

Television - Terrible or Terrific?

Arguments can be made for both cases. But, as with most things, television is neither all good, nor all bad.

THE GOOD

- As an educational tool, television has had, and continues to have an impact on millions of children. Programs like National Geographic, and Discovery Channel, have taught children to respect the environment and all God's wonderful creatures.
- As an informational tool, television is a "window to the world" for all viewers – children and adults. Without leaving home, we are whisked around the world to royal weddings, space walks, volcanic eruptions, evangelistic meetings and presidential elections. We are never more than a click away from a command performance or a record breaking achievement.
- Television is one way to promote family togetherness. Watching a quality program together and discussing it afterwards can be a very enlightening and entertaining way for a family to spend a part of an evening.

THE BAD

- Television viewing is a completely passive activity (unless you are an overzealous sports fan watching an exciting game). It does not require interaction. It does not require movement especially since the invention of the remote control.
- Television viewing gives children an unrealistic view of the world. Because children have a very difficult time separating fact from fiction, they tend to believe most of what they see on television. And that can be a real problem when their television heroes and role models possess less than desirable traits.
- Television viewing replaces more important skill-building activities, especially for younger children. If a child is able to concentrate on a television program for thirty minutes at a stretch, he is also able to concentrate on more productive activities like building with blocks, playing word games, coloring, cutting, and pasting, repeating rhymes and stories so much more.
- Experts believe that viewing violent television programs may make children more aggressive. They are concerned that children will become more desensitized to the violence on television, and thus less sensitive and more accepting of violence in real life.
- Excessive television viewing robs children of the time for other activities like playing with friends and siblings, completing homework assignments and reading, and exercising their way to physical fitness.

Television is a fact of life today. It is the responsibility of the parent to help children make good choices about the programs they watch and to limit the amount of time they watch television while promoting other worthwhile activities.



PROPER TEACHER ATTITUDES

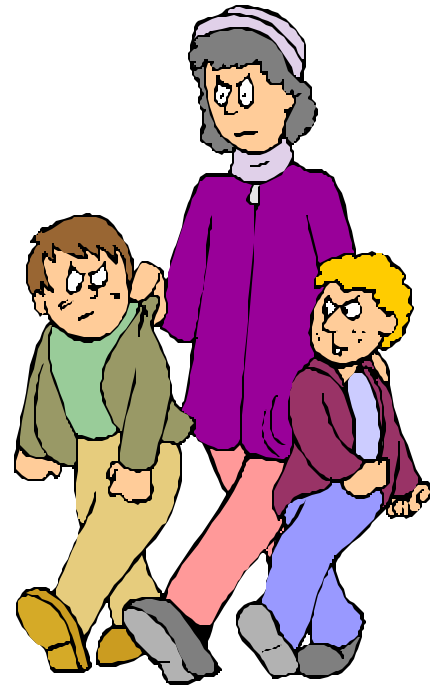
Most students will readily open up in counseling if we use the right approach. Such an approach breaks down the walls of mistrust, but not respect.

But how can we approach our students in a right way? We must first deal with our own attitudes because what we feed our own minds about the situation will come through to flavor the counsel room. If we think, "Here's a spoiled child who needs to be brought down several notches," that will affect our attitudes—and the child will sense it, too. Perhaps the child is spoiled and really should be brought down some notches. But it is also true that he is a child worthy of our love, even more so than we deserve Christ's love. He is a child who is easily molded, and what he finds in us will influence his character.

One basic attitude we need to check ourselves on is, 'What do we see as the reason for this child's misbehavior?' Often, deep down inside, we feel, "He acts this way because he doesn't like me; he wants to make life miserable for me." But that is rarely true, and we cannot expect to feed our minds with that and come out with proper attitudes. Children misbehave for many reasons, but basically because they are human (as we are). They misbehave for attention, for something to do, for acceptance among their peers, and for other human reasons. Adults may carry personal grudges and act because of them, but children rarely do. As we approach the counsel scene when problems have arisen, we must sort all of our feelings and be sure they pass the Christ-conformed test. The child will then sense these attitudes and unconsciously think, "He really loves me." Once this is established, teacher and child are no more enemies, but fellow workers: the child is trying to overcome his problem, and the teacher is trying to help him.

Life is rarely this rosy with troublemakers, though, and at times children must first be convinced that what they have done is wrong. Again, the counsel session is an excellent time to help this individual understand the "why" of certain rules.

"Those who deserve love the least need it the most."



AVOIDING CLAIMS OF NEGLIGENCE

Claims themselves cannot be completely avoided, but successful claims can be greatly reduced. Below are some suggestions for principals and teachers.

1. Adopt a philosophy of paying attention to situations which could cause injury to students. Remember that the test often applied in a negligence case is whether the injury which occurred was foreseeable.
2. Adopt and constantly publicize system, school, departmental, and classroom rules. Do this to and for students. Do this to and for staff.
3. Document what was said when safety instructions are given, when it was said, to whom it was said, and what was done to assure understanding and compliance.
4. Conduct planned inspections both inside and outside buildings. In these days of "energy audits," the same attention should be given to "safety audits."
5. Post understandable warning signs in potentially dangerous locations. Use signs appropriate for the age, training, and maturity of the people affected.
6. If the activity appears to involve inherent risk of injury, try to reduce that risk or consider an alternate activity.
7. Be certain that students can perform what is required in order to prevent injuries. Special care must be given to people with mental or physical limitations.
8. Take extra precautions for away-from-campus activities. Ability to control such activities is very often much less than with in-school activities. The greater the risk of injury inherent in the activity (e.g., going to the beach), the greater are the plans required. Relate quantity of supervision to the age and training of the participants. While permission slips do not automatically relieve educators of legal liability, they do provide evidence of the quality of planning and of knowledge and consent by parents which may be valuable in defending against claims should injury occur. Also, find out whether volunteer drivers are covered by the system's insurance policy.
9. Secure liability insurance. Either be certain that the system provides such protection or purchase coverage for yourself. State professional education groups offer insurance at relatively inexpensive group rates and it is offered as an automatic benefit to NASSP membership. Be certain to read the fine print of all policies to be sure of the nature and amounts of coverage.

SUMMARY

Liability for personal injuries can be faced by all educators, from board members, to teachers, to custodians. In our litigious society every school person can best avoid a successful tort suit by behaving as any "reasonable person" would.

Negligence, or accidental injury, is the most common tort in the school setting. The law has created numerous barriers which make it difficult for a plaintiff to establish a negligence claim. Generally speaking, avoiding injuries by "being on the lookout" for dangerous situations and taking appropriate precautions ahead of time is the best defense against such claims, as well as protecting the students in your charge.



ATTITUDES

By Connie Wade

Have you ever felt unappreciated, unloved, and unhappy? Most of us have at some point in our lives. It's a normal occurrence and unfortunately, when we're feeling like this, it shows on our countenance and usually, in our behavior. Like "Eyeore" in *Winnie the Pooh*, we find that our day is clouded with a negative spirit that kills our hope and clouds our happiness, satisfaction, and peace of mind.

Luckily for me, I don't find myself feeling like Eyeore very often. I do, however, encounter Eyeore's attitude often in people who just can't seem to see the positive in anything. Their attitude can quickly influence my day if I let it. I read somewhere that a negative attitude can become a stumbling block for others to climb over. I also read of a top executive that wouldn't keep a person with a bad attitude no matter how talented he might be because bad attitudes affect and poison other employees. I believe it!

How important is attitude? Attitude is more important than facts, circumstances, what others say, your past, your education, or money. Attitude is your disposition, your outlook, your very character. The Bible says: "As a man thinketh, so is he" (Proverbs 23:7).

I find myself gravitating toward the people in my life that, by a word, look, or deed, make me feel like I am one in a million. Their sunny, positive attitude is "catching" and makes such a difference in how I perceive my job, friends, interruptions, and inconveniences. They point out the rainbows in the rain, the positive in the negative, and just the thought of them can make me smile. In the book, *The Awesome Power of Your Attitude*, by Dale E. Galloway, there was a certain fellow who was explaining to a friend about his days in college. He said, "I never actually was in the top half of my class, but I can say that I was in the group that made the top half possible." Guess what? I would like this type of person around me as I work. How about you?

There are two of my high school teachers who stand out in my mind when I think of positive and negative attitudes. One was definitely an Eyeore and I'm sorry to say that I (along with a lot of other students) hated her class. The other was totally opposite. He was happy, witty, and had a waiting list to get in his class. I don't think this was because he was such a great teacher, because I've had better, but because he had such a positive attitude. He made me feel like I was something special. We all looked forward to his class.

I can hear you say, "But you don't have Rodney in your class!" Quite honestly, I don't remember a time when there wasn't one or two mischievous kids in class when I was a student or when I was a teacher. (Actually, the number of disruptive students grew in number as the years progressed!) As teachers, not only do we juggle all those personalities, learning styles, and behaviors, but every class seems to have at least one student who can take a perfectly good day and in a matter of minutes turn it into a nightmare. Your leadership as a teacher becomes positive if you choose to offer praise instead of condemnation, suggestions rather than demands, and look for the good in every bad situation (or person)!

Attitude affects relationships. Attitude has a direct effect on how we get along with other people. There will always be people with negative attitudes in our lives and how we react CAN make a difference. I'd like to think that the person who coined the phrase "grin and bear it" was a teacher working desperately to overcome a negative attitude!



LET CHILDREN ENJOY THEIR CHILDHOOD

By Connie Wade

It won't be long until you will be assessing children to see if they are ready to progress to the next grade. As Adventists we believe strongly in waiting for a child to be "ready" before being plunged into academia. Personally, I find that we are constantly having to defend our position. I am sure though, if we took a poll, most teachers having experience with beginning scholars, would choose to put their own child in school later rather than earlier.

If a very young child seems totally uninterested in school and has little or no attention span, he may not be ready for school. He needs time to run and play. We can give arguments about developmental readiness and quote Jim Grant, Raymond and Dorothy Moore, and the latest brain research until we are blue in the face; however, our words usually fall on deaf ears.

Here and there I have found clippings to give to parents to help them understand that readiness and intelligence are not the same thing. Still, I haven't always impressed them! A recent article by Desa Philadelphia in the December 2, 2000 *Time* magazine was entitled, "KINDERGARTEN - AN EXTRA YEAR IN PRE-K IS WORTH CONSIDERING." It states:

"Parents who send their 'late-five' children to kindergarten with classmates who have already turned six years old often think they're giving them a jump start on learning. But a new analysis from the renowned Fullerton study says although late fives at first seem more advanced than same-age peers who start school a year later, any advantage disappears by fifth grade. The Fullerton study is a longitudinal analysis of 130 kids (now adults), all of whom could have started kindergarten as late-fives but half of whom were not enrolled until they turned six."

I came across a little quote the other day that I want to share with you that is SO right on the mark. It is from the novel *Zorba the Greek* (1946) written by Nikos Kasantzakis.

"I remembered one morning when I discovered a cocoon in the bark of a tree, just as a butterfly was making a hole in its case and preparing to come out. I waited a while, but it was too long appearing, and I was impatient. I bent over it and breathed on it to warm it. I warmed it as quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened, the butterfly started slowly crawling out and I shall never forget my horror when I saw how its wings were folded back and crumpled; the wretched butterfly tried with its whole trembling body to unfold them. Bending over it, I tried to help it with my breath. In vain.

It needed to be hatched out patiently, and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear, all crumpled, before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.



That little body is, I do believe, the greatest weight I have on my conscience. For I realize today that it is a mortal sin to violate the great laws of nature. We should not hurry, we should not be impatient, but we should confidently obey the eternal rhythm."



THE DOG NEXT DOOR

By Jimmy Stewart

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32. NIV

When I was about thirteen years old, back home in Indiana, Pennsylvania, I had a dog named Bounce. He was just a street dog of indeterminate parentage who had followed me home from school one day. Kind of Airedaleish but of an orange color, Bounce became my close companion. He'd frolic alongside me when I'd go into the woods to hunt arrowheads and snore at my feet when I'd build a model airplane. I loved that dog.

Late one summer I had been away to a Boy Scout camp at Two Lick Creek, and when I got home Bounce wasn't there to greet me. When I asked Mother about him, she gently took me inside. "I'm so sorry, Jim, but Bounce is gone."

"Did he run away?"

"No, son, he's dead."

I couldn't believe it. "What happened?" I choked.

"He was killed."

"How?"

Mom looked over to my father. He cleared his throat. "Well,



Jim," he said, "Bogy broke his chain, came over, and killed Bounce."

I was aghast. Bogy was the next-door neighbors' English bulldog. Normally he was linked by a chain to a wire that stretched about 100 feet across their backyard.

I was grief-stricken and angry. I stepped out to look at the bulldog, hoping to see at least a gash in its speckled hide. But no, there on a heavier chain stood the barrel-chested villain. Every

time I saw poor Bounce's empty house, his forlorn blanket, his food dish, I seethed with hatred for the animal that had taken my best friend.

Finally one morning I reached into my closet and pulled out the Remington .22 rifle Dad had given me the past Christmas. I stepped out into our backyard and climbed up into the apple tree. Perched in its upper limbs, I could see the bulldog as he traipsed up and down the length of his wire. With the rifle I followed him in the sights. But every time I got a bead on him, tree foliage got in the way.

Suddenly a gasp sounded from below. "Jim, what are you doing up there?"

Mom didn't wait for an answer. Our screen door slammed and I could tell she was on the phone with my father at his hardware



store. In a few minutes our Ford chattered into the driveway. Dad climbed out and came over to the apple tree.

“C’mon down, Jim,” he said gently. Reluctantly, I put the safety on and let myself down onto the summer-seared grass.

The next morning, Dad, who knew me better than I knew myself, said, “Jim, after you finish school today, I want you to come to the store.”

That afternoon I trudged downtown to Dad’s hardware store, figuring he wanted the windows washed or something. He stepped out from behind the counter and led me back to the stockroom. We edged past kegs of nails, coils of garden hose and rolls of screen wire over to a corner. There squatted my hated nemesis, Bogy, tied to a post.

“Now here’s the bulldog,” Dad said. “This is the easy way to kill him if you still feel that way.” He handed me a short-barreled .22-caliber rifle. I glanced at him questioningly. He nodded.

I took the gun, lifted it to my shoulder and sighted down the black barrel. Bogy, brown eyes regarding me, panted happily, pink tongue peeking from tusked jaws. As I began to squeeze the trigger, a thousand thoughts flashed through my mind while Dad stood silently by. But my mind wasn’t silent; all of Dad’s teaching about our responsibility to defense-

less creatures, fair play, right and wrong, welled within me. I thought of Mom loving me after I broke her favorite china serving bowl. There were other voices—our preacher leading us in prayer, asking God to forgive us as we forgave others.

Suddenly the rifle weighed a ton and the sight wavered in my vision. I lowered it and looked up at Dad helplessly. A quiet smile crossed his face and he clasped my shoulder. “I know, son,” he said gently. I realized then: He had never expected me to pull that trigger. In his wise, deep way he let me face my decision on my own. I never did learn how Dad managed to arrange Bogy’s presence that afternoon, but I know he had trusted me to make the right choice.

A tremendous relief overwhelmed me as I put down the gun. I knelt down with Dad and helped untie Bogy, who wriggled against us happily, his stub tail wiggling furiously.

That night I slept well for the first time in days. The next morning as I leaped down the back steps, I saw Bogy next door and stopped. Dad ruffled my hair. “Seems you’ve forgiven him, son.”

I raced off to school. Forgiveness, I found, could be exhilarating.

Courtesy of: Chicken Soup for the Pet Lover’s Soul
Health Communications
Deerfield Beech, FL 33442-8190



AN EXPERIMENT IN LOVE

By Jo Coudert

The King will reply, "I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me." Matthew 25:40. NIV



The dog discovered them—four newborn kittens abandoned in tall grass beside the road. When I returned from my walk carrying the tiny creatures in the palm of my hand, my husband, Mike, said firmly, "No more animals." Mike had already been saddled with my dog and three cats, and wasn't used to a houseful of pets.

"I won't keep them," I promised. "Just till they're old enough to be on their own." Mike looked dubious. "Word of honor," I assured him, never dreaming how much I'd come to regret the easily uttered words.

I made a warm nest for the babies by ripping up an old blue blanket and lining a wicker basket with it. Then I set out for the general store in the village to get advice about feeding them. "You can't raise kittens that young," the storekeeper told me. But he sold me a set of toy nursing bottles and I went home to try. I warmed milk, and after we all got the hang of it, the infants drank avidly.

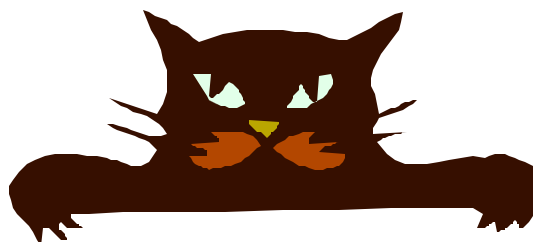
Two hours later they woke and set up an insistent chorus of soft little screams to be fed again. And every two hours after that. Four times in the night, I crawled out of bed to warm their milk, and in the morning I congratulated myself that

they were looking just a little bit stronger, a little bit bigger.

Mike, reporting on their progress to his co-workers, came home one evening with word

that his secretary had offered to adopt Peaches, my favorite because of her lovely soft coloring. Now that she soon would be leaving, I found myself picking up Peaches less often. Idly I wondered if no longer being treated as special would affect her personality. Then the thought turned itself around. Suppose I were to give one of the other kittens extra amounts of mothering? Would he grow up to be any different than his siblings? I thought it might be an interesting experiment.

I continued to love all the kittens, but I chose the most unpromising of the kittens as my subject. This was the little black one Mike had named Bat Cat because he was so homely, with his dull fur, squashed porcupine face and little folded flaps of skin for ears. The runt of the litter, Bat Cat was always on the bottom of the kitten heap, the last to be picked up, the last to be fed, and so the one



who got the least attention. I gave the tiny creature a new name—Boston, short for Boston Blackie—and I repeated it over and over while I held him for his bottle. He would drink until, blissfully full, he fell asleep. Then I tucked him into my sweater so that he slept against my beating heart while I worked at my desk. When he woke, I snuffled his small body with my warm breath and talked to him before putting him



back in the basket to play with his siblings.

The effect on the kitten was immediate. His newly opened eyes, vague and unfocused like his siblings, became alert, and he studied my face with interest. Quickly he learned his name and, when I spoke it, he clambered over the folds of the blue blanket as fast as his unsteady little legs could carry him to come to me. Now when he was in the sleeping heap of kittens, he no longer passively accepted the bottom spot; sweetly but determinedly he wriggled out from under and nested himself on top. Was it that, sensing himself valued, Boston began to value himself?

He was the first of the kittens to discover he could purr, the first to make endearingly clumsy attempts to wash himself, the first to undertake the adventure of climbing out of the wicker basket. When the others, exhausted from their tumbling play, fell asleep, he would climb over the side of the basket and search for me. When he found me, he struggled to sit up on his haunches and held out his front paws in a plea to be picked up. Unable to resist, I lifted the tiny body gently, turned him on his back, and nuzzled the star-shaped sprinkling of white hairs on his tummy. After a moment his small paws came up to pat my cheeks and bright eyes searched mine as he listened to the words I murmured.

It is said that when a child is born into this world, the first years of his life are taken up with finding answers to the most basic of questions: Is it a good and benign world? Can the people in it be trusted? Am I loved? If a little kitten can also be curious about such things, then the special love given Boston answered all those ques-

tions with a resounding “Yes!”

Even Boston’s looks changed. His fur, once rusty and rough, grew sleek and shiny. At first, the luster was just on his head, but gradually the glossiness moved down his entire body until little Boston gleamed from the tip of his nose to the tip of his tail. Though never beautiful, he became so alert and merry, so trusting and affectionate, that the mere sight of him was a delight.



Obviously my experiment in love was an unqualified success. Except for one thing. In the giving and getting of so much love, I had come to adore Boston.

I hoped that Mike would be captured by Boston’s charm, too. And while he agreed that the extra attention given Boston had produced a fascinating effect, Mike’s interest was mainly academic.

As he grew, Boston became ever more responsive. I never walked in a room without his volunteering a hello. I never said, “How are you, little Boss?” that he did not answer.

After dinner, Boston liked to sit on my shoulder and watch the soap bubbles pop while I washed the dishes. He was in his usual spot one evening when Mike walked in and heard us “talking.”

“You’re going to miss him when he goes,” Mike said.

I wheeled from the sink. “Oh, Mike...”

Mike looked steadily back. I saw from his ex-



pression that this was a test between us. Would I keep my word to him or did I value a little black kitten more than his wishes? During our relationship, Mike and I had had our troubles learning to trust. I couldn't jeopardize the confidence I had struggled so to gain.

"Yes," I said as evenly as I could. "Yes, I am going to miss him."

Soon all but Boston went to new homes. When Mike came home with word of a church fair that was requesting kittens be donated for sale at a pet table, it was obvious that these were to be my last days with Boston. Now when I cradled him in my arms, it was often tears on my cheeks that he patted. "Oh, little Boss, it's going to be so empty without you," I would tell him, and his eyes would narrow with the effort to understand my distress.

Mike called at noon the day Boston was to go to the fair to remind me that a description of his age, sex, and food preferences was to go with him. "I've already typed it up," I said. Mike asked me to read it to him. I had included this final note: "Boston has been hand raised with an unusual amount of loving attention, which has made him extraordinarily intelligent and responsive. He is gentle, wise, perfectly be-

haved, loves all games, likes to ride in the car, has a large vocabulary and is a devoted companion. Please treat him with the great affection he will give you."

Mike was silent for a moment. "You've made him sound like an exceptional creature," he said.

"He is," I said and hung up.

I was in the kitchen getting dinner that night when Mike came home. Boston went to the door to greet him but I couldn't; I was fighting too hard not to cry. It was a long time before Mike joined me. When he did, he was carrying Boston, who had a big red ribbon tied around his neck. Silently, Mike held out an envelope. Inside was a Christmas card and written on it was: "It's only November, but let's give ourselves a Christmas present."

I reached out to hug Mike through my tears.

"If you can be big enough to let him go," he said, "I can be big enough to let him stay."

Courtesy of: Chicken Soup for the Pet Lover's Soul
Health Communications
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THE CASE OF MY FAVORITE BOOK

Creating a reading class skit

The act of drama in the classroom provides a stage where all can shine, even the weakest reader. Encourage the students to memorize their lines. Guide them in using their voices to create the courtroom atmosphere.

The following play can provide lots of fun and at the same time great reading motivation. Months later the students will be heard arguing "The Case of My Favorite Book."

It can be presented at chapel, Parent-Teacher Meeting, and Reading Class. The entire class should participate. The teacher may adapt the character names to those of the participants and the grade level to the one performing. The names of the books read may also be substituted by books being read in the classroom.

Characters: Court Clerk
Judge Malloy
Lawyers
Defendants
Narrator
Jurors
Several people as observers in the audience

Narrator: The children of Grade 5 wanted to share their love for books with the whole school, so during Book Week they sent out their message by way of: "The Case of the Favorite Book." The place is an imaginary courtroom. The characters include Judge Booker, jurors, lawyers, defendants, and a court clerk. I am your narrator.

THE SCENE OPENS WITH THE JURORS, LAWYERS, AND DEFENDANTS COMING INTO THE COURTROOM AND TAKING THEIR PLACES.

AFTER ALL THE JURORS, LAWYERS, AND DEFENDANTS ARE SEATED, THE COURT CLERK USHERS IN THE JUDGE.

Court Clerk: All rise! Hear ye! Hear ye! This court will come to order. Today we will hear the case of Grade 5 East End School. Judge Malloy presiding. Here comes the judge!

JUDGE MALLOY ENTERS, SITS, AND ASKS THE PEOPLE TO SIT AND THEN ADDRESSES THE COURT.

Judge: Good morning! Today we are about to try a most serious book case.

Lawyer 4: I object, your honor!

Judge: To what? I haven't said anything yet!



Lawyer 4: You said we are going to try a “bookcase” your honor. We are not trying a bookcase. We are going to try “books.”

Judge: Objections overruled! We are trying a most serious case that deals with books. Today we will decide which is the best book ever written.

THIS BRINGS SHOUTS FROM ALL OVER THE COURTROOM.

Judge: (angrily) SILENCE! Or I’ll have all of you removed from the courtroom. Now, will the first lawyer proceed!

Lawyer 1: Thank you, your honor. I would like to call my client Jessica to the stand.

Court Clerk: Jessica, do you promise to tell the truth, the whole truth, and nothing but the truth?

Defendant 1: I do.

Judge: Proceed.

Lawyer 1: Jessica, will you please tell us what you were doing last night at around eight in the evening?

Defendant 1: I was reading *The Adventures of Huckleberry Finn* by Mark Twain.

Lawyer 1: I see. Can you tell us a little about the plot?

Defendant 1: It’s about a boy who lived a hundred years ago and what happened when he and a runaway slave name Jim traveled down the Mississippi River.

Lawyer 1: Can you tell us a little more about the characters?

Defendant 1: Of course. The important characters are Huck, Jim, and Tom. The three of them met many people in the course of their adventures.

Lawyer 1: Who would you say is the main character?

Defendant 1: No two ways about it. Huck.

Lawyer 1: And how would you describe this Huckleberry Finn?

Defendant 1: Well, he’s not older than I am, and he doesn’t always follow the rules. Just like me!

AT THIS, THE CROWD IN THE COURTROOM GIGGLES AND MAKES COMMENTS.

Judge: Silence please! Or I’ll find you in contempt of court.



Lawyer 1: And now—for the important question—which book do you think is the best book that’s ever been written?

Defendant 1: When I finished *The Adventures of Huckleberry Finn* last night I said to myself, “This is the best book I’ve ever read; so I guess it’s the best book that’s ever been written.”

THE CROWD IN THE COURTROOM GOES WILD AND BEGINS TO SHOUT DISAGREEMENT.

Judge: Silence! Silence! One more outburst like this and I’ll clear the courtroom. Now I’d like to hear from the next lawyer.

Lawyer 2: Thank you, Judge. I think you’ll find the testimony of Amanda helpful in settling this case.

THE DEFENDANT GOES TO THE STAND.

Court Clerk: Do you promise to tell the truth, the whole truth, and nothing but the truth?

Defendant 2: I do.

Judge: Proceed with the questioning.

Lawyer 2: I understand that something very important happened to you last weekend, Amanda.

Defendant 2: Very!

Lawyer 2: Tell us about it.

Defendant 2: I finished reading *Little Women* by Louisa May Alcott.

Lawyer 2: I see. And do you feel that this is the best book you’ve ever read?

Lawyer 1: Objection, you honor. The prosecution is now attempting to lead the witness.

Judge: Objection sustained. (To Lawyer 2) Please refrain from leading the witness.

Lawyer 2: I’m sorry, Judge Malloy. (To Defendant 2) Would you please tell us about the plot and setting of *Little Women*?

Defendant 2: It takes place in a small New England town during the time of the Civil War. The main characters are four sisters: Jo, Beth, Amy, and Meg.

Lawyer 2: And what do you think of this book?

Defendant 2: I think it’s an excellent book because it shows some of the problems of growing up. And it’s about making the best of what we have.

Lawyer 2: And last weekend when you finished reading the book, do you remember what you felt?



Defendant 2: Yes. I was sure that *Little Women* is the best book that's ever been written.

Judge: Thank you, Amanda. Your testimony has been most helpful. But we have many other witnesses to hear from.

THE 3RD DEFENDANT GOES TO THE STAND, IS SWORN IN BY THE COURT CLERK, AND IS ADDRESSED BY HER LAWYER.

Lawyer 3: Could you please tell the court why you've been brought here.

Defendant 3: For reading a history book.

Judge: A history book! What history book? Do I know the book?

Defendant 3: I don't know, your honor, but the name is *Great Negroes Past and Present*, and that is the best book in the whole world. Russell Adams made it seem so alive.

Lawyer 3: Russell Adams? Was he a character in the book?

Defendant 3: Oh no! He wrote the book. He told about such African-Americans as George Washington Carver, the savior of Southern Agriculture; Martin Luther King, Jr., Civil Rights Crusader; Langston Hughes and Gwendolyn Brooks, great writers of poetry; and Booker T. Washington, the great educator. Their lives can be such an inspiration to all of us. That's why I know my book is the best book ever!

Judge: Thank you Michael. That was very interesting. But we must hear more testimony. Could we have the next witness please?

Lawyer 4: Thank you, your honor. I call Joshua to the stand.

JOSHUA COMES TO THE STAND AND AFTER BEING SWORN IN, IS ADDRESSED BY THE LAWYER.

Lawyer 4: Joshua, you have a better book than those we've heard of today.

Lawyer 1: Objection! Your honor, my legal colleague here is putting words into the witness's mouth.

Judge: (Sternly) Sustained! Please rephrase your question.

Lawyer 4: (Apologetically) My apologies, your honor. I will. Joshua, do you have a book that you feel is better than those you heard about today?

Defendant 4: I most certainly do! My book, *Outer Space*, edited by Philip Clark and friends, is the most wonderful book ever written. It tells about the moon, space, rockets, astronauts.

Lawyer 4: How does that make it the best book?

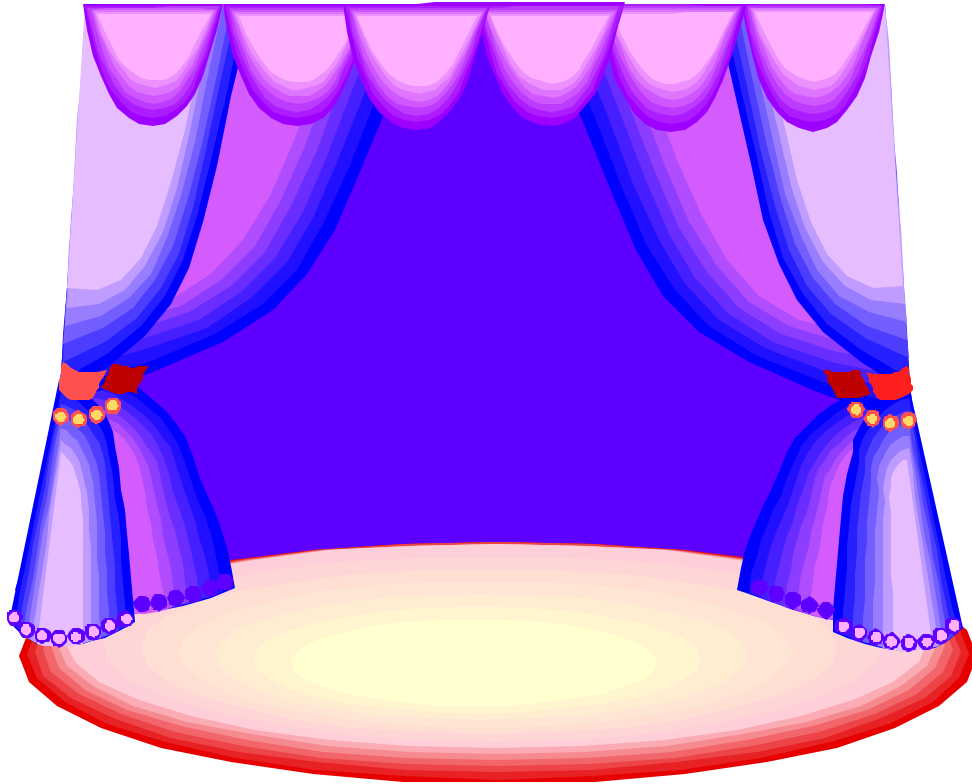


Defendant 4: You see, when I grow up, I want to be an astronaut, explore space, maybe even walk on the moon. My book is telling me about a lot of things that will help me. For me, it is really the best book in the whole world.

Judge: We have heard the testimony. The jury must now make its decision. And jury, I charge you to decide which of the defendants is correct, which book you heard about today is the best book ever written.

THE SKIT ENDS WITH THE JURY LEAVING AND SHAKING THEIR HEADS NOT KNOWING WHICH BOOK IS REALLY THE BEST BOOK EVER WRITTEN.

Narrator: There are many wonderful books to read. Each person may find a different type of book to be the “best.” But remember, in order to enjoy books, you must first read them.



THE LANGUAGE OF HORSES

By Monty Roberts

But wisdom is proven right by her actions. Matthew 11:19 (last part) NIV.

My father, a traditional horseman, was a tough authoritarian. He used intimidation and brutality to “break” horses to his will. Unfortunately, he used the same methods on me. At eight years old, after witnessing a particularly vicious example of my father’s methods, I vowed that my life would be different. I would use communication, not violence, to enlist the cooperation of the horses I trained. I was sure that horses had a language, and if I could speak that language, I could train horses in a new and entirely different way. So it was at the age of eight that I set my life goal for myself—to be able to communicate fluently with horses.

My father thought this idea was nonsense, so I had to pursue my goal without his help. My mother supported me, but secretly, for she also feared my father’s anger. We lived on a horse facility in Salinas, California, at the time, and I spent every waking hour trying to communicate with the untamed domestic horses on the facility.

The summer I was thirteen, I went to Nevada for three weeks for a job. I had been hired to capture wild mustangs. This was the first opportunity I’d had to work with totally wild horses. Determined to make the best use of my time, I rose early each day and rode a long way into

the desert, where I used binoculars to study the habits of the mustang herds that lived there.

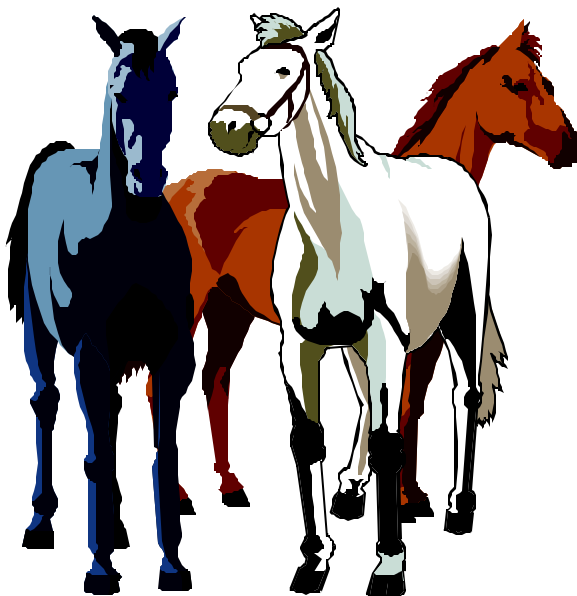
I was utterly spellbound by these horses. I would sit for hours and hours, watching those beautiful animals as they ran, grazed, and played in the wide spaces of the desert.

What astonished me most was how the wild horses communicated with each other. They rarely used sounds; instead, they used a complex language of motion. The position of their bodies, and the speed and

direction of their travel were the key elements of their language. And by varying the degree of rigidity or relaxation in the eyes, ears, neck, head, and position of the spine, a horse could signal anything it needed to communicate.

As I watched, I thought: *Could I convince a wild horse to let me get close enough to touch him without him running away?*

For easy spotting, I picked a horse with unique markings, and tried to herd him away from the others. For many days I tried every way I could think of to get near him, but he always sensed me and he was off before I was even close. One day, I got lucky and came up behind him in a small canyon. At last, I had his full attention. Then, using only my body to convey the signals I’d seen the horses use with each other, I persuaded the wary stallion to stand still. He watched me silently as I moved closer and closer. He was watchful, but he wasn’t afraid. Not breathing, I took the step that brought me



within an arm's reach of him. I avoided his eyes as I stretched my hand toward him and laid it softly on his neck. It lasted only a few seconds, but it was enough. I watched him gallop away, my chest exploding with joy. I had communicated with a horse!

When I returned home, I was bursting with excitement and told my mother what had happened in the desert with the mustang. While I could see that she was happy for me, all she said was that I must never speak of it to my father or anyone else, or I would get in trouble. I felt let down, but I knew she was right. My desire to learn to communicate with horses became a deep inner passion that I fiercely hid from the rest of the world.

Unable to share what was most important to me with anyone, I was almost always alone, except for the horses. The only thing that mattered to me was my life's dream.

Every summer, I returned to Nevada for three weeks to work, continuing my research in the desert. Four years later, when I was seventeen, I progressed so far that I not only touched a wild mustang, I saddled, bridled, and rode one without once using any pain or intimidation to do so. Proudly, I rode the wild horse back to the ranch. The ranch hands who saw me ride in called me a liar when I told them what I'd done. They ridiculed me and insisted the horse I rode must once have been a domesticated



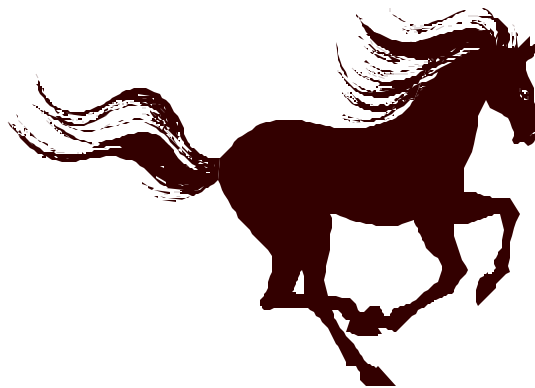
horse who had run away and ended up with the mustangs. Deeply hurt, I realized the futility of my dreams. With no one to believe in me, it was *my spirit that was broken.*

I eventually got over the pain of that devastating humiliation and decided to continue my training methods, but I vowed I would never again tell anyone what I did.

And so I became a horse trainer. I used my experiences with every horse I worked with to learn more and more about the language of horses. It was a slow but satisfying education.

Once, when I was about twenty-five, a family hired me to tackle the problem of their mare, My Blue Heaven. She was a beautiful horse, intelligent and extremely talented. But during her training, a previous owner had inadvertently mishandled her and she had developed a serious problem: She wouldn't stop. She would blast away like a rocket and refuse to be halted—crashing through fences, and slipping and sliding as she made dangerously sharp turns. She was diabolically treacherous. A short time earlier, the mare had almost killed the present owner's daughter. The family was going on vacation and they asked me to sell the horse for them for whatever I could get for her. They had heard I was good with difficult horses and they knew in order to sell her, someone would have to be able to bring her to a stop from a run. No one else was willing to try.

She was the most dangerous horse I had ever seen, but I used everything I had absorbed over the years to help her. Moving slowly and keeping my communication with her to just the basics, I



earned her trust. Building on that trust, I continued to communicate with her, and soon she melted. Our progress was swift and remarkable from that point on. It had seemed impossible, but within a few days, she was transformed.

While the owners were still away, I showed her in a competition and she took first place. I brought her prize, a very expensive saddle, to the home of the family who still owned her. I wrote them a note, explaining that she had improved enough to win this saddle and under the circumstances, I felt that they should reconsider selling her. I pinned the note to the saddle and left it in the dining room for them to find upon their return.

They were ecstatic about the change in My Blue Heaven and were thrilled to be able to keep her. My Blue Heaven went on to become a world-class champion. And her owners found in her a new willingness and sweet temper that made her presence in their family even more precious than her show value.

My Blue Heaven was one of my first public triumphs. But this same story repeated itself over and over during the next thirty years. Hopeless cases were referred to me, and using the simple tools of gentleness, respect, and communication, I managed to turn them around.

By then, it was hard to keep my work secret. Even though I still met with some skepticism

and scorn, I found many more who were open to, and enthusiastic about, what I was doing.

I was particularly well received in England. In fact, in 1989, I was astounded to find myself, the son of an American horse trainer, being presented to Her Royal Majesty, Elizabeth II, queen of England. It had been a long and often painful road from the high deserts of Nevada to the splendor of Windsor Castle.



That was the turning point of my career. The queen then endorsed my methods and provided me with her private car to tour England and demonstrate my techniques all over the country. Today, it is even possible to study my methods of horse training at West Oxfordshire College in England.

I have achieved what I set out to do when I was a boy of eight. But I feel that I am just a scout, marking the trail for all who will follow me. I watch the young people who are studying my work, and I know they will carry it forward to achieve communication with horses I can't even begin to imagine.

In a certain way, I have my father to thank for setting my life on this course. Out of his work with horses, my passion for them began. And from his violence, my dream was born—that all horses be spared the needless pain and suffering of being “broken.”

Courtesy of: Chicken Soup for the Pet Lover's Soul
Health Communication
Deerfield Beach, FL 33442-8190



DINOSAURS:

A CREATIONIST VIEWPOINT

A MULTIDISCIPLINARY UNIT FOR

KINDERGARTEN AND GRADE ONE

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ABOUT THIS UNIT

There can be no question that the topic of dinosaurs is highly motivating to elementary students everywhere. Just the word alone fires up their imagination and curiosity - Where did they come from? Where did they go to? What did they look like? Why aren't there any here on Earth today? If the answers do not come to the pupils from their homes and classrooms, they will then go to the sources which claim to have the answers, however mistaken those sources may be.

The evidence seems clear -- dinosaurs did exist. Too many fossils from too many parts of the world cannot be discounted. Some of those fossils have been discovered even by Christian scientists whose work can be trusted to tell the truth. The fossils do not lie about the size and shape of these creatures, what kinds of foods they ate, whether they lived on land or water or in the air, and many other details of their lives. Even as this unit was being written, newspaper articles were appearing concerning new finds and new information. We could not keep up.

Yet we wanted to be sure that this unit focused on a biblical view of the dinosaurs. What do we, as Christians, believe is true about these creatures of the past? While theories abound, we do know that "...without Bible history, geology can prove nothing. Relics found in the earth do give evidence of a state of things differing in many respects from the present. But the time of their existence, and how long a period these things have been in the earth, are only to be understood by Bible history" (Spiritual Gifts, Vol. 3, p. 93).

The Atlantic Union Conference Office of Education invited the Education Department of Atlantic Union College to review and update their original unit on Dinosaurs. It was decided to divide the unit into three sections:

- a. Kindergarten/ First Grade (one week) in which the pupils are exposed to and learn about the dinosaurs through literature, songs, and art;
- b. Second/Third Grades (two weeks) in which the pupils study the more commonly known dinosaurs - allosaurus, tyrannosaurus, brontosaurus, dimetrodon, protoceratops, triceratops, stegosaurus, ankylosaurus, and pteranodon;
- c. Fourth/Fifth/Sixth Grades (four weeks) in which the pupils learn about dinosaurs in detail, including studying fossils as evidence of the dino-



saur's presence before the Flood. These pupils will also learn how to differentiate between theory and fact.

This unit is meant to be used by all elementary teachers of Kindergarten through sixth grade. A teacher of a single grade may simply use the section of the unit devised for their grade level.

However, the unit is also intended to be user-friendly for teachers of multi-grade classrooms. To this end, the first week of the Grades 2 and 3 section coincides with the lessons taught in the one week of the K and grade 1 section. The first two weeks of the Grades 4 to 6 section coincides with the lessons taught in the two weeks of the Grades 2 and 3 section.

If a teacher has a K to 8 classroom, he or she may spend the first week teaching the lessons to the entire class with individualized lessons for the various grade levels. After the first week, the younger grades would move on to other lessons while the rest of the class would continue another week of learning about more specific dinosaurs. After the second week, only the older pupils would continue with more sophisticated projects. Although the unit is actually written only up to Grade 6, seventh and eighth graders could do the upper-level lessons with a deeper research project planned with the teacher.

UNIT OBJECTIVES

While each section of the unit has its own set of objectives, the following are the overall objectives of the unit:

- a. To strengthen the pupil's faith in the justice, mercy and love of God.
- b. To understand the ingenious methods Satan has used to thwart God's plan.
- c. To understand how man tends to value his own thoughts and theories more than the Scriptures.
- d. To establish faith in Creation.
- e. To understand fossils as evidence of life before the Flood.
- f. To understand the appearance and disappearance of the dinosaurs and what that means to us as Christians today.



Letter to Parents

Dear Parents:

This letter is to inform you of a curriculum unit our class will be studying on the dinosaurs. Because of the great amount of misinformation on this subject to which children are exposed in this day and age, the importance is felt that our schools teach them about the Creationist viewpoint of dinosaurs, where they came from and where they have gone.

The fact of the matter is that children as a whole are very curious about and fascinated with dinosaurs. They are constantly searching for answers concerning these creatures, and in the secular world those answers lead directly to evolutionist theories. If the children accept these answers because they have not been taught anything different by us, the way is paved for an erosion of their faith in God. They need a strong background in biblical truth so that they can reject the lies propounded by the secular world.

The material for this unit was gathered from the Bible, the Spirit of Prophecy, and Christian scientists. We will begin the unit by studying the way the Earth was at Creation, and then how it was changed by sin. This will lead to how and why the Earth was destroyed by the Flood and an explanation of the fossils we find all over the world today. Our young people need such a study to strengthen their faith. It is time to accept the fact that dinosaurs did exist and to understand it from a creationist point of view.

You are invited to share this learning experience with your child in the following manner:

1. Use this unit as a subject for worship. Make the Bible and the Spirit of Prophecy your main resources.
2. Visit museums and study the fossil exhibits. Reconcile them with God's inspired Word.
3. Expand your child's understanding of the changes in this world that are a result of sin.
4. Explain God's plan to restore His original Creation.

It is our wish that as we study this unit that our children may gain a clearer insight into the reasons for our beliefs.

Sincerely,



BIBLE AND SPIRIT OF PROPHECY QUOTATIONS

DESCRIPTIONS OF THE ANTEDILUVIAN AND POST-FLOOD WORLD

BEFORE SIN

Patriarchs and Prophets

p. 44 “As the earth came forth from the hand of its Maker, it was exceedingly beautiful. Its surface was diversified with mountains, hills, and plains, interspersed with noble rivers and lovely lakes...fruitful soil, which everywhere produced a luxuriant growth of verdure...Graceful shrubs and delicate flowers greeted the eye at every turn. The heights were crowned with trees more majestic than any that now exist. The air...was clear and healthful. The entire landscape outvied in beauty the decorated grounds of the proudest palace.”

Education

p. 20-21 “Created to be ‘the image and glory of God,’ (1 Corinthians 11:7) Adam and Eve had received endowments not unworthy of their high destiny. Graceful and symmetrical in form, regular and beautiful in feature, their countenances glowing with the tint of health and the light of joy and hope, they bore in outward resemblance the likeness of their Maker. Nor was this likeness manifest in the physical nature only. Every faculty of mind and soul reflected the Creator’s glory. Endowed with high mental and spiritual gifts, Adam and Eve were made but ‘little lower than the angels’ (Hebrews 2:7), that they might not only discern the wonders of the visible universe, but comprehend moral responsibilities and obligations.

“ ‘The Lord God planted a garden eastward in Eden; and there He put the man whom He had formed. And out of the ground made the Lord God to grow every tree that is pleasant to the sight, and good for food; the tree of life also in the midst of the garden.’ (Genesis 2:8,9). Here, amidst the beautiful scenes of nature untouched by sin, our first parents were to receive their education.”

p. 21 “The book of nature, which spread its living lessons before them, afforded an exhaustless source of instruction and delight. On every leaf of the forest and stone of the mountains, in every shining star, in earth and sea and sky, God’s name was written. With both the animate and the inanimate creation -- with leaf and flower and tree, and with every living creature, from the leviathan of the waters to the mote in the sunbeam,-- the dwellers in Eden held converse,



gathering from each the secrets of its life. God's glory in the heavens, the innumerable worlds in their orderly revolutions, 'the balancings of the clouds' (Job 37:16), the mysteries of light and sound, of day and night, all were objects of study by the pupils of earth's first school."

p. 22 "As it came from the Creator's hand, not only the Garden of Eden but the whole earth was exceedingly beautiful. No taint of sin, or shadow of death, marred the fair creation. God's glory 'covered the heavens, and the earth was full of His praise'. 'The morning stars sang together, and all the sons of God shouted for joy' (Habakkuk 3:3, Job 38:7). Thus was the earth a fit emblem of Him who is 'abundant in goodness and truth' (Exodus 34:6); a fit study for those who were made in His image."

AFTER SIN

MATTHEW 13:39 THE ENEMY THAT SOWED THEM IS THE DEVIL THE HARVEST IS THE END OF THE WORLD AND THE REAPERS ARE THE ANGELS.

GENESIS 6:12,13 AND GOD LOOKED UPON THE EARTH, AND, BEHOLD, IT WAS CORRUPT; FOR ALL FLESH HAD CORRUPTED HIS WAY UPON THE EARTH. AND GOD SAID UNTO NOAH, THE END OF ALL FLESH IS COME BEFORE ME; FOR THE EARTH IS FILLED WITH VIOLENCE THROUGH THEM; AND, BEHOLD, I WILL DESTROY THEM WITH THE EARTH.

Patriarchs and Prophets

p. 57 "The air, which had hitherto been of a mild and uniform temperature, seemed to chill the guilty pair."

p. 61 "The atmosphere, once so mild and uniform in temperature, was now subject to marked changes...."

p. 62 "As they witnessed, in drooping flower and falling leaf, the first signs of decay, Adam and his companion mourned more deeply than men now mourn over their dead. The death of the frail, delicate flowers was indeed a cause of sorrow; but when the goodly trees cast off their leaves, the scene brought vividly to mind the stern fact that death is the portion of every living thing."



p. 63 “The world that God had made was blighted with the curse of sin, and inhabited by beings doomed to misery and death.”

p. 90-91 “In the days of Noah a double curse was resting upon the earth, in consequence of Adam’s transgression and of the murder committed by Cain. Yet this had not greatly changed the face of nature. There were evident tokens of decay, but the earth was still rich and beautiful in the gifts of God’s providence. The hills were crowned with majestic trees supporting the fruit-laden branches of the vine. The vast, gardenlike plains were clothed with verdure, and sweet with the fragrance of a thousand flowers. The fruits of the earth were in great variety, and almost without limit. The trees far surpassed in size, beauty, and perfect proportion, any now to be found; their wood was of fine grain and hard substance, closely resembling stone, and hardly less enduring. Gold, silver, and precious stones existed in abundance.

“The human race yet retained much of its early vigor. But a few generations had passed since Adam had access to the tree which was to prolong life; and man’s existence was still measured by centuries. Had that long-lived people, with their rare powers to plan and execute, devoted themselves to the service of God, they would have made their Creator’s name a praise in the earth, and would have answered the purpose for which He gave them life. But they failed to do this. There were many giants, men of great stature and strength, renowned for wisdom, skillful in devising the most cunning and wonderful works; but their guilt in giving loose rein to iniquity was in proportion to their skill and mental ability.

“God bestowed upon these antediluvians many and rich gifts; but they used His bounties to glorify themselves, and turned them into a curse by fixing their affections upon the gifts instead of the Giver. They employed the gold and silver, the precious stones and the choice wood, in the construction of habitations for themselves, and endeavored to excel one another in beautifying their dwellings with the most skillful workmanship. They sought only to gratify the desires of their own proud hearts, and reveled in scenes of pleasure and wickedness. Not desiring to retain God in their knowledge, they soon came to deny His existence. They adored nature in place of the God of nature. They glorified human genius, worshipped the works of their own hands, and taught their children to bow down to graven images.”

p. 108 “The Lord would not permit these to remain to decompose and pollute the air, therefore He made of the earth a vast burial ground. A violent wind which was caused to blow for the purpose of drying up the waters, moved them with great force, in some instances even carrying away the tops of the moun-



tains and heaping up trees, rocks, and earth above the bodies of the dead. "By the same means the silver and gold, the choice wood and precious stones, which had enriched and adorned the world before the flood, and which the inhabitants had idolized, were concealed from the sight and search of men, the violent action of the waters piling earth and rocks upon these treasures, and in some cases even forming mountains above them,...

"At this time immense forests were buried. These have since been changed to coal, forming the extensive coal beds that now exist, and also yielding large quantities of oil."

p. 112 "Bones of men and animals, as well as instruments of warfare, petrified trees, et cetera, much larger than any that now exist, or that have existed for thousands of years, have been discovered, and from this it is inferred that the earth was populated long before the time brought to view in the record of creation, and by a race of beings vastly superior in size to any men now living. Such reasoning has led many professed Bible believers to adopt the position that the days of creation were vast, indefinite periods.

"But apart from Bible history, geology can prove nothing. Those who reason so confidently upon its discoveries have no adequate conception of the size of men, animals, and trees before the Flood, or of the great changes which then took place. Relics found in the earth do give evidence of conditions differing in many respects from the present, but the time when these conditions existed can be learned only from the Inspired Record. In the history of the Flood, inspiration has explained that which geology alone could never fathom. In the days of Noah, men, animals, and trees, many times larger than now exist, were buried, and thus preserved as an evidence to later generations that the antediluvians perished by the Flood. God designed that the discovery of these things should establish faith in inspired history; but men, with their vain reasoning, fall into the same error as did the people before the Flood--the things which God gave them as a benefit, they turn into a curse by making a wrong use of them."

Great Controversy

p. 338 "Scoffers pointed to the things of nature, -- to the unvarying succession of the seasons, to the blue skies that had never poured out rain, to the green fields refreshed by the soft dews of night,--"

Spiritual Gifts, Volume 3

p. 60 "The descendants of Seth were called the sons of God--the



descendants of Cain, the sons of men. As the sons of God mingled with the sons of men, they became corrupt, and by intermarriage with them, lost, through the influence of their wives, their peculiar, holy character, and united with the sons of Cain in their idolatry.”

p. 64 “But if there was one sin above another which called for the destruction of the race by the flood, it was the base crime of amalgamation of man and beast which defaced the image of God, and caused confusion everywhere. God purposed to destroy by a Flood....”

p. 75 “Every species of animal which God had created were preserved in the ark. The confused species which God did not create, which were the result of amalgamation, were destroyed by the Flood. Since the Flood there has been amalgamation of man and beast, as may be seen in the almost endless varieties of species of animals, and in certain races of men.”

p. 92 “Bones of men and animals are found in the earth, in mountains and in valleys, showing that much larger men and beasts once lived upon the earth. I was shown that very large, powerful animals existed before the Flood which do not now exist.”

p. 95 “God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the Flood, and there be preserved to evidence to man that the inhabitants of the old world perished by a Flood.”

Spiritual Gifts, Volume 4

p. 121 “There were a class of very large animals which perished at the Flood. God knew that the strength of man would decrease, and these mammoth animals could not be controlled by feeble man.”

Bible Commentary, Volume 1

p. 1086 “Amalgamation brought noxious plants. Not one noxious plant was placed in the Lord’s great garden, but after Adam and Eve sinned, poisonous herbs sprang up. In the parable of the sower the question was asked the Master, ‘Didst, thou sow good seed in thy field? How then hath it tares?’ The Master answered, ‘An enemy hath done this.’”



Selected Messages, Book 2

p. 288 “All tares are sown by the evil one. Every noxious herb is of his sowing, and by his ingenious methods of amalgamation he has corrupted the earth with tares.”

Education

p. 129 “It is true that remains found in the earth testify to the existence of men, animals, and plants much larger than any now known....

“The vast forests buried in the earth at the time of the Flood, and since changed to coal, form the extensive coal fields, and yield the supplies of oil that minister to our comfort and convenience today. These things, as they are brought to light, are so many witnesses mutely testifying to the truth of the Word of God.”

Spirit of Prophecy, Volume 1

p. 74 “Trees, buildings, rocks, and earth, were hurled in every direction. The terror of man and beast was beyond description.”

p. 75 “The animals exposed to the tempest rushed toward man, choosing the society of human beings, as though expecting help of them. Some of the people would bind their children and themselves upon powerful beasts, knowing that they would be tenacious for life, and would climb the highest points to escape the rising water.”

p. 90 “God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the flood, and there be preserved to evidence to man that the inhabitants of the old world perished by a flood. God designed that the discovery of these things in the earth should establish the faith of men in inspired history.”



UNIT RESOURCES

Beall, Pamela Conn, Susan Hagen Nipp, and Nancy Spence Klein. Wee Sing Dinosaurs. Price Stern Sloan, Los Angeles, CA: 1991. *A collection of songs and poems about dinosaur facts, specific dinosaurs, and imaginative dinosaurs.*

Pallotta, Jerry. The Dinosaur Alphabet Book. Charlesbridge Publishing, Watertown, MA: 1991. *You decide - are you learning the alphabet with the help of dinosaurs, or are you learning the dinosaurs with the help of the alphabet? Either way, this is a very informative book about some of the lesser-known dinosaurs.*

Russo, Monica. Dinosaur Dots. Sterling Publishing Co., Inc., New York, NY: 1991. *A very unique dot-to-dot puzzle and coloring book with information provided on each dinosaur presented.*

Schlein, Miriam. What the Dinosaurs Saw - Animals Living Then and Now. Scholastic, Inc., New York, NY: 1998. *An outstanding picture book which focuses on all the creatures which lived in the time of the dinosaurs and are still in existence today. A terrific book for the creationist view of when dinosaurs lived!*

The Visual Dictionary of Dinosaurs. DK Publishing, Inc., New York, NY: 1993. *A very special dinosaur dictionary that includes not only pictures of what we think the dinosaurs looked like, but also real pictures of their fossils and skeletons so that children can see the basis for why we think each dinosaur may have looked that way.*



OTHER POSSIBLE RESOURCES:

*Coffin, Harold. Origin By Design. Review and Herald Publishing Association, Hagerstown, MD: 1983.

Dinosaur Babies. National Geographic Society: 1995.

Dinosaur Discovery - The Ultimate Fact-Packed, Fun-Filled Learning Kit. Cobblehill Books, New York, NY: 1993.

Horner, John R., and James Gorman. Digging Dinosaurs. Harper and Row, Publishers, NY: 1988.

Jeunesse, Gallimard, Claude Delafosse, and James Prunier. Dinosaurs - A First Discovery Book. Scholastic, Inc., New York, NY: 1993.

Lambert, David. The Dinosaur Data Book - Facts and Fiction about the World's Largest Creatures. Avon Books, NY: 1990.

*Lukens, Betty. Days of the Dinosaurs - Feltbook Activity Kit.

Milner, Angela, ed. Dinosaurs. The Nature Company Discoveries Library - Time Life Books: 1995.

*Pinkoski, Jim. A Creationist's View of Dinosaurs and the Theory of Evolution. Amazing Facts, Inc., Roseville, CA: 1997.

West, Linda. Dinosaurs and Dinosaur National Monument. Dinosaur Nature Association: 1988.

Whitfield, Philip. Children's Guide to Dinosaurs and Other Prehistoric Animals. Simon and Schuster Books for Young Readers, Marshall Editions, London: 1992.

*Available through Adventist Book Centers.



POSSIBLE INTERNET RESOURCES

www.dinosaurnature.com

www.dinosauria.com

www.enchantedlearning.com

www.syr.edu

www.zoomdinosaurs.com

www.discovery.com

www.ucmp.berkeley.edu

www.cyberspacemuseum.com

www.edinos.com

www.smarterkids.com

www.dinosociety.org

These sites have a variety of material you may find helpful as you present this unit. A word of caution: Many of these sites do not follow the creation theory; thus, they refer to million of years instead of the creation theory of the age of the earth being approximately 6000 years old.



UNIT OVERVIEW:

DAY 1: Bible - Creation
Science - Dinosaur Overview
Music - Wee Sing

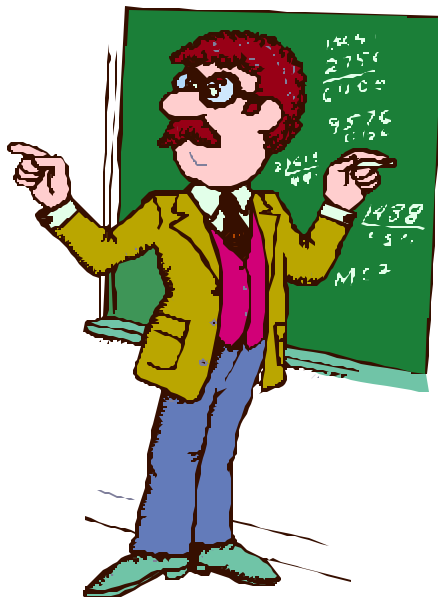
NOTE: This lesson is an overview or review, not an introductory lesson. If the class has not yet had a complete lesson on the Creation, the time should be taken to study it in detail before beginning the Dinosaur unit.

DAY 2: Bible - The Fall of Adam and Eve/Sin/Curse on the Earth
Language Arts - Literature and response

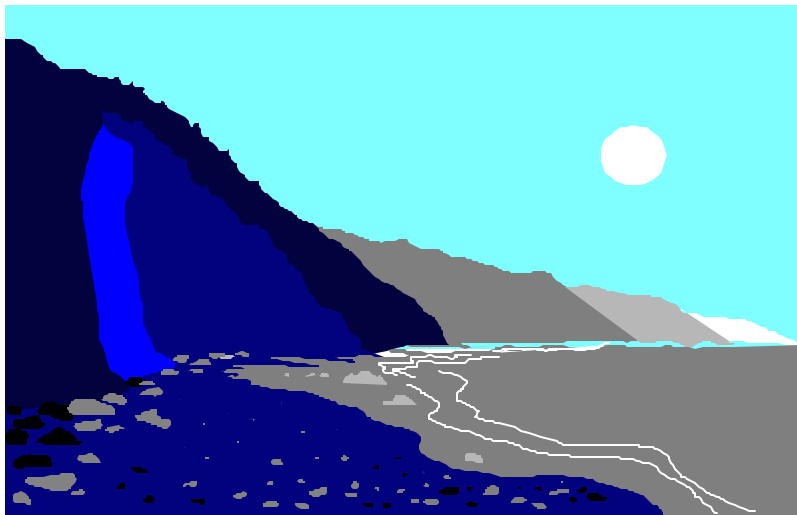
DAY 3: Bible - The Flood
Science - Closer Look at Specific Dinosaurs
Music - Wee Sing

DAY 4: Bible - The Earth after the Flood
Language Arts - Creating a Dinosaur Story
Math - Using Dinosaur Manipulatives

DAY 5: Art - Dinosaur Pictures
Music - Wee Sing



DAY



ONE



DAY 1 - BIBLE

OBJECTIVE:

The pupils will be able to identify at least one creation for each of the six days of Creation.

MATERIALS NEEDED:

Music to "In the Beginning"	Old magazines
Illustrations from the Creation.	Scissors
Basket or bag with pictures or toys representing creations from each of the six days	Paste Crayons or markers

INTRODUCTION:

Introduce the song "In the Beginning." Explain this is going to be a theme song in Bible class this week.

Ask the pupils to close their eyes and imagine the world being dark and empty. If possible, turn off lights and close the blinds to assist with the illusion.

STEPS FOR LESSON:

Talk to the pupils about each of the six days of Creation and what God created on each day. Use illustrations, such as from the Bible Story Book 1, to demonstrate each day's work. Discuss how each new creation affected the Earth as a whole.

Have a basket or bag with pictures or toys that represent various creations. Have pupils take turns drawing an item out and placing them in their correct order of creation.

Both grades: Using old magazines, let pupils cut out pictures in the six cooperative groups to represent the six days of Creation. Place the pictures on the mural.

Read to class from Spirit of Prophecy concerning the newly made world: Patriarchs and Prophets, p. 44. (See "Bible and Spirit of Prophecy Quotations")

EVALUATION:

Have each pupil tell one thing they think Adam and Eve were able to see in the New World God had created for them.



IN THE BEGINNING

Genesis 1:1

Written especially for you boys and girls by Dr. Storm.

Theo E. Storm, MD

In the be - gin - ning God cre - a - ted the

heav - ens and the earth. Hal - le - lu - iah

Hal - le - lu - iah Glo - ry Hal - le - lu - iah

Hal - le - lu - iah Hal - le - lu - iah A - men.

-- Taken from How It All Began
Teacher's Resource Book - NADOE

For a better copy of this song, go to the Teacher's Resource Book, How It All Began, published by the NADOE.



DAY 1 - Science

OBJECTIVE:

The pupils will be able to identify dinosaurs corresponding with letters of the alphabet, focusing on five specific dinosaurs.

MATERIALS NEEDED: The Dinosaur Alphabet Book by Jerry Pallotta

Picture of a Tyrannosaurus

Dinosaur resource book

(See Teacher Resource List)

Drawing/writing paper and crayons/pencils

INTRODUCTION:

Read The Dinosaur Alphabet Book aloud to the class, reading only the regular type, not the italics.

STEPS FOR LESSON:

After reading the entire book through once, go back to each letter. Practice saying the name of the dinosaur.

Explain to the class that we are going to be concentrating on 5 main dinosaurs this week, but they can look at the pictures of all of the dinosaurs in this book. Write the following names on the board:

Compsognathus

Oviraptor

Diplodocus

Stegoceras

Tyrannosaurus

Take the top four names and look at those pages in the book again, discussing what the dinosaur looks like and other details given by the book. If you have one of the resource books listed under Teacher Resources, you can add more details for the pupils.

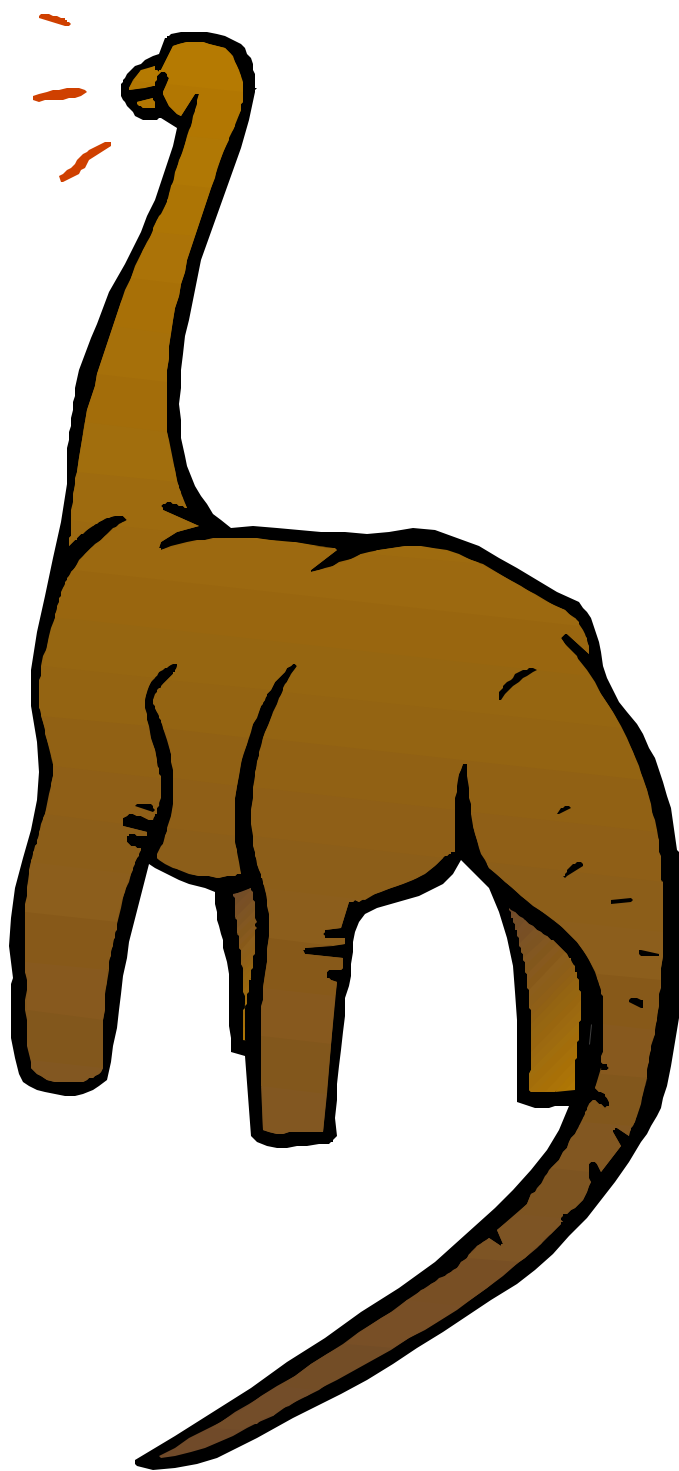
Explain to the pupils that the fifth name is not in the Alphabet Book, but we are adding it to our list because it is the best known of the dinosaurs. Ask them what they already know about the Tyrannosaurus. Fill in details. If you can find a picture, show it to the class.

EVALUATION:

Have Kindergarten draw a picture of the dinosaur they think is most interest-



ing. Have First Grade copy the names on the board onto a sheet of paper and circle the name of the dinosaur they are most interested in. Practice saying the names together with everyone.



DAY 1 - MUSIC

OBJECTIVE: The pupils will learn a song about dinosaurs

MATERIALS NEEDED: Wee Sing Dinosaurs
Keyboard or prerecorded accompaniment

INTRODUCTION:

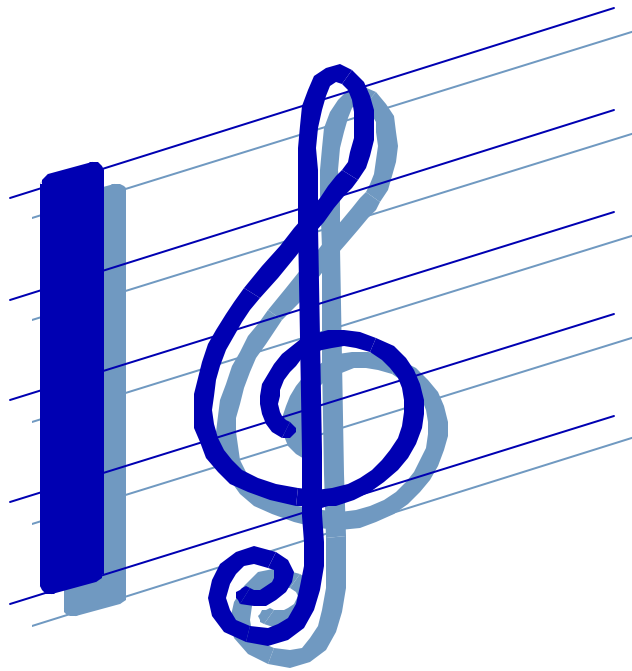
Ask pupils how many of them like dinosaurs. Explain that they are going to learn a song about liking dinosaurs that they can sing all week while studying about the dinosaurs.

STEPS FOR LESSON:

Teach the song "I Like Dinosaurs" from p. 10 of Wee Sing Dinosaurs. If time, the words to "Dinosaur Bones" (also on p. 10) can be sung to the same tune.

EVALUATION:

When class feels comfortable with the original "I Like Dinosaurs," let them try singing it in a round.



DAY



TWO



DAY 2 - BIBLE

OBJECTIVE:

The pupils will demonstrate understanding of how sin changed the earth through before and after pictures.

MATERIALS NEEDED: International Children's Bible

Spirit of Prophecy quotes at beginning of this unit

Pictures of Autumn and Winter

Drawing paper and crayons

INTRODUCTION:

Sing "In the Beginning"

Read Genesis 3 and 4 from International Children's Bible to class.

STEPS FOR LESSON:

Discuss the story of Adam and Eve. Why would they disobey God? Ask pupils if they have ever wanted something so badly that they went ahead and took it or did it even though their parents said, "No" ?

Why did Satan want to destroy God's plan for Earth in particular? Why did God have to punish Adam and Eve after they disobeyed Him? Why did the whole planet have to be cursed? Does that curse still exist today?

Show pictures of Autumn and Winter. Read Spirit of Prophecy quote concerning Adam and Eve's reaction to the first flower dying (Patriarchs and Prophets, p. 62). Do we still mourn when flowers and leaves die in Autumn? Why not?

EVALUATION:

Divide the class into two sections. One section will draw pictures of the Earth before sin. The other section will draw pictures of the Earth after it was cursed. Make a "Before - After" bulletin board to display the pictures.



DAY 2 - LANGUAGE ARTS

OBJECTIVE:

The pupils demonstrate understanding of what existed on the Earth during the time of the dinosaurs by putting together a class book showing "What the Dinosaurs Saw."

MATERIALS NEEDED: What the Dinosaurs Saw by Miriam Schlein
White construction paper
Drawing materials
Pencils (optional)
Method of assembling construction paper into a single book

INTRODUCTION:

Based on what they have studied so far, ask pupils what they think dinosaurs might have seen that is still around on the Earth today.

STEPS FOR LESSON:

Read the book What the Dinosaurs Saw to the class.

What else do the pupils think the dinosaurs saw that we can still see? Write their answers on the board. Make it a counting game similar to the way the book is set up - one spider, two turtles, three worms, and so on.

EVALUATION:

Based on the class discussion, create your own What the Dinosaurs Saw class book. Have each child choose one thing and a reasonable number, then draw a picture on white construction paper to go with those choices. First graders can write the text for their own pictures. Kindergarten may need assistance from their teacher or simply let the book be a pure picture book with no text. Assemble the book in numerical order and place in the class library.



DAY



THREE



DAY 3 - BIBLE

OBJECTIVE:

The pupils will be able to re-enact the scene of Noah preaching about the coming Flood to the antediluvian people.

MATERIALS NEEDED: International Children's Bible

Picture of a mule

Picture of a liger or tyon (half lion and half tiger)

INTRODUCTION:

Sing "I Sing the Mighty Power".

Write "amalgamation" on the board. Explain to the class that this is a very big word which they are going to learn today.

STEPS FOR LESSON:

Explain the following to the class:

Long after Adam and Eve left the Garden of Eden, their children and grandchildren divided themselves into two groups - the Sethites, who followed God, and the Cainites, who did not follow God. For many years, these two groups did not even live near each other. However, the Sethites became curious and began to first visit, then to marry the Cainites. They began to forget about God. They stopped loving and respecting Him. They misused His gifts. They became selfish and greedy.

[Read Genesis 6:5-7 from the International Children's Bible.]

The sin which hurt God the most was "amalgamation," when man began to really destroy what God had created. Amalgamation means the combining, or mixing, of living things to produce other living things that God did not originally create.

Did you know that we have amalgamated animals today? [Show picture of a mule]. Do you know what this animal is? God did not create a mule. A mule only exists when man mixes a horse with a donkey. A mule can't even have babies and make more mules. They ONLY exist when man "creates" them.

[Show picture of a liger or tyon]. Here is another animal which God did not create. This animal is made by man from a lion and a tiger. So, you see, we do have amalgamation today. But it is nothing like what was being done before the Flood.

Before the Flood, men were much bigger than they are now. We believe Adam may have been 15 feet tall. [Tell the pupils what your height is and compare it to 15 feet.] The plants and animals were much bigger then, also. We see the



proof of this in the fossils which were left after the Flood.

However, some of these fossils are of poisonous plants, and we know God did not create any poisonous plants in the Creation week, so those plants had to have been made by man. We also see fossils of huge, fierce creatures, like the Tyrannosaurus, which we also know God did not create in the Creation week, so they must have been made by man, also.

God did not like for man to ignore Him and show such disrespect for His Creation. So He decided to wash the whole Earth clean with a Flood that would destroy all of the evil that men were doing. However, He did not want to destroy everything He had made or those people who were still faithful to Him. Unfortunately, there was only one family that was still true to God.

