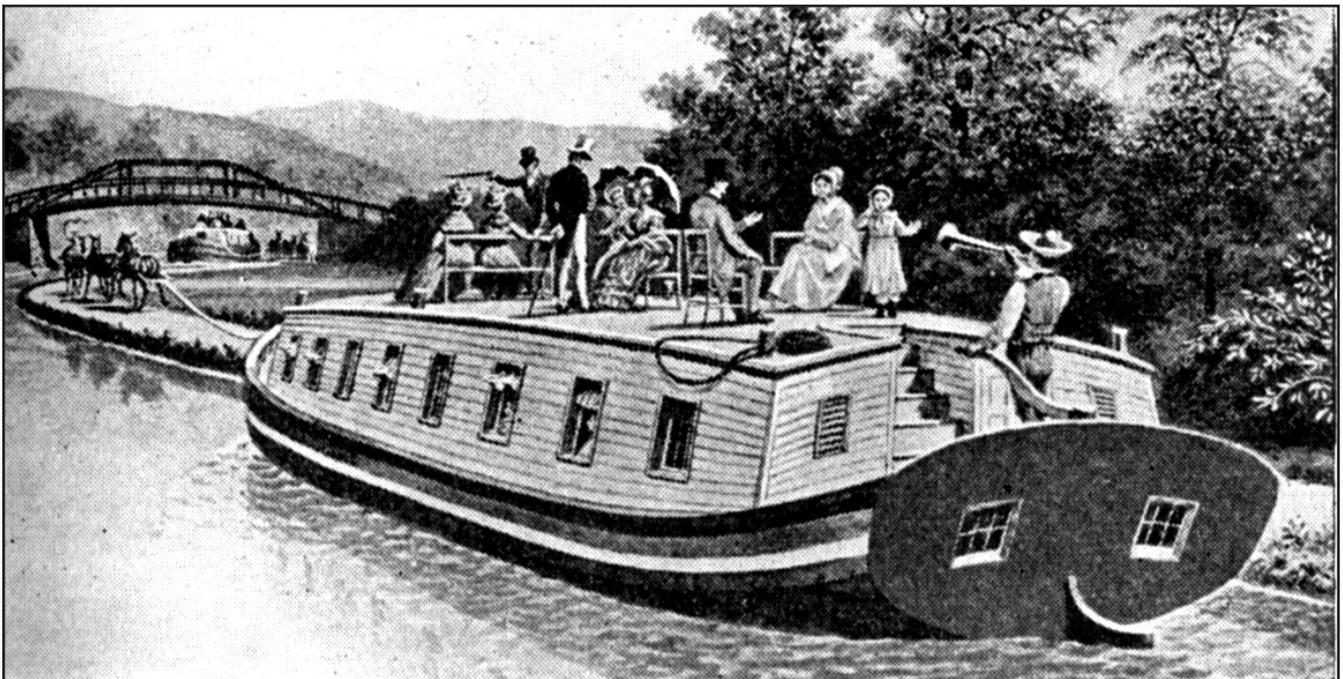
exceptions, such as the cattle-raisers; they could drive their cattle to market over long distances. Their produce transported itself.

EARLY TRANSPORTATION BY WATER

The manufacturers and the farmers near the water could produce larger quantities, for they could load their wares and their produce on boats or ships at comparatively little expense, and send them even to other counties. Consequently, all manufacturers and farmers wanted to be near the water. It was trade that developed civilization, but it was water transportation that made trade possible.

Railroads have since changed these conditions. Without railroads the interior of our vast country would still be wild prairie and forest. Freight cars serve on land as ships serve on water, but water has not lost all of its old-time importance. Even today there are few really big cities found inland.

But at the time the American colonies had freed themselves from England, and for



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long afterward, there was no thought of railroads. Steam had not yet been put to practical use. The population of the new United States was then confined to the Atlantic seacoast and the river valleys. Boston, New York and Philadelphia had become the most important cities, because they had protected harbors for shipping.

Meanwhile, there had been some migration westward through the wilderness. The regions bordering on the shores of the Great Lakes and along the many rivers feeding them consist of low, rolling country, especially adapted to the raising of grains.