[Read Genesis 6:13-17 from the [ICB](#).]

God told Noah exactly how to build the ark. He was to bring some of everything God had created into the ark. He was to take food for his family and the animals and store it in the ark. Noah did all that God told him to do.

He was also to preach about God and the coming Flood the whole time he was building the ark, and Noah did this. Because it had never rained before, Noah built the ark on dry ground, which caused the curious to come from everywhere to see this crazy old man. When they would come, Noah would preach to them. Some of the people believed him, but still would not turn to God. Some just thought he didn't know what he was talking about and refused to listen to him. They had never seen a flood, and they didn't believe one could happen.

It took Noah over 100 years to build the ark (remember that people lived for hundreds of years back then). The people had plenty of time to turn back to God, but they were stubborn and continued with their evil ways. Finally, the ark was finished.

[Read Genesis 7:1- 5 from the [ICB](#).]

The Flood destroyed everything on Earth that was not inside the ark. Because God did not create the dinosaurs, they were not inside the ark, and so they were destroyed with the rest of the Earth.

EVALUATION:

Put the class into groups of four or five pupils (depending on your class size) to re-enact Noah preaching about the Flood to come. One child in each group will play Noah and the rest will be the people who don't believe him. Let each group practice what they are going to say and do separately, then present their re-enactment to the rest of the class.



What is a mule?

The following is reproduced from the book The Mule by kind permission of its author, Lorraine Travis.

Definition of a mule

A mule is a cross between two species of equine: the horse or pony (*Equus caballus*) and the domestic donkey (*Equus asinus*). The word 'mule' is used for either the cross of a male donkey on female horse or female donkey on male horse, although the latter cross is more correctly known as a 'hinny'.

Despite the fact that both mules and hinnies each have one horse and one donkey parent, the two crosses generally differ from each other in appearance and stature and to some extent in temperament—a fact which has been recognized since they were first bred.

What do mules look like?

The mule proper is said to have the body of a horse with the extremities of a donkey. The most noticeable points are its long ears, short thin mane, which may stand upright like a donkey's or be a little longer and flop over, and a tail which has shortish hairs on the dock a little longer than the donkey's but also has long hairs like the horse's, and is much fuller than the donkey's. The withers are low or non-existent, the back flat with a goose rump, the body flat-sided with weaker quarters than the horse, and also narrower and less deep-shouldered. The legs are, like the donkey's, straight, with small, hard, dense, upright, straight-sided hooves. The head is a little narrower than the donkey's, but otherwise very similar, except for the eyes, which are specifically mule—but difficult to describe.

The hinny generally has the body of a donkey with the extremities of the horse. The ears are shorter than a mule's, the mane and tail longer and thicker, the legs stronger with hooves which are rounder and less upright, the body rounder and deeper, and the head shorter and narrower. The most common coat color is blue-grey roan. However, it is noticeable that hinnies differ far more from each other than do mules, with every imaginable variation, from being almost indistinguishable from a horse, through being mule-like, to being almost indistinguishable from a donkey.



Advantages of mules

Mules, having hybrid vigor, can grow taller than both parents. Weight for weight they are stronger than horses, and are much longer-lived with much longer working lives, although maturing slightly later. They rarely become ill or lame or suffer wounds, can withstand extremes of temperature, can live on frugal rations, have tremendous stamina and resilience and are exceptionally sure-footed.

Hinnies are said to lack hybrid vigor, and it has always been recognized that they are smaller than mules (although this may partly be due to their being carried in a smaller womb), less strong and with less stamina and hardiness.

Mules' temperament

Mules have a reputation for being obstinate and bad-tempered, but as with donkeys, the mule's legendary stubbornness is in fact a manifestation of its talent for self-preservation. There are times when a human finds this 'talent' annoying, when he is disobeyed by a mule, but there are many other times when it can be a great advantage: if a mule takes care of itself, then it follows that it is also taking great care of its cargo, human or otherwise. It is not for nothing that mules are chosen rather than horses to take tourists down the Grand Canyon! By intelligent handling, it is quite possible to foresee occasions on which a mule is likely to be 'stubborn' and to avoid them.

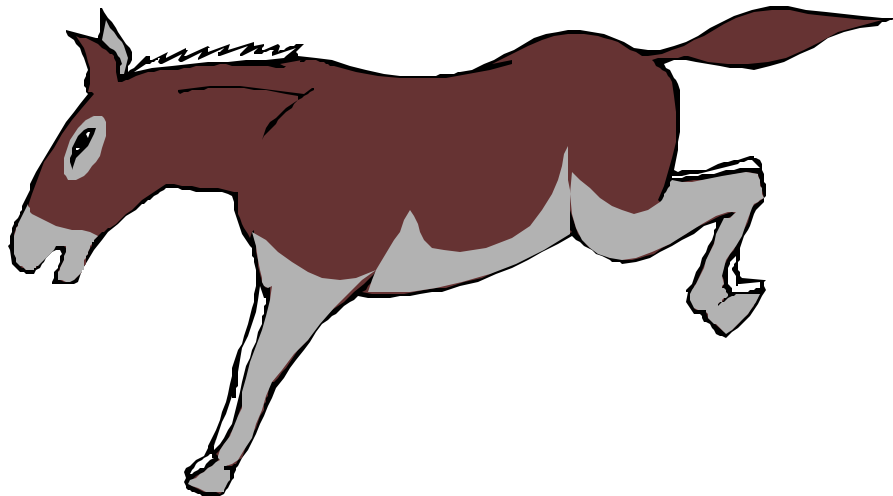
The undeserved reputation for bad temper is, I believe, due to the mule's unexpectedly sensitive and untrusting nature. Until he has learned to trust a person, he is worried that the person may do him harm, and will take defensive action (never offensive) by kicking them, should he feel the occasion merits it. And mules are splendid kickers—they kick fast and accurately, and if a mule misses, it is because he intended to. Unfortunately many of the people who have worked with mules over the centuries have not appreciated this sensitivity, and have not understood another characteristic of the mule: that you cannot force him to do anything, but must persuade him, or organize his work so that he is only asked to do those things which he will want to do. Failure to appreciate this has led to many a battle between man and mule, and to the mule's bad reputation.

Mules are highly intelligent—mule devotees would say more intelligent than horses—and are very quick to learn, with a grasp of a situation which often seems little short of miraculous. This means that their handlers need to be quick-witted to stay one jump ahead of them. A well-trained and handled mule is obliging, kind,



calculating. Being so intelligent, a badly trained and handled mule can be a problem.

Hinnies tend to be more donkey-like in temperament, which may be partly due to the fact that they were reared by donkeys, although this is unlikely to be the whole of the story. They are generally quieter, more compliant, less curious, less adventurous and less independent than mules. Being less sensitive and untrusting, they are less likely to kick, preferring to avoid trouble rather than confront it. Despite their reputation for being less useful than mules, there are many examples of their being much appreciated.



LIGERS—A NEW BREED?

A liger is a cross between a tiger and a lion.

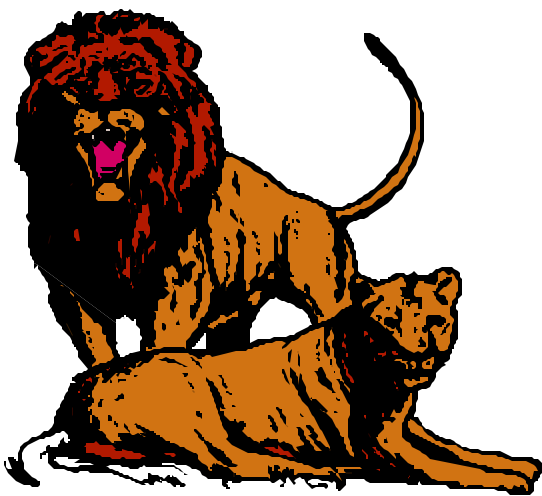
Ligers “inherit” the love of water from the tiger side and the love of love from the lion part.

Ligers are sterile so there is no danger of offspring.

Sambo & Hugs.

Sambo is, as are all ligers, huge, and, as are most ligers, easy going in disposition. Hugs is one of our most intelligent cats, and Sambo is one of the most affectionate (even offering up hand licks, through the cyclone fencing, of course).

When Katherine Twiss had them, Sambo and Hugs were fed dogs (we’re not sure, and do not want to know, where she got them or what condition they were in when offered up). She may have occasionally tossed in a scrap of something else, but not much. As a result, many of our cats have not acclimated to eating the nutritious Nebraska Brand Zoo Carnivore Food we feed. Sambo will eat chicken (about 10 pounds a day) to which we add a concentrated vitamin and mineral supplement. Hugs eats the “logs” of Nebraska just fine.



DAY 3 - SCIENCE

OBJECTIVE:

The pupils will review what they have learned and gain more information about five specific dinosaurs.

The pupils will make their own personal book about the five dinosaurs they have been studying.

MATERIALS NEEDED: The Visual Dictionary of Dinosaurs
Dinosaur Dots by Monica Russo
Pencils and coloring materials
White construction paper
Method of assembling books

INTRODUCTION:

Review the names of the five dinosaurs that they are studying. Write them on the board - Compsognathus, Oviraptor, Diplodocus, Stegoceras, and Tyrannosaurus

STEPS FOR LESSON:

Look at each of the five dinosaurs in The Visual Dictionary of Dinosaurs. Compsognathus is on p. 14-15. Oviraptor is on p. 32, which includes an excellent comparison with the Compsognathus. Diplodocus is on p. 28-29. Stegoceras is on p. 46-47. Tyrannosaurus is on p. 22-23. Except for the Oviraptor, each dinosaur is shown with its skeleton as it has been found. Discuss this aspect in regards to each one, as well as the features which makes each creature unique. Emphasize that the word “dinosaur” is a broad term describing many VERY different animals from before the Flood.

EVALUATION:

Let each pupil make their own “Book of Dinosaurs” using pages from Dinosaur Dots . Use pp. 21, 63, 33, 87, and 95 pictures only for the Kindergarten. First graders could add some text pages with details they have learned about each one. (The text pages in the Dinosaur Dots book are not recommended since they include “When it lived” section. However, the other information on those pages could be read to the children to be included in their own text if they wish.) Have the children draw the dot-to-dot dinosaurs and color the resulting pictures. Then let them make a book cover from white construction paper with their own drawing on the front. Assemble the book (either with hole punch and yarn or stapler) and send them home to show their parents what they have been learning.



DAY 3 - MUSIC

OBJECTIVE:

The pupils will learn two songs about dinosaurs, their sizes, and their footprints.

MATERIALS NEEDED: Wee Sing Dinosaurs

Keyboard or prerecorded accompaniment

INTRODUCTION:

Review “I Like Dinosaurs” from previous lesson. Explain that they are going to learn two new songs about dinosaurs today.

STEPS FOR LESSON:

Teach the song “Footprints” from p. 13 of Wee Sing Dinosaurs. Discuss how footprint fossils can tell us things about the dinosaurs.

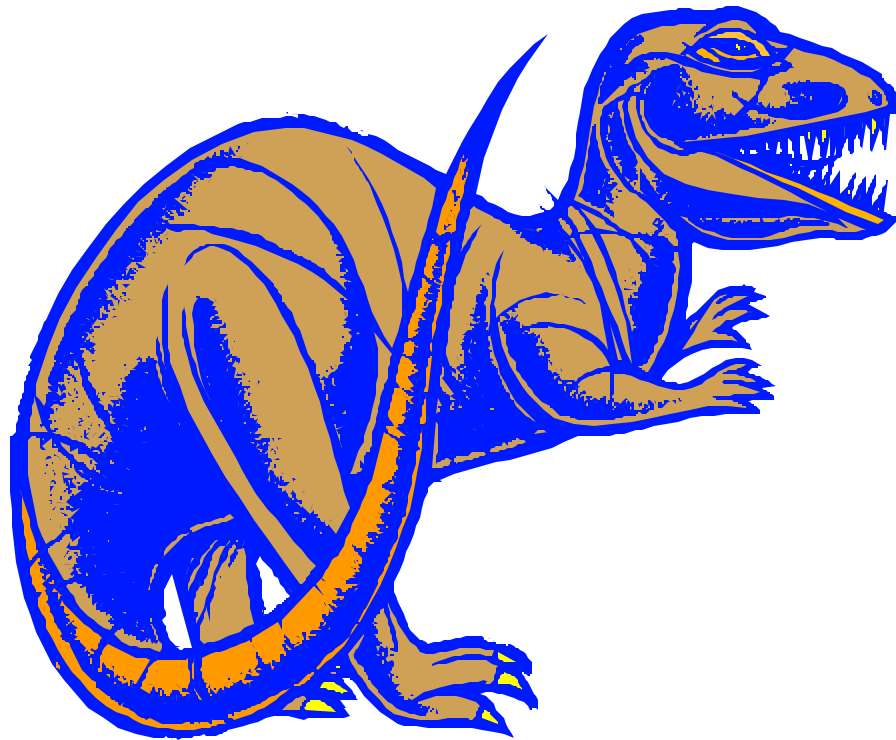
Talk about how we are still learning new information about dinosaurs everyday, especially about their sizes. Teach the song “Big, Bigger, Biggest” on p. 31. Practice saying the names of the four dinosaurs in the song.

EVALUATION:

Review all three songs the children have learned about dinosaurs.



DAY



FOUR



DAY 4 - BIBLE

OBJECTIVE:

Pupils will demonstrate their understanding of what happened to the dinosaurs after the Flood through a “Before - After” mural.

MATERIALS NEEDED: A large sheet of butcher paper
Drawing and coloring materials

INTRODUCTION:

Sing “I Sing the Mighty Power”.

Who here has ever seen a rainbow? What makes a rainbow? (If they answer, “God!”, ask them, “Yes, but do you know HOW God makes the rainbow?”). What promise does the rainbow stand for?

STEPS FOR LESSON:

When Noah and his family stepped off the ark, they were faced with a world that was a total stranger to them. There was nothing at all familiar about it. Try to imagine what it would be like if you left (the name of your town) for a couple a months and a big storm came in and took away the whole town! Your house would be gone. All of your neighbors houses, all of the stores, the school, all of the trees and flowers, EVERYTHING is gone. This happens to people all over the world today. Towns may be hit by tornados, hurricanes, earthquakes, even volcanoes, and nothing will be left that people can recognize of their town. But for Noah and his family, it was more than just a town that was gone. Their entire planet as they had known it was gone! How do you think they felt? [Discussion].

But God had a promise to make to Noah and his family. He wanted them to know that He would never flood the whole Earth again. So He mixed the water that still hung in the air with the beautiful sunlight and He created the rainbow as a sign of that promise. Every time it rains and the sun starts to shine, look around for the rainbow so that you can remember the promise, too.

What had happened to all of the people and animals and other things that had once existed on the Earth? Where were their bodies, for they were nowhere in sight after the Flood. God had buried them deep in the earth, using the water and the wind to cover them up. Eventually they turned to rock, to make the fossils we find today. The forests became fields of coal and lakes of oil which we now use to heat our homes and make our cars run. That is why coal and oil are called “fossil fuels”!

EVALUATION:



Use a piece of butcher paper to make a “Where are the Dinosaurs Now?” mural. Divide the class into two groups. One group will draw a picture showing the Earth with dinosaurs before the Flood on half of the paper. The second group will draw a picture showing where the dinosaurs are today on the other half of the paper. Display the mural on one wall of the classroom.



DAY 4 - LANGUAGE ARTS

OBJECTIVE:

The pupils will create a class action-poem about the five dinosaurs they have been studying.

MATERIALS NEEDED: Wee Sing Dinosaurs

INTRODUCTION:

Read the action poem "Pretend" from Wee Sing Dinosaurs to the class (p. 59).

STEPS FOR LESSON:

Show the class the actions the poem calls for, then read the poem again one or two more times with the class doing the actions.

Explain to the class that while this poem does have one of the dinosaurs they have been studying in it (Tyrannosaurus), they are going to create a class action poem based on their five dinosaurs. Talk about what is unique about each of the five and let the pupils help create the lines for their poem (two lines per dinosaur). As they create the poem, write the lines on the board. Although "Pretend" is made of rhyming couplets, the class poem is not obligated to rhyme. The teacher and the class can make that decision together.

EVALUATION:

Practice the poem until the pupils can say the lines and do the actions from memory.



DAY 4 - MATH

OBJECTIVE:

Use dinosaur manipulatives to teach counting in Kindergarten and to teach adding and/or subtracting in Grade One.

MATERIALS NEEDED:

A bag of dinosaur toy manipulatives (available at most teacher or toy stores).

INTRODUCTION:

With the class sitting in groups of four, place a bowl of dinosaur manipulatives in the center of each group. Have the pupils take ONE handful of dinosaurs from the bowl and place them on their desks. Explain that the dinosaurs are going to help them practice their math today.

STEPS FOR LESSON:

KINDERGARTEN: Have each child count how many dinosaurs they took from the bowl. Ask questions to help them compare their numbers. "Who has exactly five dinosaurs? Who has more than three dinosaurs? Who has less than six dinosaurs? Who has the most dinosaurs in your group? Who has the least dinosaurs in your group? Who has the most dinosaurs in the class?"

1ST GRADE: Tell the following addition story and have the pupils demonstrate it with their dinosaurs. "Once upon a time three dinosaurs met under a huge palm tree. Soon two more dinosaurs came along and also stopped under the palm tree. How many dinosaurs were under the tree in all?" Have the class say together, "Three dinosaurs and two dinosaurs is five dinosaurs in all." Write the number sentence on the board $3 + 2 = 5$. Have each pupil work with a partner and the dinosaurs to create their own dinosaur math problem. (If this unit is being taught later in the school year when the class is studying subtraction, the same lesson could be used for that operation.)

EVALUATION:

KINDERGARTEN: Line up numeral cards along the front of the room. Have each child place their group of dinosaurs in front of the correct card. Repeat the lesson with the pupils using TWO handfuls of dinosaurs.

GRADE ONE: Let the groups share their dinosaur problems and write his or her addition sentence on the board.



DAY



FIVE



DAY 5 - ART

OBJECTIVE: The pupils will reinforce their learning about dinosaurs by completing a macaroni dinosaur picture.

MATERIALS NEEDED: Outline pictures of at least three dinosaurs (taken from The Dinosaur Alphabet Book and/or The Visual Dictionary of Dinosaurs)--Another excellent location for pictures is found at: www.zoomdinosaurs.com
Uncooked macaroni colored with spray paint of various shades
Paste
Crayons

INTRODUCTION:

“What do you usually use macaroni for? Have you ever seen red macaroni? [Hold a piece up] How about blue or yellow or green macaroni? [Hold pieces up]. Today we are going to use macaroni to make a picture of a dinosaur!”

STEPS FOR LESSON:

Have each pupil choose a picture of one of dinosaurs to work with. Have them paste the picture onto a sheet of drawing or white construction paper (Kindergarten teachers may wish to do this ahead of time for their class). The pupil will first draw and color a background for the picture. Then she will “color” the dinosaur by pasting the colored macaroni onto the picture. (Teacher should have painted the macaroni at least 24 hours earlier to be certain the paint is dry before using). Be sure the paste is thick enough to hold the macaroni in place when the picture is held up. Allow the pictures to dry thoroughly for at least 24 hours.

Display the finished pictures.

EVALUATION:

Have each pupil share his or her picture with the class and tell why they chose that particular dinosaur to work with.



DAY 5 - MUSIC

OBJECTIVE:

The pupils will learn two songs about dinosaurs they have been studying.

MATERIALS NEEDED:

Wee Sing Dinosaurs

Keyboard or prerecorded accompaniment

INTRODUCTION:

Review "I Like Dinosaurs Footprints" and "Big, Bigger, Biggest" from previous lessons. Explain that they are going to learn two new songs today about dinosaurs they have been studying.

STEPS FOR LESSON:

Teach the song "Compsognathus" from p. 41 of Wee Sing Dinosaurs and practice it several times.

Talk about the sounds dinosaurs may have made. Teach the song "Dinosaur Sounds" on p. 18, focusing on the first, second, fifth, and sixth verses (Who knows?, Tyrannosaurus, Diplodocus, and Compsognathus). If you wish, you could create two more verses for the Stegoceras and Oviraptor with the pupils' help. Practice the song several times.

EVALUATION:

Review all five songs the children have learned about dinosaurs. Make a tape recording or video recording of the class singing their dinosaur repertoire.



OTHER ACTIVITIES YOU MAY WISH TO DO

ACCORDION BOOKS

Materials: Butcher, shelf, or construction paper
crayons or markers
Writing paper
Glue
Pencils
Scissors

Cut the paper to the desired length. Fold the paper in half lengthwise for greater strength. Then fold it into equal segments, accordion-style.

For a Postcard Book, the pupils can describe a field trip to a museum or dinosaur park by creating an accordion book of postcards showing the highlights of the field trip.

For a Class Book, each pupil would take a page of the accordion book to write about and illustrate a dinosaur.

Accordion books can be horizontal or vertical.

CHAINS

Materials: Paper strips (approximately 3" x 12")
Crayons/markers
Glue or stapler
Pencils

Decide on the topic and the type of chain (individual or class) you want to make. Have pupils write and/or draw information on the paper strips and assemble the chains using glue or staples.



MOBILES

Materials: Assorted construction paper
Wire hangers or empty cardboard rolls
Pictures of dinosaurs (use those found in
www.zoomdinosaurs.com or make your own)
Crayons or markers
Paper punch
Yarn or string
Scissors
Glue

Give each pupil a full set of the dinosaur pictures. Have them color the pictures, then cut out the outline. Glue each cutout to a piece of construction paper and cut out again. Use a paper punch to make a hole where the black dot is on each picture. Use yarn or string to hang pictures from a hanger or an empty cardboard roll. Paper towel rolls work the best. You may wish to cover the roll with construction paper or color them before attaching the pictures. Hang mobiles around the classroom.

DINOSAUR CONCENTRATION

Make two copies of several small dinosaur shapes (if you do the mobile activity, you could use those pictures for this activity also). Make each picture about 4" x 6". Glue each picture to an index card of the same size. Put the cutout pairs on a tabletop. Turn the pieces face down and mix them up. Let the pupils take turns turning over two shapes and trying to find the match. When a match is made, leave it turned face up.

DINOSAUR EGGS

Tape or write a numeral on the outside of several plastic eggs. Provide small cutouts of dinosaurs (use a copy machine which can make copies smaller and the mobile pictures). Have the pupils place the appropriate number of baby dinosaurs inside each egg. Keep the eggs in a real egg carton.



BIG - BIGGER - BIGGEST

Cut out three dinosaurs of graduated sizes. (Use a copy machine which can make copies larger or smaller and pictures from the mobile activity). Talk about the size of each dinosaur. Have the pupils place them in order from big to biggest. Then, mix them up and ask the pupils to place them in order from biggest down to big.

DINOSAUR WALK

Have pupils move like dinosaurs as a record, audio tape, or CD is played. Choose music to go with:

- a. Walking slowly, giant steps of the brachiosaurus
- b. Running with fierceness of the tyrannosaurus
- c. Walking, stretching out a long dinosaur neck
- d. Walking, waving a long dinosaur tail
- e. Hopping like the oviraptor



VEGETARIAN DINOSAUR RECIPES

DINOSAUR STEW

Ingredients:

3 carrots	5 garlic cloves, mashed
3 potatoes	1 bay leaf
2 green squash	2 sprigs cilantro, chopped
1 bell pepper	1/2 teaspoon cumin
2 onions, chopped	2 teaspoons salt
2 tablespoons vegetable oil	3 cups water
1 can garbanzo beans	6 oz. can of tomato sauce
2 or 3 vegetable bouillon cubes	

Wash hands. Let the pupils use table knives or plastic knives. Each pupil works on a towel or a piece of waxed paper and cuts part of one vegetable into very small pieces (carrots, potatoes, green squash, bell pepper). Put the following ingredients in a large pot: carrots, potatoes, green squash, bell pepper, bouillon, bay leaf, and water. Cook until vegetables are tender and add garbanzo beans. Saute' onions in vegetable oil until clear. Add cilantro, cumin, and salt. Continue cooking and add tomato sauce. Cook for 5 more minutes and then add to cooked vegetables. Cook for 15 minutes more. Serve in bowls or paper cups.

DINOSAUR EGGS

Ingredients:

1/4 cup margarine	10 oz. marshmallows
5 to 6 cups Rice Krispies-type cereal	

Melt butter and marshmallows over low heat. Add cereal and stir well. Cook for 5 minutes.

Wash hands. Let the mixture cool before giving each pupil a spoonful of the mixture to form into an egg shape. Let them work on a paper towel or piece of waxed paper.



DINOSAUR DIP

Ingredients:

1 ranch dressing package	green food coloring
broccoli	carrots
cauliflower	cucumbers
green, red, and yellow peppers	zucchini
any other desired vegetables	small cups
plastic spoons	

Cut up the vegetables to right size for dipping. Give each pupil a cup and a spoon. Allow him/her to pour a small amount of dressing into the cup, then add 2 or 3 drops of food coloring. Have each pupil stir his/her dressing until the dip is green, then dip desired vegetables in to eat.

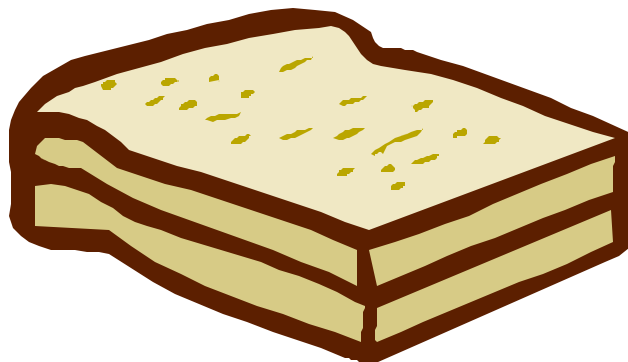
DINOSAUR SANDWICHES

[Be certain you have no pupils with peanut allergies before doing this activity. Some allergies are so strong the child cannot even smell peanuts without having problems. Perhaps a non-nut based filling could be used for the sandwiches instead.]

Ingredients:

- 1 loaf of whole wheat bread
- peanut butter
- any all fruit jelly
- dinosaur shaped cookie cutters

Each pupil will make his or her own peanut butter and jelly sandwich. Then allow the pupils to use dinosaur-shaped cookie cutters to cut their sandwiches.



VACATIONING WITH THE DINOSAURS MUSEUMS

UNITED STATES

Alaska

University of Alaska Museum
Fairbanks, AK (907-474-7505)

Arizona

Museum of Northern Arizona
Flagstaff, AZ (520-774-5211)

California

San Diego Natural History Museum
Sand Diego, CA (619-232-3821)

California Academy of Science
San Francisco, CA (415-750-7145)

Natural History Museum of Los Angeles County
Los Angeles, CA (213-763-3466)

University of California Museum of Paleontology
Berkeley, CA (510-642-1821)

Colorado

Denver Museum of Natural History
Denver, CO (800-925-2250)

Devils Canyon Science & Learning Center
Fruita, CO (970-858-7282)

Dinosaur Valley/Museum of Western Colorado
Grand Junction, CO (970-243-3466)



Connecticut

Peabody Museum of Natural History
New Haven, CT (203-432-5050)

Florida

Museum of Science and History
Jacksonville, FL (904-396-7062)

Georgia

Fernbank Museum
Fernbank, GA (404-370-8080)

Illinois

Field Museum of Natural History
Chicago, IL (312-922-9410)

Fryxell Geology Museum
Augustana, IL (309-794-8513)

Indiana

Children's Museum of Indianapolis
Indianapolis, IN (317-924-KIDS)

Kansas

Sternberg Museum of Natural History
Hays, KS (913-628-4286)

Museum of Natural History of the University of Kansas
Lawrence, KS (913-864-4540)



Louisiana

Audubon Institute Pathways of the Past Museum
New Orleans, LA (504-861-2537, ext. 441)

Louisiana State University Museum of Geoscience
Baton Rouge, LA (504-388-2855)

Louisiana Arts & Science Center
Baton Rouge, LA (504-344-LASC)

Massachusetts

The Museum of Comparative Zoology
Cambridge, MA (617-495-3045)

Museum of Science
Boston, MA (617-723-2500)

Pratt Museum of Natural History
Amherst, MA (413-542-2165)
Dinosaur trackways and other fossils

Michigan

Cranbrook Institute of Science
Bloomfield Hills, MI (810-645-3200)
Also sponsors dino digs to the west.

Michigan Dinosaur Discovery Center
Sturgis, MI

University of Michigan Exhibit Museum of Natural History
Ann Arbor, MI (313-763-4190)

Minnesota

The Science Museum of Minnesota
Saint Paul, MN (612-221-9488)



Missouri

St. Louis Science Center
St. Louis, MO (314-289-4444)

Montana

Museum of the Rockies
Bozeman, MT (406-994-2652)

Old Trail Museum
Choteau, MT (406-466-5332)

Carter County Museum
Ekalaka, MT (406-775-6886)

New Jersey

New Jersey State Museum
Trenton, NJ (609-292-6330)

Princeton Natural History Museum
Princeton, NJ (609-258-3000)

New Mexico

New Mexico Museum of Natural History & Science
Albuquerque, NM (505-841-2800)

Ruth Hall Museum of Paleontology
Ghost Ranch, NM (505-685-4333)

New York

American Museum of Natural History
New York, NY (212-769-5100)

The New York State Museum
Albany, NY (518-474-5877)



Buffalo Museum of Science
Buffalo, NY (716-896-5200)

North Carolina

State Museum of Natural Sciences
Raleigh, NC (919-733-7450)

North Dakota

Dakota Dinosaur Museum
Dickinson, ND (701-225-3466)

Leonard Hall, University of North Dakota
Grand Forks, ND (701-777-2811)

Ohio

Cleveland Museum of Natural History
Cleveland, OH (216-231-4600)

Pennsylvania

Academy of Natural Sciences
Philadelphia, PA (215-299-1020)

Wagner Free Institute
Philadelphia, PA (215-763-6529)

Carnegie Museum of Natural History
Pittsburgh, Pa (412-622-3172)

State Museum of Pennsylvania
Harrisburg, PA (717-787-4978)

South Dakota

Black Hills Museum of Natural History
Hill City, SD (605-574-4289)



Museum of Geology
Rapid City, SD (605-394-2467)

Tennessee

Creative Discovery Museum
Chattanooga, TN (423-756-2738)

Texas

Houston Museum of Natural Science
Houston, TX (713-639-4600)

Dallas Museum of Natural History
Dallas, TX (214-421-3466)

Fort Worth Museum of Science and History
Fort Worth, TX (817-732-1631)

Shuler Museum, Souther Methodist University
Dallas, TX (214-768-2760)

Utah

Dinosaur National Monument
Near Jensen, UT (800-477-5558)

Utah Field House of Natural History/Dinosaur Depot
Vernal, UT (801-789-4002)

College of Eastern Utah Prehistoric Museum
Price, UT (801-637-5060)

Utah Museum of Natural History
Salt Lake City, UT (801-581-4303)

Brigham Young University Earth Sciences Museum
Provo, UT (801-378-2232)



Virginia

Virginia Living Museum
Newport News, VA (757-595-1900)

Virginia Museum of Natural History
Martinsville, VA (703-666-8600)

Washington

Pacific Science Center
Seattle, WA (206-443-2001)

Washington, DC

National Museum of Natural History (The Smithsonian)
Washington, DC (202-357-2700)

Wisconsin

Milwaukee Public Museum
Milwaukee, WI (414-278-2700)

University of Wisconsin Geology Museum
Madison, WI (608-262-1412)

Wyoming

University of Wyoming Geological Museum
Laramie, WY (307-766-4218)

The Wyoming Dinosaur Center
Thermopolis, WY (307-864-2997)



CANADA

Alberta

Drumheller Dinosaur and Fossil Museum
Drumheller, Alberta (403-823-2593)

Royal Tyrrell Museum of Paleontology
Drumheller, Alberta (403-823-7707)

Provincial Museum of Alberta
Edmonton, Alberta (403-453-9100)

Nova Scotia

Fundy Geological Museum
Parrsboro, N.S. (902-254-3814)

Ontario

Royal Ontario Museum
Toronto, Ontario (416-586-5549)

Canadian Museum of Nature
Ottawa, Ontario (613-996-3102)

Saskatchewan

Royal Saskatchewan Museum & Fossil Research Station
Eastend, Saskatchewan (306-295-4144)

Saskatchewan Museum of Natural History
Regina, Saskatchewan (306-787-2815)



The Discovery of America

An Interdisciplinary Unit

1490 - 1585



by

Martha A. Ban



Description of Target Ages and Grade Levels - This unit on *The Discovery of America* has been designed for the middle to upper elementary grades.

Purpose - *The Discovery of America* presents an interdisciplinary unit incorporating the Christian perspective of early American explorers. Activities are designed for small group use - as well as individual projects.

How-to-Guide - *The Discovery of America* unit has a two-fold approach.

Student Based – Students would be assigned an explorer to write a background narrative. The narrative should follow the outline provided. Students may work in small groups – or individually. Narratives should be copied and made available to the class to use as the background for the unit activities.

Teacher Based – Print out the narratives provided within the unit. These narratives can be read to the class by the teacher, or given to each student to be read individually.

A section of inspirational stories is included for worship purposes. Following the narrative, a variety of open ended activities are found. These can be used in any order. Activities work well both in small groups and one on one. Web-based activities combined with project opportunities will give students a wide range of skill development.

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- Man's Greatest Space Journey
- Martyrs for Jesus

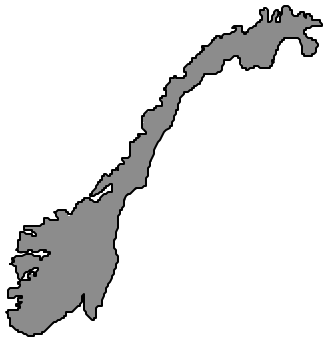
Narrative

- Christopher Columbus
- Ferdinand Magellan
- Hernando Cortes
- Ponce de Leon
- Ferdinand De Soto
- Francisco Coronado
- Sir Francis Drake
- John Cabot
- Sir Walter Raleigh

Trade Books and Other Resources

- Internet Resource Links
- Music of the Times - Drake
- Life's Survival Kit - Bible
- Make Way for Columbus - Math
- Columbus Sails West - Math
- Fact or Opinion - Reading
- ABCs of Explorers - Language
- Dear Susannah - Creative Writing
- How Long Ago Was That? - Math
- Word Play - Reading
- Searching for Explorers - Social Studies
- The Great Match Up - Social Studies
- Project Opportunities - Interdisciplinary
- Keys





Leif Ericsson

Missionary Viking



Leif stood beside his father on the deck of the longboat. The sleek ship cut a path in the waves as it sailed rapidly toward their home. Greenland. His father had chosen a good name for the new land he had discovered.

The boy with sun-bleached hair and experienced sea legs gazed with pride at his father's Viking helmet. A mane of red hair flowed from under it. Once his father had been forced to flee from Iceland because of a terrible family feud, but now Eric the Red was a very important and respected man.

Someday I will be strong as a mountain, swift as a hawk, and fierce as a bear, Leif thought, just like Father. Then I will sail the world. Perhaps I too will find a new land. Leif's daydreams were cut short by the shouts of family and friends as the longboat sailed into its home port. For now the adventuring was over. It was time to return to his farm chores.

"Don't wear such a long face, Leif!" his father said. "We will set sail again one day soon."

A smile flashed across Leif's fair face. He knew it was true. No Viking could leave the seas for long, especially when there were furs, falcons, and warm woolens to be traded in far-away Scandinavia.

The boy leaped over the side of the docked boat and ran to greet his mother, Thjodhild, and his younger brother, Thorvald. Soon Leif was racing toward their stone house. He was ea-

ger for some of his mother's delicious butter and freshly made cheese.

Season followed season, and Leif grew to be a man. He did not have his father's blazing red hair or his terrible temper, but he had his courage and curiosity. He was always ready for an adventure.

Often the Viking sailors would set their ships toward the home of their ancestors in Iceland and Norway. They needed timber, tools, weapons, grain, and other supplies that Greenland could not provide. In exchange for these things, Leif and his fellow settlers offered goods such as hides, seal oil, and ivory walrus tusks.

On one voyage to Norway, Leif met King Olaf. The year was A.D. 1000 and things were changing in the Viking world. King Olaf had once been a fierce raider who attacked and plundered the people of Europe and the British Isles. Then he became a Christian and returned to Norway, intent on winning his countrymen to his new faith.

Of course, when King Olaf met Leif, he eagerly told him about his Christian beliefs. He encouraged the young sailor to turn from the old pagan gods to the one true God. Leif listened and believed. Soon he shared the king's desire to spread the good news about Christ to the whole world.



During the voyage home to Greenland, Leif and his men were blown off course in a violent storm. As they sailed, strange new lands appeared before them.

The adventurers admired the white sandy beaches. They decided to drop anchor and explore the lovely wooded land beyond. One of the men wandered farther than the rest and came upon some wild grapes. "Look what I found!" he shouted to the others. The sailors also discovered wheat growing in this strange new land. As he looked at the bountiful land around him, Leif knew what he would call it.

"This shall be known as Vinland the Good," he proclaimed. Surely a settlement could be established in this beautiful place. And if Leif had his way, it would be a place where people pledged their loyalty to Christ.

Leif and the crew of his ship were eager to tell the settlers in Greenland about their discovery. So they set sail for home. Along the way, they came across a shipwrecked vessel. The crew was still alive, and Leif rescued them – showing that God's love had come to live in his heart. In gratitude, they offered him the entire cargo of their ship.

When Leif's ship arrived in Greenland, the people cheered. They listened to his exciting stories and looked at his treasure. "Leif, the Lucky! Leif, the Lucky!" they cried. And the name stuck.

True to his promise, Leif began to tell his family and friends about the Christian faith. Some, like Leif's mother, believed and became Christians. Others, like Leif's father, scoffed and remained loyal to their pagan gods.

Leif had many adventures, but none more thrilling than his discovery of Christ and the new land he called Vinland. Because the natives of

Vinland did not welcome settlers, Leif lived out his life in Greenland. He was its ruler when he died, and his Christian influence on his people is still visible today.

The Scandinavian people kept the story of Leif's amazing discovery alive for centuries. Few believed the incredible tales, but in 1960 archaeologists found the ruins of a Viking settlement in Newfoundland – the northernmost part of North America.



Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Man's Greatest Space Journey

By Ralph S. Watts, Sr.

*This world is not my home;
I'm just a travelin' through.
If heaven's not my home,
Then, Lord, what will I do?
- - Negro Spiritual*

Have you ever traveled from an old home to a new one? If you never had seen the new home before you moved into it, what would be some of the questions you would ask regarding the place?

As the old Negro spiritual says, "This world is not my home; I'm just a travelin' through." Are you traveling toward your new home in heaven?

You have the privilege of taking history's greatest space journey to a wonderful home in New Jerusalem – a real place with real people living there. And where is this city? In talking about it, Paul said he knew a man who had been caught up to the third heaven – or Paradise. John referred to Paradise as the place where the tree of life is located in its midst. So we may conclude that Paradise is God's dwelling place. There is located the capital of Christ's kingdom – New Jerusalem.

The exact location of New Jerusalem is not given in the Bible. However, its general direction is told to us by Job, who wrote that God stretched out the north over an empty place. Astronomers describe Orion as a "hole in the heavens" – or as an "empty place." It is estimated to be twenty-six trillion miles wide and

fifty trillion miles deep. The colors of that area of the heavens are the most varied and glorious of any place above us. It is as though the Creator of the Universe lavished His richest gifts upon this constellation.

Orion is in the North. Ellen White said that she looked through the open space in Orion, from which came the voice of God. If man



were to try to go to Orion now, it would take him 34,246 years if he traveled at the speed of light or 186,000 miles per second. That is 670 billion miles an hour! But if the trip is made with Jesus at the time of His second coming, it will only take seven days to reach the New Jerusalem. Talk about speed and space travel!

The Bible tells us how large this cleanest of all cities, the New Jerusalem, is. It is 12,000 furlongs square or 1,500 miles on each side. That is about the same distance as between Washington, D.C., and Houston, Texas. Can you imagine a city whose circumference is 6,000 miles? It would take a person nearly five days and five nights to drive around it if he drove constantly at 50 miles per hour!

There are twelve gates to the New Jerusalem – three on each side. It is about ninety miles



between each gate, and angels stand guard over every one of them. As a heavenly messenger leaves or enters the city, he presents a golden card to the gatekeeper. This card acts as his passport and gives permission for travel.

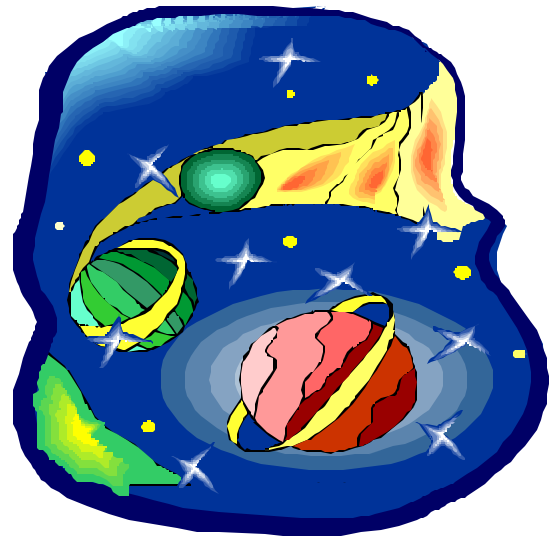
Each gate is one pearl. Today the largest gem of that variety which is known to man weighs only two ounces. But God, who makes small pearls, can also make large ones. Pearls for New Jerusalem's gates will weigh a ton or more!

The streets of the city are pure gold. Because this gold is as clear as glass, a person will be able to see, while walking there, to infinite heights above and unfathomable depths below.

Not only the streets of the city are like crystal but the walls around it are transparent also. This added distance-dimension will increase one's feeling of spaciousness as he moves about.

Inhabitants of the city will be dressed with a glorious white mantle from their shoulders to their feet. They will have harps of gold and palms of victory. All will have golden crowns. These will have been made for everyone by the angels. Some crowns will be very bright, others not so bright. Some will be heavy with stars, while others will have but a few. Everyone will be perfectly satisfied, however, with his crown, for jealousy and status-seeking will not be known in the New Jerusalem.

Citizens of the city will eat of the fruit from the tree of life which bears a different crop each month. It looks like gold mixed with silver, and is an antidote for death. The leaves of the tree



are for sustaining life and immortality. After eating these leaves man will grow up to his full stature even as Adam and Eve were when they lived in Eden. They were "more than twice as tall as men now living" or somewhat below the height of Christ. A man who is now six feet tall will be at least 12 feet tall there, and he will weight more than a ton! Women will grow to a height just above the men's shoulders, and children with wings will be there, too.

Light will come to the New Jerusalem from the Father and Son as they are seated upon their throne. Considering that there the light of the moon will be as bright as our sun is now, and the light of our sun will be seven times greater than it is at present, we can know that the light emanating from God and Jesus must be greater than is possible to comprehend. The sun and moon will not be needed to make periods of daylight and darkness in the New Jerusalem because "there shall be no night there."

Enoch was the first earthly being to go to the New Jerusalem. When Ellen G. White talked to him in vision he told her that his home was in the city. The host of citizens who follow



Enoch will be gathered from all nations and will live in New Jerusalem, too. However, they will be without nationality and simply will be members of the royal family. Each person who is a citizen there, will first have had his name recorded in the Lamb's Book of Life.

The houses where the saints will live are most glorious and will have the appearance of silver. They are supported by four pillars set with pearls. In each home there will be a golden shelf. These will be where the saints will place their crowns while they are working outside.

For a thousand years the inhabitants will enjoy the hospitality of the angels, meet saints of all ages, become acquainted with guardian angels, and, best of all, be associated and work with Earth's wonderful Savior.

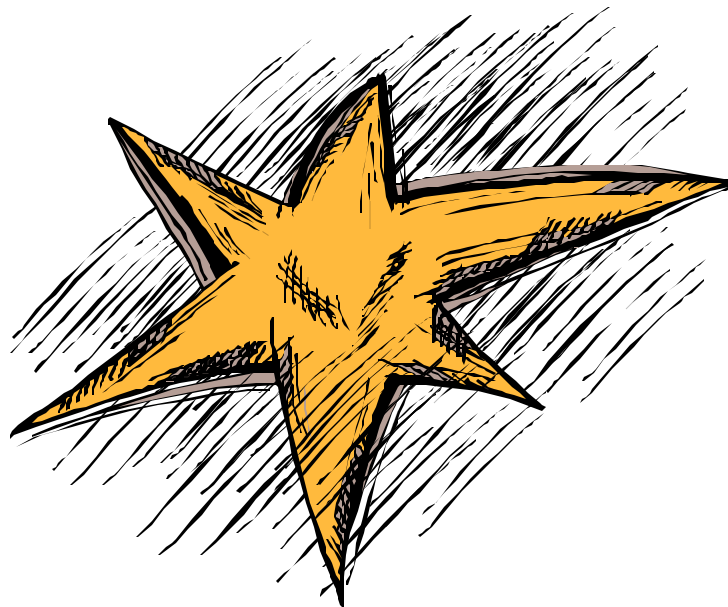
In working with Christ the saints will help to judge the wicked. God could decide every case by

Himself, but by having man assist in the work of the judgment, heaven will thereby be made safe for eternity. After that experience, no one will have any question as to why certain people were not saved. Neither will anyone begrudge the fact that other individuals, not expected to be there, have been given life everlasting.

It is well to keep these visions of things unseen before us. "Let all that is beautiful in our earthly home remind us of the crystal river and green fields, the waving trees, and the living foundations, the shining city, and the white robed singers, of our heavenly home – that world of beauty which no artist can picture, no mortal tongue describe.

How about it? Are you planning for man's greatest space journey? Let nothing hinder you in being ready for Jesus when He comes.

Courtesy of: SDA Advanced Reading Program
Ralph S. Watts, Sr.
Review and Herald Publishing Assoc., 1972



Martyrs For Jesus

And the light shines in the darkness; and the darkness did not comprehend it. John 1:5

During the sixteenth century, many Spanish ships crossed the ocean to the New World. But they did not come to spread the Gospel of Jesus. These early explorers sailed to America to conquer land and discover riches. They cheated the Indians and stole from them. They raided the land and murdered many of its inhabitants. The North American continent continued in darkness. It still needed the Light of Christ to brighten it.

Where was God during this century? Had He forgotten His plan? How did He spread His light into this spiritually dark land?

As you will see, God was still present, and He had not forgotten His plan. God's Holy Spirit was moving quietly through the New World. And He was using some very special people to help him.

In the 1500s, Spanish explorers took Franciscan and Dominican monks with them to Central America. The explorers brought them for encouragement and prayer. But these monks were very different from the Spanish crews and passengers. They were men of God. When the ships landed, they began to spread the Gospel of Jesus.

The monks were Christian men who had given up everything they owned to enter a group called a religious order. The men lived in a special community called a monastery. There they devoted themselves to prayer, study, and work. They separated themselves from ordinary life. Some had come from rich families. Others were from poor families. Some were well educated

while others were not. In the monastery, they worked together as brothers in the Lord.

Monks knew the cost of discipleship. Because of this, they were well suited to come to the New World. Satan could not easily tempt them with riches and glory. Their hearts were not weakened by pride or fear. God knew they would remain steadfast no matter what. He knew they would obey Him and follow His call. So He sent them to North America to bring word of His Son.

After the monks arrived, they established mission towns where life was simple and peaceful. They set up churches and schools. They built homes for orphans. Everything centered around the church. The Spaniards and Indians learned to live together. They learned to trust one another, and the Indians learned about the love of Jesus. The mission towns became dots of God's light in the dark, new land.

As these men worked in the New World, they grew to love it. Riding on horseback, the monks traveled across the desert. They enjoyed the beautiful landscape. They experienced the quiet. They watched the desert change colors. They discovered new places, and their hearts yearned to see more. Some of them became very famous explorers.

The first Spaniard to explore what is now the United States was Friar Marcos de Niza. He traveled into the New Mexico area in 1539. More missionaries followed. Hostile Indians killed some of them, but others soon took their place. By 1630, this area had twenty-five mission towns, and the friars had baptized eighty thousand Indians.



The monks continued exploring. They traveled up the West Coast. A Franciscan monk founded San Diego and San Francisco in California. The monks journeyed east. A French missionary founded the first mission in the present state of Arizona. Slowly but surely, the light of Christ was penetrating the New World.

During this time, Spanish explorers also traveled to the eastern coast of North America. In 1513, Ponce de Leon sailed to Florida. The Spanish settled Saint Augustine. They tried to settle other areas too, but the extreme heat and the fierce Seminole Indians stopped them. God did not bless the Spanish explorers as they tried to settle along the eastern coast. He had plans for pilgrims from another country to come later.

Soon missionaries from other European countries arrived in the New World. Jesuits from France journeyed to the northeast. These Jesuits were young scholars and disciples from an order called the Society of Jesus. They had vowed to follow the Lord Jesus. They had promised to remain faithful to one another as brothers in the Lord. The Jesuits were Christian "soldiers" who practiced strong discipline and had a heart for missions.



In 1534, a Jesuit navigator named Jacques Cartier discovered the Saint Lawrence River. This river flowed eight hundred miles from west to east through Canada. Today, part of it forms a border between Canada and

the United States. In the 1500s, the Algonquin and the Iroquois Indians lived there.

Jacques Cartier's canoe glided silently through the waters of the Saint Lawrence River. It was an early morning in the summer of 1535. A heavy mist hung over the water. The explorer could hear the crickets singing in the pine forests. Once in a while, he heard the hoot of an owl.

This is God's country, he thought to himself. God Himself has created this beauty for His people to enjoy. Now He has sent me to bring news of His Son to the natives.

Cartier reached the end of the river. He entered a bay which he named the Gulf of Saint Lawrence, and he pulled his canoe onto the grassy bank. Then he set out through the forest to find wood.

"I'm going to build a cross," he said. "Yes, a great big cross. I'll bring glory to my Lord's name."

Cartier built a large thirty-foot cross to proclaim the message of salvation. He ministered to the Indians along the river, talking with them about the Lord and sharing the Gospel.

The Jesuits traveled through what would become Maine and Nova Scotia. They journeyed to the Great Lakes and the Mississippi valley. Unlike the Spanish explorers, these men treated the Indians with respect. They honored their customs and spread the love of Jesus.

Jacques Marquette was another famous Jesuit missionary. In May 1673, he and Louis Joliet canoed down the mighty Mississippi River. The Mississippi is the longest river in the United States. It begins in Minnesota and flows into the Gulf of Mexico. In 1673, a number of Indian tribes lived along its borders. The Illinois Indians camped along the northern banks, and the Chickasaw and Natchez Indians lived along its southern banks.

Marquette worked and lived with the Illinois Indians. When he died, the Illinois were very sad because they had loved him a great deal. The Indians formed a parade of thirty canoes to carry his body back to the other Jesuits. They wanted to honor this great man of God.

Another famous Jesuit missionary was Jean de Brébeuf. For nineteen years, he worked





with the Huron Indians in Ontario, Canada. In 1649, the Iroquois Indians attacked one of the Huron towns.

The missionary was kneeling beside an injured Huron boy during the attack.

“Watch out, Father de Brébeuf!” One Huron yelled.

Father de Brébeuf looked behind him. Riding toward him on a black pony was an Iroquois warrior. He wore red and white paint on his face and held a tomahawk in his hand. The Indian was whooping and hollering. Father de Brébeuf stood up and faced the Indian. Then he looked toward heaven. The Indian leaned down and grabbed the priest, pulling him up onto the horse. The missionary had been captured.

The Iroquois Indians hated Father de Brébeuf, and they hated his religion. So they tortured him.

“This is your baptism,” one Iroquois cursed. “Can your Savior save you now?” Father de Brébeuf kept silent.

“You must scream! We’ll make you scream!” the Iroquois yelled. But he did not scream, and the Indians finally killed him.

Father de Brébeuf was a martyr for Jesus. He showed the Iroquois Indians he was willing to die for his faith. He made the Indians think about the true God, and Satan was not happy about it. Satan does not like Christian martyrs. They remind him of Christ who was willing to die for others. They remind him of the victory of the cross. It is no wonder Satan had the Indians torture the missionary as they did.

Satan wanted him to look weak, but Father de Brébeuf remained strong.

Another French Jesuit priest was Isaac Jogues who helped Father de Brébeuf. In 1642, Father Jogues had to travel to Quebec to get supplies. On his return, the Iroquois attacked his group. The priest escaped.

I cannot leave the Iroquois souls to be lost, he said to himself. I must go back and win them to Christ. If I suffer for the Lord Jesus, then I suffer. He died for me. I can do no less for Him. I will go back.

Father Jogues returned to his captors, and the Iroquois tortured him. A year later, he escaped again. He traveled back to France where he became a national hero. But Father Jogues longed to return to the New World and serve the Iroquois.

Father Jogues did return to America, where he founded the “Mission of Martyrs.” Later he, like Jean de Brébeuf, became a martyr for Jesus.

* * *

During the sixteenth century, many missionaries died for Jesus. These men brought God’s Light into a land dark with sin. They spread this Light into the Southwest and the Northeast. They lived their lives as witnesses to the love of Jesus. Many faced the darkness of unbelief, torture, and death. But this darkness did not overcome them. They remained faithful to God and to His call upon their lives.

Courtesy of: The Light and the Glory for Children
Peter Marshall and David Manuel
Fleming H. Revell, 1992.



Christopher Columbus



“Christ Bearer”

In the year 1271, an Italian explorer named Marco Polo set out on a long and dangerous journey across land and sea. He traveled to the Indies, which were the countries of India, China, and Japan. When he returned to Europe, Polo carried back many treasures such as spices, ivory, and silk.

The Europeans liked these things and wanted more of them. So they began to look for different trade routes to the Indies. But land travel from Europe to the Far East was long and treacherous. The only known sea route at that time was around the continent of Africa.

Christopher Columbus was the first European to sail west through the waters of the Atlantic Ocean. He discovered the continents of North and South America. Many historians believe that he was simply looking for a better trade route. They think his discovery was an accident. But was it? What really lay behind his desire to sail west?

As you will see, it was something very great. It was the plan of God Almighty.



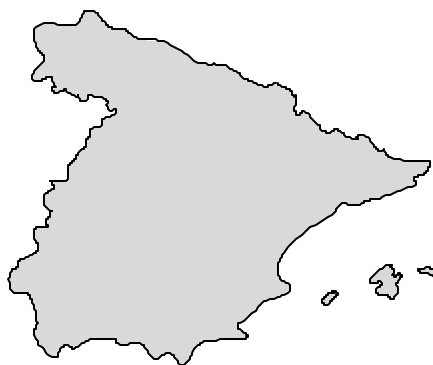
Christopher Columbus grew up in the seaport town of Genoa, Italy, where his father owned a wool shop. In 1484, he moved to Lisbon, Portugal, to work with his brother Bartolomeo, who made maps for ship owners. At that time, Lisbon was the seafaring capital of the world. Many ships came and went from its ports. The Portuguese were great explorers. They already knew the earth was round. If only they could find a better way to get to the Indies.

A God-given love of the sea took Christopher out on the ocean many times. He learned how to plot the course of a ship and how to locate its position. This is called navigation. He gathered the newest geographical information. He studied the latest maps, and he began to think about a voyage of his own.

Columbus kept a journal. In it he wrote that God Himself had given him the idea to sail west into the Atlantic Ocean. “It was the Lord who put into my mind the fact that it would be possible to sail from here to the Indies,” he explained. “There is no question that the inspiration was from the Holy Spirit.”

Columbus sensed God’s leading. He could cross the Atlantic and discover another trade route. But he could do something more. He could undertake this in the name of Jesus and carry the





Gospel message to distant lands. Columbus was going to be a missionary explorer and spread the Good News about Jesus.

The young sailor marked charts and plotted the course. Yes, it could be done. Now he had to find a country that would give him enough money to carry out the mission.

Columbus first presented his plan to the king of Portugal. He also sent his brother to talk with King Henry of England. Neither king liked the idea, and both turned him down. So Columbus approached the country of Spain.

Columbus waited over four years for King Ferdinand and Queen Isabella of Spain to give him an answer. They said *no*. It was 1490, and Spain was at war with the Moors. The country could not afford such an expedition. The king and queen told Columbus to come back after the war.

That day Columbus left the court to return to La Rábida. La Rábida was the monastery in which he was staying. Columbus walked slowly down the road. He felt sad and lonely. Doubts filled his mind.

“Where did I go wrong?” he mumbled to himself. His eyes filled with tears. With a sigh, he placed his hands in the pockets of his pantaloons.

“Maybe I’ve been wrong from the start,” he mumbled. “Maybe this is not God’s vision after all. Maybe everyone is right – it’s not a good idea.”

Inside La Rábida lived an old monk named Juan Pérez. He was a man of great spiritual wisdom. That night Columbus talked with Juan Pérez. The monk listened carefully. Columbus shared his belief that God Almighty was telling him to carry the message of Christ across the Atlantic. The two men prayed.

That night at La Rábida marked a turning point in the story of Columbus. The monk was a friend of Queen Isabella. The next morning Pérez wrote to her that God’s hand was upon Columbus. He asked her to consider the proposal again. And she did. She sent word for Columbus to meet the royal court in the city of Santa Fe.

In Santa Fe, Spain was celebrating a huge victory over the Moors. By the time Columbus reached the city, the Spanish monarchs were ready to accept his idea. They wanted a way to thank God for their victory over the Moors. And Columbus offered them the way. He would be one of Spain’s ambassadors to distant lands. The king and queen agreed to his plan and would pay for the voyage.

Columbus had waited years for this moment! He stood straight and tall as the king spoke to him. As he listened, his heart began to swell. He began to think about the riches and honor which would be his when he discovered these places.



“Your Majesty,” Columbus began, “I must thank you for this honor and for your faith in me. But I must request something else.”

“What is it?” King Ferdinand asked.

Pride filled the sailor’s voice. He spoke boldly.

“When I discover these lands,” Columbus said, “I want to be governor over them. I also want one-tenth of all the riches I find. And I want you to make me an admiral.”

The king and queen started at Columbus.

“This is too much!” the king replied angrily. “You’re dismissed at once!”



Columbus had let his sinful nature take control by asking for power and riches. And he almost lost his golden opportunity, but God was watching over him. A friend named Luis de Santangel later persuaded the king and queen to accept the proposal. Spain would finance the expedition after all.



Eight months later, the *Nina*, *Pinta*, and *Santa Maria* set sail “in the name of Jesus.” It was August 3, 1492.

A tall, red-haired man stood on the deck of the *Santa Maria*. His clear, blue eyes looked out at the great ocean around him. His rugged, brown face showed a man who had known many years of life on the high seas. As the ship rolled with the waves, Columbus held the rail with steady hands. He shouted commands to the sailors and watched them obey.

The date was October 9, 1492. Three small Spanish ships called caravels sailed along in a calm sea. Martin Pinzón and his brother, Vincent, were captains of the *Pinta* and the *Nina*. They had come to the *Santa Maria* for an emergency meeting with the commander, Columbus. As the Pinzón brothers climbed aboard the *Santa Maria*, tension filled the air.

Columbus welcomed the two captains into his private cabin. His smile disappeared when he saw their expressions. They did not look happy.

“Commander, things are not going well,” Martin Pinzón began. “Our men are tired. They are scared and grumbling. We have not seen land for thirty-one days. You do not even know if there is land ahead.”

“We are too far away from Spain, sir,” Vincent continued. “And we don’t know what lies ahead. You must turn the ships around.”



Columbus sighed. Was there anything except water ahead of them?

Silently, Columbus walked over to the window of his cabin. He gazed out at the golden sun as it set below the sparkling sea in front of them. The Pinzóns wanted him to cancel the voyage. They were asking him to give up all his hopes and dreams. This voyage was his mission in life. How could he quit now? He had waited eight long years to set sail. He had been rejected and called a fool. If he turned back now, everyone in Europe would laugh at him. He would not get another chance.

The Pinzón brothers were waiting for his answer. Should he stop the mission and turn back? The commander turned to face his two captains.

"I know we've been sailing for a long time," he began. "We've been heading due west from the Canary Islands for thirty-one days. I realize the men can't take much more. I've heard their talk." Columbus stopped and swallowed hard.

"You're right," he whispered. "We'll turn back."

With a heavy heart, Columbus glanced out the porthole again.

"But you must give me one thing," he continued. "I want three more days on this course. Just three days. Tell the men that if we don't sight land by October 12, we will head home."

The Pinzón brothers agreed and returned to their ships. Columbus remained alone in his cabin. He could hear the groaning masts of the *Santa Maria*. He could feel her steady movement through the smooth waters. How he loved the ocean! How he had dreamed about this voyage. But that did not seem to matter anymore. It was all over now. Columbus collapsed at his desk and began to scribble on the paper. He wrote his name, Christopher . . . *Christo-ferens*. In Latin his name meant "Christ-bearer."

What would happen over the next three days? To turn back meant defeat. Columbus felt defeated. Yet God was still God – and He always answered prayers. Humbly, the commander knelt in his cabin and prayed.

Over the next three days, amazing things happened. At first, the three ships began to speed through the water. In fact, they flew so fast that the sailors grew frightened because they were sailing even farther from home! Then on the second day, men on the *Pinta* saw a reed and a small piece of carved wood floating in the water. These were definite signs of land. Everyone grew excited.

At ten o'clock that night, Columbus and one of his sailors thought they spotted a tiny light far in the distance. Columbus took this as encouragement from the Lord. The ships pressed on.



Then at two o'clock in the morning, the lookout aboard the *Pinta* sighted a low, white cliff shining in the moonlight. "Land! Land!" he cried.

The *Pinta* fired its cannon to signal the others. With just four hours left until the dawn of the third day, they had discovered land! It was October 12, 1492.

Immediately, the three caravels turned south to avoid hitting the reefs near shore. They sailed until daybreak. As the sun rose, they reached the southern tip of the island. The coastline began to glow in the morning sun. The sailors gazed across the clear, blue water to the shore. Silently, they stood on the decks of their ships. They knew this day was important. They had discovered an unknown land three thousand miles from home. It was a day no one would forget.

At noon, the landing party rowed ashore. Every officer had dressed in his best uniform. Columbus carried the Spanish flag. As the men waded toward shore, they addressed Columbus by the new title: "Admiral of the Ocean Sea." Their eyes filled with tears when they reached the beach. The sailors knelt in the sand and bowed their heads. The admiral prayed. He named the island *San Salvador*, which meant "Holy Savior." He and his men erected a huge cross on the beach in honor of the Savior. And then he thanked God for using them to proclaim His Holy Name in this second part of the earth.

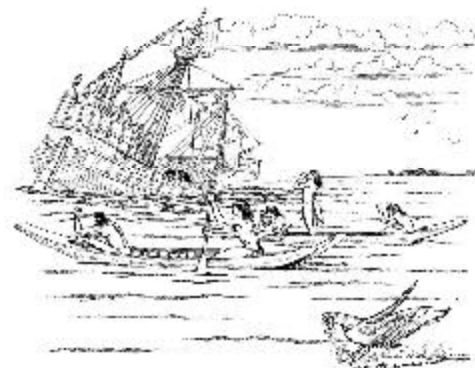
Short, dark-skinned people welcomed the explorers to San Salvador. These people believed the Spaniards were friendly white gods who had come down from heaven in canoes pulled by white clouds. They had never seen white men or sailing ships. Columbus called the natives "Indians" because he thought he had landed on an island in the Indies.

The Spaniards offered the Indians gifts of red hats and glass beads. Columbus wanted to treat them kindly, and he wanted to tell them about Jesus.

Since the natives did not speak Spanish, they used a type of sign language with the sailors. Columbus questioned them about the tiny gold ornaments worn around their necks. The Indians told him about the gold located south of San Salvador. The Spaniards got excited and decided to sail southwest in search of gold.

The three caravels set sail, stopping at many islands and putting up crosses for the Lord Jesus. However, they did not find gold. When the *Pinta* turned off toward the island of Babeque, the *Nina*, and the *Santa Maria* tried to follow. Bad weather forced the two vessels to another island. They named this one *Española*. And here, Columbus experienced a sea captain's nightmare.

It was dawn on Christmas morning. The *Santa Maria* floated calmly in a cove off the island. Everyone was asleep except a young ship's boy, who guarded the ship's tiller. The boy did not notice the waves gently moving the ship toward shore. Suddenly the rudder under the ship became stuck. The boy cried out. Admiral Columbus ran topside to see what had happened. The *Santa Maria* had struck a reef! Disaster!





“Get to the anchor!” Columbus yelled. “We might be able to free the rudder before the tide goes out!”

The men hurried, but it was too late. The *Santa Maria* was stuck. As the tide went out, sharp rocks appeared and cut into the bottom of the ship. Water poured into her hull. The damaged vessel leaned over in the water. She would never sail again.

Friendly natives from the island helped the seamen unload the ship’s cargo. On Española the Spaniards found gold at last. And here, the admiral also set up the first settlement in the New World. He called it *La Navidad*, which means “the Nativity.” Thirty-nine men remained on Española as the first settlers.

Columbus boarded the *Niña*. It was time to return to Spain. The little caravel began to weave its way back through the islands. Three days out, she met the *Pinta*. The two ships sailed together into calm seas and sunny skies.

A steady wind pushed them through the waters of the Atlantic. For much of the voyage, the men thanked God for the good weather. And then came the storm.

On the night of February 12, 1493, the *Niña* and the *Pinta* sailed into a huge storm. Great waves crashed down on the decks, tossing the ships to and fro. The winds howled. Heavy rains pounded the men as they labored against the waves. On the first night, the two little ships lost sight of each other.

Why? Columbus agonized as he prayed in his cabin. *Why is this happening, Lord? Do You want us to sink? Don’t You want us to return to Spain with the good news about our discovery?*



IF GOLD IS YOUR ALMIGHTY

Christopher Columbus had sailed to a great, unknown land. God had given him a vision, and he had carried it out. But just as he was almost back to Spain, he had to battle this terrible storm. Columbus knew God must have a reason. But what was it?

The answer lay deep within the man’s own heart. God saw that the sailor was becoming very proud. Columbus deserved to be called admiral. He had discovered a new land and a new people. Soon the admiral would become rich and famous. God was concerned that he would let those things take priority in his life. He was concerned that Columbus would forget his true mission. God wanted Columbus to return to Spain in obedience and humility to Him. Such a bad storm should have warned Columbus to search his own heart and seek forgiveness.

Would Columbus hear God’s message? Would he return to Spain relying on the Almighty? Or would riches and power become his gods?





The storm raged on for nearly a week. When at last it came to an end, Columbus and the sailors sighed with relief.

And then, toward evening, a blessed sight appeared. Far away on the northeast horizon lay the Azores, a group of tiny islands off the coast of Portugal. The explorers had made it home. The date was Tuesday, February 19, 1493. Columbus and his men stopped to rest.

When the *Niña* set out again, she ran into another storm. The little ship once again battled fierce winds and rain. This time she lost her sails. For five days the storm propelled the ship through the water. Then on the sixth day, the crew spotted land. It was the coast of Portugal.

By now, the winds were blowing the ship straight toward the rocky coast. Admiral Columbus knew they had one chance. If he could steer the vessel into the nearby River of Lisbon, they would be safe. This meant he had to turn the ship broadside into the wind. And this was dangerous because she could turn over. God would have to be with them.

The admiral wiped the rain from his eyes. Could he do it?

“Lean her to starboard!” Columbus yelled to the helmsman. “Keep her to the right. Yes, that’s it. Now hold her there – steady, steady as she goes.”

The *Niña* slowly turned toward the coast. But the wind and waves kept pushing her closer and closer to the rocks.

“Hold her now,” Columbus shouted. “Don’t let go! We have to make it into the river.”

All at once, water came crashing over the ship’s starboard side.

“She’s tipping over!” the helmsman yelled.

“We’re going to drown!” another sailor screamed.

The nervous admiral held his breath. Then, slowly but surely, the little vessel righted herself in the water! The crew worked harder. The *Niña* straightened up as the storm howled. Finally, a large wave pushed her directly into the mouth of the Lisbon River. It was a miracle. They had made it. The sailors clapped and danced with joy. Columbus sighed with relief – God had been with them.

Because of the weather, Columbus visited King John of Portugal for a while. He did not stay long, though. He wanted to get home.



On March 15, 1493, Columbus and his sailors finally entered the harbor of Palos, Spain. Good news awaited them. The *Pinta* had not been lost. She had been blown to the coast of Africa, and was now on her way home. It was time for a great celebration.

Columbus traveled to Barcelona, which was the winter home of King Ferdinand and Queen Isabella. The city was prepared for him. Colorful flags decorated the streets. Spanish capes hung on the sides of the buildings. Women threw rose petals from the balcony windows. People crowded the streets.



Columbus led the small procession on horseback. His officers, some cargo wagons, and six Indian natives followed him. The admiral sat tall and erect in his saddle. One hand held the reins. The other rested proudly on his hip. As the parade reached the palace, the crowd cheered. Columbus waved.

That evening, Columbus and his group entered the grand throne room. Hundreds of candles brightened the court with its great marble columns. As Columbus approached the throne, the monarchs stood up to greet him. Columbus knelt to kiss their hands, but they made him stand. Then they ordered a special chair to be brought for him. The crowd was amazed.

King Ferdinand began, "We are most anxious to hear about your voyage, Commander."

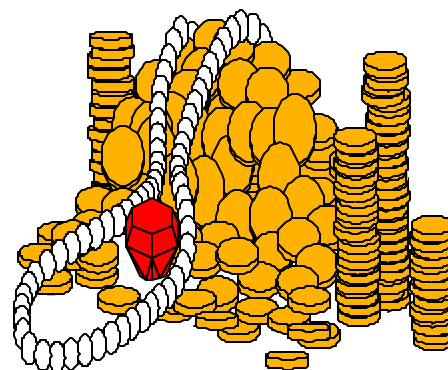
The court listened as Columbus related his story. He told about the long journey across the Atlantic. He described San Salvador and the kind natives. He told them about Espanoña and losing the *Santa Maria*. He introduced them to the Indians who had sailed back with him. They walked forward wearing their native clothes and carrying native wildlife. The king and queen had never seen such strange animals as jungle rats, parrots, and dogs that could not bark.

Columbus next motioned his officers to pick up the oak chest. The officers carried it to him. Columbus stood and walked toward the chest.

"Your Majesties," he announced, "it is with great pleasure that I present this to you and to Spain."

Columbus threw open the lid. Everyone's eyes opened wide. The chest was filled with gold! There were masks and crowns of pure gold, and bright gold jewelry shone in the candlelight. The chest even held gold nuggets. Anyone who had doubted Columbus before did not doubt now. He had made a great discovery – the Indies had gold!

King Ferdinand and Queen Isabella stared at the contents of the oak chest. They both stood and then fell to their knees lifting their faces toward heaven. In the throne room of Spain that night, everyone gave thanks to Almighty God.



Columbus was a hero. He had kept his promise to Spain by discovering a new land, a new people, and great riches. Now Spain would keep her promise to him. The king and queen officially titled Columbus "Admiral of the Ocean Sea." They pronounced him governor of the new land. And they gave him permission to receive one-tenth of all the riches.

Columbus had kept his promise to God, but something was changing deep within his heart. In appreciation for what he did, Spain gave the admiral 334,000 maravedis. This was a lot of money, but it was not enough for Columbus. He wanted more. He demanded that 10,000 maravedis be paid annually to the first person to sight land. The lookout aboard the *Pinta* had spotted land first, but Columbus took the prize. The Admiral was letting gold become his god.

The first voyage to the New World had been a success. On the second voyage across the Atlantic in 1493, seventeen ships and twelve hundred men accompanied Columbus. They dreamed of gold and adventure, but their dreams soon turned into nightmares.

When the ships arrived at the settlement of La Navidad, none of the settlers were there. The natives had killed all thirty-nine men. Columbus quickly found out what had happened.

Soon after the *Niña* had sailed for Spain the year before, the settlers had started hurting the native women and stealing the Indians' gold. The natives could not stop them. At last, the angry Indians ambushed the men, killing every one of them.

As governor of Espanoña, Columbus had a big problem. His men now hated the natives for what they had done to the Spanish settlers. His men also did not trust him anymore. They no longer believed his stories of gentle natives and abundant gold. Columbus had lost their respect and his authority. How could he control them now?

The governor knew he had to do something, and he had to do it fast. But he did not think to get on his knees and pray. He did not think to ask His Heavenly Father to forgive him for his greed and selfishness. He tried to work things out by himself.

Gold, he thought to himself. I'll start exploring for gold. That will make the men forget what has happened here.

So Columbus had the men search the island for gold. But everything went wrong. Disease-bearing mosquitoes plagued them. The heat spoiled their food. Many of the men became sick with terrible fevers. And no one found any gold.

Columbus *had* to come up with some gold, so he made the Indians pay a tax in gold. If they could not pay, the Spanish punished them and treated them like slaves. In just four years, most of the native population had died or been killed. It was a massacre.

The governor decided to return home. In Spain, he learned that the king and queen were very concerned about the Indians.



“Governor Columbus,” King Ferdinand began, “you must understand. We are responsible to God for the welfare of our people. And now these natives are our people. This terrible treatment cannot continue. You must govern the Indians as we would govern them.”

Columbus sighed. He knew the king was right.

The king continued, “We must also discuss the gold. It’s true that we want you to find gold because it would help our country. But we don’t want such riches at the expense of the Indians! Now see to it that our desires are carried out!”

The king and queen knew they had to be firm with Columbus. He was a good explorer, but he was not proving to be a very good governor. He was proud and demanding. He spoke harshly and got mad easily. The people in the islands did not respect him. And he refused to take responsibility for what was happening. Yet, the monarchs let him return as soon as a small fleet of ships was ready.

After a long and terrible journey, the Spanish ships reached Espanoña. Columbus discovered that rebellion had broken out among the men he had left on his earlier voyage. The inhabitants no longer wanted him to be governor. He had lost his authority over them, and he could not control the situation. Alarming reports went back to the king and queen.

The Spanish monarchs had no choice but to replace Columbus as governor. They dispatched Francisco de Bobadilla, who carried a letter giving him authority to act as governor. When the new governor’s caravel arrived in Espanoña, he discovered seven Spanish bodies dangling on ropes. Then he learned that five more were to be hanged the next morning. Immediately, Bobadilla installed himself as governor. But Columbus refused to honor the proclamation from the king and queen.

“I am governor of these islands,” he informed Bobadilla. “This is my land. I discovered it. The king and queen have no right to take away my authority!”

“Put this man in chains!” Bobadilla ordered. “I am sending him back to Spain for trial.”



Columbus remained in chains until he reported to the king and queen in December 1500. They were shocked and ordered the chains removed. But they did not appoint him governor again. Columbus begged them to send him back to the New World. A year later, they permitted him to go, but only to explore for gold.

Once again, Columbus was looking for gold. It had become the most important thing in his life. In Columbus’s heart, God now held a second place.

Despite the king and queen’s command that he not sail to Espanoña, Columbus sailed directly for the island. The governor refused to let him enter, so he sailed to Cuba. Then he sailed southeast toward Central America. The trip usually took three or four days, but strong headwinds stretched the trip into thirty-nine days! God Himself seemed to be blocking the voyage. Yet Columbus never considered he might not be doing God’s will.



The four caravels proceeded down the coast of what are now Honduras, Nicaragua, and Costa Rica in Central America. At last, in Costa Rica, Columbus struck gold. He discovered gold fields in which ore lay on top of the ground. His men could dig for gold with their bare hands!



Columbus decided to build a settlement near the gold fields. But once again he encountered trouble with the natives. Upon learning that the Indians were planning a raid, he attacked first. He took many hostages, including the Indians' chief.

Not long after this, Columbus had a frightening experience. It happened one day when some of his crew sailed inland to get water and supplies. The admiral remained behind with the other ships at the river's mouth. That afternoon, he heard shouting upriver, followed by guns and shooting. Then everything became strangely quiet. By nightfall, Columbus saw dead bodies floating down the river. They were the bodies of his crew.

Alone and frightened, the admiral did not know what to do. He climbed the highest mast on the ship and frantically yelled, "Help me! Someone please help me!"

Columbus later fell asleep in his cabin. While he was sleeping, a Voice spoke to him.

"O foolish man," the Voice said. "How slow you are to serve your God! He has watched over you since you were born. He gave you the Indies and the keys to the Ocean Sea. You have gained fame among all Christians. Turn back to Him. Admit your mistakes. His mercy is infinite."

The Voice was kind and gentle. Columbus knew it spoke the truth. When he awoke, he cried. But sadly, Columbus did not heed its words. He continued searching for gold. It seemed gold was all that mattered to him.

Columbus returned to Spain. He was now fifty-three years old and in bad health. On Ascension Day, 1506, Columbus received the last rites of the Roman Catholic Church and died.

Christopher Columbus had put gold before God. But God still used him to open the door for the Gospel to enter the New World. God's plan had begun. Now this new land needed to hear the message of Christ. It was time for God to send others.

Courtesy of: The Light and the Glory
Peter Marshall and David Manuel
Fleming H. Revell, 1992



SPAIN CONQUERS MEXICO



Hernando Cortés

The Desire for Gold

During the years that followed the discovery of America, many a Spanish boy listened to tales of adventure in the New World, and played at being an explorer. Among them was Hernando Cortés, who lived in a small town in the mountains of Spain. His father wanted Hernando to become a lawyer, so young Cortés went to a university to study. But books did not interest him. He kept thinking of adventure on the sea, and in the West Indies. Finally his father agreed that Cortés should seek his fortune in America.

The expedition that Cortés joined landed on one of the islands of the West Indies. The governor of the island, who had known young Cortés in Spain, offered him a large section of good land for a farm. But Cortés had very different plans.

“No thank you,” he said. “I have come in search of adventure and riches, not to till the ground like a poor Indian. Just show me where gold can be had and I will fight for it if need be.”



No one knew where to find gold at that time, so Cortés finally accepted the land. He became a wealthy farmer with many Indian slaves. He grew to be a good soldier, too, for there was much fighting wherever Spanish settlements were planted. The settlers often grew jealous of one another and quarreled among themselves. Sometimes they rebelled against their governors. There was trouble, also, between the Indians and the settlers, for the Spaniards not only made the Indians slaves, but they took from them whatever they wished without any thought of payment. Altogether, Cortés found plenty of adventure. But although he had gained some wealth, he had not given up his dream of finding gold.

All the early explorers, like Cortés, hoped to find gold and treasure in the New World. However, except for small amounts of gold on some of the islands, they had not yet found the riches they were hoping for. Sometimes they met Indians who wore golden ornaments. Where had the Indians found this precious metal? Somewhere in this new land there must be gold, much gold, and the white men were determined to find it.

One day a group of men came back from the mainland with a wonderful story that they had heard from the Indians. To the west, they reported in the country of Mexico, lay a beautiful city with paved streets and bridges, temples, and palaces. This city belonged to a tribe of Indians called Aztecs,



who dressed in gorgeous clothes and were so rich that they wore sandals of gold on their feet. The Aztecs were brave warriors and had conquered many of the Indian tribes who lived near them.

The Spaniards showed little surprise at this story. Ever since coming to America, they had hoped to find such a city. The word *gold* was all that was needed to make them start at once. The governor of Cuba lost no time in raising a small army to explore and conquer Mexico. The Spanish soldiers took their muskets, a few small cannon, and fifteen horses. In eleven ships they sailed for Mexico, with Hernando Cortés as leader of the expedition.

When they reached the mainland, the Spaniards found hostile Indians. The natives soon learned that their arrows were poor weapons against the soldiers' armor, and that the white men's guns spoke like thunder and killed great numbers. The Indians came to Cortés, seeking peace. They brought gifts of gold, which delighted the Spaniards. Now they were sure that the stories that they had heard about this land were true. The Indians also brought some of their own captives and offered them to Cortés as slaves. Among these captives was a young Mexican girl named Marina. Cortés was kind to her. She became friendly toward the white men and stayed with them during the whole adventure. Marina learned a little Spanish very quickly and was soon a great help in acting as interpreter for the soldiers. Through her they learned a great deal about the warlike tribes that lived in this part of the country.



Both Columbus and Magellan had trouble with cowardly men who wanted to turn back. Cortés had no such trouble. He and his friends planned a bold scheme. They told the soldiers that some of the boats were in bad condition, and might as well be destroyed since there was not enough time to repair them. A few days later more ships were sunk. When the soldiers began to complain, Cortés called them all together and said something like this:

“Brave soldiers do not think of retreating, and they care not what lies behind them. However one ship remains. It has been saved for the cowards, who may now come forward and sail for Cuba.”

Not a man moved. Instead, cheer after cheer arose for the bold leader. So the last ship was sunk. The soldiers could not go back. They had to fight.

The little army started on its march to Mexico City. On the way, the Spaniards often attacked the Indians whom they met. These natives were brave warriors, but when they heard the roar of the muskets and cannon, they lost all their courage. They had never seen horses before – which seemed like dreadful monsters to them. They thought that the white men must be gods.

The Mexican Indians believed a legend that said that hundreds of years before a white sun god had visited them and taught them many things. At last he departed toward the East, saying, “Wait and watch for me. I shall come again bringing many white gods with me. Then I shall reign forever in the city of the Aztecs.”

It happened that Cortés landed in Mexico at the very place where the sun god was supposed to have disappeared. The Indians thought that the Spaniards were the white gods returned from heaven



riding terrible beasts and fighting with thunder and lightning. One tribe after another surrendered. Many of these tribes were old enemies of the Aztecs. They gladly went with the white gods to help them conquer the Aztecs' capital, Mexico City.

Cortés in Mexico City

In the beautiful city of the Aztecs, their emperor, Montezuma, knew all that had happened. Swift Indian runners had brought news of all that went on among neighboring tribes. Day after day Montezuma grew more alarmed, for these strangers were marching toward his own city. If this were the true sun god and his army, of what use would it be to fight? Montezuma sent messengers with every excuse which could be invented to urge the white men to leave the city. When these messages failed, he ordered costly gifts prepared, gold and silver dishes, and beautiful robes woven with bright colored feathers. These gifts were sent to the white strangers with a great show of friendship.

The Spaniards could hardly believe their eyes when they saw the richness of the gifts. Certainly they would not turn back with things like this to be found and captured. They were even more surprised when they saw the beautiful Mexico City and learned how the Aztec Indians lived.

The Spaniards thought of the Indians as a savage people, living in huts instead of palaces. In Mexico, however, the Indians had learned to live well. The weather was always warm, and food could be had without much work. The Aztecs were never hungry or cold. They had time to learn a great many things of which other Indians knew nothing.

They learned to weave together bright feathers of tropical birds to make beautiful garments. They dug gold from their mines and learned to make it into ornaments to wear and into dishes to be used in their homes. They learned to build paved streets, bridges, temples, and great buildings. In many ways the Aztecs lived in as grand a style as any of the princes of Europe.



For their capital, the Aztecs had built a beautiful city on an island in the middle of a salt-water lake. Some of the streets were canals where canoes were used for travel. Three main roads led directly to the center of the city. Where these roads crossed the lake, great stone bridges were built. A huge tower stood in the center of the town, with many steps leading to the top. This tower was the Aztec temple where their gods were worshiped. At the top of the tower was the altar where the finest young men of the tribe were sometimes chosen and killed as sacrifices to the gods.

The houses in the great Aztec city were very large. Sometimes two hundred families lived together in one of them. The walls were made of stone, usually covered with white plaster, which made them dazzling in the sun. On the flat roof of the houses grew palms and flowering plants. Here the people rested at sunset and enjoyed the beauties of their city.



Cortés and his army marched along the paved road across one of the stone bridges into the city. No one dared to stop them. Montezuma greeted the Spaniards as friends and guests. He gave them one of the great houses in which to live. To their surprise, it was large enough for the entire army.

Everything seemed friendly enough, but Cortés knew that he was really surrounded by enemies. He tried to think what he could do to make it safe to stay in the city.

Finally he decided to try to get Montezuma into his power. He therefore sent a messenger to the Aztec chief, asking him and his brother to visit the white men in their house. The king did not dare refuse an invitation from the stranger who might be a sun god. He came, and although Cortés treated him as if he were a guest, Montezuma knew that he was really a prisoner – unable to leave the company of the white men.



Cortés Ordered to Cuba

One day the Aztec runners brought a report that more white men had landed on the eastern coast. Cortés had paid no attention to several messages from the governor of Cuba, ordering him to return. But now an army had come to compel Cortés to obey the governor's commands.

As soon as Cortés heard this, he chose a few of his best men and stole secretly away from the city of the Aztecs. Hurrying toward the seacoast, Cortés met and defeated the Cuban army. Then he talked to the defeated soldiers and told them of all the wealth which had been found in Mexico. He asked the captives to join his own army. They were more than willing to change leaders. Cortés marched back to Mexico City with more soldiers, more cannon, and more horses.

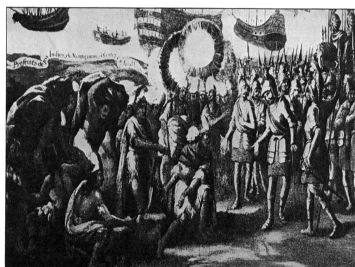
When Cortés reached Mexico City, he knew at once that something had happened. As he marched through the streets, they seemed dangerously quiet, and the market places were closed. The Aztecs did not try to stop the Spaniards, but they looked sullen and angry. As soon as the officer at the palace made his report, Cortés understood the trouble and knew that he had walked into a dangerous trap.

The officer explained what had happened. The Spaniards did not know that it was an Aztec custom to have a great dance in honor of their war god once a year. The time for this dance came while Cortés was away. Great crowds of Indians gathered in the streets to take part in the celebration. The Spaniards were alarmed and thought that an attack was about to be made. They prepared to defend themselves by pointing their cannon at the crowd. This unfriendly action angered the Aztecs, and they began shooting arrows wherever a white man showed himself. Thus the fight started. The Indians seemed about to storm the palace and kill every white man there. But the Spaniards saved themselves by forcing Montezuma to go out on the roof and quiet his people.



Cortés wondered how long the Spaniards could defend themselves in the midst of the aroused and angry Aztecs. In the courtyard of the palace was a spring of pure water, and there was food enough for the present. But Cortés knew that they would soon need more food. He made the mistake of sending Montezuma's brother to reopen the market places. All that the Aztecs needed was a leader. They immediately called a council, which refused to obey a king who was held prisoner by the enemy. The council elected Montezuma's brother to take the king's place.

The Aztec Attack



Early the next morning the attack started. Aztecs swarmed all around the great palace, which the Spaniards had made into a fort. Once more the Spaniards compelled Montezuma to go out on the roof and talk to his people. But Montezuma was now no longer king. The Aztecs would not listen to him. They shot arrows and threw stones at the man who once had been their proud leader. One of the heavy stones wounded him. The Spaniards carried Montezuma to a safe place and treated his wounds, but the Aztec chief was broken-hearted. His people had turned against him, and he was a prisoner among enemies. He did not care to live, and refused to eat. A few days later he died. The news saddened many of the Spaniards. Those who had waited on the Indian chief were very fond of him, and many had still hoped to use Montezuma in making peace with the Aztecs.

The fighting continued fiercely, and Spanish cannon did great damage to the beautiful city. But the Aztecs had the advantage. They far outnumbered the white men, and they controlled the food supply.

Opposite the palace of the Spaniards towered the Aztec temple. It rose like a great house of blocks, each block being smaller than the one below it. Indians took possession of this tower. Whenever a Spaniard stepped out from the walls of the palace, a shower of arrows from the temple met him. The strangers were prisoners in their own fort.

The Spaniards knew that they must capture the temple. Twice they made unsuccessful attacks. At last Cortés strapped a shield to his left arm, which had been wounded. He chose his best men and Indian allies and led a third attack on the tower. The fighting was terrible, but the Spaniards pushed on. Up the steps they went, driving the Aztecs before them. There was no wall at the top of the tower to keep the fighters from falling over the edge. But no man thought of safety. Finally the Spaniards captured the temple. They destroyed the altars and threw the Aztec gods down from the tower.

"Now the Indians will be ready to listen to terms of peace," thought Cortés. He sent a message asking the Aztec leaders to come to the street in front of his palace. Cortés himself stood on the roof with Marina beside him to act as interpreter.



“You, yourselves, are to blame for this destruction,” he said. “You have brought it on yourselves by your rebelling. But even now I will treat you well if you will lay down your weapons. If you do not, I will make your city a heap of ruins and will leave not a soul alive to mourn over it.”

The Aztecs were not deceived. They knew that their own forces were far larger than the forces of the enemy. They knew that food was scarce in the palace of the Spaniards. They had surrounded the white men’s refuge, and the bridges leading to the mainland were destroyed. Boats were bringing their own food across the lake. There was no need to surrender, and Cortés was answered with a shower of arrows.

The only thing left to do was to retreat. Cortés decided to leave the city under cover of darkness. The Spaniards built a movable bridge to be used in crossing the lake. They loaded each horse with golden treasure, and every soldier carried as much as he could. Great heaps of treasure was left piled on the floor of the palace.

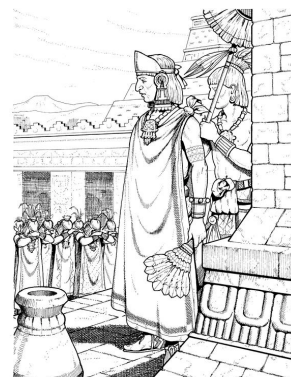
One night when the streets seemed deserted and quiet, the Spanish army stole out of the palace. They hurried toward the lake, hoping to escape from the city. But the Aztecs knew that an escape would be tried, and they were waiting in canoes. As soon as the white men put their movable bridge in position and tried to cross it, the Indians attacked them from both sides. The Spanish cannon were of no use here, and the horses became frightened and jumped into the lake. A few Spaniards succeeded in swimming to shore, but many of the little army were killed or drowned.

When morning came, the sun shone down on a terrible scene of destruction. The Spaniards who had escaped fled toward the coast. Their weary leader got off his horse and sat on a rock as the soldiers passed before him. He rested his head on his hands and thought sadly of the failure of all his hopes.

Luckily for the Spaniards, the ships that had been sent to arrest Cortés had not been sunk as the first ones had. The Spanish leader was glad to find them when he reached the coast. But he did not think of giving up the conquest of Mexico. Instead of escaping in the ships, Cortés used them to send to a friendly colony for help. It was not long before help came – men, cannon, horses, and supplies.

Cortés Conquers the Aztecs

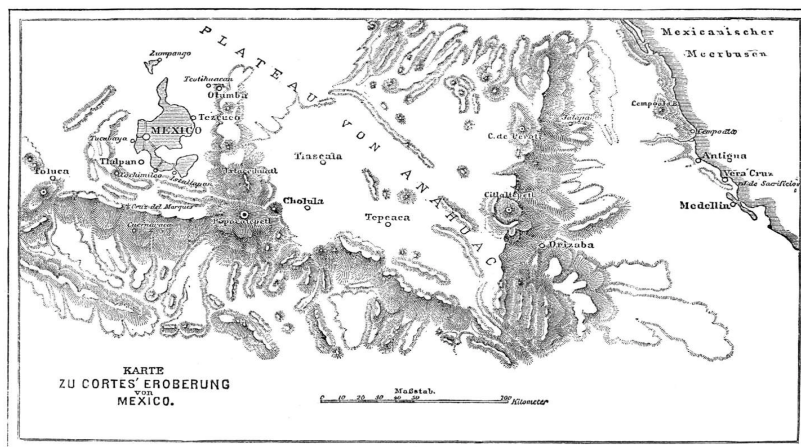
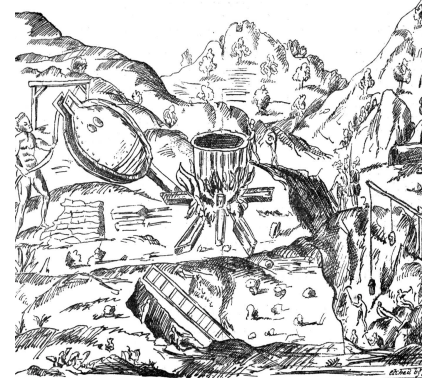
Once more the Spanish army marched to Mexico City. This time the Spaniards tore down the bridges and surrounded the city. The siege began in April 1521, the same year in which both Magellan and Ponce de Leon died. For five months the siege continued. At last the Spaniards cut off the fresh water from the city. The Aztecs could not hold out long without water. Before they gave up, however, they destroyed or threw into the lake most of the rich treasure of their capital. The cannon had already broken down the beautiful buildings. When the Spanish army at last marched into Mexico City, it was no longer the beautiful place that they had seen for the first time. It was a sad



sight. The happy people had been killed and their city destroyed.

Although the capital of the Aztecs was in ruins, Cortés took possession of it for the king of Spain. Soon a Spanish city was built in its place, with a great church where the Aztec temple had once stood. Cortés became governor of Mexico. He made long exploring trips and fought many battles with the Indians. Gradually he conquered the country.

Shiploads of gold and silver from the mines of Mexico were sent to Spain. At last the dream of the explorers had come true. Here was treasure richer than any that had come out of the East. Here was wealth such as no king of Europe had seen.



THE DISCOVERY OF FLORIDA

Ponce de Leon

The Gifts of the New World

In 1929, Commander Richard Byrd and his men flew over the South Pole and drew maps of the land that they discovered. Each day, newspapers in the large cities published radio messages from the explorers. People read of their adventures and of the bleak land of ice and snow where they had made their camp. But no one thought of traveling to that cold region to settle and build a home.



In 1492 Columbus and his fleet sailed westward from Spain to find the trade centers of the East. In those days there were no radio messages to be published in daily papers. In Palos, Spain, friends of the wanderers waited and watched for months with no word to tell them that the explorers were safe and well. When Columbus returned unexpectedly, a strange story very different from Commander Byrd's was brought back to Spain. Instead of snow and ice, Columbus told of a beautiful land where the warm sun shone, birds sang, and flowers and fruit grew in abundance. This was the kind of place to which men were eager to go. The very next year fifteen hundred people went back with Columbus, many of them intending to make their home in the New World. Columbus, himself, helped to build a small Spanish town on one of the islands of the West Indies. In a few years several towns were started, and many settlers were living on these islands of the New World.

At first the early Spanish settlers were disappointed with their life in the West Indies. They had expected to find rich cities where they could trade with the natives for silks and spices. The only cities seemed to be small Indian villages, but the soil was fertile and the climate was healthful. Many strange new fruits and vegetables grew wild. With Indians for workmen, the Spaniards soon planted large farms.

Seeds and plants were brought from Europe, and soon sugar, cotton, fruits, and vegetables from Spain were growing in the New World. There were also strange new plants – corn, the potato, and tobacco – that no one in Europe had ever seen. Soon the settlers found that these furnished some of their best crops.

Today cocoa and chocolate are known and used in most parts of the world. The first white men ever to taste this kind of food were Spanish explorers in Mexico. The Indians had cocoa that they used as a drink, just as we do today. The cocoa was made then, as it is now, by grinding the seeds of the cacao tree – a small evergreen that grows in Mexico.



The Spaniards were the first to bring horses and cattle to America, but they found here a wild fowl that had never been known in Europe. It was the turkey. Wild turkeys lived in many parts of North America and were hunted by all the early white settlers. When the first turkeys were taken to Europe, people were still confusing America with Asia. They thought that this strange new fowl came from Asia, the home of the Turks. It was therefore called *turkey*, and our famous Thanksgiving bird was named by mistake – very much as the Indians were.

The Spanish farmers in the West Indies prospered. They compelled the Indians to work in the fields as slaves, and they also brought Negro slaves from Africa. Many of the white men lived in comfort on their large American farms.

But the New World was a place for adventure and many a bold soldier was unwilling to live the quiet life of a farmer. Spanish governors, whom the king had sent to rule his new lands, were all eager to increase their power and wealth. The mystery of the unknown world around them invited every man to explore and conquer all that he could find. One of the Spanish governors, a man named Juan Ponce de Leon, was led to the coast of Florida by one of the strangest fairy tales that a man ever believed.

Juan Ponce de Leon

When Columbus made his second voyage across the Atlantic Ocean, Ponce de Leon sailed with him to seek fame and fortune in the New World. He belonged to a prominent Spanish family. When he was a boy, he had been a page at the royal court. Later, Ponce de Leon became a bold soldier and fought for King Ferdinand and Queen Isabella in their war against the Moors. Columbus returned from his first voyage and brought with him a wonderful story of far-off lands. Many a Spanish adventurer wanted to sail with the great explorer when he made his second trip across the Atlantic. Ponce de Leon felt that he was fortunate to be able to go. The rest of his life was spent in the New World, and here he found the fame and fortune that he sought.



When Ponce de Leon landed in the West Indies, he was strong, brave, a good leader, and a well-trained soldier. Such a man was sure to do well in this new land.

The Indians were very friendly when Columbus first came. However, they were often captured and forced to work as slaves. Naturally, they learned to distrust the white settlers, and trouble often arose between the Indians and the Spaniards. Ponce de Leon became a famous Indian fighter, and in time he was made governor of part of the large island of Haiti. Here he gained much land, owned many slaves, and lived comfortably in Haiti for many years.

But riches and power did not satisfy Ponce de Leon – for he was growing old. He thought with longing of the days when he was a poor soldier with an unknown world ahead of him. One day he



heard of some Indians who said they knew where a magic spring of water could be found on an island far to the northwest. Anyone who drank from the spring would become young once more.

Ponce de Leon felt that youth would be worth more than all the riches of the world. Why shouldn't he hunt for the magic spring? But first he must find the Indians who could tell him of the Fountain of Youth. He was soon successful. This legend was well known among one of the West Indian tribes.

This is the story that Ponce de Leon heard. "Many years before, so many that the oldest men of the tribe could not remember the time, an Indian warrior and his squaw had grown old together. One day the West Wind whispered to the woman, 'Follow the trail till you reach the Fountain of Youth. There you may drink and be young once more. They followed the trail and found a clear, bubbling spring of water. The woman filled a pearly shell and lifted it for the man to drink. In a moment he was again a strong, young warrior. When the wrinkled old woman had tasted the water, she became young and beautiful once more. Ever since that day they had lived happily, but once in every twelve moons they journeyed to the Fountain of Youth and drank together of its magic waters.

Ponce de Leon listened to the story with hope in his heart and asked many questions about the wonderful spring. The Indians said that it was located far to the northwest on an island called Bimini. The old Spanish soldier did not doubt that the story was true. Remember that he lived in a time when people had just learned that they didn't need to fear sea monsters and the "falling-off place." At that time almost anything seemed possible in this wonderful new land.

Ponce de Leon determined to find the Fountain of Youth and become young once more. He asked for the Spanish king's permission to explore the islands to the northwest of his home. The king consented; and in March 1513, Ponce de Leon started from Puerto Rico on his strange adventure. His three ships sailed toward the northwest until they reached the Bahama Islands. They stopped at many of the islands and parties went ashore to look for the spring. Some of Ponce de Leon's friends had come with him. They, too, were old enough to wish to drink some of the magic water. They eagerly tried every spring that could be found. They even bathed in the streams. Not one looked a day younger – but still they hoped that Bimini was just a little farther on.

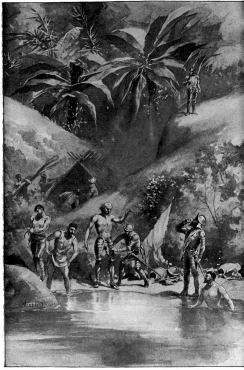
Soon the three ships left the Bahama Island behind and sailed on toward the northwest. At last Easter Sunday dawned. It was a beautiful spring morning – and a welcome sight met the eyes of Ponce de Leon and his men. Before them lay the coast of what they thought was a large island. On landing, they found huge trees and many beautiful flowers. The air was heavy with the fragrance of magnolia blossoms. Ponce de Leon named the place Florida, "the land of flowers." His hopes were high, for surely the magic water could be found somewhere in this land of youth, springtime, and beauty.



The Spaniards landed very near the place where St. Augustine, the oldest city of the United States, now stands. Here they planted a cross and took possession of Florida in the name of King Ferdinand of Spain. The men were eager to explore, but the Indians were suspicious. Ponce de Leon took time to make friends with one of the chiefs and to ask for news of the Fountain of Youth. The Indians pointed to the west and made signs that the spring could be found not far away.

Eagerly the explorers pressed on. Travel was difficult, for the trees grew close together and heavy





gray moss hung thickly from the branches. But there in the midst of the forest they found a spring. It was a round pool, and at one side the water overflowed forming a small stream.

The Indians treated the place with great respect as though it were a sacred spot. Ponce de Leon felt that here at last must be the life-giving water. He drank from the spring and his friends knelt down and buried their faces in the water. Then all waited; but their hair was still gray, and the lines of age still showed on their faces.

The disappointed old Spaniard turned away and led his men back to the ships. They sailed southward along the coast, stopping at many of the rivers and bays to hunt for the Fountain of Youth. Wherever they tried the waters, they met with the same discouraging result.

Perhaps other white men had already visited this shore, for the Indians seemed to fear the explorers. Sometimes they stole up when the ships were anchored and cut the ropes. Often they fought with the white men – and Ponce de Leon finally decided to go home. After rounding the southern point of Florida and exploring part of the western coast, the ships sailed back to Puerto Rico.

Ponce de Leon Tries to Settle in Florida

Ponce de Leon was still an old man, but he had found a new part of this western world. He sailed for Spain to report his discovery to the king and to ask for permission to start a colony in Florida. The king was willing, but he first sent Ponce de Leon to conquer some fierce Indians who were making trouble in the islands south of Puerto Rico.

The sturdy old soldier went back to carry out the king's order. Several years went by before he was free to start his colony and to hunt once more for the magic spring of youth.

In 1521, Ponce de Leon and his colonists were at last ready to start. They took horses, cattle, sheep, and pigs and landed on the western coast of Florida. The Indians were more unfriendly than ever. Soon they attacked the Spaniards and Ponce de Leon was badly wounded in the fight. When he knew that he could not recover, he said, "Take me back to Puerto Rico. The Fountain of Youth must be somewhere near, but I can never find it now."

So the little new settlement was given up and all the Spaniards sailed back to the West Indies. A few days after they landed in Cuba, Ponce de Leon died.

Like so many other great men, Ponce de Leon did not succeed in doing what he wanted to do the most, but without knowing it he gained lasting fame. He is the first man whose name is known who landed on territory that is now one of our Southern States. Through the adventures of Ponce de Leon the land that is now Florida became the property of Spain.



Around the World

Exploring the New World

Columbus had sailed across the Sea of Darkness and had found no “falling-off” place. Instead of strange monsters, he had found a strange new land. The news spread through Spain and Portugal to other countries, and soon many brave men were sailing across the Atlantic, hoping, like Columbus, to find the trade centers of the East. But they found no beautiful cities with stores of spice and gold. Instead, they found only islands inhabited by savages, and the long shoreline of a strange, wild country. The land was so large that people began to call it the *New World*, but most of the explorers felt sure that the New World was an unknown part of Asia.



One of the explorers who followed Columbus was an Italian named Amerigo Vespucci. He sailed for a great distance along the shore of South America and wrote many interesting letters about the country that he explored. People began to talk about “Amerigo’s land,” or “America.” In this way the new country received its name.

The letters of Amerigo Vespucci, and every true story told by an explorer, helped to make the Sea of Darkness a little less dark. Still there was much to learn and much to be done before the western route to the East would be clear.

Ferdinand Magellan

Two young nobles of Portugal stood in the entrance hall of the royal palace, waiting to appear before the king. Guards in brilliant uniforms stood at the door. Gathered near were several boys and young men, nobles’ sons who were receiving their education in the service of the king.

One of the nobles spoke, and at the first words, the boys drew near to hear what was said.

“Have you heard any news of the exploring fleet lately returned to Spain?”

“That I have,” was the answer, “and report says that they cruised among many islands and along hundreds of miles of coast without seeing a single city or palace.”

“Then they did not succeed in learning any more than others have learned about that strange land?” asked the first speaker.



“No, and a strange land it certainly is. One of the captains went so far as to say that it is not a part of Asia at all, but a wild new continent; and that Asia lies beyond, much farther to the west.”

“That might well be,” said the first. “Portugal did wisely to stick to her own plan of finding a route around Africa to the East.”

“Yes,” was the answer, “and trade is growing every year. Already I have one merchant ship in the service.”



One of the groups who listened to words like these was Ferdinand Magellan. He had been sent to the court to be the queen's page when he was about twelve years old. A few years later, he was transferred to the king's service. There he heard much about the exciting discoveries in the New World and about the exciting discoveries in the New World and the dangerous voyages of Portuguese sailors who had found the way around Africa to India. The more he heard, the more Ferdinand knew that he did not care to become a gentleman of the court. He longed for adventures on the seas. When he became a man, he left the royal court and sailed with a Portuguese fleet to India.

Young Magellan learned to know the rich East Indies. He cruised among the islands, visiting strange cities, exploring and helping to load spices. He became a good soldier and sailor, and fought many battles. Finally, after seven years, he returned to Portugal, having won honor but no wealth.

Magellan had always been interested in stories brought back by explorers from the West. Now more than ever he wanted to see these new lands. Why should he not make a trading trip to the Indies by the western route?

The same dream had led Columbus across the Sea of Darkness. Now Magellan could profit by the voyages of Columbus and other brave sailors of his time, and could start out with much more knowledge than Columbus enjoyed. Magellan knew about how many days would be required to sail across the Atlantic Ocean, and how large a supply of provisions would be needed for the trip. He knew something of the coast line of Amerigo's land (South America), and he knew that beyond it lay a great sea, which no doubt washed the shores of Asia. He felt sure that he could find a way either through or around the New World, and could go on westward to the Spice Islands, as the East Indies were called. There he would buy a rich cargo of spices, and then return to Portugal by the familiar route around southern Africa. He would sail around the world!

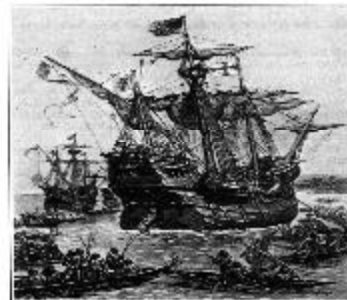
Magellan went to the king of Portugal to ask for ships and sailors. He told the king that the route around Africa was long, dangerous, and expensive. He also said that the western route that he was planning would be shorter and easier than the old way around Africa. You can see that he made the same mistake that Columbus had made. Both believed the earth to be much smaller than it really is.

He had been a page at the royal court in Portugal, and he had served faithfully in the Portuguese navy. But when he made a request for ships for his daring trip around the world, he was refused. Portuguese trade was steadily growing richer, and the king saw no reason for changing the route.



Then the young explorer asked, "Have I your Majesty's consent to seek aid from some other country?" The king answered coldly that Magellan might do as he pleased. As the disappointed sailor left, he knelt to kiss the king's hand, as all loyal subjects did. But the proud monarch drew his hand back.

Magellan was hurt and angry. Like Columbus, he left Portugal and went to Spain. The grandson of King Ferdinand and Queen Isabella was ruling in Spain and was willing to give him the ships which were needed.



The Voyage

Magellan was placed in command of five ships and about two hundred eighty men. Leaving a Spanish port, he turned his little fleet to the southwest. His plan was to reach the coast of America farther south than other explorers. The Portuguese ships had been successful in sailing around the southern point of Africa. If no strait or waterway through the American continent could be found, he intended to follow the Portuguese example and sail around the southern point of America.

The voyage across the Atlantic was rough and stormy, but the five ships safely reached the shore of Brazil and turned to the south. "Surely, Magellan thought, "there must be some way through this land to the East Indies." He sailed into every bay and explored all the rivers. Sometimes he and his men landed and looked for free food. Often the Indians came on board the ship for the natives were very curious about the white men and their great canoes with wings like birds. The Indians were friendly and willing to trade with the explorers. They brought fruit and sweet potatoes, and once they traded five wild fowl for a fishhook.

Farther and farther south the ships went, the sailors carefully watching the shoreline. The weather was cold and stormy, for winter was coming on. Magellan decided to find a safe harbor in which to pass the winter; then he would go on with his explorations in the spring.

When the winter set in, it was very cold. Troubles came thick and fast. Storms wrecked one vessel and injured the others. The food was getting scarce and beginning to spoil. Naturally the men began to grumble.

This information is found in a diary that belonged to one of the crew. Each day the sailor wrote down the adventures of the party. He tells of the unfaithful and cowardly men that Magellan had brought with him. He tells how the commander coaxed the men, offered them rewards, and sometimes punished them. He tells of the patience and courage of Magellan, and how he managed to keep in command even when the wretched men were rebellious.





He tells some very amusing stories, also. Before the winter was over, some natives visited one of the ships. They must have been very tall, for the diary calls them giants. Their feet looked enormous because of the fur wrapped around them for warmth. The explorers called them Patagonians, meaning “people with big feet.” That part of South America near the place where Magellan’s ships wintered is still called Patagonia.

One of these giant men came on board Magellan’s flagship. The sailors crowded around him and gave him some colored beads and bells. The man was a fearful sight with his painted face and rude clothing made of skins. He was so hideous that when he saw himself in a steel mirror, he started back in fright, stumbled over two sailors, and fell to the deck. The poor savage was so terrified that he fled and was never seen again.

For many weeks the explorers stayed in the cold but sheltered bay on the coast of Patagonia. They repaired their four remaining ships as well as possible. When the weather became warmer, they started south once more.

At last they reached a strait leading to the west. Storms and rough seas were met, but Magellan sent two of his best ships forward to explore. The two ships were gone for days. At last they came back with flags flying and cannons booming. They had found a waterway through the land to the western ocean.

Most of the sailors begged to go home. They said, “We have found the way, let us go back to Spain. We may not have enough food for the rest of the trip, and we need new boats.” The men on one of the ships deserted their leader and sailed for home.

But Magellan said, “We will go on if we have to eat the leather on the ships.” So the three vessels that remained carefully sailed through the dangerous strait that is near the southern end of South America. The strait is about three hundred twenty-five miles long. Rocky shores rise on each side. Only brave and skilful sailors could have passed through safely. The passage is named the Strait of Magellan in honor of the brave and determined leader.

On the Pacific Ocean

At last, Magellan and his three battered little boats safely reached the great western ocean. It looked so calm and peaceful, after their stormy passage, that Magellan named it the Pacific Ocean.

Even the discontented sailors now felt that their hardships were over. They thought that in a few days they would reach the East



Indies. Magellan did not dream that he was starting across the greatest open stretch of sea on the earth. Because of worn-out ships and scarcity of food, the rest of the trip was the most daring and difficult part of the voyage.

The sailors became hungry and sick. Twice they saw land in the distance, but they found only a barren island, on which there was not even fresh drinking water. The diary tells us that at last the sailors had to eat rats and sawdust, and even the leather from the ships.

They softened the leather by soaking it in water; then they cooked and ate it to keep from starving. The suffering increased, and many of the sailors grew sick; a number of them died. Hardly enough well men were left to sail the three boats.

Finally, the starving explorers reached that part of the Pacific Ocean where islands are more numerous. They landed on the shore of the first one they reached, and to their joy found food and drinking water. The brown-skinned natives brought bananas and coconuts to the ships, but they stole everything that they could carry away. Magellan in disgust called the islands *Ladron Islands*, a name which means "thieves' islands."



With plenty of good food, the sailors began to get well. There was no longer any danger of starving. A short journey brought them to one of the Philippine Islands. Here they landed and traded with the natives, paying for the goods they bought with the colored cloth, knives, mirrors, beads, and bells that they had brought from Spain. The king of the island was very friendly and promised to trade only with Spain.

Magellan tried to help the friendly king in a war against a neighboring tribe, but was killed in the fight. In another struggle many of the sailors were killed. The rest of the little crew was fearful and discouraged, but there was nothing to do but go on. There were not enough men left to sail three ships, so they burned their poorest one and went to the Spice Islands in the two remaining vessels. One of these ships was not fit for a long voyage and was left here with its crew. The other started for home with a cargo of cloves, rich enough to pay the expenses of the whole expedition.

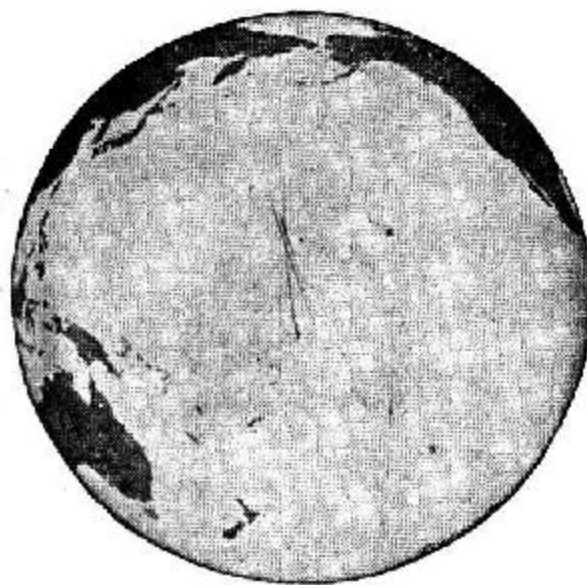
A long, difficult journey was still ahead of the weary sailors in the battered little vessel. Again they suffered sickness and hardship as they crossed the Indian Ocean and crept around the tip of Africa. At last they headed into the Atlantic for the long trip north to Spain. Almost three years after Magellan and his fleet had left Spain, eighteen sick, tired sailors steered their one remaining ship, the *Victoria*, into the port of Seville. The brave Admiral Magellan was not with them. But the great adventure could never have succeeded without this gallant leader. The entire world agrees that the honor of making the first journey around the world belongs to Ferdinand Magellan.



Proof that the Earth is Round

The old question, "Is the earth round?" had at last been answered. A small ship and eighteen men had sailed around the earth and had come back to the place from which it had started. Columbus had believed that the East Indies could be reached by sailing west. Magellan had proved that he was right. Explorers who followed Columbus claimed that America was a new world, not a part of Asia. Magellan's great voyage proved that this also was correct. Here were three questions about which men had argued and differed. Magellan's voyage answered them all.

Magellan's trip also added some new facts to man's knowledge of the earth. His journey proved that the earth is much larger than even the wisest geographers of that time had supposed. It showed that water covers a much larger part of the earth's surface than does land. Finally, it showed that the Atlantic Ocean, which had once caused so much terror, is only about one third the size of the great western Pacific.



THE DISCOVERY OF FLORIDA

Ponce de Leon

The Gifts of the New World

In 1929, Commander Richard Byrd and his men flew over the South Pole and drew maps of the land that they discovered. Each day, newspapers in the large cities published radio messages from the explorers. People read of their adventures and of the bleak land of ice and snow where they had made their camp. But no one thought of traveling to that cold region to settle and build a home.



In 1492 Columbus and his fleet sailed westward from Spain to find the trade centers of the East. In those days there were no radio messages to be published in daily papers. In Palos, Spain, friends of the wanderers waited and watched for months with no word to tell them that the explorers were safe and well. When Columbus returned unexpectedly, a strange story very different from Commander Byrd's was brought back to Spain. Instead of snow and ice, Columbus told of a beautiful land where the warm sun shone, birds sang, and flowers and fruit grew in abundance. This was the kind of place to which men were eager to go. The very next year fifteen hundred people went back with Columbus, many of them intending to make their home in the New World. Columbus, himself, helped to build a small Spanish town on one of the islands of the West Indies. In a few years several towns were started, and many settlers were living on these islands of the New World.

At first the early Spanish settlers were disappointed with their life in the West Indies. They had expected to find rich cities where they could trade with the natives for silks and spices. The only cities seemed to be small Indian villages, but the soil was fertile and the climate was healthful. Many strange new fruits and vegetables grew wild. With Indians for workmen, the Spaniards soon planted large farms.

Seeds and plants were brought from Europe, and soon sugar, cotton, fruits, and vegetables from Spain were growing in the New World. There were also strange new plants – corn, the potato, and tobacco – that no one in Europe had ever seen. Soon the settlers found that these furnished some of their best crops.

Today cocoa and chocolate are known and used in most parts of the world. The first white men ever to taste this kind of food were Spanish explorers in Mexico. The Indians had cocoa that they used as a drink, just as we do today. The cocoa was made then, as it is now, by grinding the seeds of the cacao tree – a small evergreen that grows in Mexico.



The Spaniards were the first to bring horses and cattle to America, but they found here a wild fowl that had never been known in Europe. It was the turkey. Wild turkeys lived in many parts of North America and were hunted by all the early white settlers. When the first turkeys were taken to Europe, people were still confusing America with Asia. They thought that this strange new fowl came from Asia, the home of the Turks. It was therefore called *turkey*, and our famous Thanksgiving bird was named by mistake – very much as the Indians were.

The Spanish farmers in the West Indies prospered. They compelled the Indians to work in the fields as slaves, and they also brought Negro slaves from Africa. Many of the white men lived in comfort on their large American farms.

But the New World was a place for adventure and many a bold soldier was unwilling to live the quiet life of a farmer. Spanish governors, whom the king had sent to rule his new lands, were all eager to increase their power and wealth. The mystery of the unknown world around them invited every man to explore and conquer all that he could find. One of the Spanish governors, a man named Juan Ponce de Leon, was led to the coast of Florida by one of the strangest fairy tales that a man ever believed.

Juan Ponce de Leon

When Columbus made his second voyage across the Atlantic Ocean, Ponce de Leon sailed with him to seek fame and fortune in the New World. He belonged to a prominent Spanish family. When he was a boy, he had been a page at the royal court. Later, Ponce de Leon became a bold soldier and fought for King Ferdinand and Queen Isabella in their war against the Moors. Columbus, having returned from his first voyage, brought with him a wonderful story of far-off lands. Many a Spanish adventurer wanted to sail with the great explorer when he made his second trip across the Atlantic. Ponce de Leon felt that he was fortunate to be able to go. The rest of his life was spent in the New World, and here he found the fame and fortune that he sought.



When Ponce de Leon landed in the West Indies, he was strong, brave, a good leader, and a well-trained soldier. Such a man was sure to do well in this new land.

The Indians were very friendly when Columbus first came. However, they were often captured and forced to work as slaves. Naturally, they learned to distrust the white settlers, and trouble often arose between the Indians and the Spaniards. Ponce de Leon became a famous Indian fighter, and in time he was made governor of part of the large island of Haiti. Here he gained much land, owned many slaves, and lived comfortably in Haiti for many years.

But riches and power did not satisfy Ponce de Leon – for he was growing old. He thought with longing of the days when he was a poor soldier with an unknown world ahead of him. One day he



heard of some Indians who said they knew where a magic spring of water could be found on an island far to the northwest. Anyone who drank from the spring would become young once more.

Ponce de Leon felt that youth would be worth more than all the riches of the world. Why shouldn't he hunt for the magic spring? But first he must find the Indians who could tell him of the Fountain of Youth. He was soon successful. This legend was well known among one of the West Indian tribes.

This is the story that Ponce de Leon heard. "Many years before, so many that the oldest men of the tribe could not remember the time, an Indian warrior and his squaw had grown old together. One day the West Wind whispered to the woman, 'Follow the trail till you reach the Fountain of Youth. There you may drink and be young once more. They followed the trail and found a clear, bubbling spring of water. The woman filled a pearly shell and lifted it for the man to drink. In a moment he was again a strong, young warrior. When the wrinkled old woman had tasted the water, she became young and beautiful once more. Ever since that day they had lived happily, but once in every twelve moons they journeyed to the Fountain of Youth and drank together of its magic waters.

Ponce de Leon listened to the story with hope in his heart and asked many questions about the wonderful spring. The Indians said that it was located far to the northwest on an island called Bimini. The old Spanish soldier did not doubt that the story was true. Remember that he lived in a time when people had just learned that they didn't need to fear sea monsters and the "falling-off place." At that time almost anything seemed possible in this wonderful new land.

Ponce de Leon determined to find the Fountain of Youth and become young once more. He asked for the Spanish king's permission to explore the islands to the northwest of his home. The king consented; and in March 1513, Ponce de Leon started from Puerto Rico on his strange adventure. His three ships sailed toward the northwest until they reached the Bahama Islands. They stopped at many of the islands and parties went ashore to look for the spring. Some of Ponce de Leon's friends had come with him. They, too, were old enough to wish to drink some of the magic water. They eagerly tried every spring that could be found. They even bathed in the streams. Not one looked a day younger – but still they hoped that Bimini was just a little farther on.

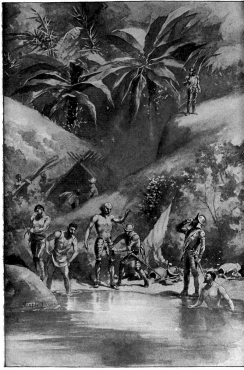
Soon the three ships left the Bahama Island behind and sailed on toward the northwest. At last Easter Sunday dawned. It was a beautiful spring morning – and a welcome sight met the eyes of Ponce de Leon and his men. Before them lay the coast of what they thought was a large island. On landing, they found huge trees and many beautiful flowers. The air was heavy with the fragrance of magnolia blossoms. Ponce de Leon named the place Florida, "the land of flowers." His hopes were high, for surely the magic water could be found somewhere in this land of youth, springtime, and beauty.



The Spaniards landed very near the place where St. Augustine, the oldest city of the United States, now stands. Here they planted a cross and took possession of Florida in the name of King Ferdinand of Spain. The men were eager to explore, but the Indians were suspicious. Ponce de Leon took time to make friends with one of the chiefs and to ask for news of the Fountain of Youth. The Indians pointed to the west and made signs that the spring could be found not far away.

Eagerly the explorers pressed on. Travel was difficult, for the trees grew close together and heavy





gray moss hung thickly from the branches. But there in the midst of the forest they found a spring. It was a round pool, and at one side the water overflowed forming a small stream.

The Indians treated the place with great respect as though it were a sacred spot. Ponce de Leon felt that here at last must be the life-giving water. He drank from the spring and his friends knelt down and buried their faces in the water. Then all waited; but their hair was still gray, and the lines of age still showed on their faces.

The disappointed old Spaniard turned away and led his men back to the ships. They sailed southward along the coast, stopping at many of the rivers and bays to hunt for the Fountain of Youth. Wherever they tried the waters, they met with the same discouraging result.

Perhaps other white men had already visited this shore, for the Indians seemed to fear the explorers. Sometimes they stole up when the ships were anchored and cut the ropes. Often they fought with the white men – and Ponce de Leon finally decided to go home. After rounding the southern point of Florida and exploring part of the western coast, the ships sailed back to Puerto Rico.

Ponce de Leon Tries to Settle in Florida

Ponce de Leon was still an old man, but he had found a new part of this western world. He sailed for Spain to report his discovery to the king and to ask for permission to start a colony in Florida. The king was willing, but he first sent Ponce de Leon to conquer some fierce Indians who were making trouble in the islands south of Puerto Rico.

The sturdy old soldier went back to carry out the king's order. Several years went by before he was free to start his colony and to hunt once more for the magic spring of youth.

In 1521, Ponce de Leon and his colonists were at last ready to start. They took horses, cattle, sheep, and pigs and landed on the western coast of Florida. The Indians were more unfriendly than ever. Soon they attacked the Spaniards and Ponce de Leon was badly wounded in the fight. When he knew that he could not recover, he said, "Take me back to Puerto Rico. The Fountain of Youth must be somewhere near, but I can never find it now."

So the little new settlement was given up and all the Spaniards sailed back to the West Indies. A few days after they landed in Cuba, Ponce de Leon died.

Like so many other great men, Ponce de Leon did not succeed in doing what he wanted to do the most, but without knowing it he gained lasting fame. He is the first man whose name is known who landed on territory that is now one of our Southern States. Through the adventures of Ponce de Leon the land that is now Florida became the property of Spain.



SPANIARDS IN THE SOUTHWEST

De Soto – Coronado

Gold Makes Spain Wealthy

The news that Cortés had found great riches in Mexico spread quickly to the West Indies and Spain. Many men thought, "What other stores of wealth lie hidden in that strange land?" They decided to go to the New World and search for treasure.

About twelve years after the fall of Mexico City, a Spanish soldier named Pizarro led a little army from Panama down the west coast of South America. He traveled through the mountains of Peru and found the country of the Incas, Indians who were much like the Aztec tribe of Mexico in their civilization. The Incas owned rich mines of gold and silver, and their capital had even more treasure than Mexico City. Pizarro and his men would let nothing stop them in their effort to capture the Inca riches. They treated the Indians very cruelly and put the king to death. They captured the Inca treasure houses, with their heaps of gold vases, cups, plates, and ornaments; and they took charge of the rich mines of gold and silver.



Millions of dollars worth of gold and silver were sent back to Spain from Peru and Mexico. Spain became the richest nation in Europe. Now that so much gold had been found, Spaniards were certain that more lay waiting to be discovered in the New World. They sent out many exploring parties to search for the precious metal. Several of these expeditions explored the southern part of the United States. One of the most famous was the expedition of De Soto.

Ferdinand De Soto

One of the officers who had helped Pizarro conquer Peru was Ferdinand De Soto, a Spanish nobleman. Though he landed in the new world so poor that he owned nothing but his armor, he went back to Spain rich. The gold and treasures taken from the Incas in Peru made him one of the wealthiest men in Spain. He was bold and brave, a good soldier, and a leader of men. The



king appointed him to be governor of Cuba, and *adelantado* (governor) of Florida.

Stories were being told in Spain about the great riches to be found in Florida. Several years earlier, a small Spanish army had been sent to explore and conquer it. Of three hundred men, only five lived to tell what had happened. One of these five returned to Spain and told exciting stories of the wealth that lay hidden in Florida, greater than any that had been found in Mexico or Peru.



De Soto offered to lead an expedition into Florida to find this great wealth and to conquer the country. Hundreds of men asked to join the expedition. Many Spaniards sold all that they had in order to share in the venture that would bring so much profit. Never before had Spain sent out an exploring party that was so large or so well supplied. There were nine ships, about six hundred men, and more than two hundred horses.

In May, 1539, De Soto was ready to start. The ships sailed into what is now called Tampa Bay on the western coast of Florida. Here the explorers landed and started to march inland. Whenever they came to a native village, they compelled the Indians to give them food. Often they burned the villages and killed the Indians or made them slaves. The women had to prepare the meals for the soldiers and do the work of the camp. The men acted as guides and carried the supplies.

Slowly the army moved northward through Florida, across Georgia, into South Carolina, and possibly into North Carolina. Then they turned westward to Alabama and Mississippi. Nowhere did they find gold. Nowhere did they find Indians who lived in the civilized manner of the Indians of Mexico and Peru. So cruelly did the Spaniards treat the savages whom they met that the Indians were in terror of the white men. From tribe to tribe went the news of the fierce invaders. Those who were able to get out of the path of the Spaniards fled. Many times they attacked the white men, and they made the march of the army much more difficult. When they knew that the Spaniards were looking for gold, they learned to defend themselves by telling false tales about gold to be found in the north or the west – anywhere away from their own country. So the Spaniards pushed on.



For three long years, De Soto and his men wandered through the wilderness. Many men and many horses died. The ragged army was now dressed in the skins of animals. The men lived on roots and berries and what they could steal from the Indians. The weary soldiers begged to go home, but De Soto would not give up.



Discovery of the Mississippi

Near the northern boundary of the present state of Mississippi, the explorers found their way blocked by a mighty river flowing toward the south. The Spaniards were probably the first white men ever to see the great river that the Indians called Mississippi, "Father of Waters." Even this broad river could not stop De Soto in his search for gold. The men built boats and crossed to the western side. Month after month the weary march went on, through Arkansas, perhaps even through parts of Oklahoma and Texas. But now De Soto was giving up hope. This was the fourth spring since the great expedition had landed in Tampa Bay with such high hopes. If gold did lie in this wilderness, a man's lifetime might be spent in searching for it without success. The party turned back to the Mississippi and camped on the western bank near the mouth of the Red River. Here De Soto, worn out with the long marching, fell ill with a fever and died.

The Spaniards had told the Indians that De Soto was a child of the sun, and that he would never die. Now they feared to let the savages know what had happened; the Indians might attack if they knew that the Spanish leader was dead. The soldiers told their natives that the great commander had gone to heaven for a short visit with his father. Secretly, at midnight, they took the body of De Soto and buried it in the water of the great river he had discovered.

The rest of the little army followed the river to its mouth and there built ships and sailed to Mexico.

Coronado Searches for the Seven Cities



Francisco Vázquez de Coronado

There were many strange stories told among the Spaniards in the days of exploration. Men were ready to believe anything. Had not gold and treasure more than any fairy tale promised been found in Mexico and Peru? A story led De Soto on his long search for gold. Another strange tale led Francisco Coronado and his men through the states of the southwest. This was the story of the seven cities of Cibola.

This story told about seven rich cities far to the north of Mexico. In search of them, a Spanish priest, Friar Marcos, with a small party led by a Negro slave, Stephen, had traveled into the country we now call New Mexico. Stephen went ahead to prepare the Indians for the coming of the Spaniards. He came to Cibola, the first of a group of seven towns of the Zuni Indians. The Indians, however, did not like his rough, greedy ways, and killed the black man. When Friar Marcos heard the news, he didn't dare go into the town. From a near-by hill he saw the city of white houses shining in the sun and thought the place was full of palaces. This, he thought, must be one of the seven famous cities they were seeking.

Friar Marcos returned to Mexico without any farther search. He gave a glowing report of the city of Cibola that he had not been able to enter. The governor believed, like Marcos, that Cibola was one of the great cities of which the wonderful tales were told. He decided to send an expedition to



conquer it, to find the other cities, and to bring back their wealth. Francisco Coronado was the leader of the expedition. Many of the wealthiest and noblest young men of New Spain (Mexico) went with him.

The explorers started from Compostella on the west coast of Mexico in the spring of 1540. They traveled northward into Arizona and New Mexico. When they came to Cibola and the seven towns, they found no palaces such as Friar Marcos had described. Instead, there were only white-plastered clay houses, called *pueblos*, several stories high. The houses were built on the rocky ledges of a steep hill, and were reached by ladders leading to doors in the flat roofs. The Indians lived very simply in these Zuni villages, and had no gold.

The Spaniards were disappointed, but they went on hunting for the seven cities. Coronado divided his men and sent groups in several directions to explore the land. One group reached the Grand Canyon of the Colorado River. Looking down that great gorge they saw the river that seemed no larger than a silver thread far below. But since there were no rich cities near the gorge, the Spaniards were not interested in the discovery.

The expedition crossed the mountains and marched over the great plains where herds of buffalo roamed. Finally they reached the level prairies of western Kansas. Instead of rich cities, they found only wild Indians living in tents made of skins. Coronado decided to go back to Mexico. He had found no gold, no treasure, no seven splendid cities. Sadly the little army that had started out so happily marched home. Months later the ragged survivors reached Mexico.

In his report to the king of Spain, Coronado said that the land they had seen was too poor for colonies. So Spanish colonists went farther south to Mexico and South America, where gold and silver might be found. For many years the land to the north was left to the buffalo and the Indians. When settlements were finally made, they were led by priests, not by gold-seekers.



THE SPANISH ARMADA

Sir Francis Drake

The Boyhood of Francis Drake

Not far south of London flows the river Medway. Before it meets the salty waters of the English Channel, the river widens into a broad and sheltered waterway. Here the great ships of the English navy used to anchor; and here, in the hull of a worn-out battleship, lived the boy Francis Drake.

As he played on the old deck of his boat-home, he saw the great ships at anchor or putting out to sea. His father was a minister, who preached to the sailors of the fleet, and Francis himself was often with the sailing men, listening to the stories they told. Naturally, Francis wanted to become a sailor.

Francis Drake had to earn his living as soon as he was able to work. When he was about fourteen years old, he began to work for the captain of a small trading boat. He had to work very hard, but he learned to manage a boat and to be a very good sailor. The captain was fond of him, and several years later, when the captain died, he left the boat to Francis Drake.

Now Drake was captain of his own ship. Back and forth across the English Channel he went, and up and down the coast, carrying merchandise from one port to another. But he was eager to see the world. Before long he sold his boat and went on a voyage to the West Indies.

Drake Clashes with the Spaniards

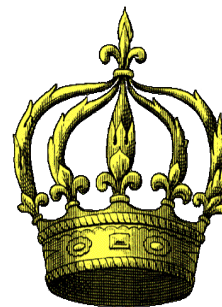
He could not have chosen a better time in which to begin his adventures. Every year the treasure fleet from America came slowly home to Spain, heavy with precious cargoes. Englishmen longed for some of this Spanish wealth, and Queen Elizabeth encouraged them to trade with the Spanish American ports. But King Philip of Spain wanted to keep all the riches for his own country. He did not want the English to take any of the Spanish trade. He gave an order that English ships should not be allowed to enter a Spanish port. The bold English sailors paid no attention to the order. As a result, many fierce sea fights took place between the English "sea dogs" and the Spanish. The Spanish Main (as men called the waters near the West Indies) became a sea that was safe for neither English nor Spanish ships.

In such stirring times, Drake began his adventures with the Spaniards. Neither of his first two voyages to the West Indies turned out well. The Spaniards took all the profits of the trade. Besides,



Drake and his men had once been attacked by the Spaniards after the solemn promise of the Spanish admiral that they would be permitted to sail away in peace. In the fight several of the English ships were lost, and many Englishmen were made prisoners.

Drake grew to hate the Spaniards. He vowed that he would have revenge. He would capture and destroy Spanish ships whenever he met them. He would take Spanish treasure wherever he could find it. When he reached England after his second voyage, he told Queen Elizabeth what had happened. She sympathized with Drake and approved of his plans. Though they were not openly at war, Spain was England's enemy. Queen Elizabeth was glad to have Drake do all that he could to weaken the Spanish power.



The Master Thief of the Western World

Drake laid his plans well. With a handful of men, in a tiny boat, the *Swallow*, he sailed again to the Spanish Main. In a small, unknown harbor, hidden from the Spaniards, he made his headquarters. For two years he learned all that he could about the Spanish ports and rich towns. Then, satisfied, he returned to England. Again he sailed for the Spanish Main, this time with two swift ships, ready to carry out his plans for revenge.

Whenever a Spanish treasure ship appeared, Captain Drake gave chase. Before the Spanish guns could open fire, the English ship was alongside. Brave English fighting men were climbing up the sides of the enemy's vessel – a short, bold fight, and the Spaniards were made prisoners. The stores of gold, silver, and precious stones were transferred to the English ships.



Again and again Drake was successful. If he found the Spaniards too strong for him, he quickly sailed away. Often he entered a Spanish port where treasure was stored. He surprised the people, carried off the treasure, and was safely away before anyone could stop him. In a short time the Spanish settlers in the West Indies and Mexico were in fear for their lives whenever Drake was known to be anywhere near. At last King Philip sent a message to Queen Elizabeth, asking her to stop this "Master Thief of the Western World."

For four long years Drake was kept at home. Many times he longed for the excitement and adventure of the Spanish Main. Many a time he remembered the great Pacific Ocean that he had once seen from the western coast of Central America. Some day, he meant to sail a ship upon that western sea. He knew that rich treasure could be captured there, for no English ship had ever visited that far-off ocean. The Spanish thought that they were safe in these waters, and their treasure ships sailed without guards. These ships carried gold and silver from the mines of South America northward to the Panama Trail. There they unloaded their cargoes of gold and silver. With much labor the great chests of treasure were carried overland along the Panama Trail (the same road now followed by the Panama Canal) to the eastern coast. There other ships were waiting to take the treasure to



Spain. These ships that sailed across the Atlantic were much harder to capture, for they were all prepared and watching for Drake. He resolved to visit the Pacific and capture the Spanish ships there.



Drake Sails on the Pacific Ocean

When Francis Drake was finally permitted to leave England, his plans were all made. Five ships were built, equipped with cannon and supplied with everything necessary for a long voyage. Just where this fleet was going was a great secret, but Francis Drake, the finest sailor of the time, was in command. This was all that the sailors needed to know. They were willing to join the expedition.

When the fleet left port, it headed for the coast of Africa. From Africa it turned west and after a stormy voyage of fifty-four days reached the coast of Brazil. By this route the ships avoided the Spanish Main. Drake did not wish to be delayed by sea fights in this part of his voyage.

Then the fleet turned south and sailed along the same course that Magellan had followed almost sixty years before. Like Magellan, Drake had many difficulties. Storms so badly damaged two of the ships that they had to be given up. The other three ships sailed safely through Magellan's dangerous strait into the Pacific. Once bad storms were met and the little fleet became separated. One vessel was sunk; one, thinking Drake was lost, sailed back to England. Drake's ship, the *Golden Hind*, was blown so far south that it reached the southernmost tip of America. There the captain and his men looked out on the place where the Atlantic and the Pacific Oceans meet. No white man had ever been so far south.

Alone of the five ships, the *Golden Hind* remained to carry out Drake's great plan. Turning northward, he sailed along the coast of South America, to the Spanish settlement at Valparaiso, Chile. Here a treasure ship lay at anchor ready to sail to Panama.

The Spaniards had not heard of Drake for several years. They did not dream that any English ship would dare to come to that far-off coast. When the *Gold Hind* appeared, the Spaniards thought it was one of their own ships. They prepared to welcome friends. Instead, guns were leveled, and a rough English voice shouted to them to surrender. Almost before the Spaniards knew what was happening, "The Master Thief of the Western World" had captured their ship, and they themselves were prisoners.



With this rich Spanish treasure and plenty of food and fresh water safely stored in his own ship, Drake set sail for the north. The English sailors were happy. There was not sickness and starving this time as there had been when Magellan and his poor men first sailed the Pacific Ocean.

At many settlements along the coast, the English sailors had what they called "good luck." Once, part of the crew landed and found a man asleep beside a heavy load of silver bar that he had been carrying.



“Excuse me,” said one of the Englishmen politely, “but we will take charge of this silver for you. You can walk much easier without this heavy weight.”

Another time the English sailors found a Spaniard and an Indian boy driving eight llamas. Thrown across the back of each llama were two bags of silver that were being taken to the Panama Trail by land. The English sailors stole the silver, but the capture was too easy for them to enjoy it. They wanted excitement and adventure as well as riches.

When Drake reached Lima, Peru, he learned that a treasure ship had left for Panama two weeks before. Immediately the *Golden Hind* was headed on an exciting chase. On the way the British overtook and captured several smaller boats. From them they learned that the *Golden Hind* was gaining in the race. Every English sailor did his best, for each expected a share in the rich prize.

Drake offered a splendid gold and jeweled necklace to the one who should first see the Spanish sails. In a few days Drake’s own nephew won the golden necklace. The Spanish prize ship was in sight, and the English sailors soon overtook and captured it. The cargo was transferred, and the *Golden Hind* was loaded till she could hold no more. From this ship alone Drake secured a great many jewels and precious stones, thirteen chests of Spanish money, eighty pounds of gold, and twenty-six tons of silver.

Sailing West to Reach England

Captain Drake now thought of the dangerous voyage back to England. It would be unwise to return the way he had come. Every Spanish ship along the coast would be watching for him. What should he do?

Drake decided to go north. He hoped that he could find a route around North America, just as Magellan had found one around South America. If he could not find a passage to the Atlantic, he would sail westward across the Pacific and so home, as Magellan’s ships had done.



So Drake sailed north along the western coast of North America, exploring every bay and inlet in search of a passage. The *Golden Hind* went as far north as the island of Vancouver. Here the weather was so cold that Drake wisely decided to go no farther north. Turning south, he next landed on the shore of the present state of California near the Bay of San Francisco. Here he set up a post with the name of Queen Elizabeth carved upon it. Thus the land that is now California was claimed for England.

By this time Drake had given up the idea of finding a northern passage to the Atlantic. He decided to continue westward around the world. One day, when the wind was blowing right, the *Golden Hind* sailed boldly out upon the Pacific Ocean. Week after week the vessel held her westward course. At the Philippine Islands Drake stopped to repair the ship and take on fresh water and food.

The *Golden Hind* was badly battered, but she was able to bear her bold crew safely across the Indian Ocean and around the southern point of Africa. Three years after the voyage was begun,



Francis Drake sailed once more into the harbor of Plymouth, England. His was the second ship of any nation and the first from England to sail around the world.

Quickly the news of these great adventures reached London. Queen Elizabeth was secretly pleased with her brave seaman, but she did not want to increase the anger of King Philip or cause a war with Spain. At first she refused to see Francis Drake, but soon she consented to go on board the *Golden Hind* and heard about the wonderful adventures of its commander. Drake served a great banquet to the queen. When the banquet was over, she asked Drake to kneel before her. Then she touched him on the shoulder with a sword and said, "Arise, Sir Francis Drake." So the "master thief" was made a knight of England.

Drake and the Spanish Armada

Very soon Sir Francis Drake had a chance to prove his knighthood. Spain was growing more and more angry at England, and England was growing bolder in annoying Spain. English "sea dogs" like Drake were capturing Spanish treasure and injuring Spanish commerce. English soldiers were helping the Dutch to resist the Spaniards, who at that time owned and ruled the Netherlands.

King Philip of Spain didn't think he could take any more from the English. He made plans to punish the "English pirates," as he called them, and conquer the little island that dared to help his rebellious Dutch subjects. So he ordered a great fleet to be built.

England knew how the fleet was to be used. In English shipyards also carpenters were busy, but they could not hope to make as many great warships as Spain could build. The people of England anxiously watched every move of their enemy.

No one watched more closely than Sir Francis Drake. One day he disappeared from Plymouth harbor with thirty fast ships. A few days later he suddenly appeared in the port where the Spanish ships were being built. The English boats darted here and there among the great fleet that lay at anchor. English cannon tore great holes in the Spanish ships, and bold English sailors set fire to other ships. Before Sir Francis Drake could be attacked, he and his little fleet had left the port and were racing away on the open sea. When he reached England, Drake jokingly reported that he had been "singeing the beard of the King of Spain."

The damage caused by the daring English seamen to the Spanish fleet took a whole year to repair. England used this year to make ready for the coming struggle. Then the great Spanish warships were finished and the fleet sailed for England. The Spanish called their fleet the Invincible Armada, or "fleet not to be conquered." They felt sure of victory.

One day in the summer of 1588, the Spanish fleet of one hundred thirty warships came in sight of England. The ships sailed close together in the form of a great crescent. They had no fear of attack



from the English. They intended to anchor in a French harbor. There they would take on board a Spanish army before sailing across the Channel and conquering England.

As the Armada approached, signal fires on the English hills burst into flame. Word passed quickly along the English coast. It reached Plymouth, where the English fleet was waiting. Quickly the English ships made ready and left the port, commanded by three brave admirals, one of whom was Sir Francis Drake.

Many a time Drake had captured great Spanish ships. The other commanders were glad to listen to his advice. Drake said, "The dog goes after the sheep, and not before them. Let them go by and we'll stick to them and pick up the stragglers."

The plan worked well. The English boats followed the Armada into the Channel. Sailing swiftly up to the Spanish fleet, the English guns fired several times while the great, clumsy warships of the Spaniards were turning to take aim. For several days the chase went on. Still the Armada stayed closely together and seemed as invincible as ever. It reached the port where the Spanish army was to be taken on board, and there it anchored to wait for the coming day.

All was quiet and dark, but the English sailors were not sleeping. Eight old vessels were filled with kindling, powder, and pitch. Then these vessels were towed close to the great Spanish fleet and set on fire. Suddenly there was one explosion, then another and another. The English boats burst into flames and drifted nearer to the great Armada. How could the Spaniards fight empty, burning vessels? They had to separate to save their own ships from the flames.

On board the Spanish ships was hurry and confusion. Sails were raised, anchors lifted, rigging became tangled, and each ship escaped as best it could.

The English sailors used their advantage well. They chased and fired upon the scattered Spanish warships. Even the weather seemed to be on the side of the English. The wind blew a gale, and a severe storm drove the Armada into the North Sea. The ships could not turn back, and had to sail around Scotland. Many of the ships of the fleet were wrecked on the rocky Scotch coast. Fewer than one third of the Spanish fleet ever reached home.

After this great defeat in 1588, Spain ceased to be the foremost nation in Europe, a position she had held for many years. Gradually England became greater and Spain grew weaker. Soon there was a new "mistress of the sea."

With the power of Spain broken, the English could safely settle in the New World. Before many years had passed, English colonies were growing up all along the coast of what is now the United States. No one had done more than Sir Francis Drake to build up the sea power of England. Without his work, the English colonies might never have been founded in our country.



ENGLISH IN THE NEW WORLD

John Cabot and Walter Raleigh

John Cabot



Spain was not the only country to seek India by a western route. England, too, was eager for a share in the trade with those lands that Columbus said he had found beyond the Atlantic – China, India, and the Spice Islands. Five years after Columbus' first voyage, an English ship sailed westward to find China. In command was a skilful Italian sailor, John Cabot.

In 1476, John Cabot, merchant, became a naturalized citizen of Venice, presumably having fulfilled the fifteen-year residency requirement. It is known that by 1484, he was married with two or more sons. A John Cabot Montecalunya Venetia, who appeared in Valencia records from 1490-1493 arrived in England by 1495 with a plan to reach Cathay by a shorter, more northern route, than the one that Columbus had taken. This plan had already been rejected in Seville and Portugal and it is possible that Cabot, hearing of expeditions out of Bristol made from 1480 or even earlier in search of the "isle of Brazil", thought England would be more receptive. The Bristol merchants were probably more interested in finding new fishing grounds, while Cabot was more concerned with finding a profitable trade route to the riches of the East.

The ship reached the coast of North America near the island of Newfoundland. John Cabot went on shore and planted the English flag on the land he had found.

At the time of Cabot's voyage, Columbus had visited only the islands of the West Indies, and had not seen the mainland. So it happened that John Cabot landed on the North American continent before Columbus did, and the flag of England waved over American soil before the flag of Spain was planted there.

When Cabot returned, he told a strange story. He said that he had found the shore of China, but none of the rich cities of the East, nor any of the natives who lived there. He told of splendid fishing along the new coast, and advised English fishermen to go to the western land. Neither world map, nor globe made by John Cabot showing where he had been and the lands he had discovered exists today. People thought Cabot was lost on his voyage to search for Great Khan's kingdom. Only one of the five ships returned safely to harbor in Ireland.

The exact location of the landfall and the coast that Cabot explored is still a matter of great debate. No original maps or logbook exist. Tradition in Newfoundland and some scholars give Cape Bonavista as the landfall.





When Cabot returned to England in 1497, King Henry VII awarded him a small reward and the Privy Purse records “to hym [Cabot] that founde the new isle, L10”. Another record in 1502 reads “to the merchauntes of Aristotle that have bene in the newe founde launde, L20”. These two documents mentioning “new isle” and “new founde launde” are the first forms leading to the present of Newfoundland. Newfoundland is the oldest surviving place name of European origin in Atlantic Canada and the reason for this is, quite clearly, Cabot’s voyage of discovery.

Today ten pounds is about \$1,000 dollars in our money. In John Cabot’s time, it represented more than that, but still we would think the reward a small one for such a dangerous voyage. More than the reward of money, however, was the king’s promise to send Cabot on a second voyage.

The promise was kept, and the next year John Cabot again sailed west. Whether he came to America, no one knows, for Cabot was never heard from again. Then King Henry the Seventh died, and after him came rulers of England who were not interested in voyages of discovery. For almost a hundred years England did nothing to explore or settle the country that John Cabot had found.

During those hundred years, Spain was growing rich with American treasure. Stories of exciting adventures in America were brought back to Europe. The children of England, like the children of Spain, listened to the marvelous tales and hoped for adventures in the wonderful land across the sea.



Walter Raleigh

One English boy who listened to stories of the wonderful new land was Walter Raleigh. Walter lived in a big house in the country, not far from the sea. Sometimes guests came to the house, bringing news of what was happening in England and in other places. Sometimes, in a near-by seaport, Walter saw ships and the sailors who had visited the strange shores of the New World.

Walter liked books and study and so he was sent to college. But he did not stay in college long. When he was only seventeen, he joined a company of soldiers and went to France. Six long years full of adventure he spent in France. He came back to England a strong man and a skillful soldier, ready for more adventure. When Queen Elizabeth sent troops to help the Dutch fight against Spain, Raleigh was with them. When there was trouble in Ireland, he was there. When his half-brother, Sir Humphrey Gilbert, sailed for the New World, Walter Raleigh was on one of the ships.

Of all his adventures, this voyage to America interested Raleigh most, for Sir Humphrey Gilbert hoped to start an English colony on the island of Newfoundland. Severe storms and a battle with the



Spaniards compelled the little fleet to turn back before it reached America. Again Gilbert tried to found his colony, but on the return voyage from this second expedition he was lost at sea, and his plans for a colony were given up.

But Walter Raleigh was eager to carry on the work that his brother had started. After studying the reports of explorers, he decided that Sir Humphrey Gilbert had planned to locate his colony too far north. Raleigh himself fitted out two ships and sent them to explore the coast of North America between the island of Newfoundland and the Spanish settlements to the south.

The ships landed on the shore of what is now North Carolina. The men explored the coast for a short distance. They found the land so beautiful that they looked no farther for a good place to settle. When they reached England, they reported that the country was the “most plentiful, sweet, fruitful, and wholesome of all the world.” The Indians, they said, were “most gentle, loving, and faithful, void of all guile.” They named the place Wincondacoa because the first thing which the Indians had said to them was “Wincondacoa” – which interpreted as “What pretty clothes you wear!” Raleigh changed the name to Virginia in honor of the Virgin Queen, Elizabeth.