MEN LOOK TO THE WEST

Very early in the history of the country there had been far-seeing men among the colonists. They saw the tremendous advantages to the colonies that would follow establishing some means of transportation between the rich agricultural regions west of the Alleghenies and Atlantic seacoast. The lands along the coast were not adapted to wheat-growing, yet the population needed wheat. With easy transportation the farmers of the West would not only be able to supply this demand, but they would also be able to export their grains to Europe. Such a route would also render the wilderness between New York and the lake country inhabitable, for the settlers along the way would also be able to ship their produce to market.

George Washington, practical surveyor and engineer, was one of the first to have his imagination roused by these possibilities. He had explored the country between Albany, on the Hudson, and Buffalo, on Lake Erie. Already much of this region was traversed by water routes. He became an enthusiastic advocate for connecting these waterways by canals so that boats might pass from New York to the interior. To him

it was not only a question of trade. If the sturdy settlers who had cleared their little homesteads in the wildernesses were not offered a means of communication with the states in the East, they would turn toward the power which held the Mississippi. Give them an outlet to the Atlantic coast, and they would naturally maintain their allegiance to the States. To Washington and many others, a waterway from the Great Lakes to the Hudson was necessary to develop a great, united nation.

Possibly it was only those of big, broad minds who saw it from this point of view. More numerous were the merchants and tradesmen of New York, who, for more selfish reasons, agitated the idea with much energy. They feared the commercial rivalry of Boston and Philadelphia. With western grain being exported to Europe through New York, that city would become the great trade center of the country and its most important seaport. They finally compelled the state legislature to take action.

FIRST DISCUSSION OF A GREAT CANAL

In 1791 the legislature had ordered a survey made. Engineers were sent to study the country between Albany and Lake Erie and report on the possibility of digging a through waterway between those two points. Their report was warmly in favor of the undertaking. And so the first actual step was taken toward the digging of the Erie Canal.

Travelers of that period left interesting records of the difficulties encountered on the way. From New York City they journeyed from two to five days on sailing boats up to Albany, thence overland seventeen miles to Schenectady. Here they embarked again on boats propelled by oars and sail, and sometimes, over shallow stretches, by means of poles. After traveling 104 miles

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in this fashion, at the rate of about twenty miles a day, they would reach Utica, a small, log-hut settlement. Another nine days' journey by water and land brought them to Oswego, on Lake Ontario. Naturally, very little merchandise was sent over this route, but that which was sent cost \$100 a ton, or more, for freight.

PRIVATE INDIVIDUALS FAIL TO DIG A CANAL

At first there was an attempt to encourage private companies to undertake the vast work of cutting through the waterway. Some were organized and even began work. Short sections of canal were dug, connecting some of the various rivers and lakes on the way. But in those days there were few rich men, and it was found impossible to raise enough capital to finance the whole undertaking.

One of the most enthusiastic advocates of the scheme was Gouverneur Morris, then representing New York in the United States Senate. "Some day," said he, "ships will sail from London bound for Buffalo, via the Hudson River." It was he who interested De Witt Clinton in the idea, the man whose determination and energy were yet to bring it to a complete realization.

It was nearly twenty years after the first survey had been made that the state again took action. By this time it was obvious that the private companies could not accomplish much. So in 1810 the legislature appointed a canal commission to go to Washington and lay the matter before the president and Congress. As George Washington had already said years before, an Erie Canal was of great

national importance. It would unite the nation—the East with what was then the West. The cost had been estimated at \$7 million. Private capitalists could not subscribe such an amount, but surely Congress could appropriate such a sum for a work of such importance.

DE WITT CLINTON AND THE ERIE CANAL



De Witt Clinton

But in those days Congress did not make \$7 million in appropriations so readily as it does now. There was much discussion and powerful opposition. Then came the War of 1812, and the federal government had other matters to which it must devote its energy and funds. It was then that De Witt Clinton began publicly to encourage the digging of the canal. And finally, in 1816, the governor of New York appointed a new canal commission authorized to raise a loan which would be guaranteed by the state. At the head of this commission the governor placed De Witt Clinton.

At the head of this commission the governor placed De Witt Clinton.

To test the interest of the people of the state in the canal scheme, Clinton made it a political issue; in the following year, 1817, he became a candidate for governor, promising that if he were chosen he would make the digging of the canal his chief business. He was elected by one of the biggest majorities that ever put an official into office. On July 1 he was inaugurated. Three days later, on Independence Day, he went up to Rome, on the Mohawk River. Attended by his staff, he began the digging of the canal by turning up the first shovelful of earth.