Walter Raleigh's Colonies

In 1585, Raleigh sent one hundred eight men to start a settlement in Virginia. The colonists landed on the island of Roanoke near the coast of North Carolina, and started the first English colony in what is now the United States.

These first English settlers found the land so beautiful that they called it the paradise of the world. But they did not want to work, as all pioneers in a new land must do. They built a few cabins but did not clear the land or plant gardens. Instead, they explored the country, lived easily, and waited for the supplies from England that Raleigh had promised to send. Their food was soon gone, and they took what they could from the Indians, who at first were generous and friendly.

In the end, the Indians grew tired of feeding the newcomers. By the time that a year had gone by, the red men were heartily sorry that these white men had ever come to their shores. The white men, too, were longing to be back in England, and grumbling because the supply ship from England had not come promptly.

One day the sails of an English fleet came in sight. Sir Francis Drake, the great English sea captain, was returning to England after capturing Spanish treasure in the West Indies. He had stopped to see how Raleigh's colony was getting along. The settlers were homesick and tired of their adventure. They needed food and supplies. So they deserted their new homes and all sailed back to England with Drake. With them they took a few Indians and some tobacco, a product of Virginia, which was unknown in England.



A few days after Drake's fleet had sailed away, Raleigh's supply ship arrived from England. The captain found only empty cabins where the little settlement had been. But he did not want all Raleigh's efforts to be wasted, so he left fifteen men from his ship to begin the colony again. He gave them plenty of supplies and promised to send other men to help them. Then he sailed back to England and reported to Raleigh what he had found and done.

Raleigh was disappointed that his plans for a colony had not succeeded, but he was not discouraged. He began to plan for another settlement to take the place of the returned colonists, and to join the fifteen men who had been left in Roanoke. This time he persuaded whole families to go, hoping the settlers would be less lonely and discontented in the new land if their wives and children were with them.



Late in July the ships carrying Raleigh's second colony reached Roanoke. The settlers found that the fifteen men left there the year before had been killed. The fort was in ruins and the cabins were destroyed.

But the settlers were not discouraged. Soon everyone was busy rebuilding the fort and the cabins and planting gardens. The children went into the forest and found all sorts of curious things to send back to their friends in England. The older people wrote long letters telling about their new homes. Most of these letters must have told the good news that a baby girl had been born since the settlers landed on the new shore. This baby was the first English child born in America. She was named Virginia Dare in honor of the new and beautiful land to which her parents had come.

Raleigh had appointed Mr. White, the grandfather of little Virginia Dare, to act as governor of the new colony. All the settlers begged Governor White to return with the ships that were now ready to sail back to England. They wanted him to urge Sir Walter Raleigh to send more supplies as soon as possible.

Governor White hated to leave his people, especially his daughter and her helpless little baby, but he decided to go. The settlers agreed that if they left the island of Roanoke while the Governor White was away, they would carve on a tree the name of the place to which they were going. If they were in any danger or trouble, they would cut a cross above the message on the tree.

Governor White did not know, when he sailed away with the little fleet, that three years would pass before he would again see the shores of America. When the fleet reached England, the whole country was working to defend itself against the great Spanish Armada. Every ship strong enough for a sea voyage was offered to Queen Elizabeth for the protection of England. Sir Walter Raleigh found it impossible to send help to the little settlement in America.

Finally Governor White was able to return to Virginia. As he and his companions drew near the place of the settlement, he watched eagerly for some sign of welcome from the colonists. But there was no one to welcome him. Every cabin was empty and deserted; every colonist was gone. Anxiously the men hunted for a message. At last they found the word "Croatan" cut on a tree. There was no cross above the name. Governor White was encouraged, for Croatan was an island where friendly Indians lived.



White wanted to go to Croatan, but the ship captain refused. Stormy weather was coming on, and the captain felt that he dared not delay his return to England any longer. Governor White could do nothing alone. Sadly he returned to the ship and went back to the England.

Other vessels were sent to America. Men searched again and again, but no trace could be found of the lost settlers. What happened to the first English colonists in America is still a mystery. Men still wonder about the fate of the Lost Colony and of little Virginia Dare, the first English child born in America.

Sir Walter Raleigh had twice tried to start a settlement of homes in America. He had spent a great fortune of his own and was compelled at last to leave the work of colonizing for others to do. In spite of failure, his efforts had not been wasted. He had interested many people in the new land of America. He had made known to the people of England how fertile the soil was and how healthful the climate in Virginia was.

Before Sir Walter Raleigh died, a town had been started at Jamestown, in Virginia. Raleigh lived to see ships bringing rich cargoes of tobacco and other products from the new land that he had attempted to colonize, to England.



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The Age of Exploration Series: The Beginnings of Exploration. Video No. 4846-106. Britannica Videos. 1-800-554-9862.

CD-ROM

Native Americans. National Geographic. 1-800-541-5513.



Internet Resource Links

Discoverers Web <http://www.win.tue.nl/~engels/discovery/>

Link collector, with some own pages as well, on voyages of discovery and exploration. The page you are reading is part of this site.

Society for the History of Discoveries <http://www.sochistdisc.org/>

A society to stimulate interest in teaching about, research on and publishing about the history of geographical exploration.

Mercator's World <http://www.mercatormag.com/>

Magazine on cartography and exploration. A number of articles from back issues are available.

ThinkQuest: Discovering New Horizons <http://library.thinkquest.org/C001692/english/index.php3?subject=home>

Biographies, other information and teaching materials

Britannica.com <http://search.britannica.com/bcom/search/>

Search for any subject in the Britannica Encyclopedia or elsewhere.

Silkroad Foundation Homepage <http://www.silk-road.com/>

The history of the world's most legendary trade route



The Age of Exploration Curriculum Guide <http://www.mariner.org/age/index.html>

Maritime discovery from the first beginning till James Cook. From the Mariers' museum.

Computerized Information Retrieval System on Columbus and the Age of Discovery

<http://marauder.millersv.edu/~columbus/>

Very extensive gopher-site with articles on Columbus and the Age of Discovery, as well as other information and links.

The Columbus Navigation Homepage <http://www1.minn.net/~keithp/>

Various kinds of information on Columbus.

1492: An ongoing voyage <http://www.ibiblio.org/expo/1492.exhibit/Intro.html>

Library of Congress Exhibit on the discovery and colonization of America.

Calderon's Company <http://members.home.net/calderon/>

'Living History' of De Soto's base camp in Florida

Florida History <http://www.floridahistory.com/>

The voyages of Hernando de Soto and the Native Americans living in the southeastern United States at the time.



Letters on Spanish Texas <http://riceinfo.rice.edu/armadillo/Projects/letters.html>

Research on Spanish exploration in the US, done for fourth grade students.

Windows to the Unknown: Cabeza de Vaca's Journey to the Southwest

<http://www.english.swt.edu/CSS/Vacaindex.HTML>

Information, opinions and questions on the journey of Alvaro Nuñez Cabeza de Vaca to the Southwest.

Sir Francis Drake <http://www.mcn.org/2loseeler/drake.htm>

By Oliver Seeler, who has written the as of yet unpublished *Francis Drake in Nova Albion* on this subject.

Roanoke Revisited <http://www.nps.gov/fora/roanokerev.htm>

The history of Raleigh's attempts to establish an English colony on Roanoke Island in the 1580s.

Biography of Henry Hudson <http://www.ianchadwick.com/hudson/>

Biography, travelogue, links and bibliography.

The Virtual Museum of New-France: Explorers

http://www.vmnf.civilization.ca/explor/explcd_e.html

Explorers who established or extended the French areas in North America

Historic HBC http://www.hbc.com/hbc/e_hil/historic_hbc/HistoricHBC.htm

The Hudson's Bay Company describes its proud past.

The La Salle Shipwreck Project <http://www.thc.state.tx.us/belle/>

Archaeological investigation of the shipwreck of the *Belle*, La Salle's ship on his last voyage.

Captain Cook Study Unit <http://freespace.virgin.net/chris.jones/index.htm>

A Society for everyone interested in James Cook

Captain James Cook, the Navigator <http://www.geocities.com/TheTropics/7557/>

Another site with Cook-related material

HM Bark Endeavour foundation <http://www.barkendeavour.com.au/>

Sailing around the world in a replica of Cook's ship.

The Famous Explorer and Mountain Man Page

<http://katiemcmahon.com/history/explore/explore.htm>

Large jpg-pictures and a few biographies.

History of Cartography Gateway <http://www.ihrinfo.ac.uk/maps/>

Tons of links on the history of maps and cartography

From Revolution to Reconstruction <http://odur.let.rug.nl/~usa/>

HTML-texts on American History.



Exploration and Discovery of America Past Present and Future
Exploration & Discovery of America using streaming Video Chapters.
www.usaexplorers.com

Lesson Plan: Early Explorers of America
Early Explorers of America A Thematic Unit for 5th grade Social Studies Created By: Melissa Hurd "Completed as part of the requirements for EI Ed 4050 Fall Semester, 1999 Jay Monson, course
www.teacherlink.usu.edu

Quia - Java Games
Reviews European explorers of North America and what they discovered.
www.quia.com

Raleigh, Sir Walter - Explorers of North America
Scroll down to peruse a brief biographical profile of this British writer, courtier and explorer, who was beheaded in 1618.
<http://oz.plymouth.edu/>

Spain Comes to America: Explorers and European Settlement
Trekking Across Our Land Spain Comes to America Early European Settlements Seeds of Revolution Independence! The New Nation Westward Ho! Divided and United The Urbanization of America The Road to Mt. Rushmore America at War Changing Times and Modern
www.ecb.org

Explorers VidBook guide: Early American History, United States, Christopher Columbus, Sir Francis Drake, Ponce de Leon
Take a whirlwind tour of American history and meet the New World explorers. Start with the Vikings, 500 years before Columbus, then learn about the Spanish conquistadors and their English rivals. [VidBook.com - casual multimedia learning]
www.learn-history-documentary.com

Spanish Explorers in North America - Treasure Hunting - 6/20/99
Follow the Spanish Explorers and find there Treasure - from your About.com Guide
<http://treasurehunt.about.com/library/weekly/aa062099.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica>

Age of Exploration in the Americas - Exploring the New World
Read about the French, Spanish and English explorers that traveled across the Atlantic and explored the New World. From Columbus to Lewis and Clark, find biographies, routes, archaeological sites and more.
<http://americanhistory.about.com/cs/ageofexploration/>



[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://worldnews.about.com/library/weekly/aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

Quebec's Summit of the Americas Explores Free Trade

The Summit of the Americas - attracting thousands of protestors to Quebec City - will discuss a free trade area covering all of the Americas, from Keith Porter—your guide to World News

[http://worldnews.about.com/library/weekly/](http://worldnews.about.com/library/weekly/aa041701a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

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New England's Millennium Trails - Explore America's Legacy Along These Nationally Recognized Routes

Here's your guide to the six trails in the New England states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont that were designated Millennium Legacy Trails in October 1999.

[http://gonewengland.about.com/library/weekly/](http://gonewengland.about.com/library/weekly/aa011300a.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

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Amerigo Vespucci

Learn about the man for whom America is named - Amerigo Vespucci.

[http://geography.about.com/library/weekly/](http://geography.about.com/library/weekly/aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://geography.about.com/library/weekly/aa050498.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

South American Field Trips

Information and resources pertaining to science field trips in South America, for kids, parents and educators. A terrific starting point for homework help and lesson plan resources. Deserts and dinosaurs, parkland and ecosystems to explore.

[http://kidscience.about.com/cs/southamerica1/](http://kidscience.about.com/cs/southamerica1/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://kidscience.about.com/cs/southamerica1/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

North American Field Trips for Kids

Information and resources pertaining to science field trips in North America, for kids, parents and educators. A terrific starting point for homework help and lesson plan resources.

[http://kidscience.about.com/cs/northamerica/](http://kidscience.about.com/cs/northamerica/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)

[index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica](http://kidscience.about.com/cs/northamerica/index.htm?iam=dpile&terms=%2BExplorers+%2Bto+%2BAmerica)



Music of the Times



Sir Francis Drake

Francis Drake apparently was fond of music, for there are numerous references, in contemporary English and even Spanish accounts, to musicians and instruments being aboard his ships. Mentioned are string and wind instruments, including viols (ancestors of the violin), trumpets, sackbuts (early trombones), recorders and *hautbois* (the French term for shawms, predecessors of the oboe).

The Hummelchen shown above dates back to well before Drake's time and is considered by some to have inspired the courtly little French bagpipe called the Musette de Cour, which in turn perhaps inspired the English Northumbrian Smallpipe. While there is no direct evidence that this small and refined class of bagpipe was found in Drake's England (the Northumbrian Smallpipe appears in English literature about 75 years later), it is quite likely that something of the sort was present there. It is also possible that one or another of these sorts of bagpipes, which were popular with persons of higher social status than was the case with most of the other kinds of shepherds' and peasants' pipes, would have been appealing and acceptable to Drake.

Listen to the tune, "Fortune is My Foe," from Drake's days, played on a Northumbrian Smallpipe by piper Sean Folsom.

To hear the tune, follow the below link which will take you a page dedicated to the Northumbrian Smallpipe, where you will find a *RealAudio* file of the tune.

While you're there, have a look around the site - it has nothing else to do directly with Drake, but you might nevertheless find it interesting.

Click here (<http://www.mcn.org/2/oseeler/bagpipes/pipe0005.html>) to visit the site Universe of Bagpipes and to listen to a tune Drake may have heard...

An old engraving of a piper playing a Germanic bagpipe called an Hummelchen



Life's Survival Kit

Name _____ Date _____

The various explorers had certain items they took with them on their expeditions in order to survive. Food, water, and maps were priorities.

Directions: Look up the following Bible texts to find what should be priorities in our life's journey. When you have found them all, write a paragraph to summarize your Life's Survival Kit.

John 6:33

John 6:35

John 9:5

Job 8:12

Jeremiah 2:13

John 7:39

John 14:6



Life's Survival Kit

Name KEY

Date _____

The various explorers had certain items they took with them on their expeditions in order to survive. Food, water, and maps were priorities.

Directions: Look up the following Bible texts to find what should be priorities in our life's journey. When you have found them all, write a paragraph to summarize your Life's Survival Kit.

John 6:33 ***The true bread of God is the one who comes down from heaven and gives life to the world.***

John 6:35 ***Jesus replied, "I am the bread of life. No one who comes to me will ever be hungry again. Those who believe in me will never thirst.***

John 9:5 ***"But while I am still here in the world, I am the light of the world."***

John 8:12 ***Jesus said to the people, "I am the light of the world. If you follow me, you won't be stumbling through the darkness, because you will have the light that leads to life."***

Jeremiah 2:13 ***For my people have done two evil things: They have forsaken me - the fountain of living water.***

John 7:39 ***When he said "living water," he was speaking of the Spirit, who would be given to everyone believing in him. But the Spirit had not yet been given, because Jesus had not yet entered into his glory.***

John 14:6 ***Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."***



Columbus Sails West

Name _____

Date _____

Materials Needed:

Posterboard

Ruler

Scissors

Sink - or container filled with one-two inches of water

Soap - small pieces

Calculator



Background: For many years, Christopher Columbus searched for a sponsor who would pay him to seek a westward water route to the Indies – the islands now known as Malaysia and Indonesia. Finally, in 1492, Queen Isabella and King Ferdinand of Spain agreed to finance the trip. What a strange feeling it must have been to sail west – not really knowing if he would ever see land in the distance. When Columbus's crew of 90 men, in three ships, finally did see land – they still had no idea where they were! Until his dying day, Columbus continued to believe that since he had crossed the "Ocean Sea," he must have arrived somewhere in the Indies. He never dreamed that instead he had reached a different landmass – with some 11,000 sea miles still separating him from his goal in the Far East.

Problem: With only stars to guide them, how did Columbus and his crew know what direction they were going, or how many miles they had traveled? They mainly relied on a navigation technique known as "dead reckoning." Every half hour a member of the crew would estimate each ship's speed – and then check the direction it was heading with a compass. This information was then recorded on a small pegboard called a traverse. Later, it was charted on a map.

One of the processes to estimate speed used a piece of wood. A crew member dropped a piece of wood into the ocean at the bow of the ship, and then timed how long it took to reach the stern. Simulate this process.

Steps:

1. Cut a 5-inch long boat shape out of poster board.
2. Make a very thin cut in the back of the boat. This is where the boat's motor (piece of soap) will go.
3. Insert a small piece of soap into the cut made in the back of the boat.
4. Set the boat in the water.
5. Place one finger in the water - near the front of the boat.
6. Keeping your finger still, count the number of seconds it takes for the boat to float past your finger. (Use the "one one-hundred, two one-hundred. . . method.)
7. Record the number of seconds it takes for the boat to move past your finger. (Example: My boat traveled 5 inches in 9 seconds.) Inches refer to the length of the toy boat.
8. Once everyone in the class has tested his or her own boat's speed, figure the average of the times.



Compare With Columbus

The Facts:

- ? It took Columbus about 33 days - or 792 hours - to travel from Spain to the Bahamas. That is a distance of about 3,000 miles. (1 land mile = 5,280 feet)
- ? Columbus's ships traveled an average speed of just under 4 miles (21,120 feet) per hour.
1. Estimate about how far the boat could travel in one minutes - or 60 seconds.
 2. Multiply the number of inches and seconds the boat traveled by the same number.

My boat can travel 5 inches in 9 seconds.
 My boat can travel 10 inches in 18 seconds. (x 2)
 My boat can travel 15 inches in 27 seconds. (x 3)
 My boat can travel 20 inches in 36 seconds. (x 4)
 My boat can travel 25 inches in 45 seconds. (x 5)
 My boat can travel 30 inches in 54 seconds. (x 6)
 My boat can travel 35 inches in 63 seconds. (x 7)

3. Since 63 seconds is close to 60 seconds - it could be estimated that the boat could travel about 35 inches in that time.

THINK: If the boat travels about 35 inches in one minute, how far could it go in one hour?

** Multiply the distance the boat could travel in one minute by 60 - the number of minutes in an hour.

How long did it take your boat to travel 5 inches? _____

How far could your boat go in one hour? _____

Estimate how long it would have taken your boat to make the trip from Spain to North America.

_____ (Hint: Use the Columbus facts.)

Fast Facts!

- ? A nautical mile, equal to about 8,076 feet, is 15% longer than a land mile.
- ? Columbus believed that if he traveled 2,400 nautical miles due west from the Canary Islands he would reach Japan. That means he underestimated by about 8,200 miles.
- ? Columbus feared that his men would mutiny if they knew how far from Spain they had traveled. For this reason he kept a "false log," in which he recorded shorter distances than he truly believed they had gone. Ironically, the distances recorded in this "false" log turned out to be more accurate than the distances that he believed to be true!



Make Way for . . . Columbus!



No one really knows for sure what the *Niña*, the *Pinta*, or the *Santa Maria* looked like. But experts do know that the *Santa Maria*, Columbus's flagship, was the largest of the three ships. It was probably about 80 feet long and 23 feet wide. It carried a crew of 40 – including Columbus. The *Niña*, Columbus's favorite of the three ships, held 24 sailors. The *Pinta* held the remaining 26 men.

Discover the size of the *Santa Maria*.

Materials Needed:

Large open space (playground, parking lot, gym floor)

Rope, string, or chalk

Measuring tape

40 students/individuals

1. Experience how crowded it would have been.
2. Work as a class to measure out a distance 80 feet long and 23 feet wide on your school playground.
3. Mark the area with chalk or rope.
4. Gather 40 students to stand in this space.

Remember that the deck of the ship was also used to carry food, beverages, the crew's personal belongings, and other supplies.



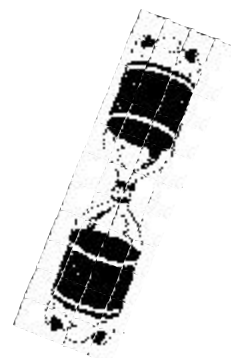
How Long Ago Was That?

How did the crew aboard the *Niña*, the *Pinta*, or the *Santa María* know when it was time to begin or end their watch? They depended on a half-hour sand glass. The ship's boys had the job to call out the time. "One glass is gone and now the second floweth," the boy on duty would shout. After eight glasses, or four hours., a new boy would come on deck to call out the time.

Make your own sand timer. Follow the directions below. See how exacting you can be!

Materials Needed:

Two plastic soda bottles (1 liter size)
Salt or sand
Masking tape
Plastic wrap
Pin or pen



Directions:

1. Pour some salt (or sand) into one of the bottles.
2. Seal the mouth of that bottle by covering it with plastic wrap and securing the wrap with tape.
3. Use the pin or pen to puncture a small hole into the plastic wrap.
4. Firmly tape the mouth of the second bottle over the first one.
5. Turn the bottles over.
6. See how much time it takes for all the salt (or sand) to run from one bottle into the other.

Bonus: Set a predetermined amount of time for all timers. See whose timer comes closest to measuring the determined time.



Fact or Opinion

Name _____ Date _____

Governor White may have made statements similar to the ones below about the “Lost Colony” of Roanoke Island. Decide if each statement is a fact or an opinion. Circle your choice. Then explain your answer. If you are not sure - use resource material to help. Underline the clue word in the opinion statements that help you decide if it is fact or opinion.

1. I believed that Roanoke Island was the perfect place for England’s first colony in North America.



fact **opinion**

Explanation: _____

2. I had to return to England in the same year because the colony’s supplies were running low.

fact **opinion**

Explanation: _____

3. I reached England in November 1587, only to find the country preparing to fight the Spanish Armada.



fact **opinion**

Explanation: _____

4. It seemed to me that the English were better at fighting at sea than the Spanish.

fact **opinion**

Explanation: _____

5. I returned to Roanoke in August 1590 to find that the colonists had vanished.

fact **opinion**

Explanation: _____



Fact or Opinion

Name KEY Date _____

Governor White may have made statements similar to the ones below about the “Lost Colony” of Roanoke Island. Decide if each statement is a fact or an opinion. Circle your choice. Then explain your answer. If you are not sure - use resource material to help. Underline the clue word in the opinion statements that help you decide if it is fact or opinion.

1. I believed that Roanoke Island was the perfect place for England’s first colony in North America.



fact **opinion**

Explanation: The words “I believed” are
clue that this is a personal view.

2. I had to return to England in the same year because the colony’s supplies were running low.

fact opinion

Explanation: This statement can be
checked and proven to be true.

3. I reached England in November 1587, only to find the country preparing to fight the Spanish Armada.



fact opinion

Explanation: This statement can be
checked and proven to be true.

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are a clue that this is a personal view.

5. I returned to Roanoke in August 1590 to find that the colonists had vanished.

fact opinion

Explanation: This statement can be
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ABCs of Explorers

Materials Needed:

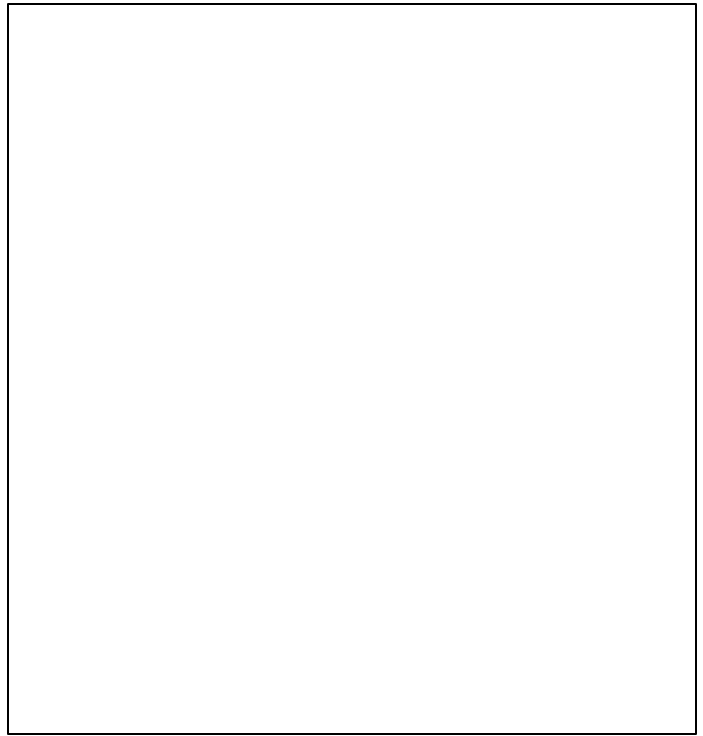
Construction Paper – 2 pieces
Explorer Book Template – 26 copies
Notebook paper
Coloring Materials (crayons, markers, watercolors, etc.)
3-Hole Punch
Ribbon or Binder Rings
Resource Materials

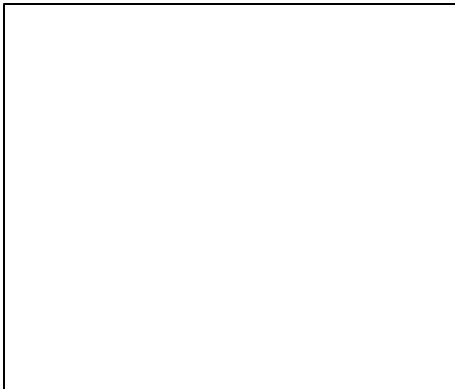


Directions:

1. Write the letters A to Z down the left side of a piece of notebook paper.
2. Brainstorm vocabulary words specific to Explorers of a designated time period. Include names of the Explorers.
3. Choose one item from each letter that best represents the topic.
4. Using the template, do the following.
 - a. Write the vocabulary word (or name of explorer) at the top.
 - b. Write a detailed paragraph describing the word.
 - c. Illustrate the word in the box on the left side.
 - d. In the box at the bottom of the page, write the upper and lowercase letter that the word begins with.
5. When finished with all 26 pages, create a cover for your book. Be sure to give it a title.
6. Bind the book together by using a 3-hole punch. Use binder rings or ribbon to hold the pages together.









Dear Susannah . . .



Name _____ Date _____

The following is a description of Tenochtitlán written by a Spanish soldier in Cortés's army:

Everything was shining and decorated with different kinds of stonework and paintings that were a marvel to gaze on . . . I thought that no land like it would ever be discovered in the whole world. But today all that I then saw is overthrown and destroyed; nothing is left standing.

How was everything "overthrown and destroyed?" In a letter to this soldier's wife, tell how the Spanish conquered Tenochtitlán, what they did to the city after conquering it, and what happened next on this site.



Who Am I?

Name _____ Date _____

Directions: Write in the name of each explorer described below.

1. I explored the Atlantic coast from the mouth of the St. Lawrence River to the southern part of Massachusetts. I also founded the city of Quebec.

Who am I? _____

2. I discovered Puerto Rico, Jamaica, and Cuba.

Who am I? _____

3. I led the first exploration crew around the world by sea.

Who am I? _____

4. I discovered the mainland of North America. It did not seem important at that time.

Who am I? _____

5. I discovered and explored the St. Lawrence River.

Who am I? _____

6. I discovered a wide river in New York that was named after me.

Who am I? _____

7. We discovered the Mississippi River.

Who are we? _____

8. I was the first one to travel to the mouth of the Mississippi River.

Who am I? _____

9. I was the first to sail around the tip of southern Africa.

Who am I? _____

10. I was the first to sail around Africa to India.

Who am I? _____



Who Am I?

Name _____ Date _____

Directions: Write in the name of each explorer described below.

1. I explored the Atlantic coast from the mouth of the St. Lawrence River to the southern part of Massachusetts. I also founded the city of Quebec.

Who am I? Samuel de Champlain

2. I discovered Puerto Rico, Jamaica, and Cuba.

Who am I? Christopher Columbus

3. I led the first exploration crew around the world by sea.

Who am I? Ferdinand Magellan

4. I discovered the mainland of North America. It did not seem important at that time.

Who am I? John Cabot

5. I discovered and explored the St. Lawrence River.

Who am I? Jacques Cartier

6. I discovered a wide river in New York that was named after me.

Who am I? Henry Hudson

7. We discovered the Mississippi River.

Who are we? Marquette and Joliet

8. I was the first one to travel to the mouth of the Mississippi River.

Who am I? La Salle

9. I was the first to sail around the tip of southern Africa.

Who am I? Bartholomew Diaz

10. I was the first to sail around Africa to India.

Who am I? Vasco da Gama



Searching for Explorers

Name _____ Date _____

Directions: Explorers often had to search long and hard to find what they were looking for. See how many explorers you can find in this wordsearch. Names can be found in all directions.

Balboa
Cabot
Carteret
Cartier
Columbus
Coronado
Cook

Cortés
da Gama
Davis
de Leon
de Soto
de Verrazano
Drake

Ericsson
Frobisher
Henry
Hudson
Joliet
Kino
La Salle

Magellan
Marquette
Navarez
Pizarro
Polo
Raleigh
Vespucci

B	P	O	L	L	O	R	A	L	R	E	I	T	R	A	C	É	E	R	I
C	A	S	S	O	N	A	O	Y	R	E	H	S	I	B	O	R	F	Z	H
D	É	L	R	L	N	V	B	N	D	É	T	L	O	O	L	N	A	A	E
K	V	U	B	P	A	E	É	E	A	D	É	I	J	T	U	É	C	R	N
I	E	N	N	O	V	X	R	P	I	Z	A	R	R	O	M	A	H	R	R
E	S	M	É	C	A	B	O	T	O	H	A	G	É	T	B	D	T	O	Y
R	P	A	M	C	R	L	A	U	E	L	E	R	S	T	U	V	E	É	R
I	U	G	A	W	E	E	R	Q	K	R	O	I	R	É	S	É	A	R	E
C	C	E	L	M	Z	C	H	C	A	R	T	E	R	E	T	S	P	O	T
S	C	A	L	A	T	É	O	P	R	H	E	R	G	E	V	R	A	S	T
S	I	M	E	G	R	D	M	A	D	R	K	T	H	A	F	E	R	T	E
O	N	A	N	E	A	A	É	K	A	S	I	T	É	R	U	P	D	A	U
N	R	G	O	L	É	N	D	O	D	A	N	O	R	O	C	É	O	Y	Q
I	É	A	S	L	U	Z	A	O	N	N	O	E	L	D	A	U	T	I	R
U	R	D	E	A	N	C	L	C	A	I	R	E	R	I	E	T	O	É	A
T	N	E	A	N	H	O	É	U	S	É	J	U	L	I	E	L	S	A	M
É	A	N	N	V	D	A	L	A	S	A	L	L	E	V	C	I	E	L	B
I	D	J	O	L	I	E	T	É	X	E	N	I	G	I	H	M	D	O	A
G	E	R	R	Y	J	S	E	H	G	I	E	L	A	R	É	A	M	A	N
C	O	R	É	S	E	R	R	Y	R	O	B	É	N	O	S	D	U	H	



Searching for Explorers

Name KEY Date _____

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Balboa

Cabot

Carteret

Cartier

Columbus

Coronado

Cook

Cortés

da Gama

Davis

de Leon

de Soto

de Verrazano

Drake

Ericsson

Frobisher

Henry

Hudson

Joliet

Kino

La Salle

Magellan

Marquette

Navarez

Pizarro

Polo

Raleigh

Vespucci

B	P	O	L	L	O	R	A	L	R	E	I	T	R	A	C	É	E	R	I
C	A	S	S	O	N	A	O	Y	R	E	H	S	I	B	O	R	F	Z	H
D	É	L	R	L	N	V	B	N	D	É	T	L	O	O	L	N	A	A	E
K	V	U	B	P	A	E	É	E	A	D	É	I	J	T	U	É	C	R	N
I	E	N	N	O	V	X	R	P	I	Z	A	R	R	O	M	A	H	R	R
E	S	M	É	C	A	B	O	T	O	H	A	G	É	T	B	D	T	O	Y
R	P	A	M	C	R	L	A	U	É	L	E	R	S	T	U	V	E	É	R
I	U	G	A	W	E	E	R	Q	K	R	Q	I	R	É	S	É	A	R	É
C	C	E	L	M	Z	C	H	C	A	R	T	E	R	E	T	S	P	O	T
S	C	A	L	A	T	É	O	P	R	H	E	R	G	E	V	R	A	S	T
S	I	M	E	G	R	D	M	A	D	R	K	T	H	A	F	E	R	T	E
O	N	A	N	E	A	A	É	K	A	S	I	T	É	R	U	P	D	A	U
N	R	G	O	L	É	N	D	O	D	A	N	O	R	O	C	É	O	Y	Q
I	É	A	S	L	U	Z	A	O	N	N	O	E	L	D	A	U	T	I	R
U	R	D	E	A	N	C	L	C	A	I	R	E	R	I	E	T	O	É	A
T	N	E	A	N	H	O	É	U	S	É	J	U	L	I	E	L	S	A	M
É	A	N	N	V	D	A	L	A	S	A	L	L	E	V	C	I	E	L	B
I	D	J	O	L	I	E	T	É	X	E	N	I	G	I	H	M	D	O	A
G	E	R	R	Y	J	S	E	H	G	I	E	L	A	R	É	A	M	A	N
G	O	R	T	É	S	E	R	R	Y	R	O	B	É	N	O	S	D	U	H



The Great Match Up

Name _____ Date _____

Directions: Write the number in front of the name of the explorers matching the area they explored.

- | | | |
|-----------------|-----|-----------------------------------------------------------|
| _____ Balboa | 1. | Explored Hudson Bay and River area. |
| _____ Cabot | 2. | Explored and conquered Peru. |
| _____ Cartier | 3. | Claimed Canada for France. Founded Montreal. |
| _____ Columbus | 4. | Made voyages to West Indies and Caribbean Islands. |
| _____ Cook | 5. | Explored and conquered Mexico. |
| _____ Coronado | 6. | Explored Northern Mississippi River basin. |
| _____ Cortés | 7. | Explored the Mississippi and Gulf region |
| _____ da Gama | 8. | First European to explore and write about the Orient. |
| _____ de Leon | 9. | Explored Atlantic coast of the United States. |
| _____ de Soto | 10. | Led the first voyage around the world. |
| _____ Drake | 11. | First Englishman to sail around the world. |
| _____ Hudson | 12. | Explored extensively in the South Pacific. |
| _____ La Salle | 13. | Made voyages across the Atlantic to the Canadian coast. |
| _____ Magellan | 14. | Crossed the Isthmus of Panama; sighted the Pacific Ocean. |
| _____ Marquette | 15. | First European to reach India by sea. |
| _____ Pizarro | 16. | Explored Southeast U.S. Reached the Mississippi River. |
| _____ Polo | 17. | Explored Southwestern U.S. as far as central Kansas. |
| _____ Verazano | 18. | Explored Florida. |



The Great Match Up

Name _____ KEY _____ Date _____

Directions: Write the number in front of the name of the explorers matching the area they explored.

- | | |
|--------------------|---------------------------------------------------------------|
| <u>14</u> Balboa | 1. Explored Hudson Bay and River area. |
| <u>13</u> Cabot | 2. Explored and conquered Peru. |
| <u>3</u> Cartier | 3. Claimed Canada for France. Founded Montreal. |
| <u>4</u> Columbus | 4. Made voyages to West Indies and Caribbean Islands. |
| <u>12</u> Cook | 5. Explored and conquered Mexico. |
| <u>17</u> Coronado | 6. Explored Northern Mississippi River basin. |
| <u>5</u> Cortés | 7. Explored the Mississippi and Gulf region |
| <u>15</u> da Gama | 8. First European to explore and write about the Orient. |
| <u>18</u> de Leon | 9. Explored Atlantic coast of the United States. |
| <u>16</u> de Soto | 10. Led the first voyage around the world. |
| <u>11</u> Drake | 11. First Englishman to sail around the world. |
| <u>1</u> Hudson | 12. Explored extensively in the South Pacific. |
| <u>7</u> La Salle | 13. Made voyages across the Atlantic to the Canadian coast. |
| <u>10</u> Magellan | 14. Crossed the Isthmus of Panama; sighted the Pacific Ocean. |
| <u>6</u> Marquette | 15. First European to reach India by sea. |
| <u>2</u> Pizarro | 16. Explored Southeast U.S. Reached the Mississippi River. |
| <u>8</u> Polo | 17. Explored Southwestern U.S. as far as central Kansas. |
| <u>9</u> Verazano | 18. Explored Florida. |



Project Opportunities

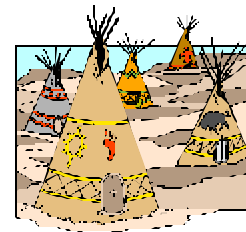
The following pages are intended for use in a project based setting. Projects are divided into groups centering around the following topics:

Gold, Glory, and God
Over the Sea
Trade and Commerce
Native Americans

There are six projects for each topic. All projects are centered around the Discovery of the America's time period.

Suggested Uses:

Copy the project cards on tagboard.
Cut out cards and use in a learning center.
Projects can be assigned individually - or as group projects.

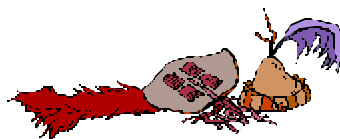
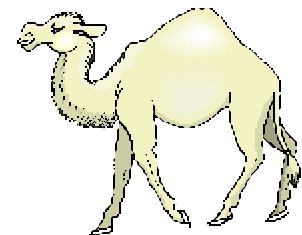


Answer Keys:

All projects are open ended. This is an ideal avenue to evaluate students based on personal potential and growth.

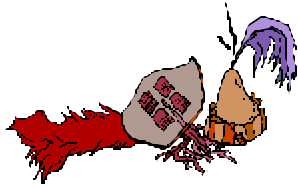
Resources:

Students should be encouraged to use as many resources as possible - internet, encyclopedia, library, social studies textbook, etc.



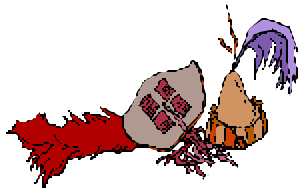
Courtesy Of: Engine-Uity, Ltd
Colonial America
Phoenix, Arizona





Make an illustrated time line to identify the important events in the life of one of the following explorers: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

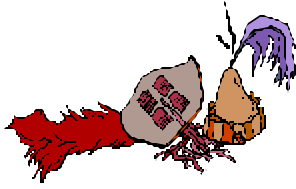
Gold, God, and Glory



Create and memorize a poem about an explorer. Illustrate it. Recite it for your class.

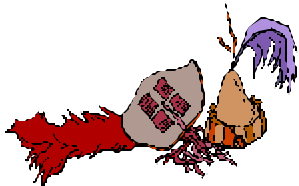
Gold, God, and Glory





Hernando de Soto explored Florida, Mississippi, the Great Smoky Mountains, and the Ozark Mountain Plateau. In an article for American Heritage magazine, compare De Soto's expedition to that of Francisco de Coronado.

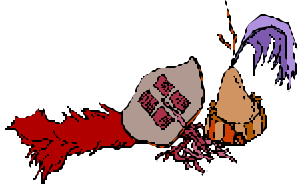
Gold, God, and Glory



Criticize Ponce de Leon's search for the Fountain of Youth. In a "tongue-in-cheek" documentary, evaluate his motives and his exploits.

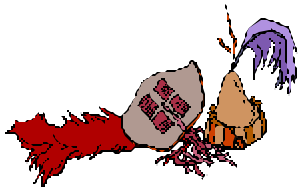
Gold, God, and Glory





Draw a map of South America and North America. On your maps, locate the routes of the following explorers: Amerigo Vespucci, Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, and Francisco Coronado. Be sure to color code your routes. Include a key.

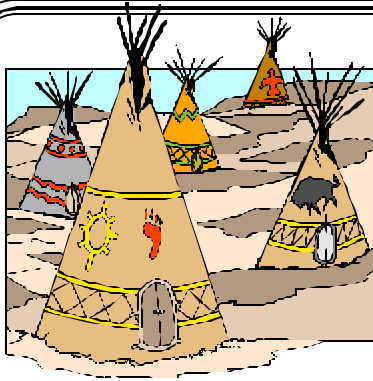
Gold, God, and Glory



Events in Europe often dictated policy in other parts of the world. Compare the directions given to Francis Drake, Christopher Columbus, and Hernando Cortés by their sovereigns. Have each appear as a guest on a talk show. Present the talk show to your class.

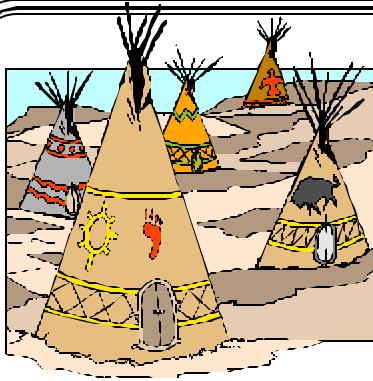
Gold, God, and Glory





Create and execute a new craftwork that might have been created by an Inca artisan.

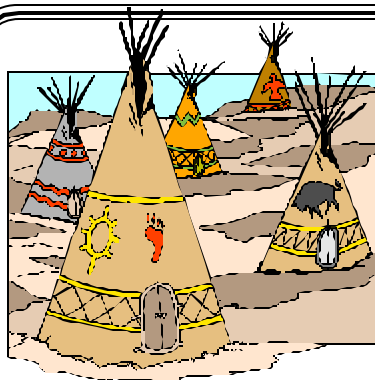
Native Americans



Draw a mural depicting Montezuma's capital.

Native Americans

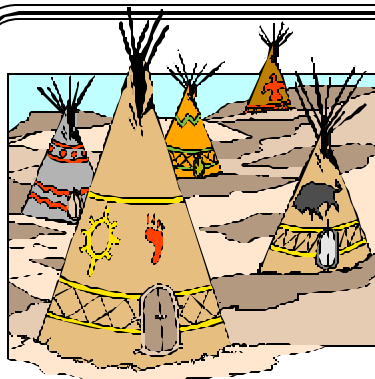




Assess the impact of the Spanish horse on the American Plains Indians. Write a script for a documentary.

BONUS: Videotape the documentary – in full costume.

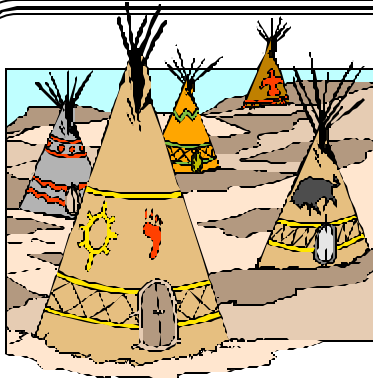
Native Americans



Decide whether or not the Spanish had the moral right to forcibly change the Aztec's religion. Write an essay supporting your opinion.

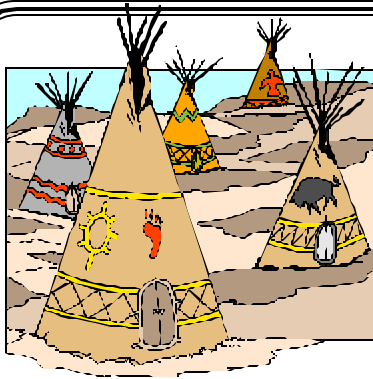
Native Americans





Analyze the relationship between the Spanish economic situation and Hernando Cortés's attitude toward the Aztecs. Write a letter from Cortés to the Spanish King.

Native Americans



Criticize the actions of Francisco Pizarro in his dealings with the Cacique of the Incas. Stage a mock trial with Pizarro as the defendant.

Native Americans





Compose a sea chantey formulated after those of the 17th and 18th centuries. Perform your masterpiece to your class.

Over the Sea



In a skit, dramatize the use of the following navigational instruments: leadline, log, knotted rope, cross-staff, astrolabe, quadrant, hourglass, and traverse board. Be sure to include props representative of each item.

Over the Sea





Make a stuffed doll representing one of the following explorers: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

Over the Sea



Make a picture dictionary defining 15 items and objects in use on a 17th century sailing vessel.

Over the Sea





Christopher Columbus believed the world was round – in defiance of the popular belief that it was flat. Using arguments available to Columbus, write an article for the newspaper of the time defending Columbus’s belief.

Over the Sea



Imagine that you are a member of the expedition led by Sir Francis Drake. Produce an illustrated journal of what you have observed and experienced.

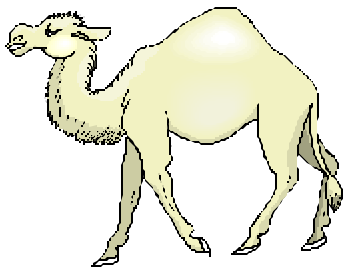
Over the Sea





Design and make a poster to advertise for seamen and adventurers to join an expedition led by one of the following men: Christopher Columbus, Ferdinand Magellan, Sebastian Cabot, James Cook, Hernando Cortés, Juan Ponce de Leon, Ferdinand De Soto, John Cabot, Sir Francis Drake, Walter Raleigh, or Francisco Coronado.

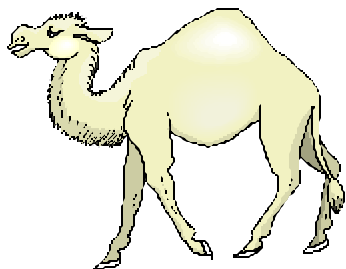
Trade and Commerce



Create a game that centers on information about explorers, expeditions, trade items, and national goals. Introduce your new game to your class.

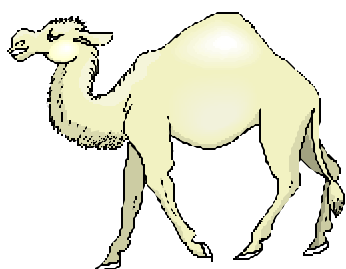
Trade and Commerce





Draw a mural to describe the dream of Ponce de Leon's dream – the Fountain of Youth.

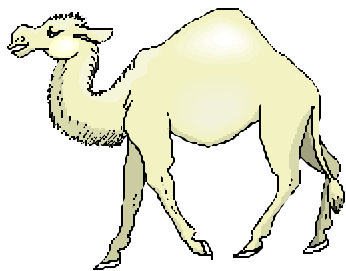
Trade and Commerce



Create a wall chart involving 15 explorers. Categorize them according to the following items: primary objective, birth-place, sponsoring country, dates of explorations, accomplishments, and fates.

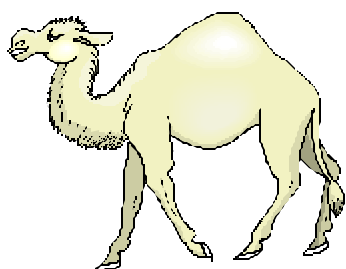
Trade and Commerce





Construct a large diorama depicting Tenochtitlán. Make it as realistic as possible.

Trade and Commerce



Make a 3-d display listing the spices, exotic imports, and trade items available from Africa, the Spice Islands, and China during the 1500s.

Trade and Commerce





Explorers Lead!



Name: KEY Date: _____

Directions: Fill in the chart below by using the words that begin with the letters shown at the top of each column. You may use available resources to help you complete this page.

	S	H	I	P	S
Transportation	SantaMaria	Horse	In-line skate	Pinta	Space Shuttle
Native American Tribes	Sioux	Hopi	Inca	Potawatomi	Shoshoni
Verbs related to Exploration	Scouts	Hunt	Inquire	Plan	Search
Languages of the World	Swahili	Hebrew	Italian	Polish	Spanish
Occupations from the 15th-16th Centuries	Silversmith	Herdsman	Inkmake	Peasant	Sailor



American Patriots

**A Unit of Study based around the development of Colonial America
through the Revolutionary War period.**

1607 - 1789



Written By

Martha A. Ban



American Patriots

Description of Target Ages and Grade Levels - This unit on American Patriots has been designed for the middle elementary grades.

Purpose - *American Patriots* presents an interdisciplinary unit incorporating the Christian perspective of early American History. Activities are designed for small group use - as well as individual projects.

How-to-Guide - The narrative of the unit contains the information part for the unit. This can be read to the students or given individually to them. A section of inspirational stories is included for worship purposes. Following the narrative, a variety of open ended activities are found. These can be used in any order. Activities work well both in small groups and one on one. Web-based activities combined with project opportunities will give students a wide range of skill development.

Contents

Inspiration

John Winthrop
George Washington
James Oglethorpe
Patrick Henry
Paul Revere
Roger Williams
Samuel Adams
Abigail Adams
James Madison
John Adams
William Penn
Benjamin Franklin

American Patriots - the narrative

Trade Books and Other Resources

Works Cited

Internet Reference Sites

Homeward Bound

William Penn's "Walking Purchase" Treaty

Indian Investigation

My Dear Wife . . .

Twisted Colonies - A game

Early Celebrities

The Original Thirteen

What's Your Trade

Colonial Wit and Wisdom

Benjamin's Acrostic

Brother Benjamin

Glimpses of Ben

Women of Courage

Winter at Valley Forge

Concord Hymn

Searching for Patriots

Revolutionary Music

A Patriotic Celebration

Penn's Woods - A Play

I Didn't Know That!

Paul Revere's Ride

Answer Keys

Project Opportunities



American Patriots

The Background

1. **Roanoke Colony - 1587**

Sir Walter Raleigh, an Englishman, founded a colony on Roanoke Island, off the coast of North Carolina. The first English child born in America was born on Roanoke Island. She was named Virginia Dare.



When the colony began to run short of food, Governor White returned to England for help. A war between England and Spain delayed his return for three years. When the rescue party finally arrived they found no one there. As they searched the ruined cabins, they found everyone had disappeared. Only one clue was found. Carved on a tree was the word "Croatoan." The mystery of what happened to the missing colony has never been solved.

2. **Jamestown Virginia - 1607**

The first successful English colony was started by two sea captains by the names of John Ratcliffe and Captain Newport. They formed the London Company and received permission from the King of England to advertise. They gathered a group of 120 men and sailed for America. They disembarked in Chesapeake Bay and began building houses on a peninsula they named Jamestown in honor of the king. It was a swampy place with mosquitoes. The settlers suffered greatly. Some refused to work and went in search of gold. Others died from bad drinking water and disease. Even with help from Powhatan – a powerful Native American Chief, they ended up with 38 men still alive at the end of the first winter.



John Smith was as a strong leader and organized the colony so that only those who would work would eat. They began to thrive. A new plan was devised which helped the colony even more. The new governor gave each man three acres of land on which to raise food. Only part of his crop was put in the storehouse. The rest was his. Under this plan, the colonists worked harder.

John Rolfe, a colonist, began to raise tobacco. He discovered how to ship the leaves without their spoiling. England bought all the tobacco the colonists could produce. The colony grew richer. Rolfe also married Pocahontas – the daughter of Powhatan. This helped the relationship with the Indians.



3. **Massachusetts - 1620** A group of people from England did not believe in the traditional beliefs of the Church of England. They believed in a more simplified, personal approach to worshiping God. Because of their beliefs, they became known as “Puritans.” As they were persecuted for their way of worship, they decided to move to a personal approach to worshiping God. Because of their beliefs, they became known as “Puritans.” As they were persecuted for their way of worship, they decided to move to Holland where freedom of religion was allowed. This group of people became known as “Pilgrims” because they traveled, or made a pilgrimage far from home. They were not happy in Holland because they loved England and wanted to raise their children with English customs and traditions.



Finally, they planned to go to America and set up their own colony. English merchants provided a ship, the Mayflower, in exchange for seven years of the Pilgrim’s profits from the new colony. The Speedwell was another ship carrying a group of people looking for religious freedom. She planned to sail with them. After developing a leak, the Separatists were forced to abandon the Speedwell and join the group on the Mayflower. 102 passengers, including children, set off on a nine-week voyage. The ship ended up at Cape Cod. Before looking for a place to settle, the Pilgrim men gathered in a cabin of the Mayflower and made a set of rules to govern the colony. The rules were called the Mayflower compact. They all signed the compact. John Carver was elected as the first governor.

After the first hard winter, nearly half of the colony – including the governor – died. William Bradford was elected the new governor. Indians such as Samoset and Squanto helped the Pilgrims find food. Their chief, Massasoit, met with the people and agreed to live together peaceably.

4. **Massachusetts Bay Colony - 1629** A wealthy group of Puritans who stayed in England decided to go to America for religious freedom. In 1630, ten years after the Pilgrims landed, more than 1,000 Puritans set out for the new world. Their fleet of ships was loaded with farming tools, weapons, cows, pigs, spinning wheels, furniture and books. They settled north of Plymouth and set up eight small towns. The largest was Boston. All of these settlements together were called the Massachusetts Bay Colony.



Food was scarce the first winter and many died. Governor John Winthrop encouraged farming, fur trading, hunting, and fishing. They encouraged about 18,000 more Puritans to join them. Soon they were thriving.

While other religions could live in the Puritan colonies, only those who were Puritans could vote. Anne Hutchinson, a well-educated and strong-minded Massachusetts woman, disagreed with most of the Puritan ministers. She was forced to leave Massachusetts for being so outspoken against the Puritan church. Roger Williams was a Puritan minister who did not agree with the Puritan leaders. He later took a group of people and started another colony.



5. **Maryland – 1632** The Roman Catholics were badly treated in England because of their religious beliefs. Finally, one of the Catholic leaders – Lord Baltimore – decided the Catholics should have a colony in America. Lord Baltimore asked the king for permission to start a colony north of the Virginia settlements.



In 1632 two hundred settlers of Lord Baltimore's colony settled in Chesapeake Bay. They bought the land from the Indians who had cleared it. Soon the settlers were planting their crops. Protestants came to live in Maryland because there was religious freedom there. Settlers of all faiths were welcome in Maryland.

Maryland was named for the English Queen Henrietta Maria who was the wife of Charles I, who gave the land to Lord Baltimore.

6. **Rhode Island – 1644** Roger Williams, the Puritan minister, was not satisfied with the Puritan Colony of Massachusetts. When he spoke out against the Puritan church, the leaders were going to send him back to England. He escaped and spent the winter with Chief Massasoit 70 miles to the south. Other settlers who were not happy with the Puritan way of life joined him. They bought land from the Indians and built homes near springs of clear, pure water. They named the place Providence because they felt God had provided it for them.



Many people found refuge in Rhode Island. There they could worship as they chose. No one was forced to attend a certain church or pay taxes for its support. It was the first colony in New England to have true religious freedom.

7. **New York – 1664** In 1624 the first Dutch colonists came to America. They started a trading post on Manhattan Island at the mouth of the Hudson River. This settlement was called New Amsterdam. Because of its good harbor, it became the capital of the colony. In 1647 Peter Stuyvesant became the governor of New Amsterdam. He had a wooden leg. He was not well liked by the people of New Amsterdam because he ruled harshly and refused to let the people take any part in the government.



The English declared that New Amsterdam belonged to them. They sent four warships to seize it. A message was sent to Peter Stuyvesant demanding that the Dutch surrender. Stuyvesant flew into a rage; however, the colonists disliked him so much that they refused to fight. They felt it would be better to be captured by the English than continue under the rule of a tyrant! The name of New Amsterdam was changed to New York in honor of the Duke of York.

8. **Connecticut – 1662** Thomas Hooker was a minister of a Puritan church near Boston. He had heard reports from farmers along the Connecticut River of the rich soil. It was much better farmland than the rough and rocky land of most of New England. About 100 of Hooker's church members decided to go with him to the Connecticut Valley. They sold their homes and loaded their horses with all the tools and supplies they could carry. They made a difficult 100-mile trip. They were thankful when they came



to the Connecticut River. In 1636 they started a colony near the Dutch fort at Hartford. Within a few years more than 1,000 settlers had followed them to the Connecticut Valley.

The Reverend Thomas Hooker wrote the “Fundamental Orders” of Connecticut, the first written constitution in America. The colony received a royal charter in 1662.

9. ***New Hampshire – 1679*** Many years before the Pilgrims settled at Plymouth, English fishermen had been visiting the excellent fishing waters of New England. They had set up small fishing camps in the little harbors and bays. The Indians came to these fishing camps and wanted to trade furs for knives and supplies. Fur trading became profitable. Some of these fur-trading camps grew into small towns. After a while the towns were larger trading centers. New Hampshire was one of these kinds of settlements. John Mason, who owned most of the region in the 1600’s, gave New Hampshire its name. He called it New Hampshire after his own county of Hampshire in England. King Charles declared New Hampshire a royal colony in 1679. By that time Dover and Portsmouth were thriving communities.



10. ***Pennsylvania – 1681*** A religious group known as Quakers were being persecuted in England because they refused to bow to the king, take part in war, or support the Church of England. Thousands were being thrown in jail.



A rich young Englishman named William Penn became a Quaker. When his father died, William inherited his father’s wealth. This included a large sum of money that the king owed the father. William Penn offered to take land in America in place of the money due him. The king granted Penn a huge piece of land on the banks of the Delaware River. There were lots of trees so they called it Pennsylvania, which means Penn’s woods. Penn started a new colony. He advertised that there would be freedom of worship for all who believed in God. Philadelphia or the “City of Brotherly Love” was the largest settlement. Many of the settlers were Quakers, but persons of other religions and from every country were welcome.

11. ***New Jersey – 1702*** In 1664, England took New Jersey from the Dutch after a war between the two nations. The Duke of York gave the New Jersey colony to Lord Berkeley and Sir George Carteret. These two men became co-proprietors of the New Jersey colony. Many settlers moved to New Jersey from neighboring colonies, because Berkeley and Carteret guaranteed religious freedom. New Jersey was divided into East Jersey and West Jersey for twenty-eight years. The men governing New Jersey could not unite New Jersey so England took it back and made it into a royal colony. New Jersey was named by Sir George Carteret who was born on the Island of Jersey in the English Channel.



12. ***North Carolina – 1729*** The first English colony in America was settled on Roanoke Island off the North Carolina coast. It became known as “the Lost Colony,” because the settlers mysteriously disappeared. Virginia Dare, the first child born to English parents, was born on Roanoke Island.





The first permanent settlers came to North Carolina in 1653. King Charles II gave the area to eight proprietors or businessmen. These eight men were more interested in making money from the colony than governing it. Thomas Jarvis, the first deputy governor, and those who followed him ruled the colony wisely and the colonists accepted them. The colony prospered as an agricultural colony. Poor harbors and a dangerous coast line held back the development of the region for many years.

13. **South Carolina - 1729** South Carolina started out as simply “Carolina.” Both North and South Carolina were one region. This region was divided into two royal provinces, North Carolina and South Carolina. This was done to make colonial government more effective. Eight proprietors or businessmen were given the responsibility of governing Carolina. These eight men were more interested in making money than governing the colony. They had many problems until the colony was divided into two colonies. Both of the Carolinas were named “Carolana” at the beginning. This is a Latin form of Charles. King Charles II changed the spelling of the name to Carolina.



14. **Georgia – 1732** General James Oglethorpe had a friend who was put in an English prison because he could not pay his debts. This friend was kept in prison until he died. Oglethorpe wanted to do something to help these unfortunate people. He went to the king. King George gave him some land and told him to start a colony for debtors and poor people in America.



In 1733 a little band of 130 colonists sailed up the Savannah River in the new territory. They made a settlement that later became the city of Savannah. They named the colony Georgia in honor of their king. It was successful because it was carefully planned and had a good government. Oglethorpe had chosen worthy colonists, who were able to do the work needed in building a settlement in the wilderness. He had wisely chosen carpenters, bricklayers, farmers, and other workers in the group.

The Georgia settlers were each given 50 acres of land. They cleared the land to raise cotton and food. Since their leaders paid the Indians for the land, both groups lived in peace.

15. **Delaware – 1776** In the year 1638, a group of Swedish settlers sailed into Delaware Bay to start a new colony. They found a good harbor protected from the wind and ocean waves. The settlers had brought tools and supplies with them to the New World. They planned to build a fort to protect them and homes to live in. They wanted to farm the land.



They bought the land from the Indians. They built a fort and named it Fort Christina for their queen. Wilmington, Delaware now stands on the site of this place. The Swedes liked to work hard. They cut down trees and built the first log cabins in America. Later, many settlers built log cabins modeled after those first built by the Swedes. The Swedes farmed their land and traded with the Indians.



Both the Swedes and the Dutch were trading with the Indians at the same time. The Dutch felt the trading rights were theirs alone. They demanded that the Swedes stop trading with the Indians. The Swedes refused and the quarreling continued. Peter Stuyvesant, the Dutch governor, took an army and captured Fort Christina. The Swedish colony then became a part of New Netherland.

In 1664, the English captured New Netherland from the Dutch. The Duke of York gave Delaware to William Penn of Pennsylvania because Penn needed a connection between his colony and the ocean for trading purposes. Later Delaware separated from Pennsylvania and became its own colony.

The Beginning of a Country

More than one hundred fifty years had passed between 1607, when Captain John Smith came to Jamestown, and the close of the French and Indian War in 1763. During this century and a half, the English colonists had learned many things.

The first thing that they learned was that they must depend upon themselves and the wilderness in which they lived for their food. Supplies from England could not come often enough to feed all the settlers. Food had to be obtained by planting corn and other grains, by hunting game, and by fishing. The earliest colonists, therefore, became farmers, hunters, and fishermen.

In a few years, a family was able to raise more food than it needed. Then a carpenter or a miller could work at his own trade and exchange his labor for the food that his neighbors were raising. In this way, all sorts of business were started.



Another lesson that the colonists learned was that different parts of the country were suited to different kinds of work. In New England, the fields were hard to plow because of the rocks and hills. But fine fish were caught in great numbers all along the coast. The northern forests furnished splendid lumber, and the many short rivers gave good water-power for running mills. The most successful colonists in New England learned to use these gifts of Nature, and became fishermen, shipbuilders, millers, and merchants.

In the southern colonies, the mountains were farther back from the sea-coast. The fertile soil and mild climate made this the best part of the country for farming. Virginia farmers, or planters as they were called, became some of the most prosperous citizens of America. Great quantities of grain and tobacco were raised on their broad acres and shipped to England. In exchange, tools, harness, coaches, furniture, dishes, fine silks, and linens were brought back to be sold in America.

Almost three million people were now living on the narrow strip of land between the Appalachian Mountains and the Atlantic seacoast. Their land stretched from Maine to Georgia and was divided into thirteen English colonies.



Three thousand miles of ocean lay between England and her American colonies. Weeks were needed for messages to travel across the Atlantic. The mother country could not possibly make all the laws necessary to carry on the affairs of each little village. The result was that colonial towns and counties elected their own officers and passed laws to manage all small and unimportant matters. This was good practice in the lesson of governing themselves. The people were becoming independent and were learning to decide what laws were right and best for them.

Their greatest weakness was that the people of each colony were interested only in their own affairs and knew very little about what was going on in other parts of the country. Very few of the colonial leaders understood how much stronger and better the English colonies would be if they had some way of working together. They thought of themselves as New Yorkers, Pennsylvanians, or Virginians, rather than as Americans.

Benjamin Franklin

One of the wisest of the colonial leaders was Benjamin Franklin, a peaceful citizen of Philadelphia. In 1754, at the beginning of the French and Indian War, he tried to persuade the colonies to unite. A meeting had been called in Albany, New York, for the purpose of making a treaty with the Iroquois Indians. At this meeting Franklin explained a plan by which the different parts of the country could work together. He suggested that each colony elect a few of its best leaders and send them to a congress that should meet once a year. Questions concerning the welfare of the whole country could be talked over and a plan of action decided upon. Unfortunately, most of the colonies saw no need of such a congress, and the king of England did not like the plan because he feared it would give the colonists too much power. Twenty years went by before the colonists were ready to accept Franklin's idea and unite.

Benjamin Franklin has written a very interesting story of his own life. In this autobiography he tells of leaving his home in Boston as a poor boy of seventeen, and going to Philadelphia. One Sunday morning, in 1723, he arrived by boat at the foot of Market Street. His clothing was wrinkled and his pockets were stuffed with an extra shirt and a pair of stockings. He had very little money and was hungry; so he bought three large rolls at a baker's shop. Walking up Market Street, he carried one roll under each arm and ate the third one for his breakfast.

Young Franklin was a stranger in a strange city, with nothing to help him but his knowledge of the printing business, his own strong hands, and a determination to work hard and succeed. In a few years he owned and published the *Pennsylvania Gazette*, a weekly newspaper that soon became the best one in the American colonies. In addition to his newspaper, Franklin published an almanac for many years.

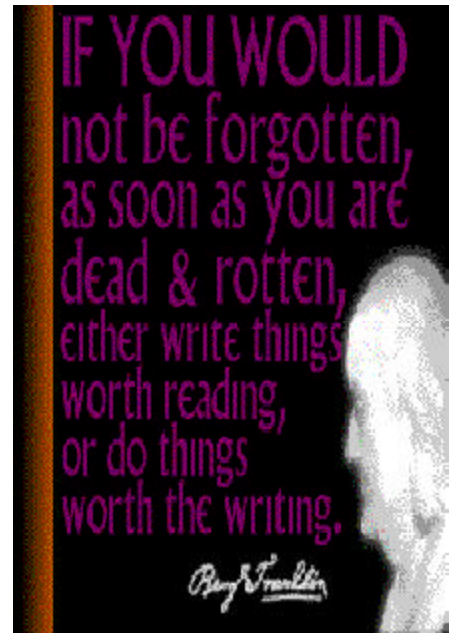
In colonial days almanacs took the place of our calendars, but they were bound like magazines. Besides a calendar, the almanac gave a record of tides, the time of the full moon, predictions of the weather, and advice about planting crops. Jokes and short wise sayings called proverbs were scattered through the pages.



Franklin's almanac became very popular. Many children used it for a reader at school. It was translated into other languages. This little book carried his fame into the homes of all the American colonies and even to Europe. People learned to watch for it and to plan their daily lives by it. Franklin pretended that he only printed the almanac and that a man named Richard Saunders really wrote it. For that reason Franklin called his yearbook *Poor Richard's Almanac*. But before long everyone knew that the funny little articles and wise sayings were really written by the rising young printer of Philadelphia. The people of Franklin's time read his proverbs over and over again until they knew them by heart.

Hear are some of these proverbs – still heard today:

- ? A word to the wise is sufficient.
- ? A bird in the hand is worth two in the bush.
- ? Never leave that for tomorrow which you can do today.
- ? Early to bed and early to rise makes a man healthy, wealthy, and wise.



Franklin lived very simply and did many things to improve the city and colony in which he lived. The first paving and street lighting, the first fire and police protection, the first library, a college, and a hospital in Philadelphia were all started through the help of Benjamin Franklin. Franklin also invented the first good oil lamp, and made a stove to be used instead of an open fireplace. He discovered that lightning is electricity in the sky, and he made the first lightning rod.

In France and England, as well as in America, Franklin became well known and greatly admired. When the colonists of Pennsylvania needed a man of ability and good judgment to manage their business affairs in England, Benjamin Franklin was asked to go. Thus it happened that this wise leader was far away during some of the most important years of colonial history.

Duty of American Colonies Toward England

The end of the French and Indian War in 1763 brought great rejoicing. For nine years, colonial soldiers had fought side by side with the trained troops from England. The American colonies were proud of the mother country and glad that they could help in winning this great new tract of land for England. Hardly anyone even thought of an independent nation in the New World. Yet in twelve years the American colonists were once more at war. This time they were fighting against the English soldiers instead of with them.

The trouble that led to the Revolutionary War was caused mainly by King George III and the men whom he chose to take charge of American affairs. Many of the people of England did not approve of the war, and sided openly with the colonists. William Pitt, the great English statesman, was a friend of America and did all that he could to get the English Government to treat her colonies fairly.

From the time of the first settlement at Jamestown, the English kings and the American settlers had never agreed about the rights and duties of colonies. The colonists thought that they should be



allowed to trade and do business with anyone for their own profit just like the people in England. The king had always said, "It is the duty of every colony to help the mother country. What is the use of owning colonies if they do not bring a rich trade to England?"

Trade laws, called *Navigation Acts*, were made in England to force the American colonists to trade only with the mother country. One law said that all goods taken to or from the colonies must be carried in English or colonial ships. Another gave a list of colonial products such as sugar, cotton, and tobacco that must be sold only in England. Many of the useful things that the colonists needed were made in England. In order to compel them to buy these things from English merchants, a law forbade the colonists to make and sell them in America.

In spite of the grumbling about these laws, the colonists had no thought of rebelling openly against the English Government. But the Navigation Acts were often disobeyed. Ships from the French and Spanish West Indies continued to carry sugar, molasses, rice, and ginger to American merchants, and to take back goods which had been made in New England. There were not enough English officers to guard the coast, and these things could easily be smuggled into and out of the colonies.

In spite of the unpopular laws, the mother country and her colonies were still on friendly terms. Prosperous colonial families wanted to buy many things that were made in England, and a good trade went on steadily between England and America.

The Quarrel Begins

At the close of the French and Indian War, England needed a great deal of money. King George III and his officers decided that the war had given the colonies much valuable new land and that therefore these colonies ought to help pay the British debts of the war. The colonies insisted that they had raised and supported more than their share of the troops. In order to collect the money, the English Government tried to force the colonists to obey the Navigation Acts. Ships were sent to guard the coast, and English officers were told to arrest and fine any colonist found with smuggled goods. This was not an easy order to carry out. Smuggling became more dangerous, but on many a dark night, boats landed at some lonely part of the coast, and forbidden goods were safely hidden away before daylight.



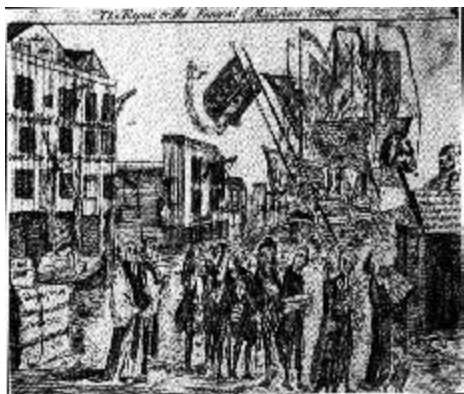
In order to help the officers, the English Government decided to allow the use of *Writs of Assistance*. These were papers from the court, giving permission to enter and search a man's house. If a colonist was suspected of storing smuggled goods, an officer secured a Writ of Assistance and searched the suspected man's house from attic to cellar. The people became very angry when they were forced to stand by and see their property overhauled by the king's officers.

The New England colonies carried on most of the American manufacture and trade, and they suffered most from the navigation Acts and the Writs of Assistance. The busy port of Boston became the very center of the growing quarrel with England.



Another plan, which the king carried out, was to keep an army of British soldiers in the colonies. He said that these troops were sent to protect the French and Spanish neighbors. But the colonists did not want the troops. They had always taken care of themselves, and they feared that the real reason for an army in America was to force them to obey the trade laws.

Matters became much worse when a law called the *Stamp Act* was passed in 1765. The purpose of this law was to tax the colonists for money to pay for the army. The king and his officers could not have chosen a surer way of making open trouble with the colonies. The Stamp Act declared that every business paper must carry a government stamp in order to be recognized in court as a true and legal paper. This meant that no colonist could buy or sell property, lease his farm or store, make a will, or be married without buying the English stamps. Even newspapers and almanacs had to be printed on stamped paper. This law affected all the colonies equally, and the entire country was angry at this tax.



These American citizens knew that taxes were necessary and right. No government could be carried on without money to pay its expenses. Each year their own assemblies voted taxes to keep up roads and schools, to pay the officers and soldiers who protected their homes, and to provide for all of the other needs of their colonies. But the people elected the members of these assemblies. In the different colonies quarrels often arose between the assemblies and the royal governors sent from England. But the people's assemblies had always succeeded in keeping the privilege of deciding on the kind and amount of taxes to be collected from the people.

England soon found that she had undertaken a hard task when she attempted to collect taxes from the colonists by the sale of stamps. Meetings were held in all parts of the country and angry speeches were made, urging the people to refuse to buy the stamps.

Patrick Henry, the Orator of the Revolution

News of the Stamp Act caused great excitement in the people's assembly of Virginia. A new member was attending the assembly for the first time. He was Patrick Henry, a young Virginia lawyer who was said to be a powerful speaker. For some time he listened in silence while the members of the assembly spoke on the subject of the Stamp Act. But Patrick Henry was not at all satisfied with the words that he heard. Some of the members were wealthy planters who sold their cotton and tobacco in England. Trouble with the mother country would interfere with their business, and they hoped that this dispute might be settled peacefully. One of these men advised writing a friendly letter to England telling how much the colonists objected to the Stamp Act. During this man's speech Patrick Henry tore a blank page from a law book and hurriedly wrote a statement of the rights, which he believed all colonists should have. At the first chance he got up and began to speak.

The others watched the new member with curiosity, but soon his fiery words compelled their entire attention, and many found themselves agreeing with his arguments. He read the resolutions which



he had written, and urged the assembly to have them printed in the papers as a public statement of the beliefs of the colony of Virginia.

A lively debate followed, and Patrick Henry made a second great speech. His words became so bold that some of the king's friends shouted, "Treason! treason!" But Henry calmly finished his talk even though he knew that he could be imprisoned and even put to death if treason could be proved against him. At the end of his speech the assembly was in an uproar, but when the votes were counted, the resolutions were found to have passed. The cause of liberty had found a leader in Virginia. For many years, Patrick Henry continued to stir the country with his burning words – among those, his well-known line "Give me liberty, or give me death!" Now we call him the "Orator of the Revolution."

The Colonists Resist the Stamp Act



In time of trouble it was natural for the colonies to turn to each other for help. The leaders of Massachusetts suggested that a congress be held, so that all the colonies could unite in sending a petition to the English king to ask his help in repealing the Stamp Act. This meeting was held in New York in 1765 and was called the Stamp Act Congress.

In the meantime, Samuel Adams, one of the leaders of Massachusetts, wrote resolutions like those of Patrick Henry, which were adopted by the Massachusetts Assembly. He also wrote friendly letters to many of the prominent men of England. In one of these he suggested that the Americans might refuse to buy goods from English merchants until the Stamp Act was repealed. The colonists quickly took up this idea. It was printed in newspapers and written in letters until it spread from one end of the country to the other. Everywhere people pledged themselves to buy nothing from England while the Stamp Act was in force.

The first of November came, the day on which stamps must begin to be used. Every effort of the colonists to have the law repealed had failed. Stamps were sent to America, and officers were appointed to sell them. Business immediately came to a standstill, for no one would buy the stamps. The young men in many of the colonies formed clubs and called themselves the Sons of Liberty. In North Carolina seven hundred Sons of Liberty surrounded the governor's house and would not leave until the stamp officer resigned. In other towns the stamps were stolen and burned, and in many places the English officers were threatened until they gave up their positions.

Benjamin Franklin, who was still in England, did all that he could to help the colonists. He called on many of the leaders of Parliament and urged them to work for the repeal of the Stamp Act.

Even these efforts met with no success until the English merchants discovered that their trade was falling off. When they saw that the colonists were really keeping their pledge not to buy goods from England, these merchants insisted that Parliament take some action to improve matters. The king then sent for Benjamin Franklin and asked him many questions about conditions in America. Franklin told him that the colonists would never consent to buy the stamps, and after much arguing and debate, the hated law finally was repealed.



The colonists were very happy. They felt that this action showed that their king and the mother country wished to treat them fairly after all. They celebrated their joy by ringing bells, feasting and drinking to the health of the king. In Virginia and New York, mock statues of the king were thrown down and many of the Sons of Liberty clubs disbanded.

Growing Trouble in the Colonies

In the general celebrating, very few people paid any attention to a statement, which Parliament made when the Stamp Act was repealed. The statement said that England had the right to make laws for “the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever.” Thoughtful leaders realized that those last words meant that the king still claimed the right to tax the colonists. The whole country soon realized that this was true. During the next year, 1767, a tax was placed on all glass, paper, paints, and tea, which were shipped to America. Parliament said that all Navigation Acts must be obeyed, and the officers were told to use the Writs of Assistance.



Once more the colonies were aroused, and Samuel Adams spent hours at his desk writing letters to prominent men in England. He told them that the people in America believed that “taxation without representation is tyranny.” This meant that the English Parliament had no right to tax the colonies, because there was not a single member who had been elected in America and sent to the English Parliament to represent the colonists. Some people felt that this difficulty could easily be remedied, but Adams explained that London was too far away to think of sending such representatives. This was very true. In 1767, the telephone, the telegraph, and the radio were unknown. Messages traveled so slowly that an American member of Parliament could not know how the people for whom he was acting would want him to vote.

The colonists had many friends in England. William Pitt led the group in Parliament that sided with the Americans. They argued fearlessly against the taxes. But the king and his officers continued to have their own way. When Samuel Adams found that there was no hope of help in England, he wrote a letter and sent it to the peoples’ assembly in every colony. This became known as the “Circular Letter.” It angered the king because Adams suggested that all the colonies stand by each other and form a plan for opposing these unjust laws.

The English officers in America found the new taxes very hard to collect, and more soldiers were sent to help them. Two regiments arrived in Boston, and the sight of these Redcoats on the streets made the citizens angrier. There was constant trouble between the colonists and the soldiers. During one of their quarrels, five Americans were killed and several wounded. The Americans called this event the Boston Massacre, and when the news of it spread throughout the colonies, people became much alarmed.





On the same day an important thing happened in England. The king had been surprised to find that it cost the mother country far more to collect her taxes in America than she was getting back. Something must be done. At last all the taxes were withdrawn except the one on tea. These rebellious people, they thought, must be made to understand that England had the right to tax her colonies. Therefore, this one tax was kept. At the same time the price of tea was made so low that it cost less in America than in England.

King George III and his friends expected to trick the colonists into paying a tax, but they had no idea how strong the feeling in America had become. Samuel Adams formed a Committee of Correspondence in Massachusetts, and similar committees were started in other towns and colonies. Letters telling what was happening in different parts of the country passed back and forth, and everywhere people pledged themselves not to use any tea.

In the meantime shiploads of tea were on their way to America. What was to be done with it? In South Carolina, the tea was landed but no one would buy any; so it was stored in damp cellars and much of it spoiled. In Philadelphia and New York the ships were not allowed to land, and they sailed back to England taking the tea with them.

The greatest excitement was in Boston. Three English ships loaded with tea lay in the harbor waiting for permission either to unload their cargoes or to take it back to England. A meeting of the citizens was called on December 16, 1773, and Samuel Adams took charge of the meeting. All the stores were closed and people crowded into the famous Old South Church. Here they voted that the tea should not be landed and sent a message to the royal governor, asking for the proper papers so that the captain could sail back to England. The governor refused. Most of the day was spent in efforts to send the ships peacefully away.

At last, soon after darkness had fallen on that short winter day, Samuel Adams stood up and said; "This meeting can do nothing more to save the country." As these words were spoken, a war whoop was heard outside and a band of men dressed as Mohawk Indians rushed by. They hurried to the ships, opened every chest of tea on board, and emptied it into Boston Harbor. The "Indians" made sure nothing but the tea was touched.

This Boston Tea Party was a lawless act, and brought much trouble to the city. In England many of the friends of America turned against them and Boston was in disgrace. The king and his friends were determined to punish the rebellious city. Laws were passed saying that Boston must pay for the tea, and that until this was done and they promised to obey the laws, no ship could enter or leave their port. Town meetings could not be held except with the permission of the king's governor, and everyone arrested for a crime must be sent to England or to another colony for trial.



Drifting Toward War

These laws alarmed the colonists. They felt that now they must unite in an effort to have their rights respected. In September 1774, leaders from all the colonies met at Philadelphia. There they formed the First Continental Congress, and definitely planned to work together. Many were not in favor of war, yet there seemed no chance for a peaceful settlement of their troubles. In every colony there were also many citizens, called Tories, who sided with the king and felt that England had a right to make any laws that she wished for her colonies. But the greater number was determined to resist the unjust taxes, and a few began to hope for an independent country, altogether free from England.



After the First Continental Congress, citizens in every colony began to collect guns and ammunition, and men began to drill and prepare themselves for war. Companies of soldiers called *minutemen* were formed. The name meant that these men had pledged themselves to drop their work and go to the defense of the country at any minute. The Sons of Liberty were very active. They watched the king's governors, the tax officers, and the British Committees of Correspondence. Many letters traveled back and forth. In Virginia, Patrick Henry delivered his greatest speech, ending with the famous words, "I know not what course others may take; but as for me, give me liberty or give me death."

Samuel Adams and another patriot named John Hancock knew that they were in danger of being arrested and sent to England for trial on a charge of treason. Therefore they left Boston and carried on their work at the small town of Lexington. The colonists were collecting stores of guns and ammunition at the neighboring town of Concord. Then a day came when one of the Sons of Liberty learned that the British were about to arrest the two leaders and capture the stores of ammunition at Concord.

The king's troops were secretly watched. Near midnight on April 18, 1775, they began quiet preparations for the march to Lexington and Concord. One of the Sons of Liberty who was on guard waited until he was sure that the British would march by land. Then he hurried to the Old North Church and hung a lantern in the tower. Across the Charles River waited the messenger, Paul Revere. This lantern was his signal. The moment it appeared, Paul Revere leaped to his saddle and raced through the night on his famous ride. Every citizen along the way was warned that the British were coming.

At dawn, the British reached Lexington. Samuel Adams and John Hancock had fled, but a brave little army of sixty minutemen was gathered there on the village common. Here the first gun of the Revolutionary War was fired, on April 19, 1775. The colonists were scattered, and the British went on to capture the supplies at Concord. There they found that the colonists had taken most of the guns and ammunition away, and they turned back to Boston. Minutemen hidden behind trees and fences fired at the Redcoats as they passed. Many were killed and the rest were glad to reach the





shelter of Boston. At last the long quarrel between England and her colonies had ended in war.

News of the fighting at Lexington and Concord spread quickly from town to town. Messengers on fast horses were sent to the neighboring colonies. At each inn where the horsemen stopped, the story of the battle caused great excitement. At last the news reached the cities of New York, Pennsylvania, and Virginia, and even the small settlements of the West and South. Everywhere, patriotic colonists began to collect arms and to drill small forces of volunteer soldiers. Colonial soldiers, hastily gathering from all parts of New England, guarded the city of Boston, where the British soldiers were staying.

On May 10, 1775, about three weeks after the battle of Lexington, leaders from all the colonies met at Philadelphia in the Second Continental Congress. Many serious problems faced the members of this congress. The colonies were already at war with England, but they had no united government to guide them. They could not hope to protect themselves against a powerful enemy like England unless they worked together. The Second Continental Congress, therefore, formed itself into a government to rule the United Colonies of America.

Congress had also to raise an army, for fighting had already begun. The soldiers who were gathering around Boston were taken as the beginning of an American army, and Congress asked every colony to raise troops and furnish supplies to help defend the country.

Who should be commander in chief of the new army? Where could a leader be found, wise and strong enough to form the rough colonial soldiers into a successful army? Many of the members of Congress thought of the brave Virginia soldier who had proved his ability in the French and Indian War. They decided to ask George Washington to be commander in chief.

Washington Becomes Commander in Chief

The men of Congress agreed that George Washington was the wisest and most experienced military leader in the colonies. However, when they asked him to become the commander in chief of the new Continental army, he did not accept at once. He doubted his own ability to lead the army successfully. Finally, after he had decided that his duty was to serve the colonies as their commander in chief, he got up and said, "I beg it may be remembered by every gentleman in this room, that I this day declare, with the utmost sincerity, I do not think myself equal to the command I am honored with."

Since the army was near Boston, General Washington rode to that city to take command of the troops. Before he arrived, news reached him that a battle had been fought at Bunker Hill, just outside Boston. Twice the British soldiers had tried to take the hill, and twice the brave patriots turned them back. At the third attack the colonial troops gave way because they had no more ammunition.



Although the British won, the battle showed that untrained colonial soldiers could stand against the British regular army. The people were greatly encouraged, and Washington exclaimed, "The liberties of the country are safe!"

When Washington took command of the army, many of the men were still wearing their homespun suits and carrying the rifles that had hung on their kitchen walls at home. They were men rough in appearance and untrained in war, but they were brave and determined. Also, they were more skilful with the rifle than any other troops in the world. All during the summer of 1775 and the following winter, Washington drilled them and trained them. By the spring of 1776, Washington felt that he had a Continental army, ready to carry on the war.



In March 1776, Washington made his first move by taking possession of Dorchester Heights, just south of Boston. The guns of the Continental Army could now be fired on the British army in Boston. General Howe, the English commander, found that he must either fight or retreat. He could not risk a battle, so he put his troops on board English ships and sailed away to Canada.

The Declaration of Independence

By this time, the idea of complete separation and independence from England had grown strong in the minds of many Colonials. King George III had refused to listen to their petitions. He had called them rebels, sent his soldiers to punish them, and was even hiring Hessian troops from Germany to fight against them. More and more, the colonists were thinking of independence.

At last Richard Henry Lee of Virginia got up in Congress and made the motion, "That these United Colonies are, and right ought to be, free and independent States." Congress was not ready to vote on so important a matter at once. It appointed Thomas Jefferson, Benjamin Franklin, Philip Livingston, John Adams, and Roger Sherman to write a Declaration of Independence. Thomas Jefferson did most of the writing. When the Declaration was ready, it was presented to Congress for adoption.

Every member of the Continental Congress felt that an important decision must now be made. If the vote was cast for independence, the colonies must face a war with England. Defeat in the war would bring ruin to the country and to the defeated colonists. After a long debate, the Declaration of Independence was adopted on July 4, 1776.

News of the Declaration of Independence was received with rejoicing. In every village bells rang, cannons boomed, and people crowded together to hear the Declaration read.

But not all the colonists approved of what had been done. Some believed that King George had a perfect right to make whatever laws he wished for his colonies. Many disliked the unjust trade laws and taxes and were willing to fight for their rights, but they wanted to remain Englishmen. They did not want to separate from England. When representatives from all the colonies signed the Declaration of Independence, every citizen had to choose on which side he would stand. Those who remained loyal to England – and there were many – were called *Tories*. As the war went on, they did much to help the English army and to hinder the cause of independence in America.



Hard Times for the Colonies

During the excitement over the Declaration of Independence, George Washington went quietly on with his preparations for war. He knew that the natural water route from Canada along Lake Champlain and the Hudson River, with New York as the gateway, would play an important part in the war for the independence of the colonies. If the English could form a line of strong forts along this route, the rebellious colonies of New England would be cut off from the rest of the country. The English could then conquer each part separately. In order to prevent them from carrying out this plan, Washington moved his army to Long Island. He fortified the western end of the island and built a fort on each side of the Hudson River above the city of New York.

The Continental army was not strong enough to hold New York. General Howe collected more troops and supplies in Canada and hurried to Long Island with a strong British force. Washington's brave little army was defeated in battle at the western end of Long Island – opposite the city of New York.

But the Colonials had a leader who knew how to face defeat. As darkness came after the battle was over, General Howe thought that he had the “ragged rebels” neatly trapped on Long Island. A strong northeast wind was blowing, so he delayed sailing up the East River. He could easily capture the rebels in the morning he thought. During the night the wind went down and a heavy fog hid the Colonials as they slipped quietly away in small boats and landed on Manhattan Island above New York. The “ragged rebels” had escaped from the trap. General Washington had to leave the important city of New York to the British. But the Colonials stood guard above the city to try to prevent the English from going up the Hudson River.

Meanwhile, more troops, well trained and well equipped, were arriving from England. Hessian soldiers hired from Germany (mercenaries) also came to fight in the British army. In the fall of 1776, British forces were sent to capture Philadelphia, the capital of the colonies. Washington had to divide his army. Leaving part of his troops to watch the Hudson River, he hurried into New Jersey with the rest. There he succeeded in getting between Philadelphia and the British forces. But his little army could not hope to win against the strong, well-trained troops of England. Slowly he retreated, delaying the enemy as much as possible.

Each day the country expected news of a battle. At last the British troops were only thirty miles from Philadelphia, and still the retreat continued. The colonial army reached the Delaware River with the British close behind them. Washington ordered every boat for miles up and down the river to be collected. Then the Colonials crossed the river, taking the boats with them. When the British arrived on the eastern shore, they were stopped for lack of boats. Winter was beginning, and ice would soon form in the river. The British commander thought the crossing would be easy then. So the British went into camp in several New Jersey towns and waited for freezing weather.





Washington's army was safe for a time, but things looked very dark for the cause of the colonies. The soldiers were discouraged because they saw no prospect of a victory. Their clothing was thin and ragged. Their food was scarce and poor. They had not been paid even the small wages, which colonial soldiers usually received. Many of the men had enlisted for only a year, and as soon as their time was up, they insisted upon going home. In spite of all that Washington could do, his army was steadily growing smaller. Even the people at home complained and criticized. "Why," they asked, "does Washington never fight? Does he think he can win the war by running away?"

Washington himself was doing much to help the cause for which he was working. When the Continental Congress made him the commander in chief, he had refused all pay except for his most necessary expenses. Now, when his men were suffering, Washington did all that he could to provide for them. His own needs came last. Many times he wrote letters to Congress, begging them to send supplies more promptly. He secured some help for his army from wealthy men of the country. He himself was a wealthy man, and he used much of his own money to provide clothing and food for the men, and to pay them in order that their families at home might be cared for.

Fighting for Freedom

In the midst of the gloom and discouragement, one of the chances came that Washington was watching and waiting for. It was Christmas night, in 1776. Hessian soldiers in Trenton, New Jersey, were celebrating the day with feasting. They felt perfectly safe, for the Delaware River was full of dangerous floating ice and Washington was on the other side. Snow was falling in a blinding storm. Suddenly shouting was heard outside and messengers broke up the parties with cries of "The rebels are coming, the rebels are coming!"

The Hessians rushed out to find their only way of escape held by the Colonials. Washington had collected rowboats and with a small force had crossed the dangerous river to surprise the enemy at Trenton. The attack was successful, and prisoners and supplies were captured. A few days later Lord Cornwallis, leader of the British army in New Jersey, was surprised and defeated at Princeton. The British army marched back to New York to spend the rest of the winter.

These two successes encouraged the whole country. In England, the king and his friends began to see that this war against the colonies would not be so short and easy as they had expected. The king's secretary for colonial affairs said afterward, "All our hopes were blasted by that unhappy affair at Trenton." But the king was determined to conquer the rebellious colonies. Plans were made for a strong campaign in America, and more troops and supplies were sent.





General Washington continued to use his small army so skillfully that he escaped capture and yet hindered and annoyed the British at every turn. In spite of all that he could do, however, General Howe captured Philadelphia in September 1777. The loss of Philadelphia was a heavy blow to the colonists, but soon good news of a victory in the north encouraged them.

A British army under General Burgoyne was invading the country from Canada, using the well-known route along Lake Champlain and the Hudson River. General Howe had been expected to move up the Hudson River from New York to meet Burgoyne. If they could cut off the New England colonies, they would win the war. But through some mistake, Howe was already fighting his way into Philadelphia at the time when he should have been starting north. At first Burgoyne was successful. He led a large army of well-trained British soldiers, and many Indians from Canada came with him. They captured American forts along the way, and pushed on to the Hudson River.

In the meantime, the militia of New York and the New England colonies were quickly gathering at Albany, and many new volunteers were joining them. They were all brave men who were determined to protect their homes from this invading army. Washington sent General Gates with a small troop to take charge of these combined forces. They marched north and met Burgoyne at Saratoga, where two successful battles were fought.

The British general would have been glad to retreat to Canada, but his way was now blocked by strong forces of militia from Vermont and New Hampshire. These bold backwoodsmen had hurried into New York at the rear of Burgoyne's army. He was hemmed in on all sides, and his food was giving out. On October 17, 1777, he surrendered his entire army.

The colonists were overjoyed. The British defeat at Saratoga meant that England's plan of dividing the colonies had failed. Even more important was another result of the battle, a result that took place in France.

Franklin Seeks Help from France

Soon after the Declaration of Independence was signed, the Continental Congress had sent Benjamin Franklin to France. Congress hoped that he could persuade the French Government to help the colonies in their war against England.

Franklin was the right man for the task. His almanac and his experiments with electricity and made him better known in Europe than any other American. In Paris, Franklin quickly won the friendship of the French people. They liked his quick wit and his simple, friendly manner. Before long they were heartily in sympathy with the cause of the colonies. Many of the young nobles of



ESTABLISHED BY THE SOCIETY OF THE FRIENDS OF THE AMERICAN REVOLUTION



France offered to leave their homes and fight side by side with the Continentals to help them win their independence. One of these whose name will always be remembered was the Marquis de Lafayette. He became an officer in the Continental army and did much to help the colonies in their struggle.

Franklin also won the friendship of the government of France. But the king hesitated to recognize the colonies as a new nation. If they were defeated in their war for independence, he feared that France might find herself in trouble with England.

At last came the news that General Burgoyne had surrendered to the Continental army. The people in Paris celebrated the event as though it had been a great French victory, and the French Government was ready to help the colonies openly. A few weeks after the news arrived, Franklin succeeded in making a treaty of friendship between France and the United Colonies of America. The French Government agreed to lend money to the Continental Congress and to send armies and warships to help the struggling colonial army.

The good news reached Washington near the end of the hardest winter his army had spent. They were encamped at Valley Forge in Pennsylvania. Not far away, General Howe's army was enjoying the comfort of Philadelphia. At Valley Forge, however, the Continental troops were suffering from cold and hunger. Congress had no money for supplies, and Washington, in spite of all his efforts, could not provide the food, clothing, and blankets that were needed. On the coldest nights the men did not try to sleep, but sat around their campfires to keep warm. Many became sick and died. All proved themselves real heroes by patiently enduring the hardships of that dreadful winter.



When England heard of the treaty with France, she offered to make peace with the colonies and to grant them everything they asked except independence. The colonies would not consider the offer. With the help of France, they now felt sure of success and were determined to continue their struggle for independence.

France kept her promises of help, but in spite of her help, the war dragged on for three more years. General Howe left Philadelphia and returned to New York. Washington followed him and remained near the city to protect the Hudson River district and the surrounding towns.

Fighting in the South

Much of the fighting now went on in the South, for the British were trying a new plan. They intended to start in Georgia and move north, conquering one colony after another. They hoped at least to save the rich tobacco, rice, and cotton colonies of the South for England.

The plan was successful for a time. The British conquered Georgia and most of South Carolina. At one time the Continental army in South Carolina seemed entirely destroyed. But volunteer leaders gathered small bands of devoted followers who hid in the forests and swamps. The most noted of





these leaders was Francis Marion. His nickname was the “Swamp Fox.” His men were bold and skilful horsemen who could use their rifles well. They followed the British troops, hiding and watching until a small group of the enemy was sent to gather food supplies. This gave them an opportunity that was never wasted. Riding like the wind, they surprised the British, killed or scattered the soldiers, and captured their supplies. When things looked darkest for the colonists in the South, these lawless fighters kept the cause of independence alive until good generals with new troops arrived from the North.

The Surrender at Yorktown

All during the Revolutionary War, the British in America had to face several great difficulties. The first difficulty was that the British troops were unfamiliar with the land – and climate. The Americans were outnumbered, but they were fighting from their heart. They knew the land and were accustomed to the changes in climate. A second difficulty was they could not conquer a district and leave it to remain conquered. As soon as the British army marched away, the people became once more the independent citizens that life in America had taught them to be. The third difficulty was that British troops were fighting far from home. All their supplies, especially ammunition, had to be brought by ships from England. For this reason, British generals had to return often to the coast and keep in close touch with their ships. Transportation was both slow and expensive.

Washington had been patiently waiting for a chance to trap the British and cut them off from their supplies. At last the opportunity came.

In the South, General Greene’s small force of Continentals was in retreat. Lord Cornwallis and his army had been following them northward. The two armies had marched entirely across the western part of North Carolina. At length Cornwallis turned toward the sea. In Virginia, Lafayette was at the head of a small Continental force. He skillfully kept near Cornwallis but avoided the necessity of fighting. The two armies marched back and forth like men in a great game of chess, each trying to corner the other. At last Cornwallis again turned toward the coast and went into camp at Yorktown. This town was on a narrow strip of land at the mouth of the James River. Many years before, Captain John Smith and the first English colonists had settled near this very place.

Cornwallis felt safe. In back of him was Chesapeake Bay. British ships could keep his army well supplied, and he could sail away if he must. From the higher ground near by, Lafayette watched the British army and sent word to Washington, describing the position of both forces.

When the news came, Washington was still on the Hudson River, standing guard over the British army in New York. He knew that his great chance had come and he acted quickly. He had just received an offer from the French to make use of their fleet near the West Indies. He now sent a message asking the French admiral to go with all speed to Yorktown, drive away the British ships, and guard the coast where Cornwallis was in camp.



Part of his army Washington ordered to make a great show of attacking New York in order to keep General Clinton from sending help to Cornwallis. Then with as many Colonial and French troops as possible, he hurried to Yorktown. Before Cornwallis knew what was happening, he was surrounded. Yorktown, which had seemed a safe camp, had become a trap. Before him stood a strong enemy. Behind him Chesapeake Bay was held by French warships instead of by his own friendly English vessels. Two attacks, one by the French under Lafayette, and the other by the Continental army, showed Cornwallis that he could not fight his way through. At last, on October 19, 1781, he surrendered his entire army.

This was the last important fighting of the war. Both sides realized that General Washington had brought victory to the American cause by his success at Yorktown. British troops were removed from the southern cities. But General Clinton's army remained in New York; so Washington returned to his old position on the Hudson River and to his old duty of watching the British troops. Then followed a long wait while the treaty of peace between England and her victorious colonies was being made in Paris.

Peace

Congress sent Benjamin Franklin, John Adams, and John Jay to represent the United Colonies in Paris and to gain the best terms possible for them. The treaty of peace was finally signed in 1783 and was called the Treaty of Paris. England agreed to the independence of the thirteen American colonies, and gave up her claims to all the land east of the Mississippi River, from Canada on the north to Florida on the south.



The twenty-fifth of November 1783 was a day of rejoicing in New York City. The British army was leaving America, and Washington and his troops were to march in and take possession of the town. Early in the morning the streets were filled with excited crowds, eager to see all that was going on. The Redcoats marched to the docks at the lower end of the city, where boats were ready to take them to the waiting ships. Then General Washington and the governor of New York, leading a procession of Colonial troops, entered the city with flags flying and bands playing. The day was given up to feasting and celebration.

A few days later, General Washington said good-bye to the last of his soldiers and sent them to their homes. He himself had one more duty that must be performed. He went to Congress, made a careful report of the work which he had done, and resigned his commission as commander in chief of the army. Then with a grateful heart he set out for his peaceful home at Mount Vernon.

From United Colonies to United States

Washington saw that the dangers to the United Colonies were not all over when the war was won. There was really no United States. There were thirteen separate colonies. As long as they were fighting a common enemy, they tried to work together. Now that the war was won, each colony thought mainly of its own interest.





The same year that Cornwallis surrendered at Yorktown, the Articles of Confederation went into effect. These articles were supposed to provide a way for the colonies to work together as a nation. In fact they made a government that was so weak that the wise leaders of the country saw that the Articles of Confederation were of little use.

Under these articles, Congress could ask the states for money, but it had no power to make them furnish it. Congress could not pay the soldiers who had won the war. Neither could it do the many other things that must be done by all the states together rather than by separate states.

To make matters worse, some of the states began to charge a tax or duty on anything brought in from other states. For example, New York taxed a man who brought firewood from Connecticut or one who brought food from New Jersey. Such taxes were the cause of many disputes. The colonies began to be jealous and angry at one another. This, of course, made it still harder for them to work together.

The wisest leaders – like Washington and Franklin – soon began to try to form a stronger central government. But it was not until 1787, about six years after the surrender of Cornwallis, that the real work of forming the present United States Government was begun.

The men who built this government met in Independence Hall in Philadelphia. Washington was president of the convention. After a long, hard struggle, the Constitution of the United States was written. It then had to be accepted, or adopted, by the states. This meant that there were many arguments and speeches. At last, in 1789, the Constitution was adopted and the United Colonies became the United States of America.

The first duty of the new nation was to elect a leader, and George Washington was chosen to be the head of the government as the first President of the United States. At noon on April 30, 1789, Washington and the chief justice of the Nation stepped out on the balcony of Federal Hall in New York City. A great crowd stood in the streets below, but all were quiet while George Washington promised to uphold the laws of the United States and to protect the rights of the people.

He had led his countrymen in war and gained independence for the Nation. Now he was to lead them in peace and help to build the solid foundations of a strong and just government. George Washington was the real “Father of His Country,” for without his wise and unselfish guidance, the new Nation never would have existed. When the great leader’s work was over, he left the United States well fitted to go steadily forward and to grow into a great and prosperous Nation.



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John Winthrop

Godly Governor 1588-1649

“What doth the Lord require of thee, but to do justy, and to love mercy, and to walk humbly with thy God.” Micah 6:8

The summer sun was bright as attorney John Winthrop and his friend rode through the English countryside to a Puritan gathering. The men talked about their children and grandchildren. Then their thoughts turned toward the future and what it held for their families.

Suddenly, Winthrop felt his horse lurch under him. Too late, he realized it had lost its footing. The horse fell, throwing Winthrop into a swampy hole. Water came up to his waist, and the mud under his feet sucked him down. With his friend’s help, he struggled free.

“Thank the Lord for protecting me!” Winthrop exclaimed.

After he had recovered from his fall, Winthrop turned to his trusted friend and said, “I think England is more dangerous than this swampland. It’s sunk in its sins and trying to pull us down too!” His face filled with sorrow. “Downing, I see dark days ahead.”

“So do I,” Emanuel Downing replied. “King

Charles has no use for Puritans. He believes it is his divine right to rid England of us. No doubt it is because of your beliefs that you have lost your position in the court.”

“Yes, and now that Bishop Laud is allied with the King, we are in even more danger,” Winthrop said. “Just as King Charles has dismissed Parliament and locked up those who oppose him, Laud will persecute any who reject his regal religious ceremonies and traditions.”

“Shall we join those leaving for America next spring?” Downing asked.

Winthrop nodded. “I see that as our only hope. Perhaps God has provided this place as a refuge . . . a place where we can build a *new* England. Let us pray the Almighty will give us a better life there.

Soon, John Winthrop agreed to lead a venture called the Massachusetts Bay Colony. He used his clear thinking and his powerful way with words to encourage other Puritans to join him. Many of the colonists were wealthy and well-educated. Some were artisans and merchants. Others were scholars. All of them had





two things in common: they wanted to worship God in the way they believed the Bible taught, and they were eager to tell others about Jesus Christ.

The following March, six shiploads of Puritans set out for New England. On board the *Arbella*, Winthrop had plenty of time to think and pray. He carefully wrote a description of the New England Puritans' covenant with God. Then he presented his message to those on board.

“Since we are fellow members of Christ, we should live together in love,” Winthrop said. “God has guided us to seek out a place where we can live and work under a common government. In this effort, we must put the good of the public ahead of our private interests.”

Winthrop's listeners nodded their agreement. He went on to tell them that others would be watching their example to see if their lives improved and they could do more for the Lord. “The eyes of all people are upon us.”

When the colonists reached New England, they built a thriving settlement called Boston. These courageous people took a stand for morality, and Winthrop served as their governor. Just as he had hoped, thousands of Puritans heard about the Massachusetts Bay Colony and came to New England.

Note: When you visit the U.S. Capitol building in Washington, D.C., you can see a statue of John Winthrop in the hallway beneath the chamber of the House of Representatives. On the wall in the Library of Congress, you will find one of John Winthrop's favorite Bible verses – Micah 6:8. It is a good creed for all Americans.



Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



George Washington

Father of America

1732 – 1799

“We must make it clear to the French that England will not tolerate invasion of its territory,” Governor Dinwiddie told the Virginia officers. “I need a volunteer to carry my warning to the French commander at Fort La Boeuf.” He looked around the circle of men. “This will be a dangerous mission. Anyone who takes it will face a rugged wilderness, Indians, and wild animals. And the winter weather will make traveling on horseback difficult.”

Young Major George Washington spoke up. “Five years ago I went into the frontier, so I know the risks. But I will count it an honor to take your message to the French, Governor.”

In late 1753, Washington left the comforts of colonial Virginia and headed toward the wilderness of western Pennsylvania. All he had to guide him was a compass and his earlier experience as a surveyor. As he traveled, he drew a map for Dinwiddie. It showed his path through the thick snowy forests, across icy rivers, and over high mountains.

Washington looked with amazement at the awesome land that stretched out before him. *No wonder the French want America for themselves!* he thought. *They will never agree to let it go to the English peacefully.* With the thought of war in mind, Washington carefully marked on his map all the French forts he found along the way.



After twenty-six days, George reached Fort Le Boeuf. As soon as the French wrote their answer, he started back to Williamsburg. After nearly freezing in the cruel winter wilderness, he handed Governor Dinwiddie the message that started a war. “Washington, you look like death!” Dinwiddie said when he saw the young officer again.

“But I am not dead, sir,” Washington answered. “Providence has chosen to save my life.”

During the war with France, Washington risked his life many times. After one of the worst battles, he said in a letter to his brother: “Dear

Jack, I am writing to assure you that I am still alive by the miraculous care of Providence that protected me beyond all human expectation. I had four bullets through my coat, and two horses shot from under me. Yet I escaped unhurt.”

Over twenty years later, when America declared its independence from England, George Washington again faced great danger and hardship. By then, his courageous military service had earned him the rank of colonel. Many people believed he should be placed in charge of the entire American army.

The Continental Congress discussed whom to choose as army commander. While they debated and disagreed, Washington walked the streets of Philadelphia or paced in his room.





I will not be chosen, he thought. *It is too much responsibility, too high an honor. And the cause of freedom is so doubtful.* In spite of his worries, the delegates decided he was the best choice. “Congratulations, General,” they said as they shook his hand. With tears in his eyes, Washington told his friend Patrick Henry, “I don’t have the training for such an important command.” But the delegates stood firm in their decision. At dinner, they saluted him and solemn silence filled the dining room.

“The sword of liberty has been put in your hands, General Washington,” a delegate said. “Your country has chosen you.”

The outcome of the war showed that George Washington was a good choice. But he didn’t take credit for America’s victory. “The hand of Providence has been so clear in the course of the war,” Washington wrote in a letter to another general. “A man would have to be worse than an atheist not to gratefully admit God’s help.”

After the United States won its independence from England, it again chose Washington for a position of great honor and responsibility. In 1789, he became the nation’s first president.

When America’s great war hero arrived in New York (then the U.S. Capital) for his inauguration, the entire city was decorated. As he rode down the street,



people tossed flowers down on his carriage like confetti.

At nine o’clock in the morning on April 30, all the church bells in the city called people to come and pray for their new president. Then, around noon, Washington traveled in a parade to the Federal State House. Inside, everything was ready for him to take the oath of office.

President Washington looked handsome in his dark brown suit, his silver sword by his side. He laid his hand on the Bible, which the Secretary of the Senate held on a red velvet cushion, and promised to serve his country faithfully. At the end, Washington solemnly added four words to the required oath. “So help me, God,” he said and his voice trembled with strong feeling.

After the Inauguration, Washington, his vice-president John Adams, and all of Congress went to St. Paul’s Chapel for a special church service.

Throughout his presidency, George Washington looked to Heaven for help and approval. “It is the duty of all nations to acknowledge the providence of Almighty God,” he said in his Thanksgiving Proclamation, “to obey His will, to be grateful for His benefits, and humbly ask His protection and kindness.”

** St. Paul’s Chapel still stands in the heart of New York City. A painting of the coat of arms of the United States hangs above George Washington’s pew.

** The Washington Monument is over 555 feet tall. At its top is a metal cap that reads, “Praise be to God.” Those words seem to fit the great commander who trusted in Providence.

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



James Oglethorpe

Friend of the Poor

1696 – 1785

“Must we sentence the poor to these wretched prisons?” James Oglethorpe said to his friends as they ate dinner. “Surely there is a better way of dealing with those who can’t pay their debts.”

A portly gentleman sitting beside Oglethorpe spoke up. “What would you suggest? I doubt that the King or we members of Parliament are ready to pay their bills. Anyone who’s too lazy to earn a living for himself and his family deserves to rot in prison.”

Another of the Parliament members spoke up. “It is sad to see, but we cannot be responsible for the bad luck of everyone in England.” Then the men began to talk about fox hunting and other pleasant things.

But Oglethorpe didn’t listen. He was still thinking about the terrible conditions in the jails. He didn’t like seeing a problem and not doing anything about it.

The next day in Parliament, Oglethorpe stood and spoke to the entire assembly about the debtors’ prisons. After much discussion, the British lawmakers decided to form a committee to investigate prison conditions.

When the committee saw the prisons and met some of the men inside, they quickly agreed with Oglethorpe that something must be done.

Oglethorpe spoke, “I think I may have a plan.” The committee members urged him to continue. “If the King will agree, we could establish a new colony in America – a place where these people could have a new start. Surely risking their lives to help enlarge England’s

claim on the New World would earn forgiveness of their debts.”

Lord Percival, one of the men on the committee, said, “I know someone who would like your idea – Archbishop Thomas Bray. He may be able to help you get the support you’ll need.”

As soon as he could, Oglethorpe talked to Archbishop Bray about the suffering of debtors in England’s prisons. The Archbishop liked Oglethorpe’s idea for a debtors’ colony. “I will use all my influence to help you gain approval and money for this worthy plan,” Archbishop Bray promised.

In 1732, King George granted James Oglethorpe’s request. The land between South Carolina and Florida became the Georgia Colony. Parliament generously supported the new venture.



The following year, Oglethorpe and the first settlers sailed to America. Together they started Savannah, the first Georgia settlement.

In early Georgia, slavery was forbidden. Oglethorpe also made sure that traders couldn't sell rum there. He didn't want a love of liquor among the settlers or the Native Americans to ruin his plans.

Oglethorpe wanted Georgia to be a safe and peaceful place for everyone. He treated the local Creek Indians with respect. He also welcomed persecuted Christians of many different beliefs. Jews found a home in Savannah as well.

Two hundred Lutherans from Salzburg, Austria, fled to Georgia in 1734 to escape persecution. They built a settlement called New Ebenezer on the Savannah River. They also gave Georgia its first church, gristmill, and sawmill.

One of the most important goals of the colony was spreading Christianity. But Oglethorpe had a hard time getting Anglican priests to come to

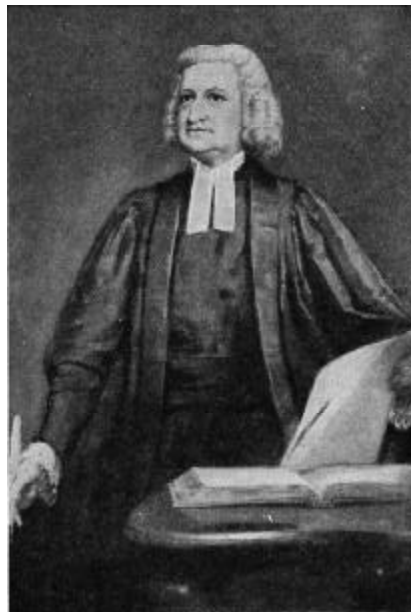
Georgia. When they came, they often grew sick and died or decided to go back to England.

Then a minister named George Whitefield came to Georgia. His great preaching made people want to know God. They filled the church to hear him. When it became too small for the crowds, Whitefield preached to them in the fields.

In addition to preaching about Jesus Christ, Whitefield built an orphanage near Savannah. He named it Bethesda, which means "house of mercy." It was one more way Georgia became a home for the homeless.

Later at Oglethorpe's urging, John and Charles Wesley (founders of the Methodist church) came to Georgia to begin their ministries in America. John began his ministry in Savannah, Georgia; Charles his ministry in Frederica on St. Simon's Island.

Oglethorpe's compassion and vision provided a home for thousands of people who were close to losing all hope and faith.



Charles Wesley



Patrick Henry

Voice of the Revolution

1736-1799

Eleven-year-old Patrick Henry listened closely as the Presbyterian preacher Samuel Davies spoke. The country church was filled with people from all over Hanover County, Virginia, who came to hear the gifted young minister. His strong, pleasant voice and dramatic speaking held Patrick's attention better than his uncle's sermons at the Anglican church.

When the service ended, Patrick followed his mother and sisters out of the church. The family climbed into the buggy and began their ride home.

"Mother, is Reverend Davies the best preacher you've ever heard?" Patrick asked.

"Folks say the only man better is Reverend George Whitefield," his mother said. "We're blessed to have a preacher like Samuel Davies." Her hands firmly on the horses' reins, she said, "Now tell me, what did you learn today?"

As he did every Sunday, young Henry repeated the main Bible verses Reverend Davies had used. Then, using his best voice, he recited as much of the sermon as he could remember.

"Well done, Patrick!" his mother said. "You have a good memory and a nice way with words. Maybe you'll be a preacher when you grow up."

In 1764, Patrick Henry was elected to the Virginia House of Burgesses. The wealthy and well-educated men from coastal Virginia didn't pay much attention to the tall, thin lawyer from Hanover County – until he began to speak about things he deeply believed. Some of

Patrick Henry's best speeches were about American's rights and England's wrongs.

In 1774, the House of Burgesses decided it was time for all the colonies to send representatives to an annual Congress. They chose Henry as one of their delegates to the first Continental Congress in Philadelphia later that year.

The following spring, the Virginia House of Burgesses tried to meet as usual at Williamsburg. But the Royal Governor dismissed them as punishment for their defiance of the king and parliament.

"He won't get rid of us that easily!" said the fiery young Thomas Jefferson. He and the other Burgesses agreed to meet at St. John's Anglican Church in Richmond.

In late March, 120 of Virginia's greatest men crowded into the church. Among them were George Washington, Thomas Jefferson, Richard Henry Lee, Reverend Peter Muhlenberg, and Patrick Henry.

On the fourth day, conservative members began to talk about their hope for peace with England. "The only way we can return to the happy days we once enjoyed is to appeal to King George," one of the men said.

Patrick Henry stood to speak. He read two important resolutions – actions he wanted Virginia to take immediately. "Instead of paying taxes for British troops to come and watch over us, we need a trained militia to defend us," he said. "This colony should be immediately put into a state of defense and a large number of





men trained and armed for that purpose.”

“You make it sound like we’re already at war with our mother country,” said one of the delegates. “Don’t you think this is a little premature?”

Henry answered respectfully, “It is natural to shut our eyes against a painful truth. But I am willing to know the whole truth and act as it demands.”

He looked at those who had spoken strongly for peace and said, “Ask yourself why our petitions to England have been answered with British soldiers on our land and sea. Has Great Britain any enemy in this part of the world? No sir, she has none. These troops are meant for us. They’ve been sent to fasten upon us chains which the British have been so long making.”

As Henry talked, his eyes blazed and his voice became louder. “We have tried arguing with them for ten years. We have done everything that could be done to turn away the storm which is now coming on. There is no longer any room for hope. If we wish to save the rights that are ours by law, we must fight!”

He continued with even more force. “They tell

us that we are weak – unable to face so strong an opponent. But when will we be stronger?” He paused to let his words sink in. “We are not weak if we make use of the means God has placed in our power. Three million people, armed in the holy cause of liberty, and in such a country as we possess, are invincible against any force,” he reasoned. “Besides, we will not fight our battles alone. There is a just God who rules over the nations. He will raise up friends to fight for us.”

The room was warm and a crowd had gathered around the open church windows to hear what was happening. Henry concluded his speech with words from the Bible. “Gentlemen may cry peace, peace – but there is no peace . . . Is life so dear, or peace so sweet, that we would purchase it at the price of chains and slavery? God forbid it! I know not what course others may take; but as for me, give me liberty or give me death!”

When the House of Burgesses voted, Henry’s resolution won by five votes. Then he and others created a plan for organizing the Virginia militia. It was accepted and Henry became the colony’s military commander.

In 1776, Patrick Henry resigned his military position to become governor of the newly created state of Virginia. For the rest of his life, he remained concerned about the rights of common people. He deserves much of the credit for the addition of the Bill of Rights to our U.S. Constitution.

“Whether American independence will be a blessing or a curse depends on how our people make use of what God has given us. If they are wise, they will be great and happy. If they are not, they will be miserable. Righteousness alone can exalt a nation. (Proverbs 14:34) Reader! Whoever you are, remember this, and in your world practice goodness and encourage it in others.”

~ Patrick Henry

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Paul Revere

Messenger of Liberty

1735 – 1818

Paul watched closely as his father etched a design of swirling leaves around the edge of a shiny gold button. “It is beautiful, Father!” he said.

Apollos Revere smiled at his son. “You may share your mother’s plain Puritan faith, but you have my French blood in you,” he said. “It shows in your love of fine things and your curiosity.”

His eyes shining with pride, Paul begged, “Tell me again, Father, about how you escaped from France when the King persecuted the *Huguenots*.”

“You know the story as well as I, son,” Apollos said. “But I will tell it again, and we will both think of what a wonderful place America is.”

When Paul Revere wasn’t listening to his father’s stories and learning his craft, or attending Boston’s North Writing School, he played with his friends at the waterfront. All year round, the ships sailed in and out. Paul liked the strange sights and sounds they brought to Boston.

Then at age nineteen, his father died. Paul took over his business and supported his mother, brothers, and sisters. His work wasn’t as fine as that of Apollos Revere, but he had good ideas and lots of energy. His shop did well.

As the years went by, Paul became a husband and the father of eight children. Every Sunday he and his family attended Boston’s New Brick Church, where Paul had grown up. When his first wife died, he married a young woman who gave him eight more children. They loved each

other very much and worked hard to care for their “little lambs,” as Paul called his children.

In spite of this loving care, five of the children died as babies. Paul and Rachel Revere were heartbroken. But Rachel told him, “Keep up your courage and trust yourself and your family into the hands of a good God who will take care of us.”

In good times and bad, Paul kept busy. He continued to run his father’s metalworking business. Revere also helped Boston get its first streetlights, worked to regulate the city’s growing trade, started a fire insurance company and a charitable organization. He always attended town meetings where the people of Boston decided how to run their city. Somehow, he still found time to go horseback riding almost every day.

When England increased the American colonists’ taxes, Paul Revere made an important decision. He joined the Sons of Liberty, a group of men who encouraged Americans to seek greater freedom from Britain. One night in 1773, Revere helped dump English tea into the Boston Harbor to protest trade laws.

The British became more and more worried about their American colonies and patriots like Paul Revere. They sent soldiers to make the people obey English laws, but this only made many Americans angrier. And the Sons of Liberty made things very difficult for the British soldiers.

By 1775, England realized it would have to use force against the American patriots. Paul Revere and his friends knew a fight was coming.



"We need a plan to warn people on the other side of the river of a British attack," he told Colonel Conant, a local militia leader. "The sexton at the Old North Church would let us use the steeple to send a signal."

"Splendid idea!" said the Colonel. "That church is tall enough for a light to be seen in Charlestown. But folks will need to know what route the British troops are taking."

"I thought of that already, sir," said Revere with a smile. "If the soldiers travel on land, we'll shine one lantern. If they go by boat across the bay and then march northwest, we'll use two lanterns."

They agreed on the signal plan and told the others who needed to know about it. Then they waited.

On April 18, 1775, a boy ran into Revere's shop. "I have important news!" he said breathlessly. "The British soldiers are getting ready to march! I work in the stable where they keep their horses and overheard them talking."



"Thank you for coming to me," Revere said. Other reports of military activity kept coming to him. By the end of the day, his friend Dr. Joseph Warren knew the British plan.

"The soldiers have been ordered to arrest Samuel Adams and John Hancock in Lexington," Dr. Warren told Revere. "Then they will go to Concord and destroy our ammunition. Will you ride to Lexington and Concord with a warning?"

"Of course!" Revere said. "And on the way, I'll stop and tell the men to hang two lanterns in the steeple window."

Revere rowed across the river to Charlestown. Patriots were waiting with a horse that would take him the rest of the way.

British soldiers guarded the roads, but somehow Revere got through. By morning, Samuel Adams and John Hancock had safely escaped from Lexington and the American Minutemen were armed and ready to stop the British.

Soon fighting broke out in other places, and the American Revolutionary War began. Paul Revere joined the army and served as a lieutenant colonel. He also made bullets and cannons for the Americans to use. The first American paper money was designed and printed by him.

When the Revolution ended, Paul Revere went back to his silver shop. "What shall I make now that we don't need cannons and bullets?" he wondered. "I know! I'll make bells." Soon his new foundry was supplying bells to churches throughout New England. Some of them are still ringing today.

Paul Revere's house in Boston's North End was built in 1676, and the Revere family moved there in 1770. Part of the road Revere traveled in his midnight ride is now a National Park. On Patriots' Day, April 19, Boston children ring the town bell at midnight and remember the courage of Paul Revere.

We should remember how Revere pictured the cause of American freedom. In a sketch he drew in 1775, he pictured America as a lady praying. Looking up, she said, "Lord, our hope is in You." From Heaven, God's words came down toward America, saying, "I have delivered and I will deliver."

Courtesy of: In God We Trust
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Roger Williams

Founder of Rhode Island

1603-1683

"Is this how you repay my kindness?" Sir Edward Coke said. "You could be a brilliant lawyer or a respected minister. But now you're throwing it all away to join a bunch of religious fanatics!"

Roger Williams quietly waited until the storm of words ended. He had known Sir Edward would be furious over his decision to join the Puritans in their fight for church reform. He said, "I am deeply grateful for what you have spent on my education. And I am even more thankful for your friendship. But, Sir Edward, I must obey my conscience."

It was a hard choice for the young man to make because he loved his benefactor. But he was convinced that England's church was corrupt. He wanted to do whatever he could to bring it back to a true worship of God.

Since Roger was a likeable young man, he made friends easily. And he shared his ideas with everyone. This soon got him into trouble with powerful men. To escape going to prison, he quickly left England.

During the voyage to America, Williams spent much of his time studying the Bible. He decided being a Puritan reformer wasn't enough. "We will never change the Church of England. We must break away and start a new church with God's Word as our only Guide."

When Roger Williams arrived in Boston, Governor Winthrop and other leaders gave him a warm welcome. "We're in need of a minister right now," they told him. "Will you come and preach for us?"

"I must refuse your kind offer," Williams said politely. "I cannot serve in a church that is still joined to the Church of England."

The Puritans were shocked and insulted. They feared the young man would bring trouble to New England.

Soon Williams received an invitation to teach in the Salem, Massachusetts, church. But the Boston Puritans warned their friends in Salem that the new preacher was dangerous.

Eventually Williams decided that Plymouth Colony and its church would be a better place for him and his family. The Pilgrims there shared more of his ideas.

In Plymouth, Williams learned to farm and hunt. He also made friends with Native Americans in the area and learned their language. The Wampanoag and Narragansett chiefs liked Williams, and found him to be trustworthy. As he talked and traded with them, Williams thought about how the white people had stolen their land. He decided it was time to speak up for them.

"How can the King of England give you land for your colony when he does not own the land himself?" Williams asked the Pilgrims and Puritans. "No one ever paid the Indians anything or even asked their permission to be here."

This wasn't the only thing about New England that Roger Williams criticized. "The magistrates have no right to punish people for sins against God. They should deal only with wrongs against men and women, or against the community," he said.



In spite of his unpopular ideas, the church in Salem invited Williams to come back and be their pastor. He agreed, and for a while things went well. In addition to his church work, Williams started a successful trading company. Everything would have been fine if he only stayed quiet about his beliefs. But he didn't.

The Massachusetts' governors, magistrates, and ministers decided it was time to make Roger Williams be quiet. So they ordered him to appear in court.

"Since you persist in spreading many strange and dangerous opinions that oppose our authority, we order you to leave Massachusetts. You have six weeks to secure passage or the magistrates will remove you by force."

Williams returned home to Salem. He was very sick, but he continued to talk to everyone who visited him about the errors in the Massachusetts government.

Outraged, the magistrates sent soldiers and a ship to take Williams back to England. But just before they reached Salem, Williams escaped on foot. For four days he walked with a snowstorm whirling around him. At last he reached the village of his friend Chief Massasoit. "You are welcome with us!" the chief said.

When spring came, Williams, along with some Englishmen who had joined him, began a new settlement. He tried to buy the land from the Narragansett tribe, but they insisted on giving it to him.

"God has shown merciful providence to me in my distress," Williams said. "Therefore, we will call this new settlement Providence. It will be a shelter for anyone who is persecuted for reasons of conscience."

In spite of what he had suffered from fellow Christians, Williams remained strong in his

faith. But when it was time to set up the government of Providence Plantation and the new Rhode Island Colony, he made sure it included complete religious freedom. His courage helped to guide the men who later wrote our U.S. Constitution.

"No person within the said colony . . . shall be any wise molested, punished, disquieted or called in question for any differences in opinion in matters of religion . . . all and every person and persons may . . . enjoy his and their own judgments and consciences in matters of {religion}, they behaving themselves peaceably and quietly, and not using this liberty to {commit immorality or irreverence}, nor to the civil injury or outward disturbance of other"

~ *The Charter of Rhode Island, 1663*



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Samuel Adams

Father of the Revolution

1722 – 1803

Elizabeth Adams heard the grandfather clock downstairs announce two a.m. Samuel still hadn't come to bed. "That man!" she exclaimed. "Out speaking at one political rally after another, and then writing at all hours of the night!"

A line of soft light shone from under the door of Samuel's study. His wife got up and went to make sure he was dressed warmly enough. As she opened the door, she heard the steady scratching of a quill pen on paper.

"Sam, you need to rest," Elizabeth said. "You're not a young man like those rowdy Sons of Liberty you spend your time with."

He snorted and then replied, "I may be past fifty, but I've still got fire in my bones. And I'm old enough to understand just how much in danger our liberties really are. If we aren't vigilant, England will take away our freedoms one by one until we are little more than slaves."

He stopped speaking as several carriages clattered down the cobbled Boston street.

"There go some more of those British revelers!" Sam said in disgust. "They rush from one party or tavern to another in their gilded carriages. Their idle and immoral lives are a bad influence in this city." He shook his head as he thought of the Puritan way of life that had made Massachusetts strong. It flickered now like a candle in the wind.



But Sam would not let that flame go out. He was determined to see Massachusetts, and perhaps all of the colonies, free of English control. He had discovered what mighty weapons his voice and his writing were, and he never let Boston forget the need to fight their freedom.

When England issued the Stamp Act, he stirred up so much protest it was repealed. Americans relaxed for a while, until the name of the Townshend Acts brought more taxes and restrictions. British customs officers came to oversee Boston trade. Then two regiments of British soldiers arrived.

Sam angrily remembered the five Americans shot down by the Redcoats. Now the soldiers were gone and so were the intolerable Townshend Acts. He knew it would be easy for Americans to forget the need for vigilance. But Sam would not let them forget. He organized rallies, gave speeches, encouraged the Sons of Liberty in their daring raids, and called the people of Massachusetts to fast and pray for their land.

Now he had a great new idea for keeping more people informed about English tyranny – the Committees of Correspondence.

He had already formed a Committee in Boston, and others were being organized throughout the colonies. Sam was excited about the idea of Americans pulling together to protect



their rights. That excitement kept him at his desk night after night, writing to patriots in Virginia, Pennsylvania, New York, and other colonies.

They needed a document that clearly stated those rights. So Sam was hard at work on *The Rights of the Colonists*. He reread what he had written so far. *“The right to freedom is a gift of the Almighty . . . The rights of the colonists as Christians are best understood by reading and carefully studying the God-given rights clearly taught in the New Testament.”*

Sam picked up his pen and continued until he could no longer fight off sleep.

Samuel Adams' efforts paid off. Americans became so concerned about British taxation and other restrictions; they decided to hold a Continental Congress. In September 1774, each colony sent representatives to Philadelphia. Of course, Samuel Adams was there to represent Massachusetts. At last, the colonies were thinking about more than their own problems and best interests. They were beginning to act like a union of states.

The next year, Sam was elected to the Second Continental Congress. On his way to Philadelphia, the British almost captured him and his friend John Hancock. When the Congress began, Sam stood and said, “It is time to do more than talk. It is time to fight for our independence!”

Not everyone agreed with the fiery Samuel Adams, at least not right away. But he never gave up. With the help of more moderate men like his cousin John Adams, he helped to bring about the United States Declaration of Independence. When it was signed in 1776, Sam Adams said, “We have this day restored the king to whom all men ought to be obedient. He reigns in Heaven and from the rising to the setting of the sun, let His kingdom come.”

A bronze statue of Samuel Adams stands in front of Boston's Faneuil Hall, where he spoke out for liberty in every town meeting. You can also visit the Old South Meeting House, a Puritan church attended by Samuel and his family. This church was the site of many patriotic gatherings, including the one that started the Boston Tea Party.



Courtesy of: In God We Trust
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Abigail Adams

First Lady of Faith 1744 – 1814



Abigail Adams shook her head sadly as she read a newspaper article about the French Revolution. “John, what will become of France?” she asked her husband. “Is it really true that the priests are being killed and the churches are being closed?”

The Vice-President, John Adams, returned his wife’s worried look. “Yes, I’m afraid it’s all true. Jefferson thinks the French are simply overthrowing tyrants as we Americans did. But I see very little alike between the two.”

“I couldn’t agree more,” Abigail said. “During our struggle for independence from England, we found great strength and support from our ministers and churches. All we have seen in the past makes me believe in the importance of true religion.” John nodded in agreement and Abigail continued. “I think it is the only thing that binds people together and gives them a sense of responsibility toward their Maker.”

“And of all the religions, Christianity is by far the best,” John said. “It is a religion of wisdom, clean living, fairness, and kindness.”

Abigail and John Adams shared a deep personal faith in God, and they did their best to pass it on to their nation and family. They felt sad as they watched many of their friends in government turn from firm belief in the Bible. They worried that the French ideas of freedom without obedience to God would take hold in the United States.

When John decided he could best serve his country as President, Abigail supported his decision. She was too sick to be beside him when he won the election, so she did what she had done during the many times they had been apart – she wrote him a letter and prayed for him.

“I don’t feel proud today,” Abigail wrote. “Instead, I feel a deep awareness of the trust that has been placed in you, and the duties that go with it. You are now the head of a nation.

Talking to God came naturally to Abigail. She included a prayer in her letter. “O Lord, You have made Your servant ruler over the people. Give him an understanding heart to judge between good and bad.” After this prayer from the Bible (1 Kings 3:9), she added her own prayer. “Though I am absent, I am asking that the things that make for peace will not be hidden from you” (Luke 19:42). Then she promised to pray for John’s work as President every day.



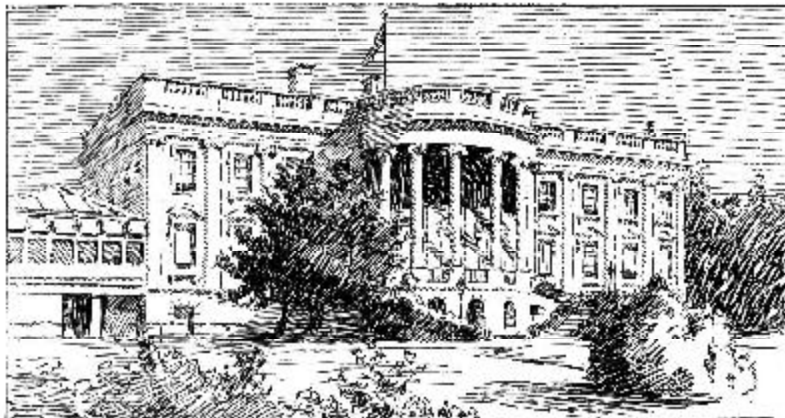
Abigail laid down her quill pen, salted the page to keep the ink from smearing, and sealed her letter shut with hot wax. *Since I cannot be with John right now, what else can I do to help my country?* She wondered. A wonderful idea popped into her mind. "I know! I will see that our black servant boys get an education."

Right away, Abigail enrolled the boys in a local school. Some of her neighbors didn't like that at all. But Abigail said, "They are as free as any of the young men. Just because their faces are black, will we deny them the right to learn?" Her eyes flashed with anger. "Is this the Christian principle of doing to others as we would

have others do to us? I'm not ashamed that I've taught the boys to read and write in my living room. I hope we will all go to heaven together.

Abigail's courage and strong beliefs made her a wonderful advisor to John. "Come as soon as you can," he wrote to her. "I need your help."

For fifty-four years, Abigail and John Adams were partners in building a strong America. Their son, John Quincy Adams, followed in their footsteps – all the way to the White House.



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James Madison

Champion of Religious Freedom

1751 – 1836

James Madison listened closely as his tutor, Reverend Thomas Martin, talked about which college he should attend. "I know most young men of well-to-do Virginia families choose William and Mary," Martin said, "but I sincerely hope you won't."

"Wait! Don't tell me. Let me guess. You want me to enroll in the College of New Jersey," James said teasingly.

Martin smiled. "Yes, but it's not just because it's where I attended. I truly believe the school has better teachers, and there's your health to think of," the minister said. "You need to get away from Virginia's Tidewater and its sicknesses."

Madison agreed, and so he began his college studies in New Jersey at the age of nineteen. He had many outstanding teachers, especially John Witherspoon, the college president. Unlike Madison, who had been raised in the Anglican Church, most of his teachers were Presbyterians. Many of them had been part of the Great Awakening. They encouraged their students to think for themselves, to love liberty, and to practice common sense.

James studied hard and graduated in three years. Since he hadn't decided whether to become a minister or an attorney, he went on studying Hebrew, the Bible, theology, and law after he returned to Montpelier, his family's home in Virginia. Although he often heard talk of America's struggle with England and the problems of taxation, he was much more interested in how government worked and in the freedom of religion.

One day James went with his father to the nearby town of Orange. While walking down the street, he heard a voice shouting from the window of the jail.

"These are a strange sort of prisoners you're holding behind bars," Madison said to a man outside the jail. "Who are they and what are the charges against them?"

"Oh, it's just a bunch of Baptist preachers," the man told him. "They know it's against the law to hold meetings or pass out sermons on paper, but they do it anyway."

"But for the most part, Baptists believe the same as any other Christians," Madison said. "Why shouldn't they be free to practice their beliefs?"

"Perhaps you've forgotten, young man," said a gentleman nearby, "ever since its founding Virginia has been faithful to the Anglican Church."

"Even if its priests are becoming lazy, proud, and dishonest?" young Madison asked angrily. "And the people aren't becoming better citizens by being forced to support them. If anything, they're getting worse!"

When Madison returned home, he wrote to one of his college friends about his frustration with Virginia's laws. "I want to breathe your free air," he told his Philadelphia friend. "Here in Virginia, where the Anglican Church is established as the only true form of worship the result is ignorance, slavery, corruption, and persecution."



Out of concern for those whose rights were being violated by government-enforced religion, Madison decided to become active in Virginia politics. In 1776, he helped write Virginia's first state constitution and its declaration of rights.

While serving in the Virginia legislature, he met someone who shared many of his ideas about religious freedom. "Jefferson, let me tell you what I think," Madison said to his new friend. "Religious bondage limits and weakens the mind, and makes it unfit for every worthwhile effort and every expanded outlook."

"I think you're right," said Jefferson. "So we had better do our best to convince people that government shouldn't try to control religion."

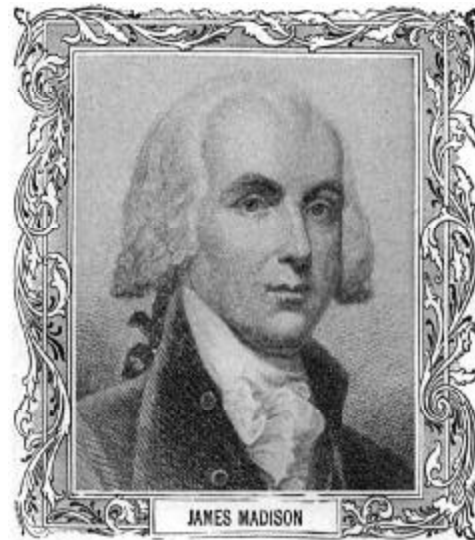
In 1785, Madison wrote a paper on religious freedom. He tried to carefully explain why he disapproved of a state religion. His argument made such good sense that many Virginians took his side. But other leaders like Patrick Henry disagreed.

Madison kept speaking up for religious freedom. He also became a supporter of a stronger federal government and helped create the U.S. Constitution when he was just thirty-six years old. Two years later, he used his influence in securing a Bill of Rights. He made sure freedom of religion was included in this important new document.

In 1809, James Madison became President. Under his leadership, the United States came through a second war with England, developed a stronger federal government, and began its development as a world power. His guiding principle throughout his life is stated in these words: "Religion, or the duty we owe to our Creator . . . can only be directed by thought and belief, not by force or violence . . . It is the shared duty of everyone to practice Christian

mercy and love towards each other.

** Although James Madison defended the rights of all religious groups, he continued to attend the Anglican (eventually called Episcopal in America) Church. During his years as president, St. John's Episcopal Church was built in Washington, D.C. and is located one block north of the White House. This church soon became known as the "Church of the Presidents." Madison picked pew Number 28 (now number 54) and the next five presidents sat there. That pew is now set-aside for any President who attends services.



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John Adams

Counselor of the Republic 1735 – 1826

“Why are you defending those murdering Redcoats? Samuel Adams angrily said to his cousin John. “They killed five innocent Americans and they should pay for it!”

“I don’t see why you’re so determined to see them hang,” John said. “They would never have shot into the crowd if that mob hadn’t refused to stop throwing rocks and garbage at them. Besides, their commander ordered them to take aim and fire. A soldier has to obey orders.”

Unlike his hotheaded cousin Sam, John Adams was logical and cautious. He hated British oppression, but it made him unhappy when people called the soldiers’ self-defense the “Boston Massacre.”

“You know, Sam, facts are stubborn things,” John said. “Regardless of our wishes, we cannot change the facts or the evidence. The law commands what is good and punishes what is evil in all, whether rich or poor, high or low. We dare not bend it to suit our opinions or the demands of the people.”

Later, John told his wife Abigail about the argument. “I’m afraid my decision to defend these British soldiers will make me a very unpopular man.”

“Well, dear, I’m proud of you,” Abigail said. “You stood up for what you believe in. I think people will see that and think more highly of you for it.”

Sure enough, the people of Boston realized that John Adams was a man of courage and honesty. In 1771, they chose him to serve as one of their lawmakers.

By 1774, John was convinced that the American colonies needed to break away from English rule. But most of the other representatives to the First Continental Congress in Philadelphia weren’t ready to consider such a dangerous idea. So John kept quiet and waited for the right time to speak up.

The next year, following the battles of Lexington and Concord, the American Congress met again. John Adams told the other delegates, “It’s time we gave up on all these halfway efforts at standing up for our rights,” he told the other representatives. “The British intend to force us to bow to their demands. We need more than a few hundred minutemen in each colony in order to resist them. We need a Continental Army!”

A gasp of surprise could be heard across the room, but John continued. “If all our troops are organized under one commander – a man like George Washington – we may have a chance of defending our liberty.”

After days of talking, the other delegates agreed. Throughout the next few months, John Adams worked extremely hard to make the war with England a success. Many members of Congress still thought America was just standing up for its rights. They expected to continue as part of England. But in September, King George turned down their peace offer.

The coming of 1776 brought increasing support for John Adams’ belief in American independence. On June 7, Richard Henry Lee from Virginia stood in Congress and said, “I suggest that we declare these United Colonies free and independent states.”



“And I agree!” said John Adams. The members of Congress chose John to help write a Declaration of Independence. He picked Thomas Jefferson to do most of the writing, but when it came time to convince the other delegates to sign the Declaration, John Adams took over.

With his eyes blazing, he said, “Before God, I believe the time for independence has come. My whole heart is in this measure. All that I have, and all that I am, and all that I hope in this life, I am how ready to give for my country. Live or die, I am for the Declaration!”

The next day, Congress voted to accept the Declaration of Independence. John Adams could hardly wait to write and tell his wife. “This will be the most outstanding date in the history of America,” he told her. “It ought to be remembered every year with solemn acts of devotion to God Almighty, parades, bells, and fireworks!”

As pleased as he was over the decision, John sometimes felt afraid for America. Always most comfortable writing down his ideas and feelings on paper, he picked up a pen and poured out his heart. “We may plan for liberty, but it is faith in God and morality alone which can make freedom stand securely. The only foundation for a free constitution is pure virtue.”

He prayed that the tears, suffering, and death brought to Americans by the War for Independence would turn people’s hearts to God.

Many of Adams’ thoughts about government were printed and read by leaders in the thirteen colonies. They provided wise direction for the states as they wrote their constitutions. John’s own state of Massachusetts asked him to write its constitution. He did the job well, adding a bill of rights that legally protected individual freedoms. Several states used this document as a model, and later it contributed to the creation of the U.S. Constitution and Bill of Rights.

For the rest of his life, John Adams faithfully served his country – as a foreign diplomat, vice president under George Washington, and our second president. When he died on the fiftieth anniversary of the Declaration of Independence, he was looking forward to Heaven and a reunion with his wife, Abigail.

** John and Abigail Adams were the first to live in our nation’s White House. On the fireplace mantel in the dining room, you will see Adams’ prayer engraved. He wrote, “I ask Heaven to place the best of blessings on this house and all that shall ever live in it. May none but honest and wise men ever rule under this roof.”



William Penn

And the Holy Experiment

1644 – 1718

William Penn felt happiest with a quill in his hand. It never took him long to fill a blank sheet of paper with his ideas and beliefs. His pen flew across the page as he wrote to a friend about his new dream.

“I would like to conduct a holy experiment in America,” Penn wrote. “If I had a colony of my own, I would make it a place of true Christian and civil liberty. No one would be put in prison for his or her beliefs.”

A colony of his own seemed like an impossible dream, but Penn continued to think about the possibility. Although his Quaker faith called for a simple way of life, it didn’t keep him from using his skill in business and politics. He watched for an opportunity to make his dream come true.

England’s King Charles owed the Penn family a large sum of money. So William suggested that the King pay his debt by giving William land in America.

King Charles gladly said yes. “You may have the land between New York and Maryland,” he told Penn.

“I would like to call the place Sylvania,” Penn said, “because it is a lovely wooded land.”

“Then it shall be Pennsylvania – Penn’s woods – in honor of your brave father Admiral Penn,” said King Charles.

William was a humble man, and he worried that people would think he had named the colony after himself. But the King refused to change it.

Overjoyed with his new opportunity, Penn began telling everyone he knew about Pennsylvania. “I looked to the Lord for it, and I owe it to His hand and power,” he wrote to a friend. “I believe He will bless and make it the seed of a nation. I will be careful to set up a good government there.”

Penn advertised his new colony throughout Europe. He promised settlers religious freedom, cheap land, and a voice in their own government.

Then Penn wrote a constitution for his colony. In *The Frame of Government*, he said, “government seems to me a part of religion itself, a thing sacred in its institution and end. Although it does not remove the cause of evil, it can crush



the effects of evil. In a small way, it shows the power of God.”

To further guard the religious freedom of Pennsylvania, Penn created a Charter of Liberties. “No people can be truly happy if they cannot follow their consciences,” he wrote. “So I guarantee that no one living in this province . . . will be persecuted in any way for their beliefs.”

William Penn was a Christian in his actions as well as his words. He insisted on buying the land from the Native Americans. He wrote them a letter promising to treat them with respect and fairness. He insisted that all the Pennsylvania settlers follow his example. When he came to America, Penn quickly made friends with the Indians and negotiated a peace treaty – one he never broke.

Many groups of people found a true friend in William Penn. Quakers, Catholics, Mennonites, Lutherans – they were all welcome in Pennsylvania.

Unfortunately, not everyone in Penn’s province shared his integrity and goodwill toward others. Many of them fought. Some government leaders were dishonest and greedy. In the wilderness, people often settled their arguments with guns. In addition, settlers borrowed money from Penn and never repaid him. And there were boundary disputes with neighboring colonies.

This was a great disappointment to William Penn. He thought his holy experiment had failed. But it hadn’t. Penn’s commitment to peace and religious freedom paved the way for a United States of America.

In Pennsylvania, you can find many signs of its founders’ Christian faith. For example, Pennsylvania is called “The Quaker State” because of the religious beliefs of its founder. The city of Philadelphia is named for an ancient city in the Bible. William Penn chose this name because it means “brotherly love.”



Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



B enjamin *F* ranklin

Call for Prayer 1706 – 1790

Save me, O God, because I have come to you for refuge. Psalm 16:1

Benjamin Franklin groaned as he dressed for another day of debate in the Constitutional Convention. “My mind is ready,” he said to his servant, “but this eighty-year-old body it lives in gives me considerable pain.”

While he continued his preparations, Franklin repeated his usual morning prayer. “Oh, Bountiful Father! Give me greater wisdom in knowing what is best for me. Strengthen my determination to do what that wisdom demands.”

After dressing and eating breakfast, Franklin went by carriage to Independence Hall, meeting place of the Constitutional Convention. Many people waved to him, and he called friendly greetings in return. Philadelphia respected and loved Ben Franklin for his generous, kindhearted ways, his keen sense of humor, and his great intelligence. Most Americans thought their new nation was fortunate to have such a wise man helping to create its government. But few of them understood what hard work it was for Franklin and the other members of Congress.

As the hours passed on June 28, 1787, the meeting room grew hot from the weather outside and from the angry debate inside. The delegates couldn't agree on how to design a government that would fairly represent individual states. The representatives from small states worried that larger states



would have more power. Those from large states argued that they had a right to greater voice in government, since they had more people.

Bitter and unkind words flew back and forth across the room. Some men became so mad they stormed out of the assembly. Rather than binding the thirteen colonies together, it seemed the Convention was about to tear the new nations apart.

Then Benjamin Franklin, leader of Pennsylvania and host of the Convention, stood to speak. “The small progress we have made after four or five weeks of intense work, and our different opinion on almost every question, is a sad proof of the shortcomings of human understanding.

“We have seen our lack of political wisdom, since we have been running around in search of it. We have looked to ancient history for models of government and been reminded of how those governments dissolved. And we have considered the modern states of Europe, but none of their constitutions are right for our nation.

“Since we are in the dark, how has it happened that we have not once thought of humbly asking the Father of lights to illuminate our understanding?”

The men in the room had grown quiet and sad as Franklin spoke. When he talked about the lack of prayer,



some of them looked down in shame. But young Alexander Hamilton jokingly said, "I don't see the need to call in foreign aid."

Franklin ignored the comment and continued speaking. "At the beginning of our war with Great Britain, when we were most aware of danger, we had daily prayer in this room for God's protection. Our prayers were answered. It is God who made it possible for us to meet together now in peace and plan for the future. Have we now forgotten that powerful Friend? Do we think we no longer need His help?"

"I have lived a long time, and the longer I live, the more convincing proofs I see of this truth – God rules in the affairs of men. And if a sparrow cannot fall to the ground without His notice, is it probable that an empire can rise without His aid?"

"We have been assured in the Bible, 'Except the Lord build the house, they labor in vain who build it.' So, I ask that from now on prayers asking God's help and blessing on our meetings be held every morning before we begin our business."

Then Dr. Franklin sat down. James Madison, president of the Convention, immediately agreed with his request for prayer. Roger Sherman also spoke up for the idea.

"Gentlemen, if we do take this action, the public will think things are going badly and we are getting desperate," said young Alexander Hamilton.

A North Carolina delegate added, "We don't have the money to pay a minister to lead us in prayer every day."

Next, Edmund Randolph of Virginia spoke. "Perhaps instead we could invite a minister to preach to us on the Fourth of July."

Everyone seemed to agree. So, on the anniversary of America's Declaration of Independence, the convention delegates gathered in a local church.

After preaching, Reverend William Rogers prayed for the success of the Constitutional Convention. "We ask You, heavenly Father, to bless these delegates day by day with Your inspiring presence. Be their wisdom and strength. Help them heal all divisions so that the United States of America may form one example of a free and excellent government.

Soon after Dr. Franklin's reminder of the need for God's help, the unfriendly attitude of the men changed. They began to work together for the good of the country, and they created a strong government that is still working for us today.

** In 1954 the Congress decided to create a Prayer Room in our nation's capitol. You will find it on the west side of the Rotunda. It contains an altar and an open Bible. Its stained glass window pictures George Washington in prayer along with the words of Psalm 16:1.

Each day of business in Congress begins with prayers led by the Senate Chaplain and the House Chaplain. These prayers are also printed in the Congressional Record, a written account of each day's business.



Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Colonial Wit and Wisdom

Name _____ Date _____

Benjamin Franklin wrote and published *Poor Richard's Almanack* for 25 years. In his almanac, Franklin offered bits and pieces of advice. Translate his advice into modern English.

Little Strokes, Fell great Oaks.

Great Talkers, little Doers.

Eat to live, and not live to eat.

He that lies down with Dogs, shall rise up with fleas.

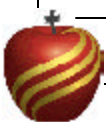
No man e'er was glorious, who was not laborious.

In success be moderate.

All things are cheap to the saving, dear to the wasteful.

Do good to thy Friend to keep him, to thy enemy to gain him.

Early to bed and early to rise, makes a man healthy, wealthy, and wise.



Fish and visitors stink in three days.

Don't throw stones at your neighbours, if your own windows are glass.

Promises may get thee friends, but nonperformance will turn them into enemies.

If you would keep your secret from an enemy, tell it not to a friend.

Up, sluggard, and waste not life; in the grave will be sleeping enough.

Quarrels never could last long, if on one side only lay the wrong.

Tart words make no friends: a spoonful of honey will catch more flies than a gallon of vinegar.

Make haste slowly.

A true friend is the best possession.

Genius without education is like silver in the mine.



Winter at Valley Forge



AMERICAN SOLDIERS AT VALLEY FORGE.