According to the plans, the canal was to be forty feet wide at the top, twenty-eight

TRAVELING THE ERIE CANAL

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feet at the bottom and four feet deep. The cost was to be about \$7 million. It was the size of the work that was the most remarkable; as a feat of engineering skill it was then unusual, but compared with the great works that are undertaken in the present time, it was not especially difficult.

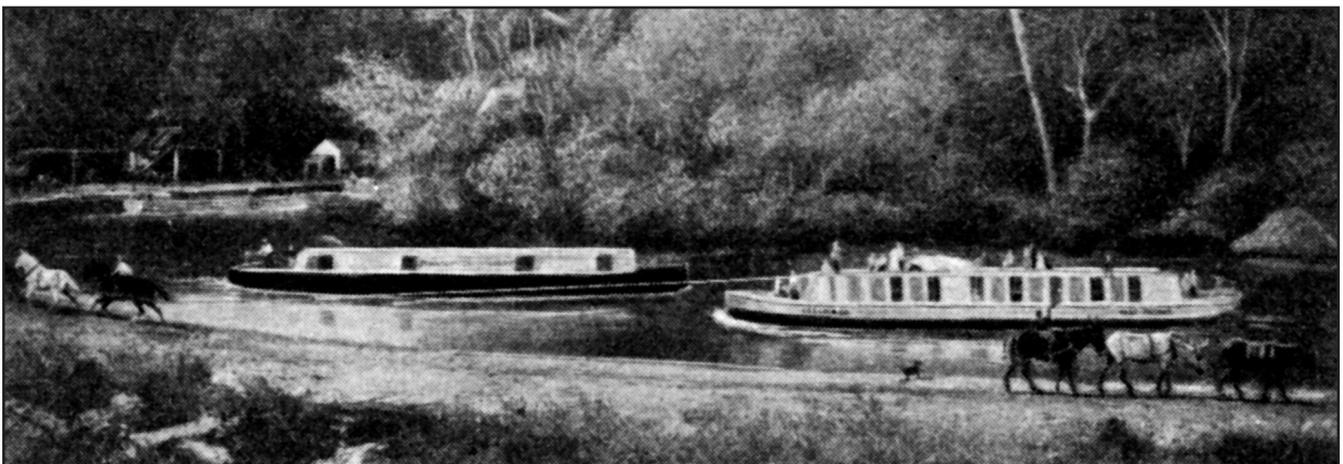
Yet there were many supposedly well educated people in those days who thought the Erie Canal a wild dream. "You cannot make water run uphill," they said, though the theory of locks, by means of which barges could be lifted to higher levels, had already been put into practice in canals abroad. After two years of digging, a section fifteen miles in length was finished, connecting Rome with Utica. The next year the canal reached the Seneca River.

WHEN THE CANAL WAS FINALLY COMPLETED

De Witt Clinton had said that the work would be completed in 1823, but this promise was not fulfilled. It went more slowly than had been expected. His political enemies made the most of this in the next gubernatorial campaign. In spite of this he was re-elected to a second term, but by a very slender majority. Plainly, the people were growing discouraged with the slow progress

of the canal work. At the next election in 1822, Clinton had not even been nominated as candidate. His opponents came into office, though he remained the head of the canal commission. Then the governor removed him from that office, which he had held since 1810, even while governor. His enemies, those who had been against the canal from the beginning, a political ring known as the "Albany Regency," seemed to have triumphed. After this humiliation it was thought that Clinton's public career was ended.

But the man who had transformed talk into action was not to be overcome so easily. Under the Albany Regency the work on the canal almost came to a standstill. This caused even more dissatisfaction than the slow progress. So two years later, in 1824, Clinton found himself with enough friends to be nominated as candidate for governor once more. And when the election came around he was again put into office by a great majority. Once more in office, and at the head of his old canal commission, he began pushing the work with renewed energy. A year later, on October 26, 1825, the work was completed and the opening ceremony was celebrated.



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CEREMONIES WHEN THE CANAL WAS COMPLETED

The first boat to enter the canal at Buffalo was the Seneca Chief, a luxurious passenger packet. On board were Governor Clinton, his family, his friends and his official staff. A team of four powerful gray horses hauled it along. As they began treading the towpath, a cannon at the entrance of the canal announced the official opening. A minute later another cannon boomed forth some miles away, then a third, far off in the distance, almost beyond hearing.

These cannons were the first of a series of several hundred cannons stationed at intervals along the canal, reaching down along the Hudson to New York, each barely within sound of the other. And so the news of the opening was flashed down to New York as fast as the sound could be relayed, passing down the line in one hour and twenty minutes.

Following the Seneca Chief into the canal came a procession of barges, each gaily decorated with flags and flowers, crowded with people. One, called Noah's Ark, carried as passengers a bear, two fawns, two eagles, two raccoons and two Indians. The procession continued along the canal toward Albany. All along the route it was met with music and cheering crowds of farmers, most of whom had settled in anticipation of the benefits they would derive from the canal.

At Albany the barges were greeted with the booming of cannon, a grand military procession and a citizens' parade. Here the flotilla of barges glided into the Hudson and began its journey down the river to New York. The Washington, a new steamer, one of the first afloat on the Hudson, came up to meet them. "Where are you from and whither bound?" it signaled. "From Lake Erie, bound for Sandy Hook," replied the

Seneca Chief. With the Washington and the Seneca Chief leading, the procession passed New York to the sound of ringing bells and booming cannon, and continued down the harbor toward the Narrows. The journey from Buffalo had taken just nine days.

THE WATERS OF LAKE ERIE MINGLE WITH THE OCEAN

Outside the Narrows the flotilla paused. Then the governor lifted a keg containing water from Lake Erie which he poured into the Atlantic Ocean to signify the union of the two waters. Another keg, containing a mixture of waters from all the great rivers of the world—from the Ganges, the Thames, the Nile and the Amazon—was also poured out, to indicate that commerce from all parts of the world would now pass that way. As the governor pronounced the official address, tears streamed from his eyes. For twenty years he had talked and worked for the canal, at times apparently on the verge of failure. Now he had triumphed.

The celebration that welcomed the governor and his companions in New York City exceeded anything of the kind that had ever taken place before. Military and citizens' parades thronged the streets. All the trades were represented, with the fire department leading. Heading the marching printers was a wagon carrying a printing press. As the procession marched, the press turned out leaflets bearing the printed verse:

"Tis done! Tis done! The mighty chain
Which joins bright Erie to the Main,
For ages shall perpetuate
The glories of our native state."

The Erie Canal more than realized the expectations of those who had advocated its construction years before. Even as a mere business enterprise it proved a success from

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the beginning. In 1825, the year in which the work was completed at a cost of \$7,000,000, the tolls collected along the finished part of the route amounted to over half a million dollars. Five years later, in 1830, the state collected \$1,000,000 in tolls. By the end of 1837, only twelve years after it had been opened, the Erie Canal had paid \$15,000,000 into the treasury, which was more than the cost of digging and maintaining it in repair combined.

WHAT THE CANAL DID FOR NEW YORK CITY

For the business interests of New York it had done even more. In 1824, the year before traffic was opened along the whole canal, it cost \$88 to send a ton of freight from Buffalo to Albany. Eleven years later, in 1835, it cost only \$3. This meant that the people of New York and those along the coast would get their bread much cheaper. It also enabled the poor people of Europe to get their bread cheaper, for now vast quantities of wheat were shipped down the canal and exported to Europe. Over half of all the wheat exported from America to Europe came by this route. It was the Erie Canal that made New York the biggest business center on the Atlantic coast—the most important seaport in the country.

HOW THE CANAL HELPED THE STATE



With a navigable waterway traversing it, it was only natural that New York State should develop. What was once a wilderness through which the early settlers had passed to reach the Great Lakes region, now became covered with prosperous farming communities. Even before the canal was completed, the immigrants had arrived to lay out their homesteads in anticipation of the produce they would be able to raise for the New York, Boston and Philadelphia markets.

Even while the canal was still being dug, there was talk of wagons that would run on iron rails and drawn by steam engines. In 1831 a railroad was actually built from Albany to Schenectady, a distance of seventeen miles. Ten years later the railroad had been extended to Buffalo. But the railroads did not have any great effect on the traffic on the canal. Because it costs so much to build and maintain railroads and freight cars, water transportation is, and always will be, cheaper.