Name _____

Date _____

In December 1777 General George Washington set up camp at Valley Forge near Philadelphia, Pennsylvania. His 10,000 soldiers were tired. They didn't have food, water, clothing, and proper shelter. Thousands died from sickness and exposure to the cold. Thousands more, losing hope, deserted.

Imagine you are a soldier in Washington's camp. Create a journal entry for a day in his life.



My Dear Wife . . .

Name _____

Date _____



The Puritans were English people who were not happy with the Church of England. Many Puritans went to the New World to set up their own church. John Winthrop led the nearly 1,000 Puritans who founded Massachusetts Bay Colony in 1630. After he arrived, he wrote a letter to his wife telling her what she must bring when she set out on her journey to their new home.

Imagine you are John Winthrop. Write your letter here. Be sure to describe your living conditions and availability of provisions so she can get a clear picture of what is in store for her.

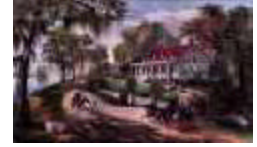


I Didn't Know That!

Most Americans think they know all about the Revolutionary War just because they are Americans. In fact, the real story (not the one in most textbooks) is crammed with little-known facts.

Here are 11 interesting factoids.

The Americans of 1776 had the highest standard of living and lowest taxes in the Western World. Farmers, lawyers and business owners in the Colonies were thriving, with some plantation owners and merchants making the equivalent of \$500,000 a year. Times were good for many others too. (The vast majority of business owners and professionals were white males.) The British wanted a slice of the cash flow and tried to tax the Colonists. They resisted violently, convinced that their prosperity and their liberty were at stake. Virginia's Patrick Henry summed up their situation with his cry: "Give me liberty or give me death!"



There were two Boston tea parties. Everyone knows how 50 or 60 "Sons of Liberty," disguised as Mohawks, protested the 3 cents per pound British tax on tea by dumping chests of the popular drink into Boston Harbor on Dec. 16, 1773. Fewer know that the improper Bostonians repeated the performance on March 7, 1774. The two tea parties cost the British around \$3 million in modern money.

Capt. John Parker of the Lexington Militia did not say: "If they want a war, let it begin here." Alerted by Paul Revere, Parker and 78 militiamen mustered on the Lexington, Mass., town green on April 19, 1775. They wanted to send a warning to the 700 British soldiers marching on Concord to seize the weapons and gunpowder there. But Parker had no desire to start a war. The words were put into his mouth 100 years later. He positioned his men as far away from the British line of march as possible. As the British approached, Parker ordered his men to disperse. The British opened fire on them without provocation, starting the Revolution.

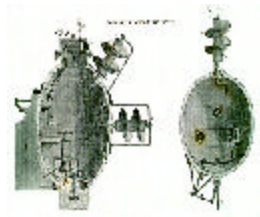


Benjamin Franklin wrote the first declaration of independence. In 1775, Franklin, disgusted with the arrogance of the British and appalled by the bloodshed at Lexington and Concord, wrote a declaration of independence. Thomas Jefferson was enthusiastic. But, he noted, many other delegates to the Continental Congress were "revolted at it." It would take another year of bitter conflict to persuade the Congress to vote for the Declaration of Independence written by Jefferson - with some astute editorial suggestions by Franklin.

Nathan Hale was hanged not only for spying but also for trying to burn New York. On Sept. 20, 1776, American soldiers, some of them members of Hale's regiment, filtered into British-held New York and stashed resin-soaked logs in numerous buildings. A spark turned the incendiary devices into roaring infernos. (The Americans were trying to deprive the British army of winter quarters.) Hale was caught the following day, after the fire destroyed more than a fourth of the city. He admitted he was a spy and hanged without a trial because the British considered him one of the incendiaries.



History's first submarine attack took place in New York Harbor in 1776. The Connecticut inventor David Bushnell called his submarine the Turtle because it resembled two large tortoise shells of equal size joined together. The water-tight hull was made of 6-inch-thick oak timbers coated with tar. On Sept. 6, 1776, the Turtle targeted the HMS Eagle, flagship of the British fleet. The submarine was supposed to secure a cask of gunpowder to the hull of the Eagle and sneak away before it exploded. Unfortunately, the Turtle got entangled with the Eagle's rudder bar, lost ballast and surfaced before the gunpowder could be planted.



Benedict Arnold was the best general in the Continental Army. "Without Benedict Arnold in the first three years of the war," says the historian George Neumann, "we would probably have lost the Revolution." In 1775, the future traitor came within a whisker of conquering Canada. In 1776, he built a fleet and fought a bigger British fleet to a standstill on Lake Champlain. At Saratoga in 1777, his brilliant battlefield leadership forced the British army to surrender. The victory persuaded the French to join the war on the American side. Ironically, Arnold switched sides in 1780 partly because he disapproved of the French alliance.

By 1779, as many as one in seven Americans in Washington's army was black. At first, Washington was hesitant about enlisting blacks. But when he heard they had fought well at Bunker Hill, he changed his mind. The all-black First Rhode Island Regiment - composed of 33 freedmen and 92 slaves who were promised freedom if they served until the end of the war - distinguished themselves in the Battle of Newport. Later, they were all but wiped out in a British attack.



There were women in the Continental Army, even a few who saw combat. Probably the best known is Mary Ludwig Hays, nicknamed "Molly Pitcher." She replaced her wounded husband at his cannon during the Battle of Monmouth in 1778. Another wife of an artilleryman, Margaret Corbin, was badly wounded serving in her husband's gun crew at the Battle of Harlem heights in 1776. Thousands of other women served in Washington's army as cooks or nurses.

George Washington was the best spymaster in American history. He ran dozens of espionage rings in British-held New York and Philadelphia, and the man who supposedly could not tell a lie was a genius at misinformation. He constantly befuddled the British by leaking, through double agents, inflated reports on the strength of his army.

At Yorktown, the victory that won the war, Frenchmen outnumbered Americans almost three to one. Washington had 11,000 men engaged in the battle, while the French had at least 29,000 soldiers and sailors. The 37 French ships-of-the-line played a crucial role in trapping the 8700-strong British army and winning the engagement.



Internet Reference Sites

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What's Your Trade?

Name _____ Date _____

Experience life in eighteenth-century Colonial Williamsburg. If you lived then, what would you do for a living? Discover colonial trades or occupations on the web page. Choose one - and make a sign to hang outside your shop.

Log on to <http://www.history.org>

Click **History**

Click **The History Explorer**

Click **Experience Colonial Life**

On the contents page, click **Trades**

Investigate at least six of the trades. Explore unfamiliar ones! Fill in the lines below with information to describe six of the trades. Write your answer in sentence form.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

** To finish your project, choose a trade that you would have liked to practice if you lived in the colonial days. Make a sign for that trade. Try to make the shape of your sign show what the tradesperson who works at that trade does. Make your sign out of heavy paper, decorate and color it. Hang your sign on your desk.



Glimpses of Ben

Name _____

Date _____

Benjamin Franklin was a scientist, statesman, inventor, writer, philosopher - and more! Investigate his life on the web. Follow the directions for this activity and you will discover what a versatile man he was.

Log on to <http://sln.fi.edu/franklin/rotten.html>

Click on each of the highlighted words: **scientist, inventor, statesman, printer, philosopher, musician, and economist.**

Explore what Benjamin Franklin accomplished in each of these roles.

Click **(1706-1790)** and **family tree** to find out more. If your computer can play movies and sound, be sure to click the movie and sound icons.



Beside each word below, write a sentence telling something Franklin did in that role.

Scientist	
Inventor	
Statesman	
Printer	
Philosopher	
Musician	
Economist	

**Choose one of the roles Franklin played. With a partner, create a pantomime that shows something he did in that role. Use props - but not words. See if your class can guess the role you are acting out.



William Penn's "Walking Purchase" Treaty

The agreement that William Penn and Chief Lapowinsa of the Delaware Indians signed in 1682 is known as the "Walking Purchase" treaty. During the meeting, which is thought to have been held a little north of what is now downtown Philadelphia, the Indians agreed to sell Penn some land in eastern Pennsylvania between the Lehigh River and the Delaware River. The Native Americans did not rely on units such as miles or meters to measure distance. So, by the terms of the agreement, the colonists were allowed to take as much land as they could walk in three days.

Find where the Lehigh and Delaware Rivers meet in Pennsylvania. By terms of the "Walking Purchase" treaty, the colonists were entitled to as much land north of this point, right along the Delaware River - as a person could walk in three days.

Divide into groups of three or four students. You will need a large map of Pennsylvania for your whole class to work with. Do the following.

Estimate about how many miles' worth of land you believe Penn and his people should have taken. Use one of the methods here or one of your own to help estimate.

? For five minutes, walk back and forth - from one end of the classroom to the other. Measure that distance and then figure out how many five minutes there are in 72 hours (three days.) Proceed from there to calculate the miles.

? Figure out the distance in a "footstep." Decide about how many footsteps a person can take in a certain amount of time - such as a minute - and then work from there.

When you agree on a distance, figure out how far north along the Delaware River that would be. Mark your spot on the large map. Be sure to use a color different from other groups.

When all the groups have finished, discuss how you came up with your estimate (method) and the distance you arrived at.

Reality - Even though Penn was entitled to settle three days' worth of land, he decided to settle only one and a half days' worth of land first. He calculated that amount to be about 40 miles. Relations between the colonists and the Indians were fine for almost 70 years. When Penn died, the governorship of the colony passed first to his wife, and then to his two sons. In 1737, Thomas Penn decided it was time to claim the remaining day-and-a-half's worth of land. He offered a reward to the person who could travel farthest in that time period. The winner, Edward Marshall, traveled 66 1/2 miles in 36 hours.

Figure out the total number of miles of land Penn and his ancestors ended up taking from the Indians. Plot this total distance on the large map.



The Original Thirteen

Name _____

Date _____

Be a detective! See how much information you can find to complete the chart for the original thirteen colonies. Use encyclopedias, internet, social studies textbook - and other sources to find your facts.



COLONY NAME	YEAR FOUNDED	FOUNDED BY	BECAME ROYAL COLONY



The Original Thirteen

Name _____ Key _____

Date _____

Be a detective! See how much information you can find to complete the chart for the original thirteen colonies. Use encyclopedias, internet, social studies textbook - and other sources to find your facts.



COLONY NAME	YEAR FOUNDED	FOUNDED BY	BECAME ROYAL COLONY
Virginia	1607	London Company	1624
Massachusetts	1620	Puritans	1691
Maryland	1634	Lord Baltimore	N/A
Connecticut	c. 1635	Thomas Hooker	N/A
Rhode Island	1636	Roger Williams	N/A
Delaware	1638	Peter Minuit and New Sweden Company	N/A
New Hampshire	1638	John Wheelwright	1679
North Carolina	1653	Virginians	1729
South Carolina	1663	Eight Nobles with a Royal Charter from Charles II	1729
New Jersey	1664	Lord Berkeley and Sir George Carteret	1702
New York	1664	Duke of York	1685
Pennsylvania	1682	William Penn	N/A
Georgia	1732	James Edward Oglethorpe	1752



Penn's Woods

In 1681, A Quaker named William Penn received a land grant from King Charles I to establish a colony in North America where Quakers could practice their religion freely. This play tells about the founding of this colony, which became the modern-day state of Pennsylvania. Besides religious freedom, what other ideals were important to Penn and his followers?

Cast of Characters

William Penn, Quaker and founder of Pennsylvania

Charles, the king of England

Samantha, a colonist

Margaret, a colonist

Samuel, a colonist

Ben, a colonist

Sarah, a colonist



Props Necessary

1. The rolled-up document which King Charles II gives to William Penn, and which is later used as a banner reading "Welcome"
2. A second rolled-up piece of paper needed for the Charter of Liberty
3. Quill and paper
4. Other items – as available

Setting: *The set is divided into three sections: the banks of a river in England; the ship Welcome; Philadelphia, Pennsylvania. The time is the late 1680s. King Charles and William Penn stand in the circle made by the colonists squatting down. Charles is writing on a document with a quill pen.*

King: *(looking up at Penn)* What shall we call this land? We can't simply say, here, William Penn, take this 45,000 square miles in a rectangle shape, somewhere in a rectangle shape, somewhere in America. Here, William Penn, govern this land about the size of England. Here, William Penn, for the debt I owe your father, instead of money take this piece of land. It needs a name, this broad rectangle land.

Penn: New Wales would be a good name for the new land, since it is mountainous like Wales in England.

King: No. No. Something else.

Penn: How about Sylvania, which means woods? I am told that the forests are magnificent in this new land across the sea.



King: I like that, but let's call it "Penn's woods." That is, "Pennsylvania."

Penn: You cannot name a land after me!

King: After your father then. The Admiral in whose debt I shall forever be.

Penn: As you wish: Pennsylvania.

King: Now according to this document you must send to me two beaver skins to be delivered at our home, Windsor Castle, on the first day of January every year, and of course, one-fifth of all the gold and silver you may find.

Penn: Happily.

(They both sign the document, and Penn takes it under his arm.)

Penn: My colony will be a place where Quakers like me can live in peace, but people of all religions will be welcome.

(He unrolls the document and reads in a loud voice.)

Penn: Wanted: brave adventurers who wish to form a free colony for all people! Must be willing to travel 3,000 miles across the ocean. Must be willing to work hard and treat everyone as an equal! 5,000 acres for sale!

(One of the colonists, Margaret, stands up.)

Margaret: Count me in! I would like to live in a land where I can practice my religion freely, where I don't need to hide when I pray because I am a Quaker.

(Two other colonists, Samuel and Samantha, stand up.)

Samantha: We'll go! We've been wanting to start a family in a country where everyone is equal, no matter what their family background is.

Samuel: Where do we sign?

Penn: Right here.

(Two other colonists, Ben and Sarah, stand up.)

Ben: We'd like to go but we can't afford a high price.

Sarah: We don't have a lot of money.



Penn: Rent up to 200 acres at a penny an acre!

Ben and Sarah: Can we borrow that quill?

(They sign up.)

(Everyone gives coins to Penn as they move from this area to the ship area, lining up to board the boat.)

Penn: Be prepared for hardships!

Margaret

and Samantha: *(together)* We have hardships here. We can't speak out without fear of being jailed for our beliefs.

Penn: Our boat, the *Welcome* is ready!

(He unrolls the Welcome banner and hangs it aboard the ship. Everyone stands on board swaying slightly through this scene to show that they are at sea.)

Ben: Cows and chickens are safely in their cages!

Sarah: The furniture is roped in tight!

Samuel: The *Welcome* is a strong ship.

Margaret: William Penn's three horses are safe!

Samantha: The *Welcome* is 108 feet long with three strong sails – a very seaworthy vessel.

Ben: A hundred colonists are safely aboard!

Penn: And I have the most precious cargo of all: THE CHARTER OF LIBERTY.

(Penn reads from a new parchment.)

Penn: What I have in my hand is a plan for good government. Our plans call for power to be placed in the hands of the people. To protect people from misuses of power, there are laws that must be followed for the good of all. I have written, "Liberty without obedience is confusion, and obedience without liberty is slavery."

(All repeat this line.)

Penn: "Let men be good, and the government cannot be bad ..."



Samantha: There will be free elections in this new land. We will have a council and assembly that are chosen by the colonists.

Margaret: Our new set of forty laws includes freedom of worship, which is very important to so many of us Quakers who are aboard.

Ben: It also includes the right to a trial by jury.

Samuel: Nobody can be put to death in this new land except for murder or plotting to overthrow the government.

Margaret: With laws aboard we set sail happily.

Ben: *(talks to the audience)* Unfortunately, midway across the Atlantic Ocean, tragedy struck. A passenger came down with smallpox. In one week, 31 passengers died. Penn, who had already had the disease, went about the ship helping the sick.

Sarah: *(talks to the audience)* Seven weeks after we set sail we arrived in the new land, on October 24, 1682.

Margaret: We are in Pennsylvania!

Penn: Let us go up the river to the city I named Philadelphia, which means "Brotherly Love" in Greek.



Samuel: What shall we find in Philadelphia?

Penn: I have sent planners ahead of us and told them to begin building a city where houses have "ground on each side for gardens and orchards and fields."

Margaret: I have always wanted to live in a city which has parks and greenery.

Sarah: I would think that the greenery would help protect us from chimney fires and wind.

Penn: Yes, it is both beautiful to the eye and safer for the people who live there. Shall we leave the ship?

Ben: Lower the gangplank if you please!

(All depart from the ship area. They are now in Philadelphia.)

Penn: One of the first items of business for our new city will be to visit the Native Americans. Other colonists have not always treated them well. As a Quaker, I regard all people as equals and aim to live together with them in peace.



Samuel: May I go with you when you visit?

Penn: Yes, but you must leave all weapons at home.

Samuel: I carry only a hunting gun, William.

Penn: Still, there must be no weapons, whatsoever. It is a matter of respect.

Samuel: All right. I agree.

Samantha: Can you teach us how to speak to the Native Americans?

Penn: First you should know that our Pennsylvania is home to three peoples: the Lenni Lenape, the Susquehannock and the Shawnee. It will take time to learn their language but today I shall teach you one important word, *netap*.

All: *Netap*.

Ben: What does *netap* mean?

Penn: It is a word that will be important to all of us: "friend."

All: *Netap*.

Margaret: I have learned two new words on my first day in this new world of America. *Netap* or "friend," and *adelphos*, meaning "brother" in Greek.

Penn: I think we are off to a good start in Pennsylvania.

Samantha: Don't forget another important word, the word under which we sailed to this new land: WELCOME.

Penn: Yes, let us welcome all of those who wish to come to Pennsylvania and live in peace and harmony.

All: Welcome

THE END

William Penn, and other Quaker colonists in Pennsylvania, believed in treating Native Americans with respect. Penn paid the Native Americans for their land, and relations with them remained peaceful for many years.



Brother Benjamin

American children played a game in the eighteenth century called Brother Jonathan. The object was to toss penny pieces onto a board, aiming for the high point areas. This version, Brother Benjamin, calls for a board in the shape of the colonies, and American copper pennies. The game is for one or more players.

What you will need:

five pennies per player
poster board
pencil
permanent marker



Making the game board:

Enlarge an outline map of the thirteen colonies onto the poster board.

Print the names of the colonies

Give each one a point value as follows: New Hampshire, 10; Massachusetts, 10; Connecticut, 10; Rhode Island, 20; New York, 3; Pennsylvania, 3; New Jersey, 15; Delaware, 20; Maryland, 10; Virginia, 5; North Carolina, 3; South Carolina, 5; Georgia, 5.

How to play:

Place the board on the floor. Before you start, decide a total that will win the game. Standing at a set distance from the board, each player tosses a penny on the board. Highest point decides starting order.

The first player tosses his or her five pennies on the board, and adds up the total points.

A penny that lands on a line does not count but is not retossed.

Players take turns tossing their pennies until one person reaches the game total.

Remaining players finish the last round.

The player with the highest total is declared the winner.



Twisted Colonies - A Game

Here is a game that will stretch the body and the knowledge.

What you need:

- ✍ 3-4 players
- ✍ Flat, outside surface
- ✍ Chalk
- ✍ Pen/pencil
- ✍ Scissors
- ✍ Cardboard

How to make the game:

- ✍ Write one direction listed below on each card.
 - Place your right hand on New Hampshire.
 - Place your right hand on Rhode Island.
 - Place your left hand on Connecticut.
 - Place your left foot on New York.
 - Place your right hand on Pennsylvania.
 - Place your right foot on New Jersey.
 - Place your left hand on Delaware.
 - Place your left foot on Maryland.
 - Place your right hand on Virginia.
 - Place your right foot on North Carolina.
 - Place your left hand on South Carolina.
 - Place your left foot on Georgia.
- ✍ Draw the thirteen colonies on an outside surface - inside a 5-foot square - using a piece of chalk - and a map of the colonies as a guide. (You might practice drawing the colonies on paper, first.) Your drawing doesn't have to be perfect, but it is important to make sure to keep the sizes in proportion to each other.



How to play:

- ✍ Choose one person to shuffle and select the cards.
- ✍ The other player(s) stands outside the colonies and waits to hear the instructions.
- ✍ As each card is read the player attempts to touch the colony with a body part.
- ✍ Players can touch a colony only with their hands or feet - as instructed on the cards.
- ✍ When all cards have been read once, reshuffle the deck and start again.
- ✍ The first person to fall switches places with the person reading the cards.
- ✍ The game continues until one player is left standing.
- ✍ That player is the winner.



Benjamin's Acrostic

Name _____

Date _____

An acrostic is a poem or several lines of verse containing a pattern of letters - usually the first letter in each line - that spell one or more words.

Benjamin Franklin's uncle wrote an acrostic about how Ben should behave. Each verse in the acrostic began with one of the letters in his nephew's name. Notice that he used an "i" instead of the "j" in Benjamin. Can you guess why? Was he a poor speller? Maybe he couldn't think of a good word that began with "j."

Look at Ben's acrostic below. Then try writing an acrostic using your name.

B-e to thy parents an obedient son,
E-ach day let duty constantly be done.
N-ever give way to sloth or lust or pride,
I-f free you'd be from thousand ills beside;
A-bove all ills, be sure avoid the shelf;
M-an's danger lies in Satan, sin, and self.
I-n virtue, learning, wisdom progress make,
N-e'er shrink at suffering for thy Saviour's sake.
F-raud and all falsehood in thy dealings flee,
R-eligious always in thy station be,
A-dore the maker of thy inward part.
N-ow's the accepted time; give God thy heart.
K-eep a good conscience, 'tis a constant friend;
L-ike judge and witness this thy act attend.
I-n heart, with bended knee, alone, adore
N-one but the Three-in-One forevermore.





Women of Courage

Name _____

Date _____

What did Phillis Wheatley and Mercy Otis Warren have in common? Research to find out what each woman did to help our American cause. Write a summary paragraph in the space indicated below. When you finish, imagine you are living in Boston during the Revolutionary War period. Write a paragraph describing how you could contribute to the American cause.

Phillis Wheatley _____



Mercy Otis Warren _____



Me _____



A Patriotic Celebration

Create a patriotic celebration in your classroom with these two recipes.

Old Glory Ice Cream

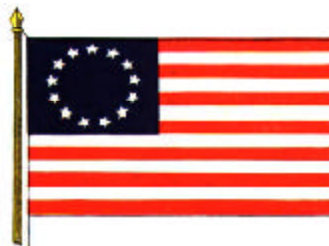
What you need:

- ✍ 9 x 13 cake pan
- ✍ 1 half-gallon vanilla ice cream
- ✍ 3 cups fresh strawberry halves
- ✍ 1/2 cup white frosting
- ✍ blue food coloring
- ✍ small package of yogurt-dipped raisins or white candy



1. Mix several drops of food coloring into the frosting to make it a deep blue color. If the frosting gets too thick as you're working, thin it with a little milk or water.
2. Soften the ice cream and spread it in a 9-inch by 13-inch pan. (Place pan in the freezer until the ice cream is good and hard.)
3. In the upper left corner of the ice cream pan, brush the blue frosting into a rectangle as the background for the stars. Make a circle of thirteen white candy "stars" in the center of the blue section.
4. Make strawberry stripes by placing the berries side-by-side, cut side down, in rows along the length of the pan. Begin and end with red stripes. (The size of the strawberries will determine how many red stripes you will have - probably four to six.) Return Old Glory to the freezer until ready to eat.

Make enough pans of "Old Glory" to feed the class!



Philadelphia Pepper Pot - The Soup that Won the War

The official cook of the Continental army came from Philadelphia. He was a German named Christopher Ludwick. Ludwick was a soldier whose main job was to feed the men. He never had enough of the right ingredients, but he would experiment with anything.

Ludwick created a new supper for the hungry troops at Valley Forge. He had very little food but he knew the soldiers must have something warm and filling. According to legend, Ludwick combined tripe (stomach lining) and other animal insides, peppers, and spices to make a soup. To disguise the taste of the meat, which was probably not fresh, he added hot red pepper and black peppercorns.

Ludwick named his soup "Philadelphia Pepper Pot." He served it one freezing night when the soldiers were near starvation. Hot and spicy, the Pepper Pot soup filled them up and lifted their spirits. Some people still claim it was this soup that really won the war!

Ingredients - the Vegetarian Way!

1 lb vegeberger
 2 large sliced onions
 2 celery sticks, chopped
 4 potatoes, chopped
 4 carrots, sliced
 1/2 gallon water
 herbs: 2 tsp. each dried parsley and marjoram,
 1/2 tsp. dried thyme
 1/8 tsp. crushed red pepper
 1/2 tsp. allspice
 3 whole cloves
 salt
 lots of coarse black pepper



1. Brown vegeburger and onions in large kettle.
2. Add 1/2 gallon water, carrots, potatoes, and all seasonings.
3. Bring soup to boil.
4. Reduce heat to medium low and cook 20 minutes - until carrots and potatoes are tender.
5. Serve hot.



Early Celebrities

Name _____

Date _____

There were many heroes in the early days of our country. See how much information you already know about each individual. Then research to find two more interesting items. Compile your information into a short biography blurb. Make a celebrity card for each person listed below. Put the biography blurb on one side and draw their picture on the other side.



William Bradford



Miles Standish



Ann Hutchinson



William Penn



Peter Minuit



Lord Baltimore



Pocahontas



Earl of Shaftesbury



James Oglethorpe



John Rolfe



Abigail Adams (1744-1818) was the First Lady to President John Adams. She wrote many letters about the role of women in the "new country."

Mrs. Adams believed strongly in the equality of African Americans. She made sure the slaves under her care were educated - much to the dismay of many neighbors!

Mrs. Adams was known for her caring, Christian support of her husband during his life.



Indian Investigation

Name _____

Date _____

You are the host for the Pilgrim Today Show. Suppose you have a chance to talk with Squanto, Samoset, and Massasoit. Imagine they agree to be on your talk show. Create a list of ten questions you would like to ask them on the show.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**** Bonus - Stage your own talk show. Compile your class's questions. Choose one student to be the talk show host. Choose three others to play the parts of Squanto, Samoset, and Massasoit. Invite another classroom to be your audience.**



Concord Hymn

by Ralph Waldo Emerson

Name _____

Date _____

The battles of Lexington and Concord marked the beginning of the Revolutionary War. The writer and philosopher Ralph Waldo Emerson wrote the poem "Concord Hymn" for the unveiling of a monument to the patriots of Concord. It was first sung as a hymn at the 1837 ceremony and was later distributed as a printed leaflet.

Directions: Read the *Concord Hymn*. Define the vocabulary words. In writing on another piece of paper, explain this poem to a child younger than you.

By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled,
Here once the embattled farmers stood
 And fired the shot heard round the world.

The foe long since in silence slept;
 Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
 Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
 We set today a votive stone;
That memory may their deed redeem,
 When, like our sires, our sons are gone.

Spirit, that made those heroes dare
 To die, and leave their children free,
Bid Time and Nature gently spare
 The shaft we raise to them and thee.



rude _____

votive _____

redeem _____

sires _____



Homeward Bound

Name _____

Date _____

In the 1620s, individuals and families from England made and carried out travel plans to a place that they thought they would call home. A place where they could be free to worship as they choose. A place where they could be individual thinkers.

As Christians, we are making and carrying out plans to travel to our Heavenly home. Create a travel brochure to advertise a new homeland - Heaven. Use the questions below to help gather facts and information. Make your brochure as colorful and attractive as you can.

What will you need to do to get ready for the trip?

Who will be there?

What kinds of attractions will there be to explore and see?

How long can you stay?

How do you get there?

Are there special requirements for behavior?

Are there any restrictions?

What activities are offered?

When will the "trip" take place?

** Add any other information you can think of to spread the good news about this awesome place to live.



Searching for Patriots

Name Key

Date _____

Directions: Find the names of these patriots in the wordsearch below. Words go vertically, horizontally, and diagonally.

Adams
Franklin
Henry
Jefferson
Massasoit

Oglethorpe
Penn
Raleigh
Revere
Rolfe

Smith
Squanto
Washington
Williams
Winthrop

W	A	S	H	I	N	T	O	N	A	L	I	S	O	N	M	I	C	H	A
E	A	L	H	E	R	Y	F	E	L	I	X	T	H	E	M	C	A	Y	D
K	A	S	I	T	I	A	R	C	H	R	I	S	T	O	A	P	H	L	A
M	A	S	H	S	A	C	L	H	U	S	E	T	T	S	S	F	L	O	M
R	I	D	E	I	A	T	E	E	X	A	S	M	I	P	S	S	S	I	S
S	S	I	N	P	N	P	I	U	I	T	A	H	O	P	A	E	N	N	S
Y	L	V	R	A	N	G	I	A	N	G	E	R	W	M	S	E	X	I	C
R	O	O	Y	K	L	A	T	H	O	M	H	A	N	E	O	B	R	A	S
O	K	A	A	L	A	S	K	Q	A	T	C	A	N	A	I	D	A	K	E
L	N	T	U	C	K	Y	T	E	N	N	E	S	S	E	T	E	F	L	O
F	R	I	D	A	C	A	L	I	F	O	R	N	J	I	A	L	A	B	A
E	M	A	M	O	N	T	W	A	N	A	M	A	E	I	N	E	V	E	R
M	O	S	Q	U	A	N	T	O	N	T	N	E	F	W	H	A	M	P	S
S	H	I	R	E	F	R	A	N	K	L	Y	N	F	P	U	N	N	Q	M
Q	U	I	N	N	O	H	I	O	I	L	L	P	E	N	N	I	N	O	I
I	S	F	R	A	N	K	L	I	N	W	I	L	R	L	I	A	M	S	T
R	I	V	E	R	E	F	R	I	E	N	D	S	S	H	O	R	S	E	H
T	E	X	A	S	J	O	O	G	L	E	T	H	O	R	P	E	E	A	T
R	E	V	E	R	E	S	E	O	L	D	U	P	N	M	U	L	E	O	P
V	E	R	T	E	G	W	I	L	L	I	A	M	S	M	A	R	T	H	A



Searching for Patriots

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Winthrop

W	A	S	H	I	N	T	O	N	A	L	I	S	O	N	M	I	C	H	A
E	A	L	H	E	R	Y	F	E	L	I	X	T	H	E	M	C	A	Y	D
K	A	S	I	T	I	A	R	C	H	R	I	S	T	O	A	P	H	L	A
M	A	S	H	S	A	C	L	H	U	S	E	T	T	S	S	F	L	O	M
R	I	D	E	I	A	T	E	E	X	A	S	M	I	P	S	S	S	I	S
S	S	I	N	P	N	P	I	U	I	T	A	H	O	P	A	E	N	N	S
Y	L	V	R	A	N	G	I	A	N	G	E	R	W	M	S	E	X	I	C
R	O	O	Y	K	L	A	T	H	O	M	H	A	N	E	O	B	R	A	S
O	K	A	A	L	A	S	K	O	A	T	C	A	N	A	I	D	A	K	E
L	N	T	U	C	K	Y	T	E	N	N	E	S	S	E	T	E	F	L	O
F	R	I	D	A	C	A	L	I	F	O	R	N	J	I	A	L	A	B	A
E	M	A	M	O	N	T	W	A	N	A	M	A	E	I	N	E	V	E	R
M	O	S	Q	U	A	N	T	O	N	T	N	E	F	W	H	A	M	P	S
S	H	I	R	E	F	R	A	N	K	L	Y	N	F	P	U	N	N	Q	M
Q	U	I	N	N	O	H	I	O	I	L	L	P	E	N	N	I	N	O	I
I	S	F	R	A	N	K	L	I	N	W	I	L	R	L	I	A	M	S	T
R	I	V	E	R	E	F	R	I	E	N	D	S	S	H	O	R	S	E	H
T	E	X	A	S	J	O	O	G	L	E	T	H	O	R	P	E	E	A	T
R	E	V	E	R	E	S	E	O	L	D	U	P	N	M	U	L	E	O	P
V	E	R	T	E	G	W	I	L	L	I	A	M	S	M	A	R	T	H	A



The American Vicar of Bray

(from Rivington's *Royal Gazette*, June 30, 1779)

A parody of the shifting loyalties of some colonists. A take-off of the British song, "The Vicar of Bray"

<http://users.erols.com/candidus/vicar.htm>

When Royal George rul'd o'er this land,
 And loyalty no harm meant,
 For church and king I made a stand,
 And so I got preferment.
 I still opposed all party tricks,
 For reasons I thought clear ones,
 And swore it was their politics,
 To make us Presbyterians.

Chorus

*And this is law I will maintain,
 Until my dying day, sir,
 Let whatsoever king will reign,
 I'll be the Vicar of Bray, sir.*

When Stamp Act pas'd the Parliament,
 To bring some grist to mill, sir,
 To back it was my firm intent,
 But soon there came repeal, sir.
 I quickly join'd the common cry,
 That we should all be slaves, sir,
 The House of Commons was a sty,
 The King and Lords were knaves, sir.

Now all went smooth as smooth could be,
 I strutted and look'd big, sir;
 And when they laid a tax on tea,
 I was believed a Whig, sir.
 I laugh'd at all the vain pretence
 Of taxing at this distance,
 And swore before I'd pay my pence,
 I'd make a firm resistance.

A Congress now was quickly call'd,
 That we might act together;
 I thought that Britain would apall'd
 Be glad to make fair weather,
 And soon repeal th' obnoxious bill,
 As she had done before, sir,



That we may gather wealth at will,
And so be tax'd no more, sir.

But Britain was not quickly scar'd,
She told another story;
When independence was declar'd,
I figur'd as a Tory;
Declar'd it was rebellion base,
To take up arms — I curs'd it—
For faith it seemed a settled case,
That we should soon be worsted.

When penal laws were pass'd by vote,
I thought the test a grievance,
Yet sooner than I'd loose a goat,
I swore the State allegiance.
The then disguise could hardly pass,
For I was much suspected;
I felt myself much like the ass
In lion's skin detected.

The French alliance now came forth,
The papists flocked in shoals, sir,
Friseur Marquises, Valets of birth,
And priests to save our souls, sir.
Our "good ally," with tow'ring wing,
Embrac'd the flattering hope, sir,
That we should own him for our king,
And then invite the Pope, sir.

When Howe, with drums and great parade,
March'd through this famous town, sir,
I cried, "May Fame his temples shade
"With laurels for a crown, sir."
With zeal I swore to make ammends
To good old constitution,
And drank confusion to the friends
Of our late revolution.

But poor Burgoyne's denounced my fate,
The Whigs began to glory,
I now bewail'd my wretched state,
That I was e'er a Tory,
By night the British left the shore,
Nor car'd for friends a fig, sir,
I turn'd the cat in pan once more,
And so became a Whig, sir.



I call'd the army butch'ring dogs,
 A bloody tyrant King, sir,
 The Commons, Lords, a set of rogues,
 That all deserved to swing, sir.
 Since fate has made us great and free,
 And Providence can't falter,
 So long till death my king shall be,
 Unless the times should alter.

A SONG (1779)

These verses were published in Rivington's "Royal Gazette" (New York) in March of 1779 as "A Song, written by a refugee on reading the King's speech and sung at the Refugee Club in the city of New York to the tune "Heart(s) of Oak".

<http://users.erols.com/candidus/music.htm#song>

Here's a bumper, brave boys, to the health of our king,
 Long may he live, and long may we sing,
 In praise of a monarch who boldly defends
 The laws of the realm, and the cause of his friends.
 Then cheer up, my lads, we have nothing to fear,
 While we remain steady,
 And always keep ready,
 To add to the trophies of this happy year.

The Congress did boast of their mighty ally,
 But George does both France and the Congress defy;
 And when Britons unite, there's no force can withstand
 Their fleets and their armies, by sea and on land.

Thus supported, our cause we will ever maintain,
 And all treaties with rebels will ever disdain;
 Till reduc'd by our arms, they are forc'd to confess,
 While ruled by Great Britain they ne'er knew distress.

Then let us, my boys, Britain's right e'er defend,
 Who regards not her rights, we esteem not our friend;
 Then, brave boys, we both France and the Congress defy,
 And we'll fight for Great Britain and George till we die.
 Then cheer up, my lads, we have nothing to fear,
 While we remain steady,
 And always keep ready,
 To add to the trophies of this happy year.



THE CONGRESS (1776)

tune: Nancy Dawson

<http://users.erols.com/candidus/music.htm#congress>

Ye Tories all rejoice and sing
Success to George our gracious King,
The faithful subjects tribute bring
And execrate the Congress.
These hardy knaves and stupid fools,
Some apish and pragmatic mules,
Some servile acquiescing tools,
These, these compose the Congress.

Then Jove resolved to send a curse,
And all the woes of life rehearse
Not plague, not famine, but much worse
He cursed us with a Congress.
Then peace forsook this hopeless shore
Then cannons blazed with horrid roar
We hear of blood, death, wounds and gore,
The offspring of the Congress.

With poverty and dire distress
With standing armies us oppress,
Whole troops to Pluto swiftly press;
As victims of the Congress.
Time-serving priests to zealots preach,
Who King and Parliament impeach;
Seditious lessons to us teach
At the command of Congress.

Prepare, prepare, my friends prepare
For scenes of blood, the field of war;
To royal standard we'll repair,
And curse the haughty Congress.
Huzza! Huzza! and thrice Huzza!
Return peace, harmony and law!
Restore such times as once we saw
And bid adieu to Congress.



Paul Revere's Ride

by Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light, -
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good-night!" and with muffled
oar
Silently rowed to the Charlestown shore.
Just as the moon rose over the bay
Where swinging wide at her moorings lay
The **Somerset**, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and
street,
Wanders and watches with eager ears.
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North
Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade, -
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent.
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the sacred
dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay, -
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,



Then, impetuous, stamped the earth,
 And turned and tightened his saddle-girth;
 But mostly he watched with eager search
 The belfry-tower of the Old North Church,
 As it rose above the graves on the hill,
 Lonely and spectral and somber and still.
 And lo! as he looks, on the belfry's height
 A glimmer, and then a gleam of light!
 He springs to the saddle, the bridle he turns,
 But lingers and gazes, till full on his sight
 A second lamp in the belfry burns!

A hurry of hoofs in a village street,
 A shape in the moonlight, a bulk in the dark,
 And beneath, from the pebbles, in passing a
 spark
 Struck out by a steed flying fearless and fleet:
 That was all! And yet, through the gloom and
 the light,
 The fate of a nation was riding that night;
 And the spark struck out by that steed in his
 flight,
 Kindled the land into flame with its heat.

He has left the village and mounted the steep
 And beneath him, tranquil and broad and
 deep,
 Is the **Mystic**, meeting the ocean tides;
 And under the alders that skirt its edge,
 Now soft on the sand, now loud on the ledge,
 Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
 When he crossed the bridge into Medford
 town.
 He heard the crowing of the cock,
 And the barking of the farmer's dog,
 And felt the damp of the river fog
 That rises after the sun goes down.

It was one by the village clock,
 When he galloped into Lexington.
 He saw the gilded weathercock
 Swim in the moonlight as he passed,
 And the meeting-house windows, blank and
 bare,
 Gaze at him with a spectral glare,
 As if they already stood aghast
 At the bloody work they would look upon.

It was two by the village clock,
 When he came to the bridge in Concord
 town.

He heard the bleating of the flock,
 And the twitter of birds among the trees,
 And felt the breath of the morning breeze
 Blowing over the meadows brown.
 And one was safe and asleep in his bed
 Who at the bridge would be first to fall,
 Who that day would be lying dead,
 Pierced by a British musket-ball.

You know the rest. In the books you have
 read,
 How the British regulars fired and fled, —
 How the farmers gave them ball for ball,
 From behind each fence and farm-yard wall,
 Chasing the red-coats down the lane,
 Then crossing the fields to emerge again
 Under the trees at the turn of the road,
 And only pausing to fire and load.

So through the night rode Paul Revere;
 And so through the night went his cry of alarm
 To every Middlesex village and farm, -
 A cry of defiance and not of fear,
 A voice in the darkness, a knock at the door,
 And a word that shall echo forevermore!
 For, borne on the night-wind of the Past,
 Through all our history, to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.



Project Opportunities



The following pages are intended for use in a project based setting. Projects are divided into groups centering around the following topics:

Farms - Life in Colonial time on a New England farm

Culture/Entertainment - Education and entertainment in the 1700s

Plantations and Towns - Life in Colonial time on plantation or in a town in the middle colonies

A Child's Life - Life growing up as a child during the 1600-1700s

Economics - Business and economy

There are six projects for each topic. All projects are centered around the American Patriot's time period.

Suggested Uses:

Copy the project cards on tagboard.

Cut out cards and use in a learning center.

Projects can be assigned individually - or as group projects.

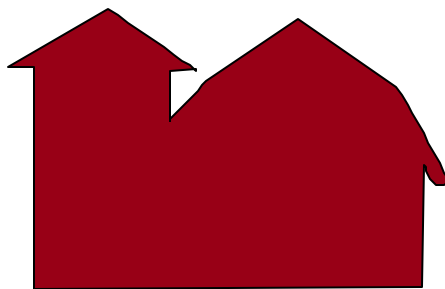


Answer Keys:

All projects are open ended. This is an ideal avenue to evaluate students based on personal potential and growth.

Resources:

Students should be encouraged to use as many resources as possible - internet, encyclopedia, library, social studies textbook, etc.



A large red graphic shaped like a house with a chimney on the left side. The word "Farms" is written in white at the top. Inside the house is a white rectangular box containing text.

Farms

Colonial farmers used many tools. Research and study each of the following: scythe, flail, pitchfork, ax, adze, and billhook. Draw a picture of each tool. Explain in detail how each was used. Create a scrapbook with the pictures and explanations.

A large red graphic shaped like a house with a chimney on the left side. The word "Farms" is written in white at the top. Inside the house is a white rectangular box containing text.

Farms

Show how a water wheel runs in a grist mill. Make an annotated drawing.



A red silhouette of a house with a chimney on the left side. The word "Farms" is written in white inside the roof area.

Farms

Describe the inside of a New England farmer's house built in the year 1700. Draw a blueprint - including the furniture. Finish the project by drawing a colored picture of the outside of the house.

A red silhouette of a house with a chimney on the left side. The word "Farms" is written in white inside the roof area.

Farms

Investigate the steps in linen production: planting the flax, harvesting, retting, braking, swingling, hatching, spinning, and weaving. Create a flow chart - complete with narrative - to summarize each of the steps.



A red graphic shaped like a house with a chimney on the left side. The word "Farms" is written in white at the top. Inside the house is a white rectangular box containing text.

Farms

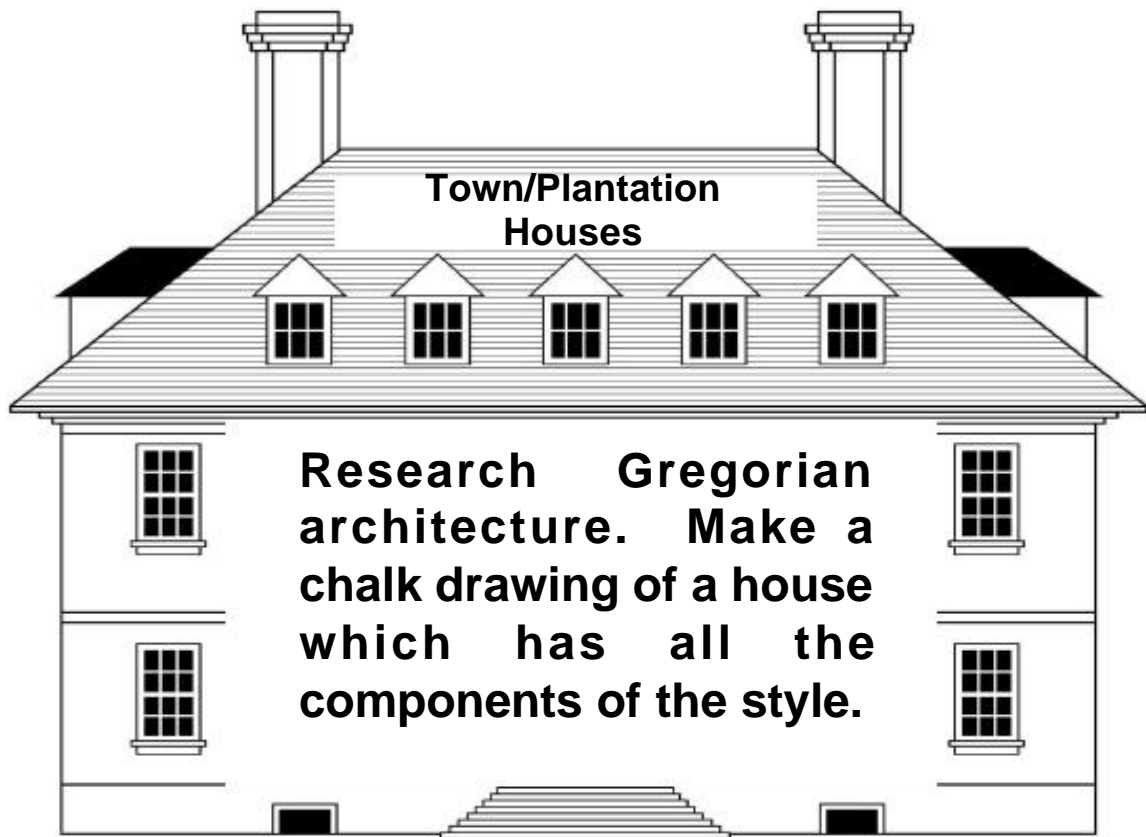
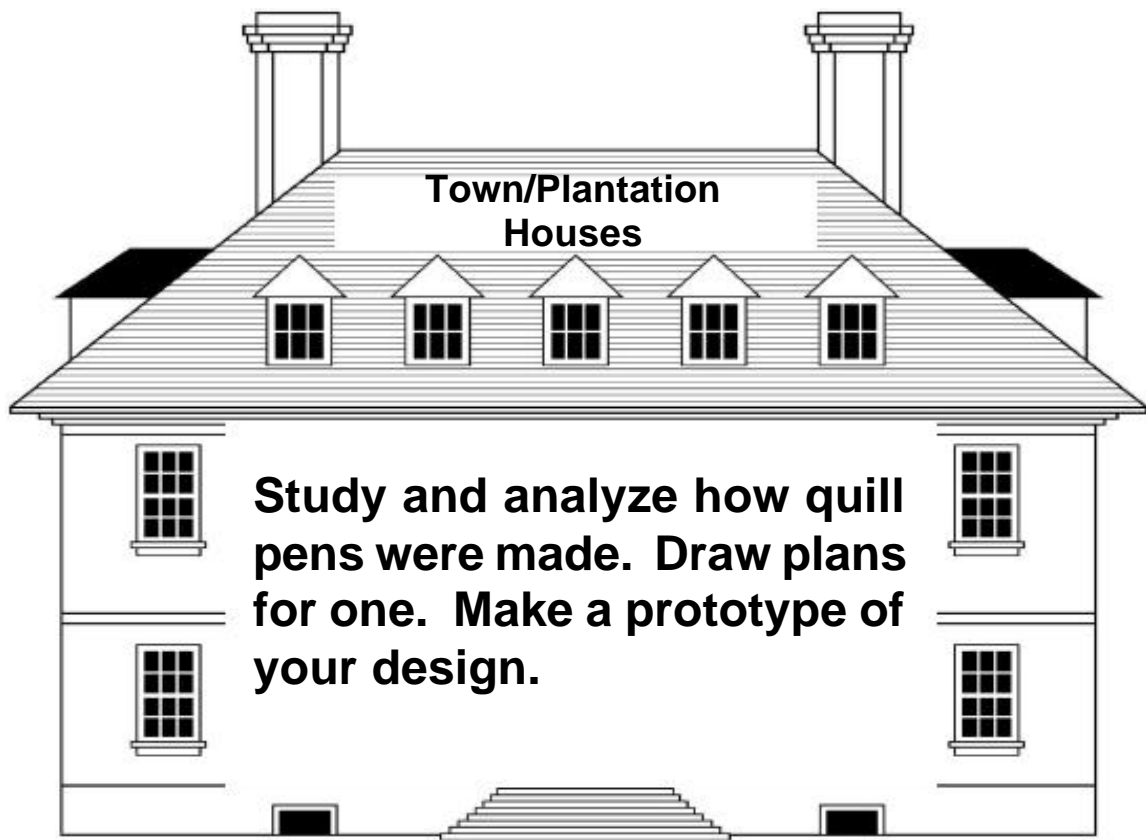
Pretend you are a boy or girl living on a farm in Massachusetts in 1750. Give the world a snapshot of your daily life for one week. Write a poem about yourself.

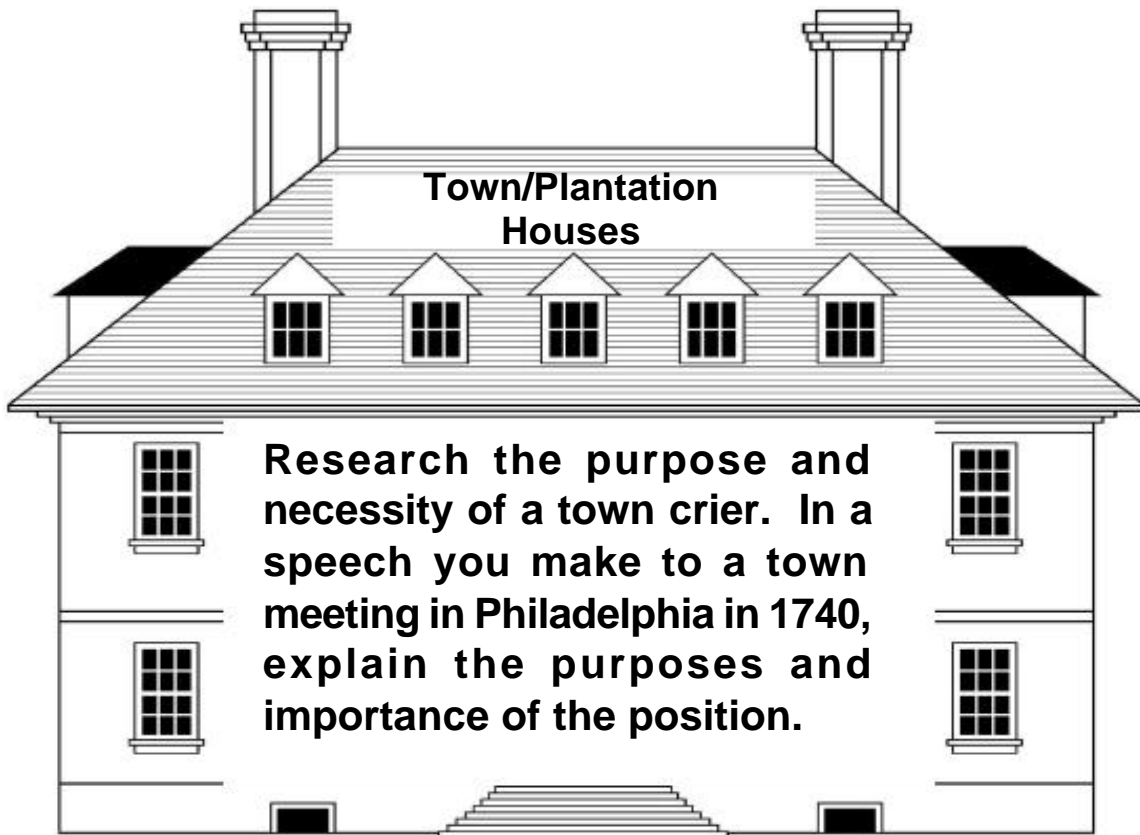
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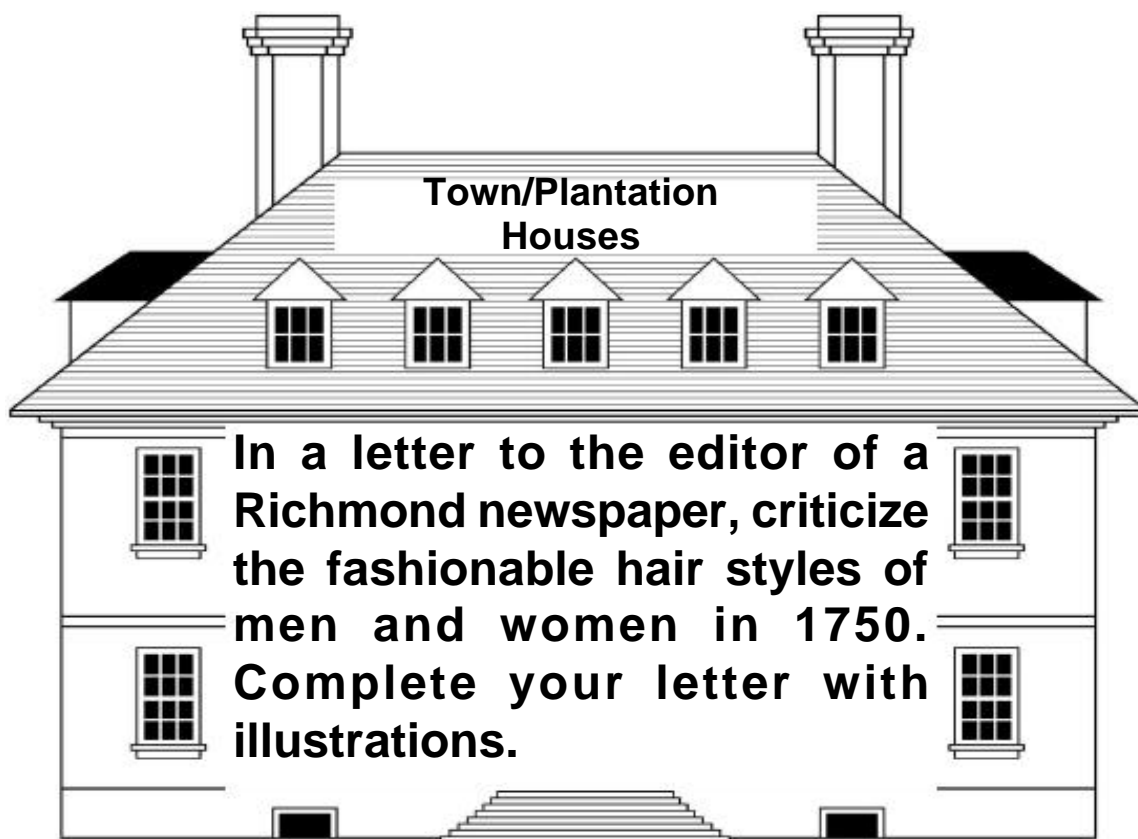
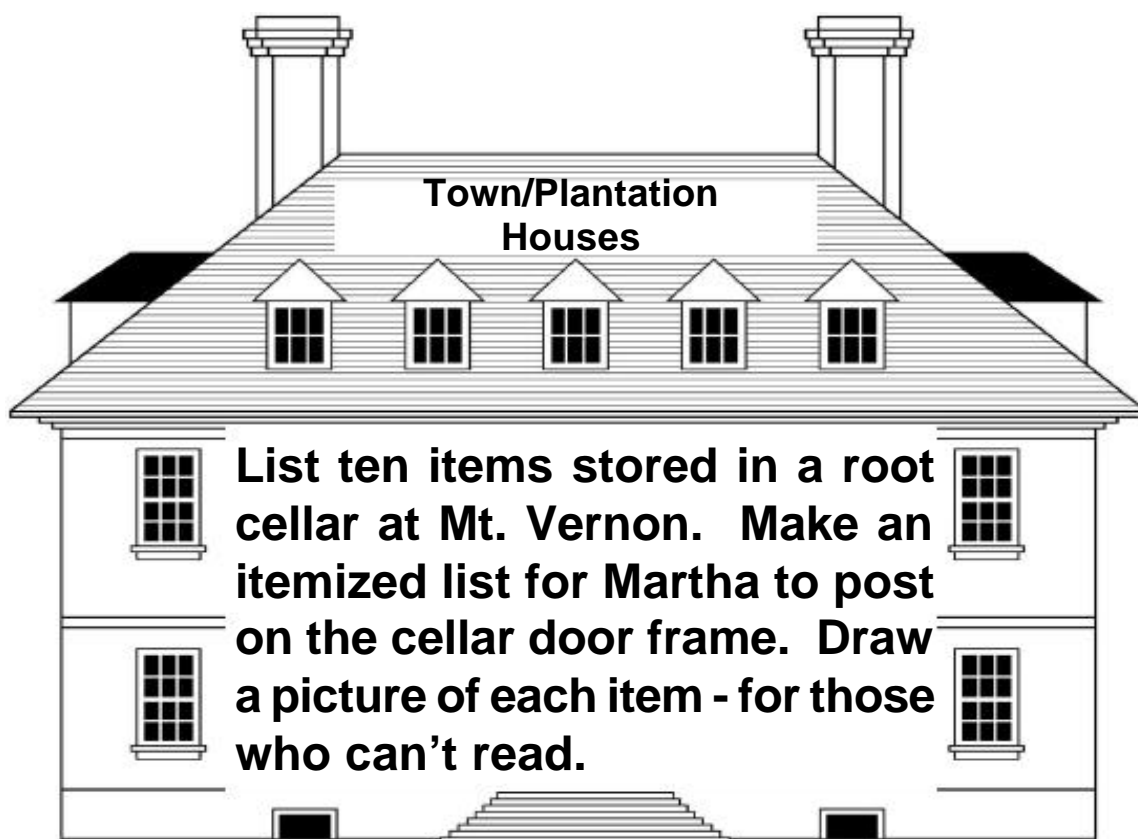
Farms

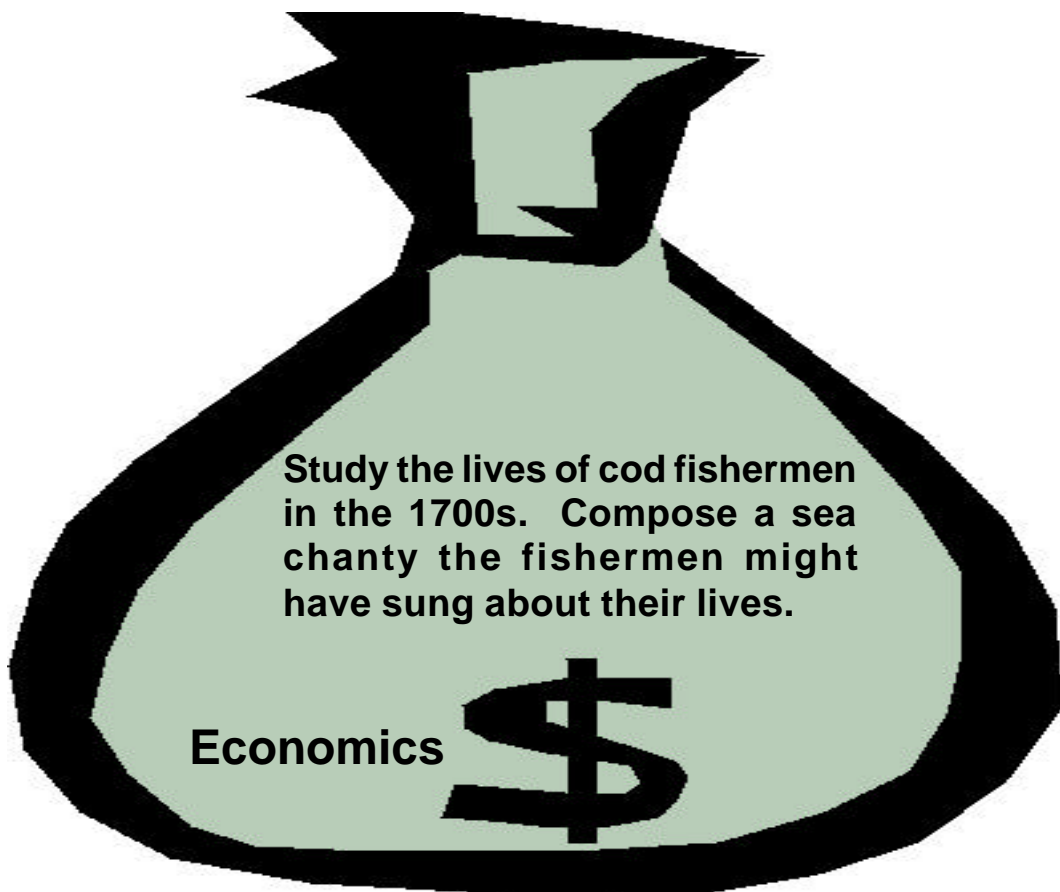
Imagine what it must have been like for a slave on a rice plantation in Georgia in 1750. As one of those slaves, create an anecdote about one of your experiences. Tell your story to a newly arrived slave on your plantation.



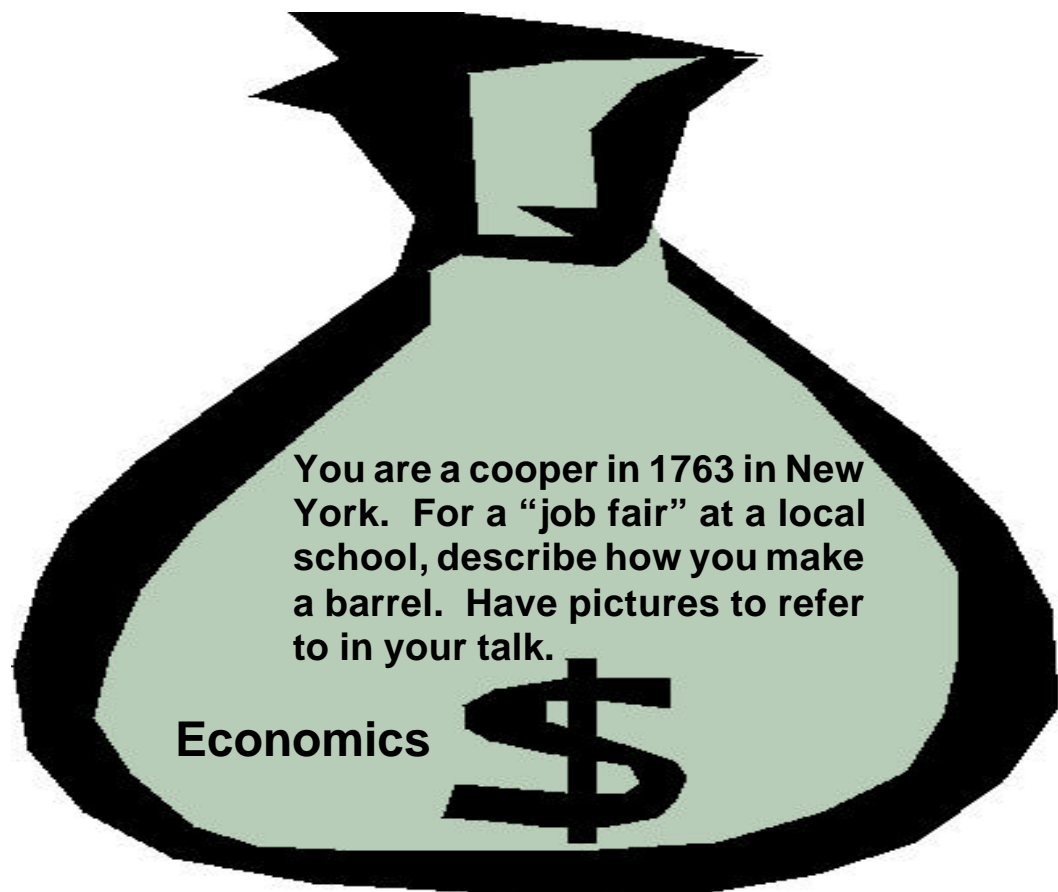


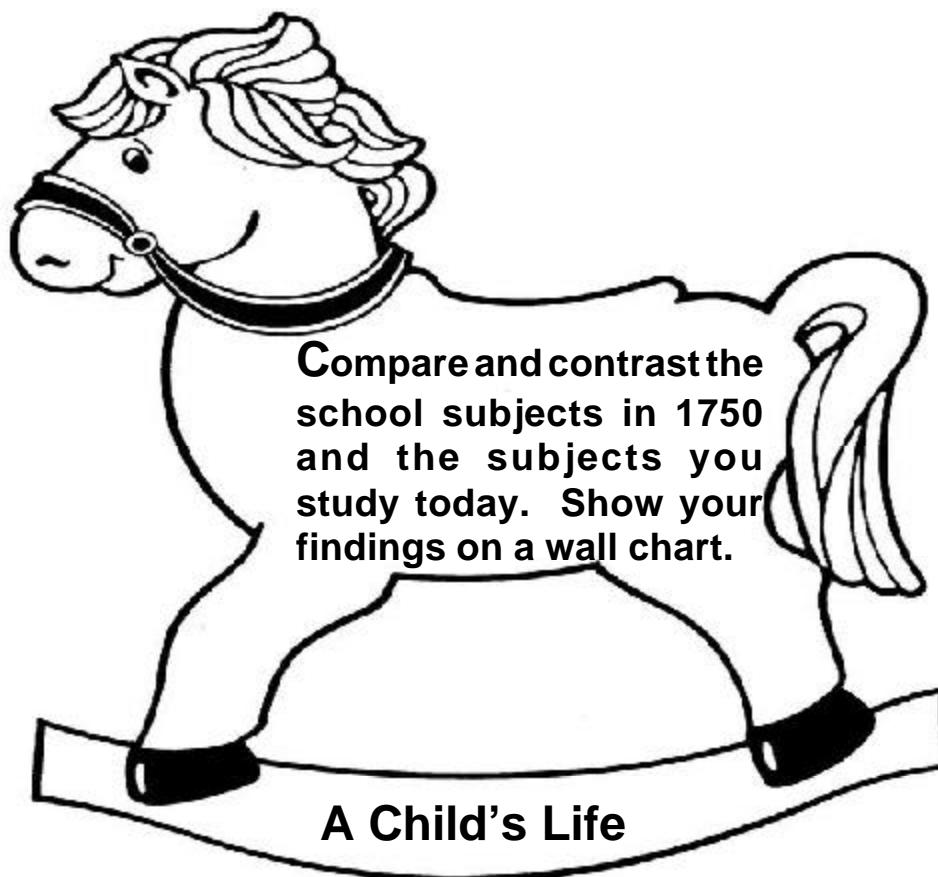


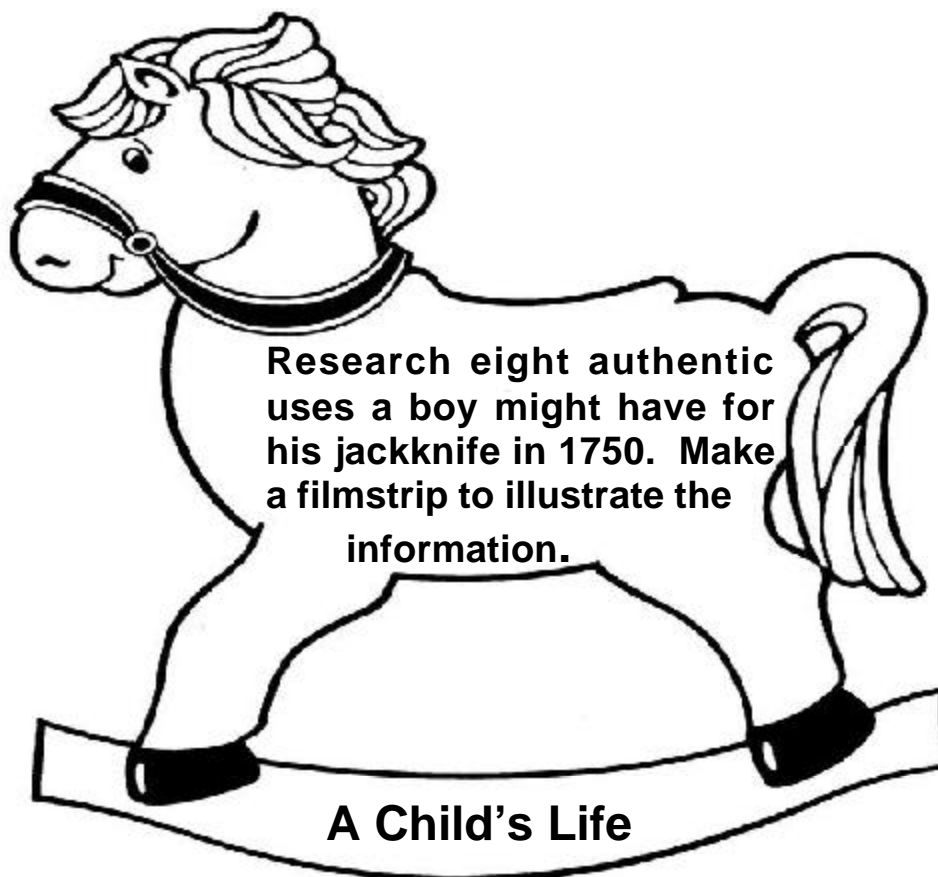


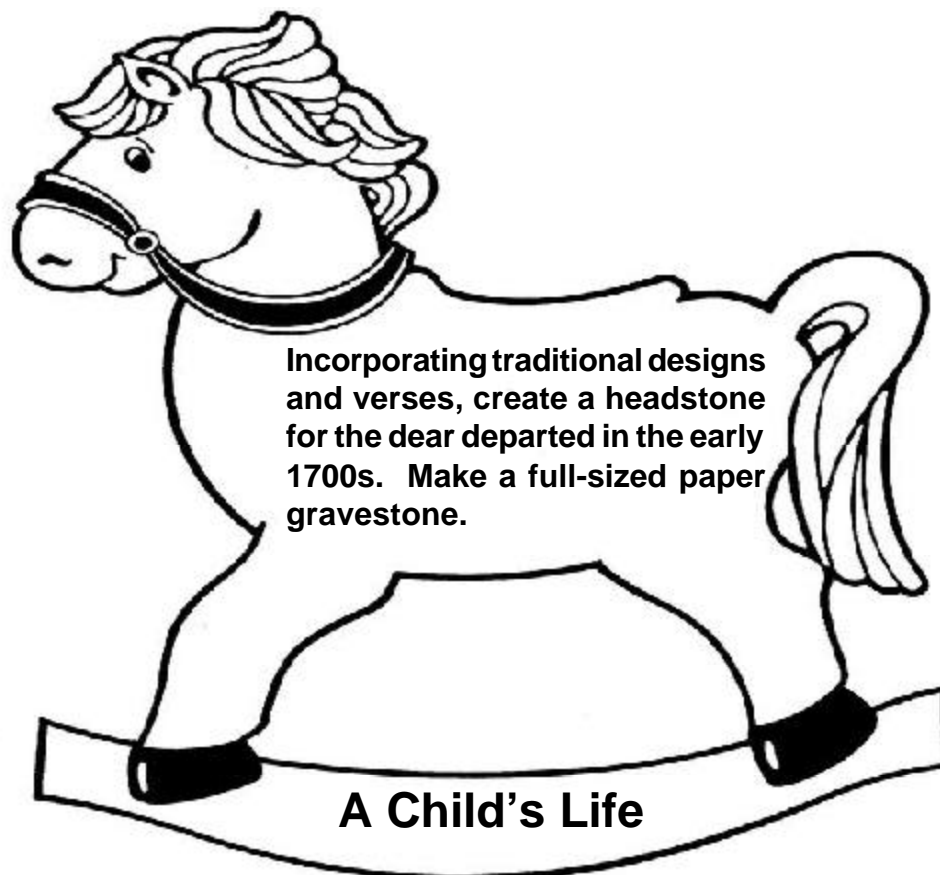
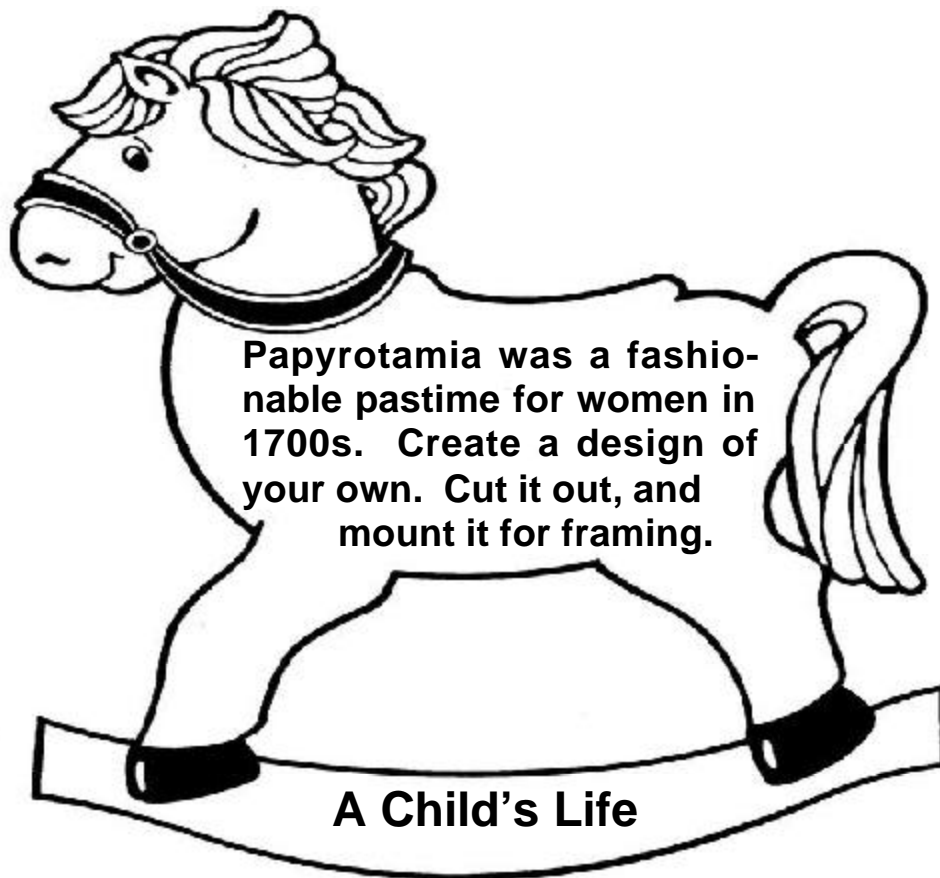












Culture/Entertainment

Compare the sound of a harpsicord to a piano. Write a letter to the music critic of your local paper to share your findings.



Culture/Entertainment

Research punishments used in 1750 to maintain discipline in schools. Defend or object to the punishments in a talk to the local school board. Give several reasons for your beliefs.



Culture/Entertainment

In Colonial America, many children did not survive infancy or childhood because of disease and infection. Compile a fact file on 5 childhood diseases in 1760.



Culture/Entertainment

Using modern materials, construct a simulated model of a hornbook.



Culture/Entertainment

Compile a booklet of 8 games. Summarize the rules. Include fox and geese, hoops, marbles, and blind man's bluff.



Culture/Entertainment

Put together a scrapbook with pictures and descriptions of the following punishments: bilboes, ducking stool, stocks, pillory, brank, cat-'o-nine tails, and riding the wooden horse.