THE CANAL WAS WIDENED AND DEEPENED

It is usually said that the Erie Canal was completed in 1825, but that is not quite true. It still required more work. Within ten years there was more freight than the canal barges could handle. Branches reaching out into districts were continually being dug, until there were over a thousand miles of canal. Then the main canal was widened to seventy feet so that barges large enough to carry eight thousand bushels of wheat instead of only one thousand bushels could pass.

It was not long before the railroad companies began to show a bitter opposition toward the canal. Naturally, the canal forced them to keep down their freight rates. In every way they tried to impede

TRAVELING THE ERIE CANAL

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any improvements on what they called the "ditch." Through their efforts a law was passed abolishing tolls. This made freight rates cheaper on the canal, but it also abolished the source of revenue from which improvements could be made. This obliged the legislature to appropriate special sums of money for that purpose, and this again raised a strong sentiment against the canal among those who did not benefit directly from it. They felt they were being taxed for the good of those who lived along its route. The consequence was that the canal was neglected but had to be improved at great expense.

Finally in 1903 the people awoke to the realization that the railroads were opposed to the canal only for reasons of self-interest. Amends were made for the many years of neglect. The people voted in favor of spending over \$1,000,000,000 to build what may be said to be a new canal, a modern one, along which steamers could sail as they did up and down the Hudson. The cost to the state turned out to be double what had been voted. The new canal followed, for the most part, the line of the old, but many miles were relocated for several different reasons. Great and costly though the changes were, the canal did not regain its former importance.

The system of locks along the new Erie Canal, or the New York State Barge Canal, as it is now generally

called, surpasses even the Panama locks. In a dry, sloping pasture behind the little town of Waterford the engineers have built what looks like a flight of giant steps—huge concrete blocks, in each of which is one of five locks. Combined, they can lift boats 184 feet, more than twice as high as the Panama locks. At Little Falls, where the new channel of the canal ascends a narrow ravine, there is one lock, the highest in the world, which can lift boats over forty feet in eight minutes, as though they were being hoisted by a giant derrick. There are fifty-seven locks in all.

SOME WONDERFUL FEATURES AND THE CANAL TODAY

Other wonderful features were the great movable dams, big steel girders and steel plates riveted together, which were hinged on gigantic bridge-like structures. When navigation ceased in the winter these dams are swung up so that the ice floes would sweep down unimpeded. There were eight of these great dams, and each cost \$800,000.

The Saint Lawrence Seaway replaced the Canal as a commercial waterway. The canal system today is only used for recreational boating as a sort of "water park."



TRAVELING THE ERIE CANAL

Test

1. What is the date given for the Erie Canal?

2. Up until 1800, how were roads made?

3. What problem did businessmen have in transporting goods?

4. Traveling and transporting wares by _____ was cheaper.

5. _____ carried cargo quickly across the ocean.