JAMES S. WHITE

A FOUNDING FATHER

A MAN OF GOD



An Interdisciplinary Unit

By

Larry E. Robbins



James S. White

A Founding Father

A Man of God

Description of Target Ages and Grade Levels - This unit on James White has been designed primarily for the middle and upper elementary grades.

Purpose - James White presents an interdisciplinary unit reviewing the life and work of James White. Activities are designed for small group use as well as individual projects.

How-to-Guide - A short narrative of the unit can be found in the beginning. This can be read to the students or given individually to them. A section of inspirational stories is included for worship purposes. There is a combination of narrative and worksheet activities throughout the unit. Web-based activities are combined with research opportunities that will give the students a wide range of skill development. These can be used in any order.

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- Growing Up With Grace And Humility

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JAMES SPRINGER WHITE

James was born on August 4, 1821, in Palmyra, Maine. Before James was three years old, he suffered an illness that the doctors called worm fever, which resulted in severe fits. After weeks of sickness he recovered, but his eyes remained badly crossed.

When James was seven he went to school with his brothers and sisters. However, he was unable to study. After several attempts at book learning, James accepted the fact that he would probably go through life as an illiterate.

James's mental growth did not hinder his physical development. He grew to be a tall, strong right-hand man for his father on the farm. Another thing happened to James when he was in his late teens. His eyes became normal, and he found that he could read the letters on pages. With this revelation, James entered school at the age of nineteen. He was told to take his place among the beginning pupils. Even this did not detract James from getting his education. The next winter James found a teaching job.

A few years after James had starting school, his mother told him about a series of meetings being held by a Millerite preacher. James dutifully agreed to attend the meetings with his mother. What James did not realize at the time was that he would be touched by the Holy Spirit to go and preach the word. This was in 1842. In October, 1842, James attended a meeting that the Adventists held in their big tent in Exeter, Maine. When James left the tent he was more certain than ever that Jesus would return to earth within a year after April, 1843, and that he must do his part in warning the world of its coming doom. He invested his small savings in books and a copy of the big lithographical prophetic chart. This chart explained the events talked about in Daniel and Revelation.

Throughout the rest of 1842 and the beginning of 1843 James traveled the state preaching the gospel of the soon return of Jesus. James faced difficulty many times as he preached the message. At one time a railroad spike was thrown at him while he was preaching. He was not injured, but used the spike the next evening in his sermon.

Once James arrived at a place called Litchfield Plains to speak. He found the building packed with almost a thousand people. Every seat was taken, the aisles were filled, and people had even crowded onto the platform.

Pushing his way down the crowded aisle, he mounted the steps to the pulpit. To quiet the people, he launched into one of the sweet Advent hymns so popular at the time. It was "You will see the Lord a coming". James would use this hymn many, many times over the next several years to begin a service.



James preached throughout 1843 and into 1844, baptizing many people. He truly felt that the Lord was coming on October 22, 1844. However, when October 22 came and went, James was greatly disappointed along with thousands of other believers. James was discouraged, but he did not give up the spirit of hope. One of the worst things to deal with were the scoffers. One such scoffer approached James a few days after the Great Disappointment and laughingly pointed his finger at the disappointed youthful preacher and asked scornfully, "Well, you didn't go up yesterday, did you?"

James had a quick reply. "And if I had gone up, where would you have gone?"

It was a sobering thought. The sneer left the skeptic's face.

Another individual that was preaching the gospel of the second coming of Christ was Ellen Harmon from the Portland, Maine, area. James and Ellen met while each was traveling around Maine preaching. They traveled together somewhat while spreading the message. On August 30, 1846, James and Ellen were married in Portland, Maine. James and Ellen would have four sons born: Henry, Nathaniel, William (Willie), and Edson. Henry and Nathaniel would die before they reached adulthood.

James did not want to be in debt, nor did he want to be dependent upon anyone for the support of his family. In order to continue to work for the Lord, James and Ellen found it necessary to live with the Howland family in Topsham, Maine, for a period of time. The Howlands were very gracious and supportive of the work James and Ellen did. Throughout the next several years, they played an integral part in the White family. The Howland home was affectionately called "Fort Howland." Not only did the Whites live there, but Henry White, James and Ellen's first son, would stay with the Howlands for many months at a time while James and Ellen were traveling around the northeast preaching.



James had wanted to start a paper for the church for some time. He felt inspired by the Lord to start this paper. In 1849, James and Ellen traveled to Rocky Hill, Connecticut, for a meeting. While there, James approached a printer, Charles Pelton, to print his new paper, *Present Truth*. Even after James told Mr. Pelton that he had no money for the printing, Mr. Pelton agreed to print the paper on credit. This was the beginning of the publishing work of the Seventh-day Adventist Church. Over the next several years, the publishing work would be done in Connecticut, Maine, New York, and Michigan.

Over the next fifteen years James White helped the new church grow into a prominent church. He was actively involved in many aspects of leadership, and it took its toll on his health.

Ellen White had received a vision on health in 1863. It dealt with eating habits and what should be eaten and what should not be eaten. Ellen White also stated, "I was shown that Sabbathkeepers as a people labor too hard without allowing themselves change or periods of rest." James was a prime example of this type of worker. In less than two years James would suffer from a terrible stroke in 1865. The stroke was so severe that the only word he could utter was, "Pray!"



Over the next several months, James would be taken to Dansville, New York, for treatment. He was to be there for six to eight months. Much of what was done at Dansville was commendable. However, the Whites found it difficult to harmonize some of the methods employed at Dansville with their religious belief. Ellen eventually decided to bring James home to Battle Creek and recover there. On January 1, 1866, James and Ellen left Rochester by train for Battle Creek. Once they returned home, James slowly recovered. He slowly started preaching, speaking for only a few minutes at a time. Ellen also was given visions about the benefits of physical activity for stroke victims. This went against the popular trends of the day. During the spring of 1866 Ellen had James help her around the house and in the yard. She had him help her in the garden. The Lord blessed James and eventually he recovered fully.

By the late 1870s James was once again very sick. James was in danger of a nervous collapse. Ellen again took charge and took him away from Oakland, California, where they were living. James and Ellen bought a parcel of land near Healdsburg, California. They would spend the next few years living here.

In December, 1880, James and Ellen White moved into their new home at Goguac Lake in Michigan. In the spring of 1881 James and Ellen decided that they could not risk the strain of attending camp meetings that summer. James did decide to attend general weekend meetings in Charlotte, Michigan, to be held on July 23 and 24. James preached powerful sermons that weekend. On Monday, however, James suffered a severe chill. For the next two weekends James's health continued to decline. On Friday, August 5, Uriah Smith and other Battle Creek ministers knelt by his bedside and prayed for his recovery. Dr. John H. Kellogg was there as well. On Sabbath, August 6, James White died. He was sixty years and two days old.

For almost four decades James had worked for his Lord. He was an untiring individual who had worked until his death. He led many souls to Jesus Christ. He had helped establish the Seventh-day Adventist Church. He worked untiringly until his death.



A TIME TO LAUGH

A cheerful heart is good medicine, but a crushed spirit dries up the bones. Proverbs 17:22 NIV.

If you've ever leafed through a nineteenth century photo album, you've probably decided that nobody smiled in those days. Actually, picture-taking at that stage required such long film exposures that holding a smile for minutes at a time posed a problem. It was simpler to be serious and sit still.

Looking at the White family pictures, one would think they never had any fun in their lives, but a bit of research proves they had quite a sense of humor in the family.



James White was well known for his witticisms, and they must have amused Ellen, for she married him, funny jokes and all!

Before he married Ellen, James traveled around preaching about the soon coming of Jesus. One rival minister did all he could to oppose James's work, and seemed quite relieved when James left town. To his surprise, James turned up again.

"Why, Mr. White," the minister exclaimed, "are you yet in the land of the living?"

"No, sir," James replied quickly, "I'm in the land of the dying, but at the soon coming of the Lord I expect to go to the land of the living." And he passed on leaving the minister chuckling at the young man's quick wit.

After the great disappointment, the day when Jesus was supposed to arrive and didn't, many people made fun of the Adventists. One scoffer met James and laughed scornfully. "Well, you didn't go up yesterday, did you?"

James came right back. "And if I had gone *up*, where would you have gone?" The heckler backed off.

In James's books Life Incidents he told a story designed to stir the churches to action. It seems that a traveler saw Satan seated upon a post in front of a church, asleep. The traveler shook him and asked, "How is it that you are so quietly sleeping? Aren't you usually busy at work?"

"Yes," was the reply, "but the people in this church are asleep, and the minister is asleep, and I thought this a good time for me to take a nap, too!"

After the great disappointment, rumors went around that the Adventists had made themselves long white robes and stood on hilltops and in the fields all day, waiting for Jesus to come. The strange thing about the story was that it always happened to some other city—and in that city, it happened at another one.

Mrs. White had a good laugh one day when she overheard a conversation on the train about those "Adventists" and their white robes. Gently leading the speaker on, she inquired who had done this.

"Why those H a r m o n girls in Maine," the woman d e c l a r e d . "They made robes and wore them



all day!"

"Are you sure?" Mrs. White asked with a twinkle in her eye.

"Positive," said the lady.

Mrs. White chuckled. "Well, I'm Ellen, one of the Harmon twins, and I can assure you we didn't have any robes!" The poor speaker turned quite red as those around her on the couch laughed at her discomfort.

When the two young folks, Ellen and James, had to be separated by their speaking appointments, they agreed to write each other daily. Ellen did quite well, but James got busy and found no time to write. At last he sent her a post card. It was very brief. "No letters from you for two days. James White."

Ellen looked at it. The nerve of the man! She had been writing all along, and she had for several days heard nothing from James. She wrote back, tongue in cheek:

Dear Husband:

We received your few words last night on a postal card.

This long letter was written by yourself?

Thank you, for we know you are living! No letter from James White previous to this since April 6. I have been anxiously waiting for something to answer. Ellen White.



How James must have laughed when he got that letter! Sounded just like his spunky little wife. Perhaps the reminder improved his let-

ter writing.

James was not above teasing his audience during a sermon, either. At one town he faced an audience not entirely composed of eager Christians. Looking them over carefully, he began by saying, "I would like to ask that as I speak today, all who love Christ and His doctrines would pray for me. Those who don't love Him and don't want to see Him coming are excused from praying for me, as they'd better spend the time praying for themselves!"

Returning from one trip, James told Ellen about the very humble preacher he met. He was so humble that he refused to eat with the rest of the family, being so unworthy to sit with them. Instead, he took his food and sat behind the dining room door to show his humility. However, James pointed out slyly, he noticed that the "humble" man kept shouting praises to God from behind the door so that all would be sure to notice his humility!



There were some old timers who didn't much care for young James White doing the preaching and acting so "uppity," as they put it. As far as they were concerned, young people should be seen and not heard. To make it clear, old Elder H. took the matter to the Lord—in front of James White and about forty people at a worship meeting. James told about it this way:

The old man began:

"O Lord, have mercy on Brother White. He is proud and will be damned unless he gets rid of his pride. He went on telling the Lord about my pride and how sure I was of destruction unless I should speedily repent and closed up with vehement cries of "Have Mercy! Have Mercy!"



Mercy! Mercy!"

After the company had risen, I drew my chair near Elder H. and in a kind manner said to him:

"Brother H., I fear you have told the Lord a wrong story. You say I am proud. This, I think, is not true. But why tell this to the Lord? He knows more about me than you do. Now, sir, if I am so proud that you are able to give the Lord information on the subject, you can tell me before these present in what I am proud. Is it in my general appearance, or my manner of speaking, praying or singing?"

"No, Brother White, it is not in those things."

"Well, is it manifested by these worn and soiled clothes? Please look me over. Is it in my patched boots? My rusty coat, this nearly worn-out vest? These soiled pants? Or that old hat I wear?"

"No, I do not see pride in any of these things you mention. But, Brother White, when I saw that starched collar on you, God only knows how I felt!" And here the man wept...while the assembled members tried to keep straight faces.

Chocking back a laugh, James explained that a kindly sister had offered to do his washing and while she washed his shirt, she loaned him one of her husband's which had a starched collar. Brother H.'s mind was much relieved!

James was thankful for his sense of humor at times like that.

Life in the 1800s was not easy, and there was much to look solemn about. But we are thankful that in the midst of all the seriousness and hard work the Whites and their friends left us glimpses of their laughter, hints of their wit, and assurances that they did have time to laugh.

Courtesy of:
The General Conference Department of Education



STRICKEN DOWN

Six days you shall labor and do all your work, but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work, neither you, nor your son or daughter, nor your manservant or maidservant.... Deuteronomy 5:13-14 NIV.

Less than two years after Ellen White had her health reform vision, James White, her husband, nearly died of a stroke. Along with the paralysis he also experienced a nervous breakdown. Why should this happen? God had already given instructions about how to live healthfully. The White family had completely changed their eating habits, discarding meat and other foods of which God had disapproved.

James White had been eating differently and living more healthfully, but one thing he had not changed—he worked too hard. One part of the health reform message he had ignored, the rest and relaxation. God had even sent special messages through Ellen about the matter of rest. She wrote, “I was shown that Sabbath keepers as a people labor too hard without allowing themselves change or periods of rest.” James fit that category all too well.

Between 1861 and 1865 the Civil War had raged in America. Many Adventists had been drafted into the army, and

James White and J. N. Andrews, as leaders of the Seventh-day Adventist Church, spent long days negotiating with the government for a special non-combatant status for church members. At the same time, James and Ellen were trying to publish more books and papers, skipping rest and meals to get the work done.



EATING HEALTHY

On the Wednesday morning of the stroke, James White rose early and informed ten-year-old Willie, “You don’t need to go to Brother Lunt’s for milk this morning, Willie. Mother and I will take a walk and call for the milk on the way home.”

At the Lunts, Ellen went into the house to get the milk while James walked around back to look at the garden. Rows of tall green corn caught his eye, and he stepped closer to check the size of a nearly ripe ear. Suddenly his

right arm dropped to his side and hung there helpless. Ellen, coming out with the milk, saw him stagger as if to fall. She sprang to his side and helped him toward the house.

Inside he struggled to speak. Only with the greatest effort could he utter, “Pray, pray.” After some time of earnest praying, James was able to whisper and his arm began to move again, although his hand still would not work properly. They took him home and for five weeks Ellen nursed him there and prayed for his recovery—a prayer that the Lord did not seem inclined to answer with healing.



From her vision on health reform, Ellen recalled the value



of water treatments, and began wishing James could have some. Her own strength was not sufficient to administer the treatments, for they must be done several times a day with heavy towels wrung out and applied to the body. She recalled a water treatment center in Dansville, New York, and resolved to take her husband there. Some thought James could not stand the trip back East, but he arrived in Dansville none the worse for the trip.



The Whites rented rooms near the health center and went daily for hydrotherapy treatments for three months in the fall of 1865. Three times each day they had prayer sessions asking the Lord for James' recovery. By the first of December James seemed no better. In fact, his nighttime restlessness and pain seemed worse than usual. Several times he woke his wife and had her pray with him for hours. He felt sure he would die and lacked faith to believe he would ever recover.

The doctors at the health center kept insisting that James should do nothing but rest. From what God had previously shown her, Ellen felt that completely giving up the use of the muscles would leave them to stiffen and wither, and she felt that exercise and useful occupations were important parts of the treatment.

At last she decided to leave the center and took James to Rochester to the home of friends. There she called in J. N. Andrews and some of the other brethren and spent several days praying especially for James. James himself had lost faith in the pos-



sibility of ever being well again.

It was a rather dismal Christmas Eve that year. Holiday preparations were forgotten in the urgency for more prayer sessions. As the group knelt that evening, the light of heaven seemed to shine upon them and Ellen was taken in vision from the gloomy scene of earth to the splendor and glory of heaven. During the vision she was shown that her husband would eventually recover, but that it would be necessary little by little to get him to work and to exercise. She was shown that the common practice of keeping the stroke patient inactive was the worst thing that could be done for his condition, and that mild outdoor labor would be most helpful. Ellen was greatly cheered by this vision, and took James home to Battle Creek to begin following the Lord's prescription for recovery.

Ellen enlisted Willie to help her with an exercise schedule for James. At least twice a day they had him out walking, and whenever they could, they coaxed him to help them with the gardening. Sometimes Ellen would talk him into walking slowly up to the church on Sabbath where he would give a short talk. As he attempted to do these things, strength began to return and his speech improved. One day he spoke for a full hour, strongly, as he used to do before the stroke. Ellen was thrilled.

As winter continued, Ellen determined that she had long enough been away from her special work as God's messenger, and although she received much criticism from the church members at Battle Creek, she bundled up James and drove 90 miles to Wright, Michigan, to hold some meetings. For three months they stayed at one place or another



in northern Michigan, James gradually resuming his preaching again.

When spring came in 1866, they asked a neighbor to plow their garden spot, and Ellen sent to town for three hoes. James groaned at the thought of using one, but he could not sit in the shade while his wife and Willie worked, so he took a hoe and joined them. Ellen smiled a secret smile at Willie. Daddy was working!



Later on while out for a buggy ride, Ellen saw some big pine chips near a newly felled tree.

“Stop, Willie,” Ellen said. “See those big pine chips? They’ll be good for starting the cookstove. Let’s get them.” She climbed out of the buggy and began to gather chips.



“Come, James,” she urged. “Help me pick up these chips.” Reluctantly he climbed out of the buggy and began to help. When the task was completed he seemed glad that he had

helped, and Ellen took it as another small sign that he was recovering as the angel had promised in her vision.

Not long after this he hoed an entire row of corn and was so pleased with himself that he reported the fact in the Review and Herald so that the believers would know he was really improving. Before long Ellen was having to warn him again against overworking.

How did Ellen White know what kind of treat-

ment would work the miracle of healing for a stroke victim? Doctors of the time had no remedies except complete bed rest, and this usually resulted in permanent disability or death. God told Ellen of a better way and she followed it, although it went against the medical practice of her times. Today we call it rehabilitation and occupational therapy and it is standard procedure for

stroke cases. Ellen took no credit for her treatment. She said that the “se-



vere shock of paralysis seriously affecting the brain was, by the good hand of God, removed from His servant.”

Heavenly counsel produced dramatic results. The medical profession is now catching up with what God showed Ellen so many years ago.

Based on Life Sketches, pages 167-172 and Testimonies, Vol. 1, pages 553-564.

Questions for discussion:

1. What principles of healthful living did James White observe?
2. What principles of healthful living did James White violate?
3. What principle of health therapy did the Dansville treatment center ignore?
4. What rehabilitation and occupational therapy did Ellen White design for her husband?
5. What miracle did God work for James White?

Courtesy of:
The General Conference Department of Education.



GROWING UP WITH GRACE AND HUMILITY

And Jesus grew in wisdom and stature, and in favor with God and man. Luke 2:52 NIV.

James Springer White was born on August 4, 1821. In contrast to his sturdy brothers and sisters, Baby James was a sickly child. Betsy White often wondered whether he would live to reach manhood. Before he was 3 he fell ill with what doctors called worm fever, which resulted in severe fits. After weeks of sickness he recovered, but his eyes remained badly crossed. This condition continued for many years.

"I am reported to have been...a feeble, nervous, partially-blind boy," wrote James in later years, recalled his childhood. When he was 7 he went with his brothers and sisters to the local school, hoping that somehow he might learn to read. It was hard enough for the best student in those days.

All efforts made by James White to learn to read were fruitless. The letters ran together, making word recognition impossible. It seemed he would be forced to accept the bleak prospect that he would probably have to go through life as an illiterate.

Though James's mental growth was hindered, his physical development was remarkable. He became his father's right-hand man on the farm. By the time he was 18 years old he was six feet tall and exceptionally strong physically.



Then, in his late teens, something akin to a miracle happened to James. His eyes became normal, and he found the letters of the alphabet clear and understandable. With determination he enrolled as a student in the local academy at St. Albans. When this 19-year-old six-footer presented himself to the teacher he was told he would have to take his place among the beginning pupils. Many of his friends

laughed at him and advised him to stick to farming for the rest of his life. But, like a thirsty animal suddenly discovering a spring of water in a desert, James threw himself into his studies. The school term was only twelve weeks long. So devotedly did the young man apply himself to his studies that when the term closed, the schoolmaster handed him a certificate stating that the bearer was qualified to teach the



common branches. With this in hand he secured a position and taught school the following winter. He soon discovered it was necessary for him to study long hours each day to keep ahead of his pupils, but nothing daunted him.

Deacon White, though sorry to lose James's help on the farm, did what he could to aid his son in obtaining an education. When James was ready to resume his studies his father gave him a suit of clothing, three dollars for his tuition, and a ration of bread—enough to last a week. Each Monday for three months James walked five miles to the academy, returning home the following Saturday evening to get his weekly supply of bread.

Determined to gain his education independent of parental aid, James began looking for employment when school closed. Hearing of an opening at a sawmill on the Penobscot River, he walked the forty miles and was hired by the mill owners.

The work was new to him. Shortly after starting, he cut his ankle severely and was forced to quit work for a while. This cost him several weeks' wages and also resulted in crippling his foot, so that for many years he walked with a

limp. At the end of that summer, with thirty dollars he had managed to save at the sawmill, he returned home, collected his books and clothing, and enrolled at the Methodist school at Reedfield.

During the three months he spent at this school his diet consisted of corn-meal pudding, which he cooked himself, and raw apples. He studied so faithfully that, when the term was over, the headmaster told him that with one more semester of schooling he could qualify to enter college. James returned home, delighted with this prospect and determined that nothing should interfere with his plan to gain a college education.

What James did not know was that his school days were over. The twelve weeks he had spent in primary school and the twenty-nine weeks he had spent in various higher schools of learning were all the formal education he would ever enjoy. That winter he taught in a large school and saved his money, hoping with the money to further his education.

Courtesy of: James White
Review and Herald Publishing Association
Washington, D. C. 20012

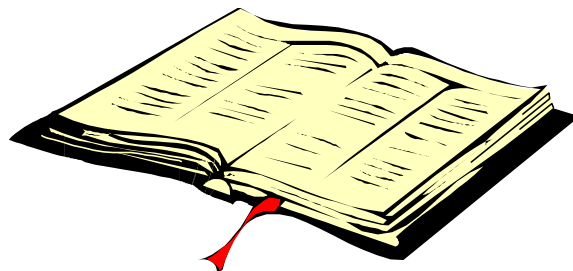


TRUMPETS AND PLAGUES

Name _____ Date _____

James White first started preaching using charts illustrating the prophecies of Daniel and Revelation. Find the following texts and answer each question. Use the King James Version.

1. _____ keeps the commandments in Revelation 12:17.
2. According to Revelation 8:7 hail, fire, and blood were cast upon the _____.
3. In Revelation 3:12 _____ came down from heaven.
4. Revelation 6:11 gives _____ to everyone.
5. According to Revelation 4:1 a _____ was opened.
6. Revelation 2:7 says, "I will give to eat of the _____."
7. Vials of the wrath of God are poured out upon the _____ in Revelation 16:2.
8. The great river _____ receives the sixth plague in Revelation 16:12.
9. _____ the great is fallen in Revelation 18:2.
10. In Revelation 17:3 the beast has _____ heads and _____ horns.
11. The fourth angel poured out his vial upon the _____ according to Revelation 16:8.
12. Revelation 12:17 talks about the testimony of _____.
13. Revelation 2:1 says that Jesus walks among seven golden _____.
14. A woman flies into the _____ in Revelation 12:14.
15. Revelation 17:4 tells of a woman dressed in _____ and _____ color.

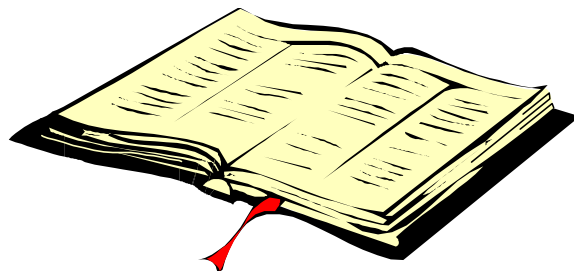


TRUMPETS AND PLAGUES

Name KEY Date _____

James White first started preaching using charts illustrating the prophecies of Daniel and Revelation. Find the following texts and answer each question. Use the King James Version.

1. Children keeps the commandments in Revelation 12:17.
2. According to Revelation 8:7 hail, fire, and blood were cast upon the earth.
3. In Revelation 3:12 New Jerusalem came down from heaven.
4. Revelation 6:11 gives white robe to everyone.
5. According to Revelation 4:1 a door was opened.
6. Revelation 2:7 says, "I will give to eat of the tree of life."
7. Vials of the wrath of God are poured out upon the earth in Revelation 16:2.
8. The great river Euphrates receives the sixth plague in Revelation 16:12.
9. Babylon the great is fallen in Revelation 18:2.
10. In Revelation 17:3 the beast has 7 heads and 10 horns.
11. The fourth angel poured out his vial upon the sun according to Revelation 16:8.
12. Revelation 12:17 talks about the testimony of Jesus Christ.
13. Revelation 2:1 says that Jesus walks among seven golden candlesticks.
14. A woman flies into the wilderness in Revelation 12:14.
15. Revelation 17:4 tells of a woman dressed in purple and scarlet color.



WHEN DID IT HAPPEN?

Name _____ Date _____

Draw a line between the event and the correct date. A date may be used more than once.

- | | |
|------|---------------------------------------------------------------|
| | <i>Present Truth</i> is published |
| 1846 | <i>Second Advent Review & Sabbath Herald</i> is published |
| 1847 | Henry White dies |
| 1849 | <i>Unity and Gifts of the Church</i> is published |
| 1850 | Nathaniel White dies |
| 1852 | <i>Youth's Instructor</i> is published |
| 1853 | Publishing work moves to Rochester, NY |
| 1857 | Whites move to Oswego, NY |
| 1863 | Henry Nichols White is born |
| | James and Ellen White are married |



WHEN DID IT HAPPEN?

Name _____ KEY _____ Date _____

Draw a line between the event and the correct date. A date may be used more than once.

The diagram consists of a central point from which lines radiate to connect dates on the left to events on the right. The connections are as follows:

- 1846 is connected to *Present Truth* is published.
- 1847 is connected to *Second Advent Review & Sabbath Herald* is published.
- 1849 is connected to Henry White dies.
- 1850 is connected to *Unity and Gifts of the Church* is published.
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- 1852 is connected to *Youth's Instructor* is published.
- 1853 is connected to Publishing work moves to Rochester, NY.
- 1857 is connected to Whites move to Oswego, NY.
- 1863 is connected to Henry Nichols White is born.
- 1863 is connected to James and Ellen White are married.



THE SECOND COMING

Name _____ Date _____

Find and read each group of texts. Circle the text that correctly answers each question.

1. How certain is Christ's return?

Hebrews 9:28

John 14:15

Hebrews 4:16

2. At His trial what did Christ promise about His return?

Isaiah 6:22

Matthew 26:64

Exodus 5:2

3. How certain is Christ's return?

John 14:3

Revelation 1:1

Psalms 24:1

4. What assurance did Jesus give John concerning His return?

Romans 8:26

John 16:8

Revelation 22:7

5. Which text talks about signs being seen?

Luke 21:25

Luke 14:27

Luke 6:21

6. Is the world destined to get better or worse?

Zechariah 12:5

Psalms 26:1

2 Timothy 3:13

7. What three signs were to appear in the sky before the return of Jesus?

Matthew 24:29

Job 4:10

Hebrews 8:12

8. What great signs will there be in the religious world?

Jeremiah 5:18

Numbers 3:11

2 Peter 3:3

9. This text tells about a worldwide proclamation of the Gospel.

Matthew 24:14

Deuteronomy 2:17

Luke 16:4

10. What can we expect will be taking place in the physical world?

Revelation 3:15

Daniel 11:26

Matthew 24:7



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10. What can we expect will be taking place in the physical world?

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WHAT A BIG CLASSMATE

Name _____ Date _____

At the age of nineteen James White went to school to learn to read and write. How would you feel if a 19-year-old person entered your class? Think about the difficulties he might face as he sits and works in your classroom. Would his size be something that could cause a problem? Would things have to be different for him? Pretend that a 19-year-old student has enrolled in your class. How would it be? Write your response on the lines below.



QUOTES TO PONDER

Name _____ Date _____

Read each of the following quotes by James White. After reading each selection, explain what James White may have meant with each quote. You may want to research why James White felt he had to write each statement.

God pity the world that it has so many putty-faced, dilly-dally, second and third-rate preachers. They may excel indeed in those “good long” afternoon visits, and be eloquent with the knife and fork at the tea table, but in the speaker’s stand, as the Californians say, they “pan out” small.—*Review and Herald*, Oct. 7, 1875.

Re. Beards and Mustaches: As to its looks, and the plea that has been advanced, that to shave was to mar the divine beauty of the human visage as God designed it, we must remember that all have not the same ideas of beauty, and that in the eyes of many, a projecting mustache and flowing beard, are as apt to make a man look like a rough goat as a venerable patriarch, and perhaps more so.—*Review and Herald*, June 25, 1857.

It is time we knew where we were. When we get into the right position, copious showers of God’s blessing will come upon us, and we shall not be as dead as door nails.—*Review and Herald*, March 16, 1869.



The Bible presents one thrilling book called the Acts of the Apostles, but none entitled the Resolutions of the Apostles. It is good to resolve in the strength of the Lord, but better to perform.—*Review and Herald*, June 3, 1862.

Why! Oh, Why! will men and women who might be respectable, and good, and reach Heaven at last, sell themselves to the Devil so cheap, wound their bosom friends, disgrace their families, bring a reproach upon the cause, and go to hell at last? God have mercy.—*Review and Herald*, March 24, 1868.

The *Review* has never held that it was necessary to make a general chowder of truth and error in its limited columns, in order better to bring out truth. It has aimed to be a clean, straight-forward advocate of truth. Error has ever had the field, and, compared with truth, its batteries are a hundred to one. The teachers of error are many, firm, vigilant, and ever on the side of error. Should the one advocate of truth divide its strength under such circumstances, and with one hand help sustain the flag of error? Never! Never!—*Review and Herald*, June 2, 1863.



It is said, "It is good for our preachers to labor some." Labor some! What is there but labor in the life of one of God's messengers, who travels through rain or snow, heat or cold, dust or mud, and then at the end of a long tedious day's journey, stands up and preaches two hours, and next day perhaps preaches three discourses, each near two hours long? He needs to labor some, does he? Needs a little exercise for his health, some think! Poor souls, they know nothing of the weary hours of body and mind, sleepless nights, aching heads and weary limbs of these messengers who are wearing out and living at least two years in one. When worn with travel and labor in the field, the Lord's messenger should go to his family, not to labor, but to rest. And if he had a few days to spare time, he should spend it in reading, writing, and teaching his children.—*Review and Herald*, Feb. 4, 1858.

Some of the sisterhood, not excepting old ladies, were decidedly gifted in talking about nothing in particular. When people will talk real sound common sense and religion, we may let them talk; but we confess our utter inability to enjoy hour after hour of common chatter, tinged with vulgar attempts at small wit. If there is anything that can be brought to a camp-meeting which God hates, it is this cheap, driveling nonsense.—*Review and Herald*, Sept. 7, 1876.

Many make this (camp meeting) an occasion of feasting instead of fasting, which stupefies and makes many sick. If fasting is ever a Christian duty, it is at camp-meeting. Most of our tent companies set a table which is not equaled by one in ten of the hotels in our country. Good bread, a few vegetables, and one or two kinds of fruit or sauce, is sufficient for those in health.—*Review and Herald*, Aug. 31, 1869.



NAME THE NOUNS

Name _____ Date _____

Directions: Underline the nouns in the paragraphs below. Remember that there are common and proper nouns.

During the early years of their marriage, James and Ellen White traveled a great deal in the eastern states. When God directed them to go to a certain town, they did not ask where they would stay or if they would have a comfortable bed.

Often when they were walking along a street James and Ellen would see a cottage with a FOR RENT sign on it, they would pause, go up the walkway, look in the windows and dream about the time when they might have a house they could call home with furniture so they could entertain friends. One evening in Rochester, New York, they saw such a place and went up on the porch and sat down on the top step, trying to feel how it would be to have a home of their own. "I am really going to hunt for a house," James said holding Ellen close. "I'll start tomorrow."

James had passed his thirtieth birthday and Ellen was twenty-four. Surely, James thought, God would be pleased for them to have a home. When he found a big, old residence on Mt. Hope Avenue that he could rent for \$175 a year, he hurried home to tell Ellen. "It's big enough for us and the workers who will be helping us. We can set up the printing press that is coming from New York right in the house. That will save us \$50 a year.

Ellen approved and James rented the house. Then they began to look for furniture. James searched for bargains and bought chairs and tables and other pieces one by one. Six old chairs he purchased for one dollar. None of them matched. James made a table from two packing barrels with a wide board laid across the top. It would not hold much food and it didn't need to. They had little to eat. But God supplied every need that James and Ellen had. All through their lives God blessed their family and the work they did for the Church.



NAME THE NOUNS

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Directions: Underline the nouns in the paragraphs below. Remember that there are common and proper nouns.

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GOODBYE, JAMES WHITE

Name _____ Date _____

Directions: Read the following paragraphs and underline all the adjectives. Do not underline the articles, *a*, *an*, and *the*.

After James White's death, upon Ellen's mind the drama of the funeral would be forever imprinted. She remembered how, being too feeble to walk, she had been carried in a chair to the house where her husband's coffin rested, nearly buried in flowers. She remembered the look of peace and rest on her husband's face. She found it hard to believe that he would not awaken shortly. But there was the casket and above it a beautiful floral cross and crown woven of pure white double pinks and tuber roses, a gift of love from Dr. Kellogg. And she remembered how she had been sustained in her own weakness through the ordeal of James's death and burial.

For thirty-five long and hard, but intensely rewarding years, she had lived and labored with her husband. Contrary to the impression of many that she would not long survive him, she worked on for God another thirty-four years, part of that time serving in overseas countries—Europe and Australia. But after James was buried, she did not linger in Battle Creek. Nine days after the funeral she boarded the train for California, heading for her Healdsburg home. She left the imposing home that had pleased James so greatly, for now the light of that home was extinguished. Henceforth she would remember it in connection with one for whom it had been the fulfillment of a lifelong dream.



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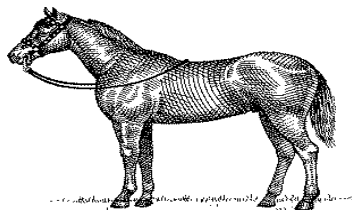
THE POOR ANIMAL

Name _____ Date _____

Directions: Read the following story. Find the misspelled words and put a line through each one. Correctly write the word above the misspelled one.

One day James White finished a meeting just as the sun was setting and he had sixteen miles to go to his next appointment which was later that evening. A friend was waiting at the door with his horse. James had been speaking so long and so earnestly, he was harse and could hardly speak above a wisper. His clothes were wet with sweat. He needed to rest but he told his friend a hasty farewell, monted his horse and galloped away in the stinging cold of the Febuary evening. Soon he was chilled to the bone but he had no time to stop and get warm. His damp clothes nearly froze to him as he galloped on his way. Just as he rode up to the door of the house of worship, the minister was dismissing the waiting congagation by saying, "I am sorry to say we are dissappointed that the speaker we expected to hear this evning has not come." Just as he rased his hands to prononce the benediction, James walked in and shouted, "Wait! I am here."

James was so chiled as he began to speak that his teeth chattered and he could not pronounce his words clearly. But he soon warmmed up and spoke with freedom for about an hour. All the time he was speaking he was thinking about his horse. The poor creature was wet with sweat and needed to be put out of the cold wind where he could be warm. But the man who took his horse at the door only tied him to a fense post. Here he stood wet with sweat, trembling in the biting wind for more than an hour. The poor creatures's health was ruened. James said, "It's a shame to treat God's poor creetures this way." He learned never to leave his horse with others without instruckions on how to care for him.



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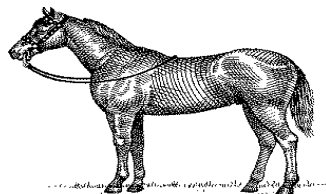
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this way." He learned never to leave his horse with others without ~~instruckions~~ ^{instructions} on how to care for him.



GOD'S WORKER

Name _____ Date _____

Answer the questions correctly and write the answer on the lines provided.

1. James earned \$40 to cut 10 acres of hay. How much did he earn per acre?

2. James walked 6 miles to Brunswick one day. He walked at a rate of 4 miles per hour. How long did it take James to walk to Brunswick and return home?

3. On a preaching trip to New York, James had many stops. It was 22 miles to his first stop, 16 miles to his second stop, 33 miles to the third stop, and 47 miles to his last stop. How far was it from home to his last stop? How many total miles did James travel?

4. In 1843 James traveled a total of 289 days. How many days was James at home?

5. When James became sick, he had to stay in the sanitarium for a total of 4 months. With 30 days in a month, how many days was James in the sanitarium?

6. It cost James \$175 to publish *Present Truth*. He gave a down payment of \$37 to Mr. Pelton. How much did James still owe?

7. Ellen was in vision for 40 minutes one day. What fraction of an hour is this?

8. Ellen had \$64.50 in a sock behind the door. James had to pay \$62.25 for publishing his paper. How much money was left over after he paid the bill?



GOD'S WORKER

Name KEY Date _____

Answer the questions correctly and write the answer on the lines provided.

1. James earned \$40 to cut 10 acres of hay. How much did he earn per acre?

\$4 per acre

2. James walked 6 miles to Brunswick one day. He walked at a rate of 4 miles per hour. How long did it take James to walk to Brunswick and return home?

3 hours

3. On a preaching trip to New York, James had many stops. It was 22 miles to his first stop, 16 miles to his second stop, 33 miles to the third stop, and 47 miles to his last stop. How far was it from home to his last stop? How many total miles did James travel?

118 miles 236 miles

4. In 1843 James traveled a total of 289 days. How many days was James at home?

76 days

5. When James became sick, he had to stay in the sanitarium for a total of 4 months. With 30 days in a month, how many days was James in the sanitarium?

120 days

6. It cost James \$175 to publish *Present Truth*. He gave a down payment of \$37 to Mr. Pelton. How much did James still owe?

\$138

7. Ellen was in vision for 40 minutes one day. What fraction of an hour is this?

2/3 hour

8. Ellen had \$64.50 in a sock behind the door. James had to pay \$62.25 for publishing his paper. How much money was left over after he paid the bill?

\$2.25



WHAT A FAMILY!!!

Name _____ Date _____

Answer the following questions about the family of James and Ellen White. The following is a list of the brothers and sisters each person had.

James

Mary
John
Elizabeth
Samuel
Benjamin
Anna
Nathaniel
Joseph

Ellen

Caroline
Harriet
John
Mary
Sarah
Robert
Elizabeth



1. James and Ellen White's oldest son was named Henry. How many aunts did Henry have? _____
2. How many uncles did Henry have? _____
3. How many sisters did James have before he got married? _____
4. How many sisters did Ellen have before she got married? _____
5. How many brothers did James have before he got married? _____
6. How many brothers did Ellen have before she got married? _____
7. How many children did James's parents have? _____
8. How many children did Ellen's parents have? _____
9. How many people in each family had the same name as someone in the other family? _____
10. Would you like to belong to a large or a small family? Why? Use the back of this sheet to write your answer.



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James

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Joseph

Ellen

Caroline
Harriet
John
Mary
Sarah
Robert
Elizabeth



1. James and Ellen White's oldest son was named Henry. How many aunts did Henry have? 15
2. How many uncles did Henry have? 7
3. How many sisters did James have before he got married? 3
4. How many sisters did Ellen have before she got married? 5
5. How many brothers did James have before he got married? 5
6. How many brothers did Ellen have before she got married? 2
7. How many children did James's parents have? 9
8. How many children did Ellen's parents have? 8
9. How many people in each family had the same name as someone in the other family? 3
10. Would you like to belong to a large or a small family? Why? Use the back of this sheet to write your answer.



SON OF MAINE

Name _____ Date _____

Directions: Answer the following questions. You may have to research some of the events before answering.

1. James White was born on August 4, 1821. He died on August 6, 1881. How old was he when he died? Give the years and the days.

_____ years _____ days

2. How old was James when the Great Disappointment took place? (Research the Great Disappointment and find the date for it.)

_____ years old

3. In 1840 James began his formal school training. How old was James when he went to school?

_____ years old

4. On August 16, 1865, James White suffered a paralytic stroke. How old was he when he suffered this stroke?

_____ years old

5. In 1864 John Harvey Kellogg was 12 years old. In what year was he born?

6. James and Ellen White were married on August 30, 1846. How old was James?

_____ years old

7. How old was Ellen?

_____ years old

8. James and Ellen White's first child was born when James was 26 years of age. In what year was their first son, Henry, born?

9. Ellen White died in 1915. How many years after James did she die?



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Name KEY Date _____

Directions: Answer the following questions. You may have to research some of the events before answering.

1. James White was born on August 4, 1821. He died on August 6, 1881. How old was he when he died? Give the years and the days.

60 years 2 days

2. How old was James when the Great Disappointment took place? (Research the Great Disappointment and find the date for it.)

23 years old

3. In 1840 James began his formal school training. How old was James when he went to school?

19 years old

4. On August 16, 1865, James White suffered a paralytic stroke. How old was he when he suffered this stroke?

44 years old

5. In 1864 John Harvey Kellogg was 12 years old. In what year was he born?

1852

6. James and Ellen White were married on August 30, 1846. How old was James?

25 years old

7. How old was Ellen?

19 years old

8. James and Ellen White's first child was born when James was 26 years of age. In what year was their first son, Henry, born?

1847

9. Ellen White died in 1915. How many years after James did she die?

34



THE NEW LIGHT

Name _____ Date _____

After reading the following selection, answer the questions on the lines provided. You may have to do some research in order to answer all the questions.

An important meeting of Adventist leaders took place on August 12, 1844, and lasted for five days. It took place in Exeter, New Hampshire. At first there seemed to be no new message. Adventist leaders simply took turns speaking to the people.

One afternoon Joseph Bates was preaching, telling the believers to hold fast their confidence. As might be expected for a retired sea captain, he compared the Advent movement to a ship at sea, blown a bit off course perhaps, delayed by contrary winds, but sure to reach the harbor at last.

As he was speaking, the attention of the audience was attracted by a man on a horse, riding up to the tent. Quickly tying his panting horse, the man entered the tent, sat down beside a woman, and whispered something to her. It was Samuel Snow. When he had finished his whispering, the woman stood up and addressed Elder Bates, telling him it was too late for worn-out preaching; that a man had just arrived with new light. She urged Bates to let Snow speak. He agreed and invited Snow into the desk, where he expounded "new light." The cleansing of the sanctuary, Snow declared, would take place on the Jewish Day of Atonement, which would fall on October 22 of that year.

It was new light indeed. Joseph Bates accepted it, and so did James White. When that five-day meeting ended, and the wagons had rolled away to their respective destinations, the granite hills of New Hampshire rang with the shout, "Behold the Bridegroom cometh, go ye out to meet Him...Get ready! Get ready!"

1. This meeting was held for how many days? _____
2. Where was it held? (town & state) _____
3. Who rode up on a horse? _____
4. Name the two men who accepted the new light. _____
5. What was the date that this would take place? _____
6. What do Millerites and Adventists call this day? _____
7. The cleansing of the sanctuary would take place on what Jewish holy day?

8. Explain what the following statement means: "Behold the Bridegroom cometh, go ye out to meet Him..Get ready! Get ready!" (Use the back of this paper.)



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1. This meeting was held for how many days? 5 days
2. Where was it held? (town & state) Exeter, New Hampshire
3. Who rode up on a horse? Samuel Snow
4. Name the two men who accepted the new light. Joseph Bates and James White
5. What was the date that this would take place? October 22
6. What do Millerites and Adventists call this day? The Great Disappointment
7. The cleansing of the sanctuary would take place on what Jewish holy day?
Jewish Day of Atonement
8. Explain what the following statement means: "Behold the Bridegroom cometh, go ye out to meet Him..Get ready! Get ready!" (Use the back of this paper.)



PLAIN AND SIMPLE

Name _____ Date _____

After reading the following selection, answer the questions on the lines provided.

In 1863 God gave Ellen White a remarkable vision that changed her whole way of life. He showed her that a diet of fruit, grains, nuts, and vegetables would nourish the body and keep it in good condition, and that while meat could supply the body's needs, it wasn't the best food for man and it often caused sickness.

This surprised Ellen. She loved meat! Ellen saw right away that if she followed God's new instructions she and her family would have to change a great many things in their diet. But God had spoken, and Ellen knew she must obey. All her life she had enjoyed white bread, eaten a great deal of meat, and loved spices and vinegar on her food. But she determined to change. Ellen instructed her cook to serve only simple, unspiced foods.

When the next mealtime arrived, Ellen was hungry—at least until she got to the table and saw there was no meat or white bread. Suddenly she didn't want to eat at all, and she left the table. When the next mealtime came, she was very hungry, but after looking over the simple foods before her, she again excused herself without eating. When the third mealtime came, she was extremely hungry but knew she would gag on those plain foods. She only wanted meat and white bread. However, Ellen knew she had to do the will of God. Ellen learned to eat only whole-grain bread, and she slowly got to the place where she really enjoyed simple, healthful foods that God has shown her would keep her body in good condition.

1. When did God give Ellen White a vision about diet and foods? _____
2. What did Ellen tell her cook? _____
3. Did Ellen like the change in food at first? _____
4. How many times did she leave the table without eating? _____
5. Why did Ellen have a difficult time changing her diet?

6. The Bible tells us about a healthful, proper diet in many places in the Bible. Look up the following texts with your teacher and explain what they mean to you.

Genesis 1:29

Genesis 9:3

Leviticus 11

Genesis 3:18

Genesis 9:4



PLAIN AND SIMPLE

Name _____ KEY _____ Date _____

After reading the following selection, answer the questions on the lines provided.

In 1863 God gave Ellen White a remarkable vision that changed her whole way of life. He showed her that a diet of fruit, grains, nuts, and vegetables would nourish the body and keep it in good condition, and that while meat could supply the body's needs, it wasn't the best food for man and it often caused sickness.

This surprised Ellen. She loved meat! Ellen saw right away that if she followed God's new instructions she and her family would have to change a great many things in their diet. But God had spoken, and Ellen knew she must obey. All her life she had enjoyed white bread, eaten a great deal of meat, and loved spices and vinegar on her food. But she determined to change. Ellen instructed her cook to serve only simple, unspiced foods.

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1. When did God give Ellen White a vision about diet and foods? 1863
2. What did Ellen tell her cook? Simple, unspiced food
3. Did Ellen like the change in food at first? No
4. How many times did she leave the table without eating? twice
5. Why did Ellen have a difficult time changing her diet?
She was so used to the diet she had eaten all her life.
6. The Bible tells us about a healthful, proper diet in many places in the Bible. Look up the following texts with your teacher and explain what they mean to you.

Genesis 1:29

Genesis 9:3

Leviticus 11

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LET THERE BE MUSIC

Name _____ Date _____

Directions: After reading the following selection, answer the questions on the lines provided. You may have to do some research in order to answer all the questions.

During the time of the 1844 movement there was a power in Advent songs that captured and thrilled the soul of James White. He was determined that the sound of singing should be often heard among the scattered companies of Sabbathkeeping Adventists. Although not a composer he knew a good song when he heard one.

When James had stepped out by faith in 1849 and published the little paper, *Present Truth*, money came from its readers, providing means for its continuance. From his scanty profit on the paper he set aside a little fund for printing a hymnbook, which he felt was as much needed as the paper.

Carefully he studied the hymnbooks current in the popular churches of his time. He likewise studied compilations made by the Millerites, and chose songs he felt would be suitable for the use of Sabbathkeepers. He excluded two categories—hymns that taught the doctrine of the immortality of the soul, and those that displayed pleasure at the thought of the wicked being thrust into a fiery hell.

The first little hymnbook brought out by James White in 1849 consisted of only fifty-three hymns. It was published in Oswego, New York. No music was provided, and few of the songs in that small book are sung today. There were a few about the Sabbath. This small book bore a rather lengthy title, *Hymns for God's Peculiar People That Keep the Commandments of God and the Faith of Jesus*.

Between 1852 and 1861 James issued three other hymnals bearing titles similar to the first book. The second and third hymnals were published in Rochester, New York, and the fourth in Battle Creek, Michigan.

Elder White did not forget the children's needs. In 1854, only a short time before her death, his sister, Anna White, compiled the little book *Hymns for Youth and Children*, which was printed on the Rochester press.

Each edition became larger than its predecessor. The 1861 hymnal had 512 hymns, with music for some of them.

1. Was James White a composer? _____
2. What is a composer? _____
3. How many hymnals did James White publish including the children's hymnal?



4. Where was the children's hymnal published? _____
5. What does "scanty" mean? _____
6. What does "compilation" mean? _____
7. In what year did James White publish his first hymnal? _____
8. Where were each of the hymnals published?
Hymnal 1 _____
Hymnal 2 _____
Hymnal 3 _____
Hymnal 4 _____
9. How many hymns were in the 1861 hymnal? _____
10. What was the name of James's first hymnal? _____
11. How many hymns are in the current hymnal used in most Seventh-day Adventist churches?

12. What was the name of James White's sister? _____
13. Why did James exclude hymns that taught the doctrine of the immortality of the soul?

14. Why did James exclude hymns that displayed pleasure at the thought of the wicked being thrust into a fiery hell?



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1. Was James White a composer? _____ **No** _____
2. What is a composer? _____ **Someone who write music** _____
3. How many hymnals did James White publish including the children's hymnal?



4. Where was the children's hymnal published? **Rochester, New York**
5. What does "scanty" mean? **Very little**
6. What does "compilation" mean? **Collection of works**
7. In what year did James White publish his first hymnal? **1849**
8. Where were each of the hymnals published?
- Hymnal 1 **Oswego, New York**
- Hymnal 2 **Rochester, New York**
- Hymnal 3 **Rochester, New York**
- Hymnal 4 **Battle Creek, Michigan**
9. How many hymns were in the 1861 hymnal? **512**
10. What was the name of James's first hymnal? **See narrative for answer**
11. How many hymns are in the current hymnal used in most Seventh-day Adventist churches?
- 695**
12. What was the name of James White's sister? **Anna**
13. Why did James exclude hymns that taught the doctrine of the immortality of the soul?
- Adventists do not believe in immortality of the soul.**
14. Why did James exclude hymns that displayed pleasure at the thought of the wicked being thrust into a fiery hell?
- Adventists do not believe in displaying pleasure in someone being thrust into a fiery hell.**



Preaching Around the Country

Name _____ Date _____

James White traveled extensively while working for the Lord. He traveled from coast to coast as he preached.

Use a map of the United States to answer the following questions. Write the answers on the lines provided.

For numbers 1-7 list the states that James traveled through.

1. From Maine to Massachusetts _____

2. From Connecticut to Vermont _____

3. From New York to Michigan _____

4. From Michigan to Wisconsin _____

5. From California to Colorado _____

6. From Maine to New York without going through Massachusetts

7. From Maine to Connecticut to Michigan

8. Name the six states that are east of New York

9. What major river did James and Ellen White cross when going to Minnesota?

10. When James and Ellen White lived in Oswego, New York, which Great Lake did they live near?



Preaching Around the Country

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1. From Maine to Massachusetts _____ **New Hampshire** _____

2. From Connecticut to Vermont _____ **Massachusetts** _____

3. From New York to Michigan _____ **Pennsylvania, Ohio** _____

4. From Michigan to Wisconsin _____ **Indiana, Illinois** _____

5. From California to Colorado _____ **Nevada, Utah** _____

6. From Maine to New York without going through Massachusetts

_____ **New Hampshire, Vermont** _____

7. From Maine to Connecticut to Michigan

_____ **New Hampshire, Massachusetts, New York, Pennsylvania, Ohio** _____

8. Name the six states that are east of New York

_____ **Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island** _____

9. What major river did James and Ellen White cross when going to Minnesota?

_____ **Mississippi River** _____

10. When James and Ellen White lived in Oswego, New York, which Great Lake did they live near?

_____ **Lake Ontario** _____



WHAT WAS IT LIKE?

Name _____ Date _____

Life was certainly different during the time of James White. Consider the following means and ways of living. Answer each question and discuss how life has changed since the mid 1880s. You will have to do some research to find answers to some of the questions. Write your answers on another sheet of paper.

MODES OF TRANSPORTATION

What means of transportation existed during the mid 1800s? List the types of transportation that could have been used. Discuss which types of transportation would be better to use during the summer or during the winter.

COMMON JOBS

List the different types of jobs people did during the mid 1800s. If you had lived back then, which job would you have wanted to do?

CULTURAL IDENTITY

Cultural diversity is very evident in much of the United States today. List and discuss the different nationalities that were living in the United States in the 1800s. Which groups were larger than others? Why?

FOODS

What kinds of food were eaten by most people during the mid 1800s? List the foods that were regularly eaten every day. Consider how food was prepared and how it was stored.



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What means of transportation existed during the mid 1800s? List the types of transportation that could have been used. Discuss which types of transportation would be better to use during the summer or during the winter.

Answers will vary. Possible answers: train, stagecoach, buggy, horse

COMMON JOBS

List the different types of jobs people did during the mid 1800s. If you had lived back then, which job would you have wanted to do?

Answers will vary. Possible answers: teacher, preacher, store owner, farmer

CULTURAL IDENTITY

Cultural diversity is very evident in much of the United States today. List and discuss the different nationalities that were living in the United States in the 1800s. Which groups were larger than others? Why?

List could include many nationalities. Europeans, Africans

FOODS

What kinds of food were eaten by most people during the mid 1800s? List the foods that were regularly eaten every day. Consider how food was prepared and how it was stored.

Answers will vary. Possible answers: potatoes, carrots, turnips, tomatoes. All cooking was done with wood fires. Dry storage.



PLACES IN HIS LIFE

Name _____ Date _____

Find the places where James White lived and worked in the word search below. Words go vertically, horizontally, and diagonally.

Battle Creek Fort Howland Oakland Portland
 Brunswick Healdsburg Oswego Rocky Hill
 Dansville Middletown Palmyra Saratoga Springs
 Exeter New York Paris Topsham

T	O	L	R	A	D	N	D	N	S	N	O	J	A	K	C	V	I	P	L
D	O	P	O	I	U	Y	T	W	K	E	E	R	C	E	L	T	T	A	B
F	A	P	R	E	W	Q	U	O	T	E	F	G	H	J	K	L	A	L	L
G	K	I	S	T	A	L	L	T	A	D	Q	U	A	Z	S	X	D	M	I
A	L	A	U	H	G	B	A	E	T	W	E	S	D	E	R	F	U	Y	B
R	A	R	E	Y	A	U	Y	L	Z	X	X	C	V	B	S	G	D	R	B
P	N	Z	O	L	O	M	H	D	T	R	E	W	V	G	M	J	O	A	A
I	D	D	A	A	O	H	J	D	L	A	D	A	N	S	V	I	L	L	E
M	I	N	U	T	E	S	S	I	S	K	D	I	E	J	F	H	F	H	S
S	N	A	P	L	P	E	A	M	Q	O	R	P	W	I	S	P	E	R	S
R	D	L	P	L	O	S	I	R	A	P	A	D	Y	Q	W	E	R	U	G
Q	S	T	N	M	B	V	C	X	S	L	D	C	O	S	W	E	G	O	R
F	O	R	T	H	O	W	L	A	N	D	L	A	R	E	T	E	X	E	U
U	T	O	C	F	T	U	G	W	E	D	S	I	K	A	X	C	I	T	B
V	T	P	A	N	M	O	U	K	S	B	V	F	H	R	O	Y	U	K	S
W	A	I	T	E	T	W	J	O	A	L	K	U	J	Y	U	N	B	D	D
X	I	U	Z	A	N	I	G	T	H	T	M	I	E	V	K	O	I	A	L
Y	U	B	R	U	N	S	W	I	C	K	A	S	D	F	G	C	E	R	A
Z	O	A	G	E	R	R	K	A	S	D	F	G	H	J	K	L	O	L	E
A	S	A	R	S	E	R	E	N	A	F	E	F	J	K	L	M	N	R	H

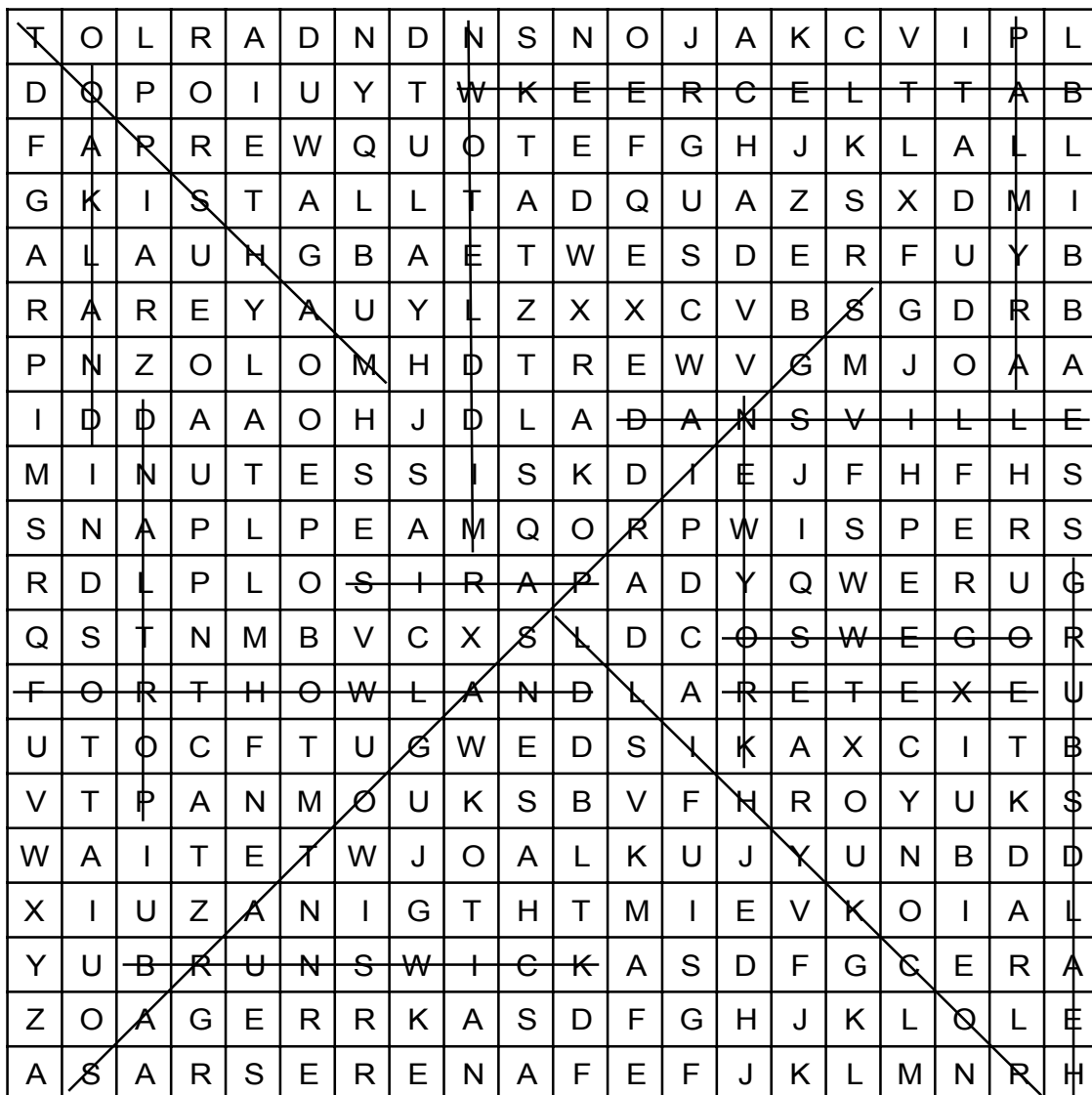


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 Exeter New York Paris Topsham



LEGACY OF THE UNFINISHED CHAMBER

A skit about the early life and career of James and Ellen White

CHARACTERS

Joseph Bates
Mrs. Belden
Clarissa Bonfoey
Mrs. Bonfoey
H. S. Gurney
Mrs. Holt
Mrs. Howland
Ellen White
John Wilcox

Albert Belden
Stephen Belden
Mr. Bonfoey
E. L. H. Chamberlain
George Holt
Stockbridge Howland
Charles Pelton
James White
Mrs. Marsh

HISTORICAL BACKGROUND

After James and Ellen White were married, they traveled from place to place, meeting with believers, sharing the new found truths. This became more difficult for them after the birth of their first child, Henry, in September 1847. They also experienced poverty as James was unable to find continuous employment. The Stockbridge Howland family offered them accommodation in their large house at Topsham, Maine, and there the Whites spent the winter of 1847-48.

Then in April 1848 an Adventist in Connecticut, E. L. H. Chamberlain, called a meeting of Sabbath believers at Rocky Hill, near Middletown, Connecticut. This was the first such conference and was attended by both Joseph Bates and the Whites. Five other “Sabbath Conferences” followed in various localities throughout New England, during the summer and fall of 1848. These meetings brought intensive study, debate, and finally agreement on a variety of doctrinal topics, thus establishing the theological foundation for what later came to be the Seventh-day Adventist Church.

One topic of increasing disagreement among Adventists was the concept of the “shut-door.” The early Adventists felt rejected by the world, and in turn rejected those of the “world” as candidates for salvation. They believed that the door of probation was forever shut in 1844, and that the coming of Christ was imminent. However, as the months rolled into years, Adventists began to rethink the “shut-door” doctrine, especially when they began to attract converts from “out of the world.” This was beginning to happen in 1848, and from that time onward the “shut-door” gradually began to open. By the early 1850s it was completely open door!

Following a vision of Ellen White during the last Sabbath Conference at Dorchester, Massachusetts in 1848, and in spite of lack of means, James White commenced publication of a paper, *Present Truth*, at Middletown, Connecticut, in the summer of 1849. The paper succeeded in uniting the Sabbath-keeping Adventists.

On a cold, rain-swept day in the village of Topsham, Maine, a young mother rocks her five-month-old



baby to sleep, and frets over the absence of her husband, gone on a six-mile trek through the storm to re-stock their empty pantry. The destitute couple are James and Ellen White; the date is near the end of the winter of 1848. The discouraged Ellen is soon joined by Mrs. Howland, a kindly soul to whom Ellen is able to pour out her troubles. Soon James arrives home to a cold room and a tearful wife, who pours out her frustrations and deep concerns for getting out and doing the Lord's work among dozens of disheartened Advent believers. Suddenly remembering a letter he collected at the post office, James tears it open, and finds an invitation for them to attend a planned conference of Sabbath-keepers near Middletown, Connecticut, in just a few weeks' time. Despite their lack of money, and the problems of traveling with a young child, James and Ellen vow to attend the meeting.

In Scene 2, at the home of the Beldens at Rocky Hill, Connecticut, the planned Sabbath conference is getting under way in an "unfinished chamber" within the house. The Whites arrive, and are introduced to the small group of believers gathered there. Soon Joseph Bates and Brother Gurney arrive to join the conference, where the Sabbath doctrine and the "shut door" idea are emerging as topics of interest and lively discussion.

A year later, back in Topsham, Maine, Scene 3 finds Mrs. Howland in lively discussion with a visiting Adventist "sister" who has joined one of the prevalent fanatical movements. The visit comes to an abrupt end with the appearance of Mr. Howland, with the information that James and Ellen White have been invited back to Rocky Hill, where James hopes for an opportunity to begin publishing an Advent magazine for the scattered believers. Since Ellen is pregnant again, and unable to cope with the pressures of travel with young Henry, the Howlands happily offer to care for him during the Whites' prolonged absence.

Scene 4 reveals Charles Pelton at work in his Middletown printing shop as James White arrives with copy for the first issue of his paper, *Present Truth*. Pelton is not partial to the Millerite and "shut door" philosophy, but agrees to do the job despite the inability of White to pay for the printing of the first two or three issues until funds come in from anticipated subscribers.

Meanwhile, at the Belden home, the Whites have been given living quarters in the same "unfinished chamber" where the first Sabbath conference was held the year before. Here, in the last scene, Ellen White writes a letter to the Howlands, describing her anticipation of good results from the new paper which James is just now bringing home from the printer. Ellen is soon joined by Clarissa Bonfoey, a faithful young lady who lives with the Whites and helps with the housekeeping. As the two women reflect on the recent growth of the Adventist movement, James arrives with the papers. The Belden family join them in the "unfinished chamber" as the little group of believers kneel around the papers spread on the floor, and pray earnestly for the success of this new venture in the Adventist movement.

***** ***** ***** ***** ***** *****

Voice of Ellen White: "August 30, 1846, I was united in marriage to Elder James White. Our hearts were united in the great work, and together we traveled and labored for the salvation of souls." [LS 97]

A year later "our eldest son, Henry Nichols White, was born. In October Brother and Sister Howland, of Topsham, kindly offered us a part of their dwelling, which we gladly accepted, and commenced housekeeping with borrowed furniture. We were poor, and saw close times. We had resolved not to be dependent, but to support ourselves, and have something with which to help others. My husband



worked very hard hauling stone on the railroad, but could not get what was due him for his labor. Brother and Sister Howland freely divided with us whenever they could; but they also were in close circumstances. One day when our provisions were gone, my husband went to his employer to get money or provisions. It was a stormy day.” [LS 105]

SCENE 1. Date: winter of 1848. An upstairs room in the Howland home at Topsham, Maine. Furnishings are simple, and there is an atmosphere of poverty about the room. Ellen White enters the room, holding a baby. She stands rocking it gently.

Ellen: *(To herself)* Listen to that rain! Poor James, out in this weather! *(Continues to rock babe in silence. Soon there is a knock at the door.)* Come in! *(Mrs. Howland enters.)* Hello, Mrs. Howland. I’m just trying to settle Henry for a nap. *(She continues to rock baby gently during the conversation.)*

Mrs. Howland: Thought I’d come upstairs and see how you were, Ellen. What a miserable cold day it is! I haven’t seen so much rain in a long time. *(Looks around room.)* You should have a fire on your hearth, my dear. It’s very chilly in here.

Ellen: James will set a fire as soon as he comes in. He should be home soon. *(Looks anxious.)*

Mrs. Howland: Yes, I saw him leave the house this morning. Wondered where he was going on a day like this. Not out to cut wood, surely! I’m worried about him being out there, and you here alone with little Henry.

Ellen: *(Placing Henry in crib.)* No, he didn’t go to work in the forest today. *(Pause)* He went down to Brunswick.

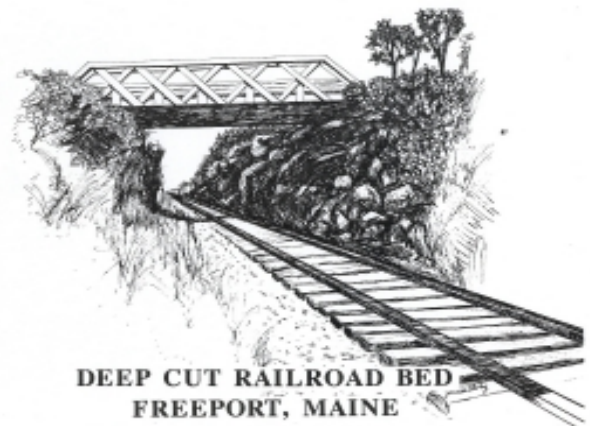
Mrs. Howland: To Brunswick, in this weather? Six miles in the rain!

Ellen: *(Sighs, then sits down. Mrs. Howland sits alongside her.)* You see, we have no food left—and no money to buy any. But James has money owing to him from his previous employer—remember he worked for a while at Brunswick, hauling stone for the new railroad. If he couldn’t get money, he was to ask for some provisions.

Mrs. Howland: Ellen, dear, why didn’t you tell us you were out of provisions? We don’t have a lot ourselves, but there is nearly always bacon in the cellar, and plenty of potatoes. The thought of James walking to Brunswick and back on a day like this!

Ellen: Thank you, Mrs. Howland, but James and I both feel that we should not be always depending on other people. We have resolved not to get ourselves into debt.

Mrs. Howland: Oh, Ellen, Stockbridge and I are just glad to help a little when we can! Do you have warm clothes for the baby? Winters here in Topsham can be miserably cold.



Ellen: I think he will be warm enough with the flannel gown I made him a few weeks ago.

Mrs. Howland: Clothing is so expensive! Even the cloth to make it.

Ellen: I know. I paid a quarter for the piece of flannel. It was more than we could afford, but the weather turned cold, and I was afraid our little boy would not have enough to keep warm. So we went without milk for three days, and I saved the milk allowance to buy the flannel. It was a hard choice, but what does a mother do when her little one is half naked? *(Ellen wipes away tears.)*

Mrs. Howland: I believe I heard the door downstairs. *(Gets up.)* I'm sure it must be James back. Now you wipe your face, and I'll go take his wet clothes to dry by my fire in the parlor. Ellen, God loves you, and we do too! *(Leaves)*

(Ellen gets up, dries her eyes, wipes her face in front of the mirror, then meets James as he comes, in, carrying a sack, and looking weary.)

Ellen: James, I'm so glad you're home.

James: So am I.. It's not the best day to be walking the streets, with the rain sweeping in from the sea. But I've got provisions to last us a week I think. Now I must get a fire going in here. *(Ellen sits down and bursts into tears.)* Why, what's the matter, Ellen?

Ellen: Oh, James, has it come to this? Has the Lord left us?

James: *(Sits by her.)* There, there, Ellen, you can't think that. We haven't starved yet. The Lord has always provided at the moment we needed it.

Ellen: I know, but for six months we have been cooped up here, living from hand to mouth, struggling to keep ourselves and little Henry alive and warm, instead of being about the Lord's work. We should be out visiting the Advent bands, sharing our new Sabbath truth, and the visions. Instead, we're imprisoned here, with no prospects of any change in our situation. I feel so discouraged, James.

James: Yes. *(Reflects)* It has been hard on us both. But then the Lord has given us Henry, Ellen, and you can't attempt much travel with such a young child, can you?

Ellen: The Lord has shown me that we are making our child an excuse for not doing the work He has called us to do. Remember last month when Henry was very sick, and we were afraid we would lose him. He seemed to be at death's door. Then in despair we fell on our knees right there in front of his crib, and we consecrated ourselves to do the Lord's bidding. As soon as we did that, Henry recovered. Remember, James?



ELLEN WHITE



James: *(Gets up and paces around.)* You're right, Ellen. Just now there is much work to be done among believers who are being torn by fanatics. The door of mercy is forever shut on the wicked, but there are many of the Lord's elect who will perish with them unless they are awakened to their condition.

Ellen: There are perhaps fifty Sabbath keepers in all New England, but there are thousands of Advent believers who need to be told about the fourth commandment.

James: I just remembered something. There was a letter at the post office for us. *(Goes to find it in his coat.)* Here it is. From Brother E. L. Chamberlain. *(Tears open letter.)*

Ellen: Brother Chamberlain? Is he someone we know?

James: We have never met Brother Chamberlain. But he is an Advent believer in Middletown, Connecticut. *(Pause, while he reads silently.)*



JAMES WHITE

Ellen: What is he writing about?

James: This is interesting, Ellen. Brother Chamberlain has accepted the Sabbath, and he is calling a conference of all the Connecticut believers for April 20th—that's only a few weeks away. He says there are several friends of the Sabbath around Middletown. Brother Bates and Brother Gurney are coming from Fairhaven, and he would like us to come too, if possible.

Ellen: As soon as mid-April?

James: Yes. A Brother and Sister Belden have a farm at Rocky Hill, about eight miles from Middletown. They have offered the use of their commodious house. It has a large "unfinished chamber" which will be used for the meeting.

Ellen: We must plan to go, James. We must.

James: This will cost a good deal of money, Ellen. We need some new clothing before we can travel again *(looks at his patched coat)*, apart from the cost of travel all the way from here to Middletown, and back again.

Ellen: But the Lord is calling us to go, James. He will provide the means necessary. Maybe I can patch your coat once more?

James: I guess you can always put patches on the patches. *(Laughs)* You are a woman of great faith, Ellen!

Ellen: Perhaps your employer will pay the rest of what he owes you.

James: I must press him. *(See Henry asleep in crib.)* But what about Henry? He is too young to



take along. Do you suppose Sister Howland would look after him for two or three weeks?

Ellen: No, James, we must pack everything and take Henry with us. I believe this is the Lord calling us to go and do a work for Him, and He may lead us to several places. We may not be back here for quite some time.

James: Take Henry with us? Travel on the train with him so small?

Ellen: We can do it, with God's help.

James: All right, then, we will go to Connecticut, if the Lord provides the means. That is settled. *(Pause)* My, but this room is cold. I'm going to fetch an armful of wood, and we'll soon have a cosy fire! *(He exits.)*

Voice of Ellen White: "We decided to go [to Connecticut] if we could obtain means. My husband settled with his employer, and found that there was ten dollars due him. With five of this I purchased articles of clothing that we very much needed, and then patched my husband's overcoat, even piecing the patches, making it difficult to tell the original cloth in the sleeves. We had five dollars left to take us to Dorchester, Massachusetts.

"Our trunk contained nearly everything we possessed on earth; but we enjoyed peace of mind and a clear conscience, and this we prized above earthly comforts.



"In Dorchester, we called at the house of Brother Otis Nichols, and as we left, Sister Nichols handed my husband five dollars, which paid our fare to Middletown, Connecticut. We were strangers in Middletown. Of our money there was but fifty cents left. My husband did not dare to use that to hire a carriage, so he threw our trunk upon a high pile of boards in a nearby lumberyard, and we walked on in search of someone of like faith. We soon found Brother Chamberlain, who took us to his home." [LS 107-108]

SCENE 2. The interior of a large unfinished room on the upper floor of Albert Belden's farmhouse at Rocky Hill, Connecticut. Furnishing are meager, comprising chairs and benches, a large trunk, and perhaps a small table with an oil lamp burning on it. The date is April 20, 1848.

As the scene opens, several people enter the room—Mrs. Belden, Mr. and Mrs. Bonfoey, Clarissa Bonfoey, Mr. and Mrs. George Holt, Stephen Belden.

Mrs. Belden: This is our unfinished chamber. Albert hopes to line it some day. We hope it will be large enough for our meetings during these next three days.

Mr. Holt: I'm sure it will be very suitable for our gathering, Sister Belden.

Mrs. Belden: Please find yourself a place to sit. My husband has gone to Middletown with the rig to



bring some of the visiting brethren. He should be back very soon. (*Visitors sit.*)

You will also meet Mr. John Wilcox. He is not an Adventist, but has been a friend to us, and has come to our conference. Oh, here he comes now. (*John Wilcox enters with John Belden.*)

I think you all know our son, John. But probably you have not met Brother Wilcox.