6. What was the Erie Canal?

7. How many years did it take to build the Erie Canal?

8. What have been written over the years about the Erie Canal?

JACKSONIAN DEMOCRACY

Worksheet

1. What was Andrew Jackson's nickname?

2. Where did Jackson receive his schooling?

3. When did he become a hero?

4. What was unique about his election as president? How did the people regard him?

5. Who was able to vote? How was this different than previous elections?

6. How did Jackson encourage his supporters after his election?

7. How did Jackson control legislation he opposed?



JACKSONIAN DEMOCRACY

Worksheet, Page 2

8. What was Jackson willing to do to preserve a strong union?

9. Why did Jackson remove control of federal money?

10. Who were three important statesmen during this time?

11. At the end of Jackson's term in 1836, what two important events occurred?

JACKSONIAN DEMOCRACY

Project 1—Andrew Jackson, A Self-Made Man

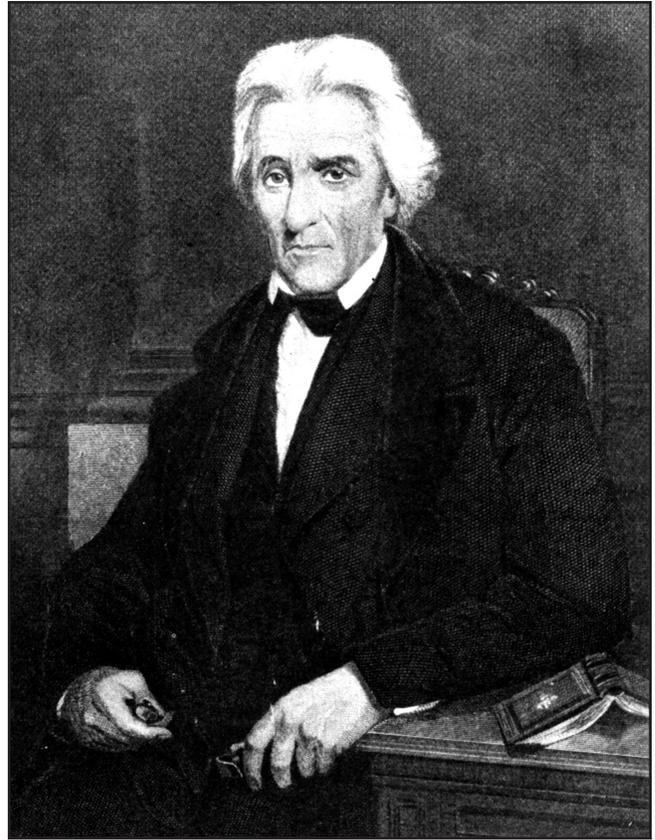
On the following page, illustrate something from the experiences of Andrew Jackson from the reading below.

A DETERMINED YOUNG REBEL

In one of the last years of the Revolutionary War, a band of British soldiers in South Carolina was sent out to capture some troublesome patriots, who were in the neighborhood of Waxhaw Creek. After a good deal of difficulty and some sharp fighting, they succeeded in bringing in a few backwoodsmen who were known to be determined rebels. Among these prisoners were two boys, Andrew Jackson, age thirteen, and his brother Robert, who was a little older. "Desperate young fellows these are," said one of the British officers, "but we shall soon tame them," and he ordered Andrew to clean and polish his boots. The slender, pale-faced boy drew himself up proudly and answered, "Sir, I am a prisoner of war, and demand to be treated as such." "Indeed!" cried the officer. "We shall soon see what you are. Down with you, and do my bidding!" The boy's eyes blazed with fury as he answered, "I am an American, and will not be the slave of any Britisher that breathes." The angry officer struck at him with his sword. Andrew parried the blow, but received a severe cut on his arm. To the end of his life the scar from that wound continued to nourish his hatred toward the British.

READING LAW

Robert Jackson died while in the British prison pen, and Andrew, when he was finally given his freedom, found himself alone in the world and obliged to make his own way as best he could. He worked for a



short time in a saddler's shop in Charleston, but that trade was not agreeable to one of his restless nature. He had learned, in some unexplained way, to read and write, and so he tried school teaching for a little while. The next thing we hear of him is that he was in Salisbury, North Carolina, trying to read law in the office of a noted judge whose name was John McNairy.

APPOINTED TO OFFICE

He did not learn much law, but he was shrewd, self-confident and had good judgment. And so, through the influence of his friend McNairy, he was appointed public prosecutor for the western district of North Carolina. He was then only twenty-one years of age.



The Story of Redemption from Day One

While it is easy to deplore and criticize the morality and sinfulness that pervades our culture, it is not so easy to discern how it got this way and what should be done about it. A thorough study of history chronologically from the beginning will aid a great deal. One common problem we must eliminate quickly is the fact that we tend to fail to learn from our mistakes, particularly when they were made more than fifty years ago. As you study the nineteenth century to the present with the use of this manual, hopefully you will see the tremendous irony of our day, with the great wealth that we have (arguably the greatest of any society in history) and the pervasive godlessness. Careful study will reveal that they are not unrelated. Our forefathers worked and suffered much to provide us the capital that we so willingly and easily squander.

This teacher's manual and the accompanying history flashcards and memory songs are a valuable aid in teaching children the tremendous way that the God of the Bible has been at work throughout all of history redeeming His people. The series is designed for a 36-week school calendar, allowing one week at the end of each quarter for review and testing. Some events deserve more than a week, some less. All of the worksheets, tests, and projects in the manual are clearly written, with instructions that are "user-friendly" for even the newest of homeschooling parents or school teachers.

The materials provided herein are intended to make the job of teaching easier. Since this program is designed to be used for a variety of ages, there is more material in it than one student could adequately cover in one year. We strongly encourage teachers to adapt the material to the needs of the student.

May your efforts contribute significantly to the raising of a godly generation.