Mr. Holt: Welcome, Brother Wilcox. (*Shakes hands.*) My name is George Holt, and this is my wife. (*They greet each other.*)

John Belden: Father has arrived from Middletown, mother. In fact, here they are now.

(*Albert Belden enters, with E. L. H. Chamberlain, James and Ellen White. Ellen is carrying baby Henry.*)

Chamberlain: Good afternoon, Sister Belden. I would like you to meet Elder White and his wife, Sister Ellen.

Mrs. Belden: Welcome to our home. (*To Ellen*) You've brought your little one with you too? You must both be very tired after your long journey from Maine.

James White: Well, we were able to rest awhile at Brother Chamberlain's. We found our way to his house after we got off the train at Middletown.

Chamberlain: We brought their trunk in the rig with us, Sister Belden. We have put it by the barn door for the time being.

Mrs. Belden: Thank you, Brother Chamberlain. We will bring it into the house later.

Albert Belden: We expected to pick up Brother Bates and Brother Gurney at Middletown, but we couldn't find them.

Mrs. Belden: Perhaps they are coming some other way.

Chamberlain: (*Now directs his attention to the others.*) Brothers and sisters, I want you to meet Elder James White and his wife Sister Ellen. And their little son, Henry. They have come all the way from Topsham, Maine, to attend our conference.

Elder and Mrs. White, you are both strangers to these parts, so I will briefly introduce our believers here. You have met Sister Belden and of course her husband, Brother Albert Belden. These are their sons Stephen and John. We are grateful to the Belden family for welcoming us to their farm. This commodious chamber is all that we could wish for our meetings. (*Amens*)

You must also meet Brother and Sister Holt, of Middletown. Brother Holt was the Millerite pastor for this district. He has lately accepted the Sabbath. Sitting next to him is a friend, Brother John Wilcox I believe? (*Wilcox nods.*) Then here we have Brother and Sister Bonfoey, with their daughter Clarissa.



Clarissa: (*Steps forward.*) Hello, may I see your baby? What a dear little fellow. Would you like me to care for him during the meetings? I would love to do that.

Ellen White: Well, thank you, Clarissa. (*Clarissa exits with baby.*)

Chamberlain: We are hoping that Brother Bates will be joining us too.

Mr. Holt: Brother Bates is the expert on the Sabbath question. He may be able to tell us when the Sabbath begins and ends.

James White: Some of the believers in Maine take the position that the Sabbath commences at sunrise. Others think it extends from midnight to midnight. Or does it begin and end at sunset, as the Jews observed it?

Mr. Bonfoey: Let us not be accused of being Jewish! (*Bates and Gurney enter.*)

Albert Belden: Welcome, Brother Bates. And Brother Gurney. (*The men get up and shake hands.*)

Bates: We are sorry to be late, brethren. We missed Brother Belden's rig, so we had to find our way out here to Rocky Hill. So glad you could come, Brother and Sister White. How is it among the believers in Maine? (*All are now seated.*)

James White: Brother and Sister Howland send their greetings. Unfortunately, we have many fanatics at work in Maine, and they have quite a following.

Chamberlain: (*Stands*) Brothers and sisters, I believe this is the first time since the Disappointment that we have had believers come together from places as far away as Maine and Massachusetts. (*Amens*) I decided to call this meeting to give the brethren an opportunity to share the truths of the Word with us—especially the Sabbath truth. I know many of us will have questions for them.

Wilcox: Yes. Why should the fourth commandment be emphasized more than the other nine?

Albert Belden: If the Sabbath is so important, why didn't we hear about it prior to our 1844 experience?

Gurney: Sister White, please tell them about the vision you had concerning the Sabbath.

Ellen White: Yes, Brother Gurney. (*Stands*) Exactly one year ago, James and I were meeting with some of the believers at Topsham, Maine. During a prayer season together, I was lost to earthly things, and wrapped in a vision of God's glory. I was taken to the temple of Heaven. We entered into the Most Holy Place, beyond the second veil, and there I saw the ark. Jesus showed me the tables of stone on which were written the Ten Commandments. On one table was four, and on the other six. The four on the first table shone brighter than the other six. But the fourth, the Sabbath command-



ment, shone above them all. (*Amens*) The holy Sabbath looked glorious—a halo of light was all around it. (*Amens. Ellen sits.*)

Bates: Brethren, I truly believe that the Lord is using Sister White to reveal His truth to us. I have been personally convinced that her visions are of the Lord.

Chamberlain: Sister White, did you see whether the door to the temple was open or shut?

Ellen White: I remember passing through a door as we entered the temple. But the Lord has never shown me anything about the shut door.

James White: (*Stands*) Our belief in the “shut door” is based on Christ’s parable of the ten virgins. In the parable, you will remember that the five wise virgins were prepared to meet the bridegroom with oil in their lamps. When the midnight cry went forth, “The Bridegroom cometh!” they were ready to go in to the marriage feast. And the door was shut. The foolish virgins were not prepared for the event, and when they tried to gain entrance it was too late. (*Sits*)

Holt: The truth of the shut door is evident. In nearly four years, no sinners have approached us seeking salvation, no conversions have occurred. Clearly the Spirit of God has withdrawn from the earth, and it remains for us to stir up one another to be patient, and to encourage one another to be faithful. (*Amens*)

Albert Belden: What happens to a person who was not part of the Millerite movement, but is now convicted of the nearness of the Advent and the true Sabbath? Will he perish with the rest of the wicked?

Bates: It cannot be true reformation, brother. Some may appear to be converted, so as to deceive us. But if their hearts could be seen, they would appear as black as ever!

Wilcox: (*Stands*) God forbid! I am just such a man! I was never part of the Millerite movement, but I believe in my heart that the Lord is coming soon. Do I have no hope? (*There is a strained silence as he sits.*)

Ellen White: (*Stands*) I have never been shown that the door of salvation is shut on such persons as Brother Wilcox here. There may be many in the churches who will yet embrace the truth. (*Sits*)

Chamberlain: (*Stands*) Brethren, the afternoon is nearly gone. Many of you must be weary after your long journey here. I propose that we adjourn until tomorrow morning, when Brother Bates will lead us in a discussion of the Sabbath truth. (*Amens*) Brother White will also lead in a discussion of the Third Angel’s Message of Revelation. (*Amens*)

Albert Belden: We are expecting several more to join us tomorrow. (*Amens. Chamberlain sits.*)



Bates: *(Stands)* Praise the Lord! These are going to be good meetings. Let us sing a hymn together, and have prayer before we disperse. Join me as we sing “I’m a Pilgrim.” [SDAH 444] *(The group sings the hymn. The audience may be cued to join in the hymn.)*

James White: *(All remain standing as prayer is offered.)* Lord, we rejoice today in the truth of your Word. *(Amen)* May this series of meetings prepare us for your soon coming. *(Amen)* Dismiss us now, we pray. Amen. *(Amen)*

Voice of Ellen White: “Shortly after the close of the conference at Rocky Hill, we were invited to attend a general meeting in Volney, New York, in August. We had no means with which to travel. My husband’s health was poor, but the way opened for him to work in the hayfield, and he decided to accept the work.” [LS 109]

“As a result of his work in the hayfield, my husband earned forty dollars. With a part of this we purchased some necessary clothing, and had sufficient means left to take us to western New York and return.

“My health was poor, and it was impossible for me to travel and have the care of our child. So we left our little Henry, ten months old, at Middletown with Sister Clarissa Bonfoey. It was a severe trial for me to be separated from my child, but we dared not let our affection for him keep us from the path of duty.” [LS 110]

Our meeting at Volney was held “in Brother David Arnold’s barn. About thirty-five were present. From Volney we went to Port Gibson. The meeting there was held in Brother Edson’s barn.” [LS 110]

The remaining months of 1848 were taken up with conferences in Connecticut, Massachusetts, and Maine. Finally, with the approach of winter, we returned to the Howland home at Topsham, Maine.

SCENE 3. Living room in the Howland home, Topsham, Maine. The date is sometime in March of 1849. As the scene opens, Mrs. Marsh is visiting with Mrs. Howland.

Mrs. Marsh: This is the second winter that Elder and Mrs. White have spent under your roof, isn’t it? Don’t they plan to find a place of their own?

Mrs. Howland: Oh, Stockbridge and I are just happy to provide a place for them. We have told them to regard our home as their own whenever they need it. But of course they spend much of their time visiting the various Adventist companies.

Mrs. Marsh: I think it is wrong for them to travel so much when they have a young child to care for. I heard that Sister Ellen left her little boy in the care of a single young lady for several weeks last



HOWLAND HOME
TOPSHAM, MAINE



summer! She ought to have stayed with him, and let her husband do the traveling. Oh, by the way, is it true that Ellen is in the family way again?

Mrs. Howland: Well...yes.

Mrs. Marsh: When is the baby due?

Mrs. Howland: I believe Ellen said July.

Mrs. Marsh: Then I am sure they will remain here in Topsham until after the event, won't they?

Mrs. Howland: They probably will. Elder White is being urged to start printing a paper, so writing will occupy a good deal of his time.

Mrs. Marsh: Publishing a paper! There is no purpose in that. The door of mercy is shut tight, so why the effort in starting a paper? To say nothing of the cost!

Mrs. Howland: Well, I'm not sure you are right about the door of mercy being shut tight, Sister Marsh. That would exclude our own children born since October '44, wouldn't it? And we are beginning to see some conversions to the Sabbath truth. Why, Brother Wilcox was converted right out of the world at the Sabbath Conference at Rocky Hill last April.

Mrs. Marsh: Sister, you are in danger of throwing the shut door right out the window! And I don't see what the seventh-day Sabbath has to do with our salvation, or the Advent.

Mrs. Howland: The Sabbath is more important than we realized. This past Sabbath, Ellen had a vision right here in this room. She was shown that the door of the Most Holy Place is now open, so that the light of the ten commandments could shine out.

Mrs. Marsh: What does that mean?

Mrs. Howland: It means that when Jesus shut the door into the Holy Place in October 1844, He opened the door into the Most Holy Place so that the Sabbath commandment could be seen and understood. For Adventists, the Sabbath is now a test of our loyalty to God. It makes the Sabbath very precious to us.

Mrs. Marsh: I wish that Elder and Mrs. White had listened to the messages of Joseph Turner. He had the truth for this time. We are now living in the Sabbath millennium, the door of mercy is forever shut, and we should not be doing any work, because it is a sin to do manual labor on the Sabbath.

Mrs. Howland: No, I don't believe that, Sister. Can't you see it is error?



Mrs. Marsh: It is the truth! My husband and I are now sanctified, and we cannot sin any more. I am afraid you and your household have become foolish virgins.

(Enters Stockbridge Howland.)

Stockbridge: Hello, Sister Marsh. How is it with you and your family?

Mrs. Marsh: In good health, and without sin. *(Rises)* Well, I really must be on my way. *(To Mrs. Howland)* Please think about what I have said. *(She leaves.)*

Stockbridge: What is she preaching about now?

Mrs. Howland: Poor woman, she is all mixed up with the fanatics. Believes we are living in the anti-typical Sabbath, in sinless perfection.

Stockbridge: May our home always be a fortress for the truth. But I have some news. James and Ellen are moving south again.

Mrs. Howland: Where? And how soon?

Stockbridge: They received a letter from Albert Belden down at Rocky Hill. The Beldens want them to move down there.

Mrs. Howland: Oh, I thought James was trying to save all the money he could to start publishing his paper?

Stockbridge: It's true they don't have any money. But Brother Belden has sent enough for their fare to Middletown.

Mrs. Howland: Is James still planning to publish then?

Stockbridge: I guess so—when there is enough money for the venture.

Mrs. Howland: I wish we could help them. But we have given almost everything we have to support the Advent cause. Maybe...

Stockbridge: There is a way we can help them at this time, my dear.

Mrs. Howland: How is that?

Stockbridge: James asked if they could leave Henry with us. Ellen is certainly not well enough to look after him when they are traveling, especially now that she is expecting another babe.

Mrs. Howland: Oh, we would love to do that! What did you tell him?

Stockbridge: I said I was sure you would be agreeable. I told him we would be happy to take Henry in as our own child, and care for him just as long as they trust us to do it.



Mrs. Howland: That's exactly what I would have said. I'm so glad we can help in this way. *(Pause)* But isn't it a good thing that Sister Marsh isn't here right now. She would surely have had something to say about all this!

Voice of Ellen White: "We left Henry in Brother Howland's family, in whom we had the utmost confidence. We knew that they could take better care of Henry than we could should we take him with us on our journeys. It was hard to part with my child. His sad little face, as I left him, was before me day and night. But I was called to deny self for the good of souls. We must sacrifice the company of our little Henry, and go forth to give ourselves unreservedly to the work." [LS 120]

"In Connecticut, my husband was deeply impressed that the time had come for him to write and publish the present truth. But he was in much doubt and perplexity, as he was penniless.. He at length gave up in discouragement, and decided to look for a field of grass to mow.



"As he left the house, a burden was rolled upon me. I saw that the Lord had another work for him to do. He must write, write, write, and walk out by faith. I said to my husband, 'You must begin to print a little paper and send it out to the people. Let it be small at first; but as the people read, they will send you means with which to print, and it will be a success.'" [LS 125-126]

SCENE 4, The office of Charles Pelton, Printer, in Middletown, Connecticut. The date is July 1849. Pelton is sitting at a desk when James White enters.

White: I presume you are Mr. Pelton, the printer?

Pelton: That's me, sir. What can I do for you?

White: My name is James White. I am starting a paper, and I am looking for someone willing to do the printing for me.

Pelton: Well, I'm certainly in that business. What is the paper?

White: I have some copy for the first issue with me. *(Removes copy from a small brief case.)* It is called *Present Truth*. *(Hands it to Pelton.)*

Pelton: Sounds like a religious paper to me. *(Glances at first page, and reads aloud.)* "What is done to spread the truth must be done quickly. The four angels are holding the angry nations in check but a few days, until the saints are sealed." Are you one of these Millerites or something?

White: You could say that. We now call ourselves Adventists.

Pelton: The shut-door people. The likes of me are left out in the cold. Do you know George Holt?



He was the leader of the Millerites here in Middletown. Maybe still is.

White: Yes, I have met Mr. Holt.

Pelton: You're not a local, though?

White: No, we are from Maine, though we spent a few weeks here last year. We are staying with the Belden family at Rocky Hill.

Pelton: Albert Belden? About eight miles north of town? Yes, I know him. He's a Millerite too, isn't he?

White: That's right. He added onto his house a year or so ago, and has a large upstairs unfinished chamber. We are living there.

Pelton: Well, I don't go for this Millerite stuff. But it's money in the pocket as far as I am concerned. I'll print it for you.

White: There is just one problem, Mr. Pelton.

Pelton: Yes?

White: I don't have money to pay for the job just now. But I am confident that money will come in once we mail out the first two or three numbers—enough to pay for the printing.

Pelton: No money, eh? (*Pauses and thinks.*) Well, I guess I've done jobs on credit before. You look like an honest man, Mr. White. All right, I'll do the printing for you.

White: Thank you, sir. I really appreciate your confidence in me. I'll leave this copy with you now, and bring the rest next Monday.

Pelton: All right, and I'll do my best to have some proofs ready for you by then. Thank you, Mr. White. (*James exits. Pelton spends a minute perusing James' manuscript.*) Adventists! One of these days their shut door will be blown clear off its hinges.

SCENE 5. The unfinished chamber of the Belden home at Rocky Hill. The date is late July, 1849. Ellen White is seated at a table, writing a letter.

Ellen White: (*Speaking as she writes*) Rocky Hill, July 1849. Dear Brother and Sister Howland. I am writing this as we wait for James to arrive home from Middletown with one thousand copies of our paper, Present Truth. During the past two weeks he has made many trips to Middletown on foot, eight miles each way, checking proofs and delivering copy to the printer. But today he has borrowed Brother Belden's buggy to bring home the papers.

James has worked almost night and day preparing the copy for this paper. He wants it to be the means of bringing encouragement to the scattered Advent believers, and uniting them in the Sabbath truth.



Here in Rocky Hill we have taken up living quarters in the unfinished chamber of Brother Belden's house. It is the same room where we had our first Sabbath conference more than one year ago. Between that time and this, so much has transpired to bring us encouragement. James and I have traveled much among the believers, and the Lord has seen fit to use our labors in bringing the scattered flock together in the knowledge of the truth.

Sister Clarissa Bonfoey is living here with us. I have spent some time lately making a garment for our little Henry. How we miss him! I feel like Hannah who made a coat each year for her little boy Samuel, and brought it to him at the temple. (Clarissa enters.)

Ellen White: Hello, Clarissa. Any sign of James yet?

Clarissa: Not yet. It will be exciting to see and read the very first number of *Present Truth*. (Clarissa takes up a duster, and begins dusting furniture in the room.) You once told me about the vision you had about publishing the paper. About light encircling the world.

Ellen White: That was last November, during our last Sabbath conference at the home of Otis Nichols, in Dorchester. I was shown a light breaking out in the darkness, small at first, but growing brighter, until streams of light went clear around the world. I told James he must start a paper. It would be small at first, but it would grow to encompass the world.

Clarissa: We are such a small, scattered band of Sabbath keepers—how can we encompass the world, when mercy's door is forever shut?

Ellen White: God's door of mercy is never shut, Clarissa. "For His mercy endureth forever." I think we are beginning to understand the real truth of the shut door. There are many honest souls whose names are upon Christ's breastplate, and they must be found before the Lord comes.

Clarissa: Do you think Christ will come very soon?

Ellen White: Yes, Clarissa, very soon. It won't be long before you are re-united with your dear ones. But I can see there is something troubling you.

Clarissa: There is something I don't understand. We were talking about the vision you had of the light of present truth encircling the world. Surely it will take a long time for that to happen—years maybe. Yet you say Jesus will come very soon.

Ellen White: The Lord often reveals matters to me that I do not understand. Sometimes it seems that we would be here for a hundred years before all these things take place. Yet the Lord says He is coming quickly, and I believe it will be soon. We must live by faith, one day at a time.

(James White enters, followed by Albert and Mrs. Belden, and sons John and Stephen. James sets a large parcel down on the floor and tears it open.)

James White: Here it is. The first copy of *Present Truth*, volume one, number one. (He reads from it.)



“This little sheet is free for all. Those who are interested in Present Truth, and esteem it a privilege, are invited to help pay the expense. Will some brother or sister in each place where this sheet is received, send me in plain writing the names and post office address of all who are seeking present truth. Write soon. My post office address is Middletown, Connecticut. In hope, James White.” [*The Present Truth*, vol. 1, no. 1, July 1849, p.6]

Ellen White: The publishing of this little paper is a venture in faith that will bear much fruit. It is not yet paid for, but as the people read, they will send means to continue printing.

Albert Belden: May it hasten the Lord’s return!

James White: As I rode home from Middletown today, I was reflecting on the way our Advent movement has grown—come together. Just a short time ago we were a handful of scattered Advent believers—perhaps fifty throughout all New England—and now we are a growing body of believers, unified by the Sabbath doctrine. Yet I have a feeling that our work, like this chamber, is yet unfinished.



May this little magazine help to complete it. But right now we have quite a task before us—these papers must be individually wrapped and addressed, so that I can take them to the post office.

Ellen White: Before we do that, James, let us kneel in a circle around these papers and seek the Lord’s blessing on them.

(The seven individuals kneel in a circle around the papers. They remain in that position while Ellen White’s recorded voice is heard.)

Voice of Ellen White: “The precious printed sheets were brought into the house and laid on the floor, and then a little group of interested ones were gathered in, and we knelt around the papers, and with humble hearts and many tears besought the Lord to let His blessing rest upon these printed messengers of truth.” [*Christian Experience and Teachings*, 129]

“When we had folded the papers, and my husband had wrapped and addressed copies to all those whom he thought would read them, he put them into a carpetbag, and carried them on foot to the Middletown post office.

“During July, August, and September, four numbers of the paper were printed at Middletown. Always before the papers were mailed, they were spread before the Lord, and earnest prayers were offered to God that His blessing would attend the silent messengers. Soon after sending out the first number, we received letters bringing means with which to continue publishing the paper, and also the good news of many souls embracing the truth.” [LS 126-127]

“From this small beginning it was shown to me to be like streams of light that went clear around the world.” [LS 125]

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THE BIRTH OF TRUE AMERICAN MUSIC

Just as the Seventh-day Adventist Church emerged and developed during the mid to late 1800s, so did American music. Until the mid 1800s there was no such thing as American music. All music was “borrowed” or brought in from other countries.

The influence of African rhythm and musical methods is unquestionably one of the more important forces that shaped American music. Had slavery not existed and the large influx of African peoples who brought their cultural and musical heritage with them, our music might sound more like the German “oom-pah” songs.

Another influence is the technological growth. For example, the technological growth that made it possible to build a pianoforte rather than a harpsichord drastically changed the development of keyboard music. The invention of truly new instruments such as the saxophone allowed musicians to explore entirely new ideas and presentations. Likewise, the development of newer instruments based on electronics or simply the refinement of instruments through technology allows music to branch into new territories. The banjo, a purely American instrument based on an African design, significantly impacted the development of American folk and popular music during the early 1800s. As a part of the technology issue was the development of better and faster means of travel, which had significant impact on the spread of new ideas and music.



Possibly the most difficult influence to understand is that of the human spirit and creativity. We have seen through history that in many arenas of human endeavor, it is often the single individual’s contribution to a breakthrough that can change the course of history. One could argue that the great breakthroughs are only the result of collective thinking and the person who gets the credit is simply the lucky one to bring it together. However, we believe that though that may be the case, the true breakthroughs often come from one inspired mind that sees things completely differently from anyone else. The path of history is populated with such examples, Galileo and his telescope, Gutenberg and moveable type, The Wright Brothers, and others have shown that insights and creative thinking can and does take mankind on different paths.



During the latter part of the 1800s Stephen Foster was probably that human spirit who most changed the direction of American music with his original ideas and use of African musical ideas gleaned from slaves. Many of the writers and composers of the period jumped on his bandwagon and followed his lead. With his death in 1864, American music lost its most eminent leader. It is possible that the genre was so new that no one else (or few others) had really internalized it. As a result, without his lead, there were few followers.



A second, and perhaps the most sweeping change at the time was the Civil War. The War created a political and social climate that also affected other areas of life, including the arts.

The Civil War created an entirely new social landscape, the “Old South” and its institutions were wiped out and replaced by a new era. The end of the plantation system changed the social status of Black America. No longer were the slaves concentrated in pockets of containment. Though their economic situation had not changed, their life had and the former slaves began to disperse themselves into society. Without the prior concentrations and life styles, the impact of African American musical style was also dissipated and as such, it was less visible and observable than it had been in the past. It would take many years, (twenty?) for this dispersion to have an effect on song creators.



It is also possible that Americans were simply weary from the war. It took so much of the American spirit that there was a complete collapse of focus on much other than getting over the pain of the war and then reconstructing life. As such, much of the joy of life and excitement was held at bay while the nation healed. The world had changed, radically, as a result of the war and it is quite possible that the populace sought refuge in better times and places. European music represented a neutral corner where folks could retreat to and lose touch with the realities and hardships of life. It would take a few decades before Americans would be ready to experience new music. But by the 1880s, as America was blossoming once again, new forms of music were beginning to filter throughout America.

After reading the paragraphs above, consider the beginnings of the Seventh-day Adventist Church and how many of the items above influenced how people reacted and accepted the church. Consider the timeframe mentioned in relation to the growth of the church.



INTERNET RESOURCES

www.andrews.edu/library

This site is the Adventist Heritage Center at Andrews University, Berrien Springs, Michigan.

www.atoday.com/resources/directory/

This site is the site for Adventist Internet Resources.

www.plusline.org/

The site is listed as the Adventist HelpDesk.

www.asdal.org/sdarc/arsweb.html

This site is listed as the Adventist Historical Resources.

www.andrews.edu/inst/mkinst.cgi

This site is listed as Internet Resources of SDA Institutions.

www.sdanet.org/

The site is listed as SDAnet giving SDA resources.

www.archives.gc.adventist.org/archives

This site is listed as SDA archives.

www.sdamanucoll.pdf from asdal.org

This site is listed as a master list of SDA manuscript collections.

www.whiteestate.org/

This site is for the E. G. White Estate.



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Innovative Americans

An interdisciplinary unit incorporating the Christian perspective and facts stated in American History about African American Innovators.



By

Beverley Bucknor



Innovative Americans

Description of Target Grade Levels – This unit has been designed for the middle and upper elementary grades.

Purpose – Innovative Americans presents an interdisciplinary unit incorporating the Christian perspective and the facts stated in American History. This project is designed for whole class use and/or small group use. You will find that learning takes place using several teaching techniques.

They were not citizens; they were slaves. They were not supposed to be knowledgeable; yet they were creative. Who were they? ***African American Innovators!*** This unit will explore the contributions these unique men and women have made to improve the lives of people in their time and in today's society.

This unit may be used in part or in whole. The following is a list of the order in which the stories and activities are organized:

Inspiration -

Frederick Douglass

Sojourner Truth

Hiram Revels

Mary McLeod Bethune

Molly Walsh and Bannaky

Benjamin Banneker

Norbert Rillieux

Benjamin Montgomery

Imagine This! – worksheet

Jan Earnst Matzeliger

Granville T. Woods

Elijah McCoy

Pearl of Great Price – worksheet

Needed – worksheet

Lewis Howard Latimer

Lewis Howard Latimer – Poet – activity

Andrew Jackson Beard

Garrett Augustus Morgan

George Washington Carver

By Products – worksheet

Got Lemons? Make Lemonade! – activity

Madame C.J. Walker

Marjorie Joyner

Lydia Flood Jackson

Choose Their Mottoes – worksheet

Charles Kinney

Anna Knight

Jane Cooke Wright, MD

Dr. Patricia Bath

Celebrate With An Innovator - worksheet

Make a Date With an Innovator – worksheet

Name That Person – worksheet

Keys

Bibliography

Faces of Science - Internet Links

Special Thanks to Gary Fellows for the artwork for many Innovative Americans.



Frederick Douglass

Runaway Slave 1817 – 1895

“Freddy, I want you to look me straight in the face when we talk,” Sophia Auld kindly told the slave boy. “You’re not on the plantation anymore, so don’t act like a scared rabbit.”

“Yes, Miss Sophia,” Frederick said. He smiled at her and thought how nice it would be to live with the Aulds and take care of their little boy Tommy. The house was always pleasant because of his new mistress’ singing and praying. Often she stopped in her work to look at a large book. Frederick didn’t see any pictures on its pages. He wondered why she spent so much time staring at the squiggly lines inside its covers.

“Would you teach me to read?” he asked.

“Of course, I will,” Mrs. Auld said. “Let’s start right now.”

Before long, Frederick knew the alphabet and could spell simple words. “You are a very smart boy, Freddy,” Mrs. Auld told him. “Soon you’ll be able to read the Bible.”

Later, Mrs. Auld proudly told her husband that Frederick was turning out to be a bright student. He frowned at the black boy and then at his wife. “Sophia, you’ve never had slaves before, so I don’t expect you to know how to treat them. But you cannot teach the boy to read.”

“Why?” she exclaimed. “I thought you’d be pleased.”

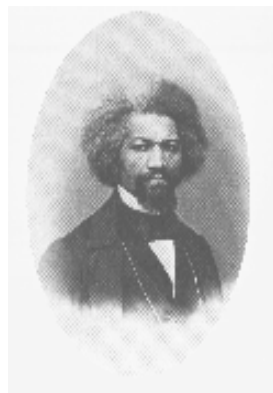
“It’s against the law to teach slaves to read,” he told her. “Learning will spoil the best slave in the world. All any slave should know is how to please his master.”

Mrs. Auld did just as she was told by her husband. But from that moment on, Frederick understood that the way out of slavery was through education. When he and little Tommy Auld played with white boys in the neighborhood, Frederick begged them to teach him how to read and write. They gave him a Webster’s blue-backed speller. Then they gladly helped Frederick with his lessons. “You’ve got as much right to learn as anybody,” one of the boys told him. “God didn’t make anyone to be a slave, especially not someone as smart as you.”

For the next twelve years, Frederick worked for Hugh Auld and his family in Baltimore and for Hugh’s brother Thomas Auld and his family on their big plantation near Easton, Maryland. During that time, he met a black man named Charles Lawson who taught him about the Christian faith. Frederick began to pray and felt a new love in his heart for everyone. But his hatred for slavery became even greater.

“One of these days, the Lord has a great work for you to do,” Lawson told him.





"I am a slave, and a slave for life," Frederick said. "How can I do anything?"

"The Lord can set you free," Lawson said with confidence. "If you want liberty, ask the Lord for it in faith, and He will give it to you."

Sometimes Frederick would stand on the bank of the Chesapeake Bay and watch the sailboats moving out toward the ocean. He dreamed of sailing across the water into freedom. "Oh God, save me!" he prayed. "Deliver me!" Then he thought, *I cannot live and die a slave. God helping me, I will travel north and be free.*"

In the fall of 1838, Frederick's prayer was answered. With borrowed identification papers from a free black sailor and a train ticket given to him by his girlfriend, he took a train out of Baltimore and into a brand new life. No longer was he Frederick Augustus Washington Bailey, a Southern slave. He became Frederick Douglass, a free man, and he married the young woman who had helped him escape. They settled in New Bedford, Massachusetts.

Three years after his escape, Frederick attended his first antislavery meeting. When the abolitionist leaders learned that he was an escaped slave, they asked him to speak. The crowd listened in horror as the twenty-three-year-old black man told them what it was like to grow up in slavery. They cried as he talked about how it felt to be free.

After the meeting, Frederick's hero, abolitionist William Lloyd Garrison asked him to become an agent for the American Anti-Slavery Society. For the next ten years Frederick spent most of his time traveling and speaking. He also wrote a book about his experiences, and it became one of the most popular books in America. Telling about his past took great courage because runaway slaves could be captured and taken back to their masters.

When things became too risky for Frederick and his wife, they left the country. During their long visit to England, Douglass spoke often and made many friends. These British friends collected enough money to buy his freedom from the Aulds.

When the Douglasses came back to America, they lived in Rochester, New York. Often late at night, they would welcome runaway slaves into their home. "You're safe here," Frederick told them. When they were fed and rested, he made sure they had a way to travel on to wherever they were going. Hundreds of people in the North and South helped African Americans in this way. They called their escape routes "the underground railroad."

Frederick edited a newspaper and continued to speak out against slavery. When the Civil War began, he encouraged black men to join the army. When he heard that they were treated badly, he went to see President Lincoln and asked him to do something about it.

After the war and slavery ended, Frederick Douglass moved to Washington, D.C. As president of the Freedman's Savings and Trust Company, he helped freed slaves get a new start in life. He also served his country as U.S. Marshal for the District of Columbia and U.S. Minister to Haiti.

When Douglass learned that one of the Aulds' grown-up daughters had come to hear him speak, he



went looking for her. She and her husband invited him to their home and welcomed him as a friend. "I always agreed with you about slavery," Amanda told him. "As soon as my slaves were adults, I set them all free."

Not long after that, Douglass decided to visit the Maryland plantation where he had lived as a little boy. He wanted to know what had happened to his relatives. When his former owner Captain Thomas Auld heard he was in the area, he invited him to come for a visit.

"Come sit beside my bed, Marshal Douglass," the feeble old man said.

"Not Marshal, but Frederick to you," Douglass answered. As the former master and slave shook hands, tears rolled down Auld's face. "Frederick, I always knew you were too smart to be a slave," he said. "If I had been you, I would have run away just as you did."

"You and I were both born into a way of life we didn't choose," Douglass told him. "It was wrong, but now it is past."



** Frederick Douglass's home on A Street in Washington, D.C. is now the Museum of African Art. Its twelve galleries display carvings, clothing, musical instruments, and paintings. One room in the building is dedicated to photographs and writings of Douglass. He purchased this house after the Civil War when he was serving as a federal marshal.

** The best way to get to learn about this great man is by reading his book titled [The Life and Times of Frederick Douglass](#). In its pages, he wrote, "I love the religion of our blessed Savior that comes from above and is pure, peaceable, fair, gentle, full of mercy and good deeds."

Internet Links

Frederick Douglass

Find links to Web sites containing information about Frederick Douglass.

<http://afroamhistory.about.com/cs/frederickdouglass1/index.htm?iam=dpile&terms=%2BFrederick+%2BDouglass>

Frederick Douglass Narrative

Read Douglass' narrative about his life. This site provides a copy of *The Narrative of the Life of Frederick Douglass*.

[http://afroamhistory.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fjefferson.village.virginia.edu%](http://afroamhistory.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fjefferson.village.virginia.edu%2F)

The African American History Challenge

Frederick Douglass, Harriet Tubman and Sojourner Truth are popular African American figures. The Bright Moments web site tells you about these well known figures as well as lesser known, yet significant figures from African American history. (Mary Ch)

<http://www.brightmoments.com/blackhistory/fnfdougla.html>

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Sojourner Truth

Traveler for the Lord

1797 – 1883

Every day, Isabelle and her family worked hard on their Dutch master's farm in Hurley, New York. Then at night, they huddled together in the basement of Colonel Charles Hardenbergh's house. In this damp, dark room, they tried to make a home and keep their hope alive.

"Gather 'round, children," Mama Bett said almost every evening. Isabelle knew that meant story time. She loved to hear her mother's rich voice tell about faraway times and places. Mama Bett also listened to her children's problems and did her best to comfort them.

"My children, there is a God who hears and sees you," she told them. "When you are beaten, or cruelly treated, or fall into any trouble, you must call on Him. He will always hear and help you."

When Isabelle was nine years old, Colonel Hardenbergh sold her away from her family. Her new master didn't speak Dutch like the Hardenberghs, so when Isabelle was told to do something, she did not understand the English words. For her disobedience, she was whipped across her back until blood came.

As she cried herself to sleep at night, Isabelle remembered her mother's words about asking God for help. She began to tell Him her troubles every day just as she would have talked to Mama Bett. Sometimes she felt sure she heard Him answer.

Before her thirteenth birthday, she had learned English and could understand instructions. As Belle finished growing up and started her own family, she heard how the people of New York were gradually changing their minds about slavery. The state passed a law on July 4, 1827, to set all its slaves free.

Some wonderful Quakers helped Belle get a new start in life. They told her, "You have no master now except God."

That same year, Belle had an amazing experience. While having one of her daily talks with God, she saw a bright light all around her. "Who are you?" she asked, aware that someone was with her. "It's Jesus!" she said. From that day on, she was sure the Bible stories about the Savior rising from the dead were really true.

Although she was free, Belle still had many hard times and was often mistreated. In 1829, she went to work as a housekeeper in New York City. After several years, she decided life in a big city was another kind of slavery. Wealthy people lived in mansions, while the poor and people just arriving from Europe suffered in the city's slums. "Here the rich rob the poor and the poor rob each other," she told a friend.



In 1843, Belle left the city and went east. *Lord, I need a new name for my new life*, Belle thought. In her mind, she heard Him say, “Your new name is Sojourner because you are to travel up and down the land, showing people their sins.” Since God was her Good Master now and His name was Truth, Sojourner took His name as her last name.

Wherever Sojourner Truth traveled, she told everyone who would listen about God. She supported herself by doing small jobs in homes. When she wasn’t working or traveling, she preached, sang, and prayed in the streets. Often she visited religious and reform meetings. Many times she spoke, even when she wasn’t one of the scheduled speakers. People listened in amazement to this six-foot-tall black woman with a deep, strong voice. Although she wore a simple dress, Sojourner had the confidence and dignity of a queen. Whenever she spoke, people listened.

As she traveled from town to town, Sojourner discovered that many Americans – white and black – were working hard to end slavery. They called themselves *abolitionists* because they wanted to put an end to slavery in the entire United States. They asked her to speak in most of their gatherings.

Sojourner also found out that women in America were beginning to speak up for their rights. Since she believed God made all His children to be respected and fully free to use their abilities, she supported their cause and spoke in many of their meetings.

Just before the Civil War, Sojourner visited Iowa. As she traveled, she heard farmers talking about how insects called weevils had destroyed their wheat crop. The fields of wheat looked just fine to Sojourner. But when she looked closely at the grain, she could see that it had been eaten up from inside.

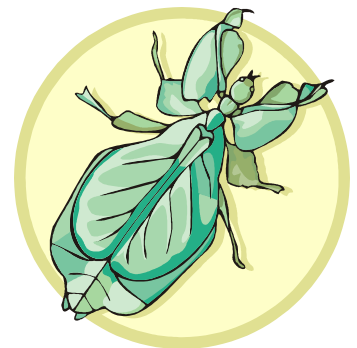
She traveled on to a religious meeting and took a seat near the front of the room. One of the speakers talked about the greatness of the U.S. Constitution and how it protected the rights of all Americans. Sojourner listened until he finished. Then she stood and began to speak.

“Children, I talk to God and He talks to me,” she told the crowd. “I talk to God in the fields and woods. This morning I was walking and I saw the wheat holding up its head, looking very big. I went up and took hold of it. Would you believe it, there was no wheat there?” Everyone in the meeting knew just what she meant.

“I asked God, ‘What’s the matter with this wheat?’” she continued. “And He said to me, ‘Sojourner, there is a little weevil in it.’”

She paused and looked at the man who had just spoken before her. “Now I hear talking about the Constitution and the rights of man. I come up and I take hold of this Constitution. It looks mighty big, and I feel for my rights, but there ain’t any there.”

Here and there in the crowd, people began to chuckle. Sojourner went on speaking. “Then I said, ‘God, what’s the matter with this Constitution?’ He said to me, ‘Sojourner, there is a little weevil in it.’”



Of course, slavery was the “weevil” she was talking about.

For twenty-one years, Sojourner traveled from the New England states, around the Great Lakes, across the Midwest, and into the frontier towns of Missouri and Kansas. During the Civil War, she helped raise money for black regiments.

At the age of sixty-four she decided to go to Washington, D.C. and talk to President Lincoln. He was eager to meet this brave African American who had done so much to help end slavery. He invited her to come to the White House.

Although Sojourner couldn’t read or write, she kept an autograph book. In her Book of Life, she collected signatures of important people she met. When she handed it to President Lincoln, he wrote, “For Aunty Sojourner Truth, October 29, 1864.” She was proud to call him her friend.

After the war Sojourner went to work for the National Freedmen’s Relief Association, a group that helped freed slaves find homes and work.

** Sometimes Sojourner Truth lost patience with folks who had the education and advantages in life that she lacked. “With all your opportunities for reading and writing, you don’t take hold and do anything,” she fussed at them. “I wonder what you are in the world for!” She tried to make the world a better place, especially for those who were treated cruelly.

** If you feel small and think your words and actions won’t make a difference, remember what Sojourner once said to an “uppity” lawyer. After hearing her speak, he told her, “Your words don’t mean any more to me than a flea bite.” “Maybe not,” she said. “But, the Lord willing, I’ll keep you scratching.”

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Internet Links

Sojourner Truth

Early America and Slavery

Slave narratives, notable African American women including Phillis Wheatley, Sojourner Truth, Sally Hemings and Harriet Tubman, racial attitudes and bibliographies.

<http://womenshistory.about.com/cs/slavery/>

About Sojourner Truth

From your About Guide: a biography of Sojourner Truth. With a portrait.

<http://womenshistory.about.com/library/bio/bltruth.htm>

Ain't I a Woman?

Frances Gage's 1881 account of the 1851 speech by Sojourner Truth to the Women's Rights Convention in Akron, Ohio.

http://womenshistory.about.com/library/etext/bl_sojourner_truth_woman.htm

Sojourner Truth Quotations

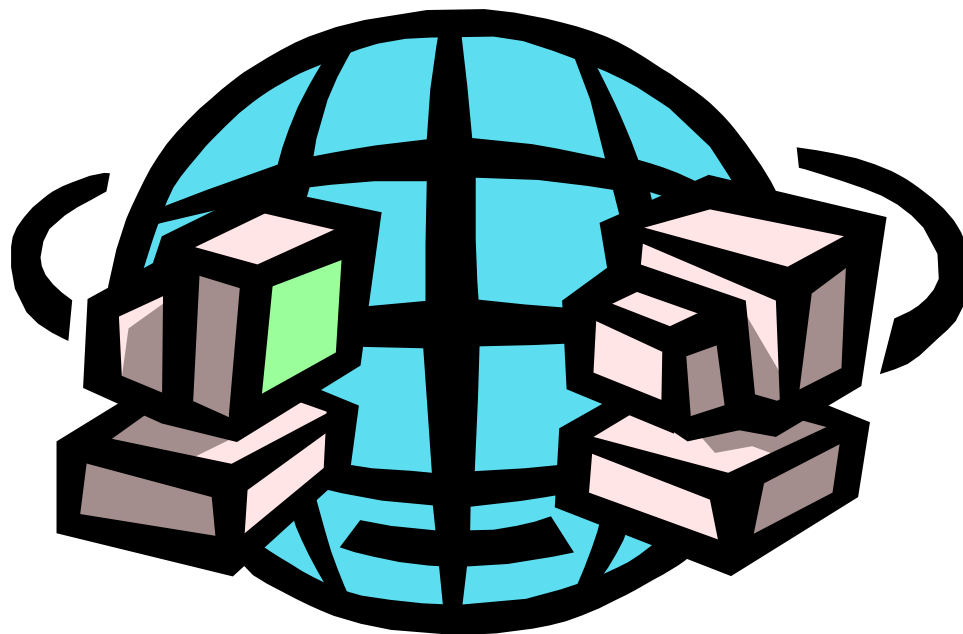
Quotes from Sojourner Truth compiled by your Women's History Guide.

<http://womenshistory.about.com/library/qu/blqutrut.htm>

Narrative of Sojourner Truth

From the About African American History site, an online version of Sojourner Truth's autobiography.

http://afroamhistory.about.com/library/bltruth_contents.htm



Hiram Revels

First African American Senator 1827 – 1901

Much of the South lay in ruins after the Civil War. Many of its homes, churches, and schools had been destroyed during the fighting. The rest had suffered from years of neglect while Southern men were serving in the Confederate Army. The end of slavery also brought many changes in the way people lived and worked.

At first, every Southern state was under the control of the U.S. Army. In order to govern themselves once again, states like Mississippi had to write new constitutions that guaranteed the loyalty of its citizens to the United States government. They also had to promise equal treatment for blacks and whites.

In 1870, almost five years after the Civil War ended, Mississippi set up a new state government. For the first time, black men had a place in the state legislature. Some of those elected had been slaves, but others were free men like Reverend Hiram Revels of Natchez.

Although he wanted to serve his country and his people, Reverend Revels shook his head when folks urged him to get involved in government. "I don't want politics to get in the way of my work as a minister of the Gospel," he said. "And my color will no doubt cause many people to disapprove." But after talking with trusted friends, he agreed to become a city councilman.

Because of his gentle, peace-loving attitude and his intelligence, Revels found that most Mississippi folks respected him. He carefully kept his political work separate from his church work. Soon the people of Adams County elected him to represent them in the Mississippi State Senate. Then, in January 1870, something incredible happened. Hiram Revels was appointed to the United States Senate. "You'll be sitting in the President's seat, Hiram," one of his friends told him.

Reverend Revels laughed. "Yes, I suppose I will be," he said. "Sittin' in the seat of poor old President Jefferson Davis of the Confederate States of America. Imagine that! Well, I hope I do my country a better service than he did!

When Reverend Revels arrived in Washington, D.C., he discovered that some of the senators didn't want him there. "How could a colored man be qualified for this job?" they asked themselves. Although Revels was a loyal Republican like them and had done his part in the war effort, he quickly learned most white people still didn't think African Americans were their equals. For three long days, they looked at his history and talked about whether he was worthy to serve in the Senate. Here's what they learned about this quiet, dignified Methodist minister:

Born to free parents in North Carolina, Revels had attended Quaker schools in Indiana. After graduating from Knox College in Ohio, he began his work as a preacher, pastor, and educator. For a while he traveled and preached to African Americans in several states. Then he moved to Baltimore, Maryland, where he pastored a Presbyterian church and served as a school principal.





When the Civil War began, Reverend Revels encouraged black men to form their own army regiments and fight for the Union. During the War, he moved to St. Louis and started a school for freed slaves. In 1864, he became the chaplain of a regiment of freedmen from Mississippi. Two years later, he decided to make his home in Natchez, Mississippi. During the four years before Reverend Revels went to Washington, he had been doing everything he could to help rebuild his adopted city and state.

Senator Charles Sumner, a brave friend of African Americans, stood up to speak for Hiram Revels. He convinced the Senate to accept Revels. But many hard battles lay ahead. When Reverend Revels was invited to speak at a meeting in Philadelphia, the city refused to let him speak in its Academy of Music because of his skin color. The battle against slavery was over, but the war for equal rights had just begun.

As white Southerners watched black people take honored places in society, they became afraid that African Americans would take over their jobs and property. Some of them burned the homes and businesses of black people. Others accused the black men serving in a government of misrule and robbery.

Senator Revels spoke up for African Americans in the forty-first Congress. “The past record of my race is a true sign of their feelings today. They bear no revengeful thoughts or hatred toward their former masters,” he said. “They do not aim to raise themselves by taking away any benefits of the white citizens. They ask only for the rights which are theirs by God’s universal law, and which are the natural result of the freedom this nation has given them.” He paused and looked around the Senate chamber, calling on every politician to do what was right. “They appeal to you and to me to see that they receive that protection which alone will let them go about their daily work with success and enjoy the liberties of citizenship the same as their white neighbors and friends.”

Revels proved to be a capable senator. He supported new laws that would give back white Southerners’ rights to vote and serve in government jobs. “The best way for colored people to gain their rightful place in America is not by violence, but by getting an education and leading clean, courageous lives,” he told his people.

During his year in Washington, D.C., Senator Revels spoke out against the city’s segregated school system and the Washington Navy Yard, which refused jobs to African American men.

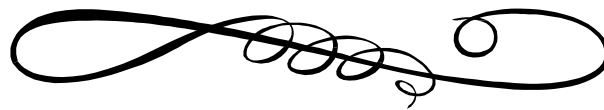
After serving his short term in the Senate, Reverend Revels returned to pastor in Mississippi and also became president of Alcorn College. He stayed active in state government and surprised everyone by helping to remove Northern Republicans from control of the state. But Hiram Revels’ first love was always Christian ministry. In fact, he spent the last happy hours of his life in church!



****Beginning with Reverend Hiram Revels, many African Americans have served in Congress. In 1966, Edward Brooke of Massachusetts became the first black man elected to the Senate by popular vote.**

****Black churches have encouraged their members to take an active part in American politics, especially voting. Several African American ministers have served in Congress, including Andrew Young, Walter Fauntroy, William Gray III, and J. C. Watts. Other Christian ministers such as Martin Luther King, Ralph Abernathy, and Jesse Jackson have influenced American politics and government through their speeches, writing, and peaceful demonstrations.**

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997



Internet Links

Hiram Rhodes Revels United States Senator Republican of Mississippi Forty-first Congress Hiram Revels, the first black member of the United States Senate, was born in Fayetteville, North Carolina, of free parents, on September 27, 1827.

www.usbol.com

State Library of North Carolina North Carolina Encyclopedia Hiram Rhoades Revels Hiram Rhoades Revels was born a free man of African American and Indian descent in a slave state and became the first African American member of Congress.

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Hiram Revels Related to Men in John Brown's Army

Research paper connects the pedigree of Hiram Revels, the first African-American elected to the Senate, to men in John Brown's Army.

www.atozproductions.com

REVELS, Hiram Rhodes (1827-1901) Biographical Information

REVELS, Hiram Rhodes, 1827-1901

bioguide.congress.gov

Hiram Rhoades Revels was the first black to sit in the U.S. Senate. Born in Fayetteville, North Carolina in 1822, he moved to Indiana and Illinois to obtain an education.

ils.unc.edu

Revels, Hiram R(hoades), an Encarta Encyclopedia Article Titled "Revels, Hiram R(hoades)" (1822-1901), American clergyman and educator, the first black to sit in the U.S. Senate.

encarta.msn.com

Hiram R(hoades) Revels - encyclopedia article from Britannica.com

Hiram R(hoades) Revels - b. Sept. 1, 1822, Fayetteville, N.C., U.S. d. Jan. 16, 1901, Aberdeen, Miss. American clergyman and educator who became the first black citizen to be elected to the U.S. Senate (1870-71), during Reconstruction.

www.britannica.com



Mary McLeod Bethune

The Black Rose 1875 – 1955



On her first day in the Presbyterian mission school, seven-year-old Mary McLeod (mac-loud) had to pinch herself to make sure she wasn't dreaming. No one in her whole family had ever been to school. There were no public schools for African American children in most Southern towns. But thanks to some generous Christians, Mayesville, South Carolina, had a school and a black teacher named Miss Emma Wilson.

Mary could hardly wait to begin learning to read. She watched in fascination as Miss Wilson opened the Bible. "Children, listen to what God's Son said about His Father's love for you," the teacher said. "God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life."

Miss Wilson looked up at her students and said, "That word 'whoever' means you. No matter what others may say about you, you are just as important and loved by God as anyone else in the whole world. And the Lord wants you to learn."

Mary McLeod had never heard such an amazing thing. But her parents had taught her to believe in God, Jesus, and the Bible. She thought, *If God said it, it must be true*. From that moment on, Mary McLeod believed she was somebody.

Each day in the little schoolhouse brought new adventures: learning to read and count; hearing new stories from the Bible; and, studying history, geography, and the wonders of nature. Then, at the age of eleven, Mary completed all the studies Miss Wilson offered. Her family came to watch her graduate, proud and excited that their first child to be born free from slavery had an education, too.

For the next year, Mary worked in the cotton fields all day. Whenever her father went to sell his cotton or pay his bills, Mary went along to do the counting for him. At night she taught her brothers and sisters what she had learned in school, and she read to her family from the Bible. She missed going to school, and she prayed, "Lord, make a way for me to go on learning."

One day Miss Wilson came to visit the McLeods. "I have good news," she said. Her face glowed with happiness. "A seamstress in Colorado has offered to pay for one of my students to go on to another school." She looked at Mary and smiled. "I chose you, Mary. If your parents think it is all right, you can attend Scotia Seminary where I studied."

"Scotia?" Mary's mother asked. She looked happy and worried all at once.

"It's a Christian school for black girls in Concord, North Carolina," Miss Wilson said. "After Mary finishes the general studies, she can also learn to be a teacher at Scotia if she wants to."



“Oh, yes!” Marty said. And her parents agreed.

Four years later Mary graduated from Scotia Seminary. None of her family had the money to come and see her receive her diploma. But she had many wonderful school friends to share her joy. And thanks to Miss Chrissman, the woman who paid her school bills, Mary could go on studying four more years in the Scotia school for teachers.

In 1894 Mary completed her training as a teacher. For some time she had dreamed of going to teach in Africa. In her letters to Miss Crissman, Mary wrote about her longing to tell Africans about God’s love.

Miss Chrissman wrote back and said, “How would you like to go to Moody Bible Institute in Chicago, Illinois, for a year of missionary training? I’ll be glad to pay your way.”

Nineteen-year-old Miss Mary McLeod eagerly enrolled. She was the only black in the large Chicago school. She enjoyed her time at Moody Institute, but her dream of going to Africa was crushed. The Mission Board told her, “We have no openings for Negro missionaries to Africa.”

Instead of letting her disappointment defeat her, Mary decided to teach African Americans. “Neither God nor man can use a discouraged person,” she said. And more than anything, she wanted to be useful. As a young teacher, she married Albertus Bethune (buh-thoon) and had a little boy she named Albert.

After several years of teaching in South Carolina, Georgia, and Florida, Mrs. Bethune decided to start a school of her own. Many black people had moved to Daytona Beach to help build a railroad for tourists. Their children needed a school.

Mrs. Bethune found a run-down four-room house to rent, got the neighbors to help her fix it up, and started her school. She and her students used wooden boxes for desks and chairs, berry juice for ink, and burned logs to make charcoal for pencils. Mrs. Bethune sold pies and went door-to-door asking for donations to her school. When folks heard her beautiful voice and saw her handsome, loving face, many of them eagerly gave money to help.

In just two years, Mrs. Bethune’s school had grown from five students to 250. Although she was still very poor, Mrs. Bethune believed God would help her build a school big enough for all the students who wanted to come. And, somehow, He did. The new school building was named Faith Hall. As they walked into the building, students read the words, “Enter to learn.” As they walked out, they read, “Depart to serve.”

Mrs. Bethune compared the different kinds of people in t the world to flowers in a garden. “In the people garden there are red and yellow, tiny and tall,” she said. “Although each flower is different, each is beautiful.”



Carl Van Vechten, photographer, Library of Congress, Prints and Photographs Division
Reproduction Number LC-USZ62-42476DLC)



“But Mrs. Bethune, there’s no place in the people garden for blacks,” a girl once said. “There’s no such thing as a black flower.”

“Ah, child, just because you haven’t seen one doesn’t mean there is no such thing,” Mrs. Bethune answered.

On a visit to Europe, Mrs. Bethune found out how right she had been. In Holland, she received black tulips. And in Switzerland friends showed her the black rose. “I want seventy of those wonderful rose bushes to plant outside my school!” she said with delight.

In time, Mary McLeod Bethune’s school became Bethune-Cookman College. She also founded the National Council of Negro Women, served in important federal government positions, and worked in many ways to improve the lives of African Americans.

** In 1974, a statue of Mary McLeod Bethune was dedicated in a Washington, D.C. park. It shows her handing a paper to a boy and a girl. At the bottom of the statue visitors can read Mrs. Bethune’s last words: “I leave you faith, I leave you hope, I leave you love.”

Courtesy of: In God We Trust
Chariot Victor Publishing, 1997

Internet Links

The Life of Dr. Mary McLeod Bethune from Bethune Cookman College
Mary McLeod Bethune Papers: The Bethune-Cookman College Collection, 1922-1955 - introduction and description
<http://www.bethune.cookman.edu/mmb2.html>

Mary McLeod Bethune from the National Women’s Hall of Fame
<http://www.greatwomen.org/bethune.htm>

Mary McLeod Bethune speaks of the power of education (sound files) from New York Public Library Schomburg Center for Research in Black Culture
<http://web.nypl.org/research/sc/scl/bethune.html>

Profiles in Caring: Mary McLeod Bethune from the National Association for Home Care
<http://www.nahc.org/NAHC/Vol/Columns/SC10-6.html>

“From the first, I made my learning,
what little it was, useful every way I
could.”

- Mary McLeod Bethune



Molly Walsh and Bannaky

Slave Owner and Slave

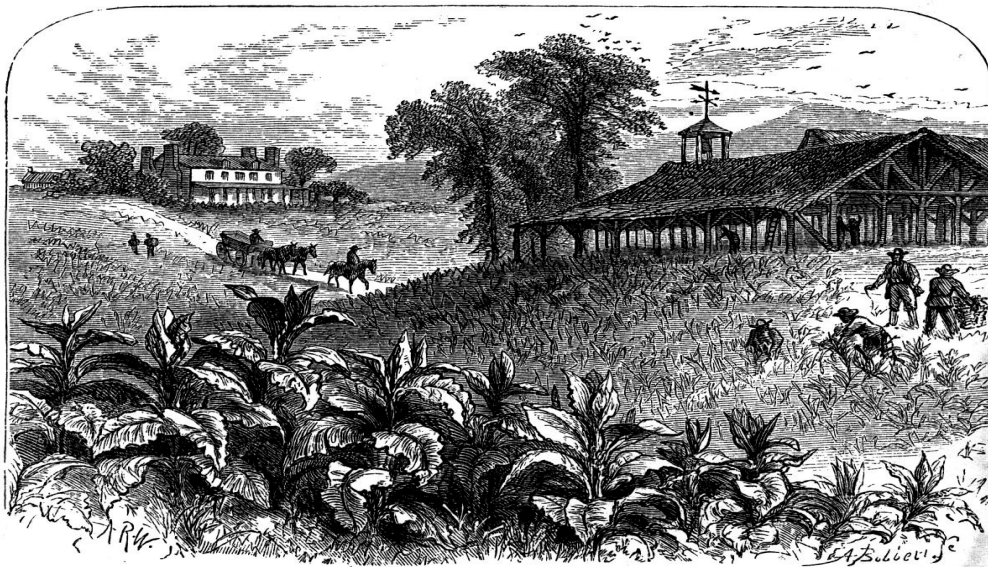


A Caucasian Englishwoman named Molly Walsh was a former dairymaid on a farm in England. She was accused of stealing milk and sentenced to serve seven years as an indentured servant in the colony of Maryland.

At the end of the seven years, Molly secured her freedom and decided to move to western Maryland in order to stake out a 150-acre farm. Of course, manpower was needed, so she purchased two male slaves who had just sailed into harbor on a slave ship. They helped her to clear and cultivate the farmland. The two slaves were freed when the farm was established.

At that time it was unlawful for a white person to marry a black or mulatto. Molly fell in love and married one of her slaves named Bannaky. They had one daughter named Mary. An act in 1681 declared that children born of a white servant woman and a black man were free. So Mary was a free person.

Bannaky was of African royal lineage and was quite skilled at farming techniques. Molly Walsh's farm was successfully managed as a result of her husband's agricultural acumen. He designed an irrigation system that diverted water from a nearby stream to make canals that watered the family property. He exercised his knowledge of crop rotation to maximize the effective use of the soil. Bountiful crops were yielded as a result of his skills and inventions. Their primary crop was tobacco, but they also planted rice, yams, sweet potatoes, and watermelons.



Benjamin Banneker



It's 1731 and time for a baby's birth. This baby, Benjamin, was a member of a most unusual family. His family believed that he was going to succeed when he grew up. He became famous as a very articulate, resourceful scientist.

His mother, Mary, was mulatto; his father Robert, was a slave. Mary followed her mother Molly Walsh's footsteps. She purchased her husband then married him and freed him. He adopted Mary's family name and became Robert Banneker. The family name was adapted from Mary's father's name, Bannaky. The couple had one boy and three sisters.

Benjamin was now twelve and he attended a boys' school operated by a Quaker named Peter Heinrich. The school was criticized by the white folk, because Mr. Heinrich spoke out against slavery and discrimination. A black boy, the only one, such as Benjamin was accepted as a student. He was a superior student. He excelled in math and quickly became more proficient in most subjects than his teacher. However, Benjamin respected his mentor and friend; he patterned most of his teacher's customs, even his mode of dressing.

Benjamin continued to work on the family farm. He was traveling on a trip to the coast to sell the tobacco, when he met Josef Levi. This man showed the youth a pocket watch that fascinated him. Mr. Levi explained how the watch worked. Benjamin was so excited about the object that he was given the watch as a gift. Do you know what Benjamin did with the watch? He took it apart. Imagine being given a gift you had never seen before, would you take it apart or would you keep it intact?

His desire to build a clock grew, but he needed help. He needed to understand ratios, movement and other calculations. He went to his former teacher for help and was given a picture of a clock, a book of the laws of motion by Isaac Newton and a publication on geometry.

Armed with this material he returned to his home to study and design. It took him two years to complete his project. Each gear was made of wood and hand carved. Finally, in 1753 he finished the first clock to be made in America. It is recorded that the clock kept perfect time for over forty years. In fact it became a tourist attraction. People came from all over the country to see his invention.

When he was 28 years old, Banneker fell in love with a slave named Anola. He sought to secure her freedom, but her master denied his request. The couple decided to run away by sailing to England. The plan failed and Banneker almost lost his life. Anola felt desolate, and she ended her life. Banneker vowed to never get married.

A few years after Robert Banneker died in 1759, the Ellicott family moved to the western Maryland area. The Bannekers and Ellicotts became friends. Andrew Ellicott, saw that the tobacco crops



were depleting the land and began to talk with neighboring farmers. He believed that wheat served many purposes. Benjamin Banneker was able to help the Ellicotts put the machinery together for a mill and he even helped them to design a small village around the mill. The village was completed in 1774 and called Ellicott's Mill. The change in crops proved beneficial to the area farmers because wheat was an important source of food during the Revolutionary War.

In 1776, Banneker had the opportunity to travel to Philadelphia. He was able to hear the Declaration of Independence written by Thomas Jefferson. He was most impressed with the statement "that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

When he returned from Philadelphia, he changed most of his farm crops over to wheat in order to help Washington's men during The Revolutionary War. Banneker also encouraged most of the area farmers to change their crops from tobacco to wheat.

Andrew Ellicott died during the Revolutionary War. He left Banneker a telescope, other scientific instruments, and some astronomy books. Andrew's son George shared a common interest in astronomy. Occasionally, both men studied together. At night, as Banneker observed the stars, he was able to measure their movements and kept detailed records. He accurately calculated the solar eclipse of the moon as it passed between the earth and the sun. His theory was ratified when the eclipse took place on the exact date of his prediction, April 14, 1789. Two of the most prominent astronomers, Ferguson and Leadbetter had miscalculated the date and time of the eclipse. This caused quite a stir in the scientific community. Here was a black untrained man who was able to do what the trained men could not.

Banneker decided to publish "Benjamin Banneker's Almanac" detailing information on sunrises and sunsets, the weather forecast for an entire year, holidays, and special occasions. This publication was unique because unlike Benjamin Franklin's almanac, he wrote all of his publication. Banneker's publication was produced from 1792 to 1802.

At the age of sixty Banneker was given the opportunity to work with a Frenchman, Major Pierre-Charles L'Enfant the designer of the city of Washington D.C. that was designated to be the new site of the nation's capital.

L'Enfant suddenly resigned from the project and returned to France with all his blueprints. This was devastating to George Washington. There appeared to be no alternative to starting the costly project all over again. Officials tried to find someone who could reproduce the plans. They were not successful. What were they to do? Andrew Ellicott who had invited Banneker to help survey the project, appealed to him. To everyone's amazement, Banneker stated that he could reproduce the plans from memory since he had worked so closely with L'Enfant. He was able to reproduce the plans in two days!

The remaining portion of his life was spent on his farm. Banneker received visitors and continued to speak out against slavery, war and in support of free education for all children. He died on October 25, 1806. On the day of his burial, the cabin that housed his office and equipment was deliberately burned to destroy evidence of his work. Fortunately, he had instructed a relative to deliver most of his possessions to his longstanding friend, George Ellicott.



Norbert Rillieux



Six years before Louisiana became a state, Norbert Rillieux was born on a New Orleans' plantation. The date was March 17, 1806. Norbert's father, Vincent Rillieux was an affluent French immigrant and master of the plantation. His mother, Constance Vivant was a free mulatto who lived on the same plantation.

Norbert's father was innovative. He developed a steam-operated cotton baling press. He wanted the best for the place he worked in, and most of all, he wanted the best for his son.

Norbert was a very curious child. He grew up asking lots of questions. He was encouraged by his father to explore, to ask, and to learn. The machinery around the plantation particularly interested him.

It was difficult to find a school in the area for Norbert because he was black. Vincent Rillieux decided to send Norbert to Paris to study at L'Ecole Centrale. Norbert excelled at his studies and upon graduation, he taught mechanical engineering at the school. He was twenty-four years old. In 1830, he published a series of papers on steam engine work and steam economy. It was during this time that he conceived of the theory of multiple-effect evaporation.

Rillieux's theory benefited sugar production. He had watched the slaves work in the process called the 'Jamaica Train.' This produced a dark form of sugar. The slaves were forced to pour hot sugar-cane juice back and forth from one large kettle to another in order to speed the evaporation process of the liquid. This was an extremely dangerous operation.

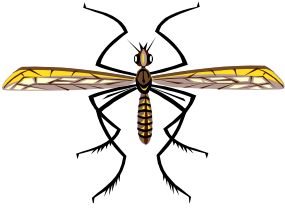
Norbert Rillieux designed vacuum chambers that allowed the sugar to retain its sweetness while it is refined in granulated form. His invention provided the basis for today's evaporating processes. He was able to test his device on a plantation at Myrtle Grove. His invention proved a great success. This machine took most of the danger away, and it required one man to operate the machine.

The experiment helped to reduce the price of sugar for all consumers of the product. Sugar refineries from Louisiana, Cuba, and Mexico purchased the invention. Soon manufacturers of other products adapted the machine to fit their needs. The evaporator helped to reduce the cost of soap, glue, condensed milk, paper, and gelatin.

Rillieux experienced personal difficulty. He was confronted with more and more restrictions because of his heritage. Freemen were not permitted to send their children to the city public schools.

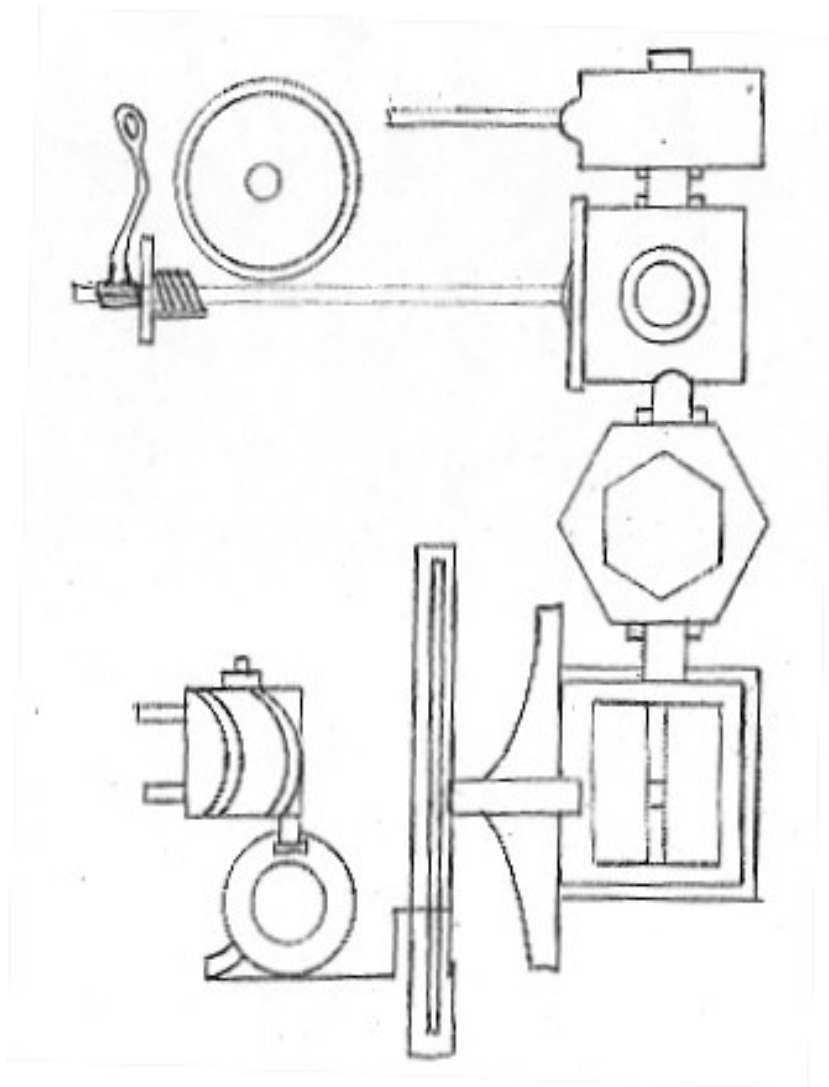


They were not permitted to attend meetings held by slaves because they may help them to escape their masters. Free blacks and slaves had to carry special passes in order to walk the streets of New Orleans. Even though he came from a wealthy family, he was not allowed to live freely in his own country.



New Orleans had to deal with the frightening problem of yellow fever. Rillieux helped to develop a way to drain the swamps and stop the mosquitoes from breeding. He took his plan to the New Orleans Sewage Department and they turned it down because they might not accept the innovative help of a black man. Some years later they decided to use his plan. He returned to Paris because he was disgusted with his treatment.

Rillieux died on October 8, 1894 in Paris. He never returned to the United States.



Rillieux's vacuum pan invention



Benjamin Montgomery

Can you imagine walking about 1000 miles hitched to a wagon from Virginia to Mississippi? Benjamin Montgomery was eighteen years old when he endured this brutal trip because he was a slave purchased by a new master Joseph Davis.

Davis was the brother of Jefferson Davis. As you know, Jefferson Davis became the president of the Confederate States of America.

Finally, they arrived at their destination, Hurricane Plantation at Davis Bend in Warren County. He missed his birthplace in Loudon County, Virginia. He was a valuable slave because he had trained as a mechanic in Virginia. Davis saw his potential and soon made him general manager and mechanic on his plantation. He was taught to read, survey land, and draw architectural plans. As a result of his training, he designed and constructed several large buildings on the Davis' Plantation.



The Davis Plantation was built near a river. Many plantations used the river to transport their cargo to and from their property. There was a need for better navigational equipment on the steamboats. Montgomery created a superior propeller that used the canoe paddling principle. The steamboats' blades could cut through the water at any angle. This provided less resistance and better maneuverability in the water. He had hopes of designing a propeller that would work with a steam engine.

The two Jefferson brothers wanted to patent the propeller. Slave owners were not permitted to claim their slave's designs. Yet slaves were not considered human beings. They were property without rights; therefore they could not assert their rights to a patent. Montgomery and the Jefferson brothers were unable to secure the rights to the patent at that time.

Despite the problems of recognition for his work, Montgomery continued to create. He designed improvements to the cotton baling presses on the plantation. He also encouraged fellow slaves to invent practical items and techniques that would improve their working lives. Peter R. Campbell, a fellow slave, invented a steam-powered press after he was freed. He successfully applied for a patent on April 1, 1879.



Twenty years after the Civil War, Montgomery was able to show his propeller at the Cotton Centennial in New Orleans, Louisiana. He also showed his invention at two other events, Chicago's World Fair and Southern Exposition in Atlanta in 1895.

Other members of the Montgomery family were creative. Benjamin's brother, Peter T. Montgomery invented a device that was able to hold documents and books that could be read or copied. Isaiah Montgomery, Benjamin's son was the founder of an all black town, Mound Bayou, Mississippi.



Jan Earnst Matzeliger



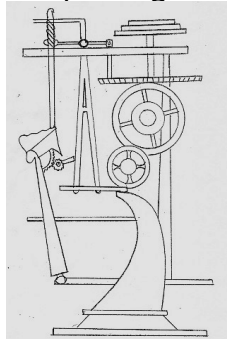
When he was born on September 15, 1852, he was a native of Paramaribo, Surinam (Dutch Guiana). Jan Matzeliger was of mixed heritage. His mother was a black native of Surinam, a slave, and his father was a Dutch engineer. The elder Matzeliger was in charge of the government machine ships. At the age of ten, Jan worked as an apprentice in these shops. He had remarkable mechanical skills.

At nineteen years old Jan decided he wanted to leave his native land. He managed to contract a job on an East Indian merchant ship. He worked two years at sea and had the opportunity to visit many places. He finally left the ship in Philadelphia. He managed to survive by doing odd jobs. One of the jobs was an apprenticeship to a shoemaker.

In 1876, Jan Matzeliger left Philadelphia and traveled to Boston. He worked there for a year and then moved to Lynn, Massachusetts. At that time, Lynn was known for its shoe industry. The Harney Brothers was a shoe manufacturing company in that town. Jan operated a shoe sole sewing machine and cleaned the factory floors.

Matzeliger, had trouble with the English language, so he decided to attend adult night classes to improve his language skills and learn other academic subjects. He enjoyed painting pictures. During this time he tried to attend and officially join a church. He was denied admission by all the denominations in that town with the exception of North Congregational Church. He never forgot his experience with the churches.

It was during that time that he noticed the shoe lasting, the process of connecting the shoe upper to the sole, was performed by hand. This hand worked method restricted the number of shoes a cobbler could complete in a day. Top workers were able to last an average of fifty pairs a day. Matzeliger determined to invent a device that would complete the job faster. He studied the lasters' techniques and would take their scraps to work on his invention at nights. He drew and experimented using cigar boxes, string, and wood. Finally, after six months he successfully made a crude machine. He showed it to his employer who offered him \$50.00 for his invention. Matzeliger declined the offer, and decided to work on improving what he had done. Nearly all of his resources



were used for the project. He would spend pennies a day on food. Lack of heat, and poor nutrition resulted in sickness.

He wanted to work on a third design so he contracted with two men to supply the funds. These businessmen, Melville S. Nichols and Charles H. Delnow decided to fund the project if they got two thirds of the profits. On March 20, 1883, Matzeliger patented the perfected shoe lasting machine. This machine revolutionized the shoe business. Production costs were cut in half. A worker was able to complete ten times more pairs of shoes. The world market heard about the machine and demands for it grew.

A school was opened to train boys to operate the machine and the graduates were sent out across the country and around the world. This machine proved to be so successful, it resulted in hand shoe lasters losing their jobs.

Three years after the patent was official, Matzeliger contracted tuberculosis. He was bedridden for three years. Even in his weakened state, he continued to conduct experiments and paint. Sadly, he died on August 24, 1889 when he was only thirty-seven. He never married, but had a foster son.

Matzeliger bequeathed the North Congregational Church the majority of his stocks in the companies that held the rights to his invention. He stipulated that the denominations that rejected his request of membership would never be recipients of his estate.



Granville T. Woods

April 23, 1856 Granville T. came into the world as the son of free blacks, Tailer and Martha Woods. Fortunately, he was born free. An avid student, Granville had to give up school when he was ten. His family needed him to help with financial assistance in a time of poverty. Learning took on a different method when he went to work in a machine shop. He began rudimentary experiments and inventions.

Granville moved to Missouri when was sixteen. There he worked as a railroad fireman and engineer. His fellow workers saw that he loved reading and helped by lending books to him. He also augmented his learning by borrowing from the local library. Science was his passion and he practiced what he learned from his studies when he was at work.

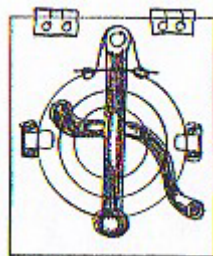
The desire for a better life took him to Springfield, Illinois and New York City. At both destinations, he worked in a steel mill and other machine shops. However, he wanted to attend an electrical and engineering school and learn in a classroom setting.

Woods secured a job as an engineer on Ironsides, a British steamship. The job took him on a two-year journey that allowed him to see the world and learn about life in other places. He left the ship, and took another engineering post on the Danville and Southern Railroad.



In 1881, Granville Woods decided to open his own electrical equipment factory. He found a location in Cincinnati, Ohio. When he was twenty-eight, he filed for his first patent. His design improved the steam boiler furnace for steam driven engines.

On December 2, 1884, Woods officially received another patent that would change the course of his life. He had invented a more powerful and clearer telephone transmitter. One year later another device was patented. This one combined the telegraph and the telephone. Woods coined the invention "telegraphony." An operator could simultaneously receive both oral and signal messages over the same line without changing the instrument and without understanding Morse code. The device was sold to the American Bell Telephone Company of Boston, Massachusetts for quite a sum of money.



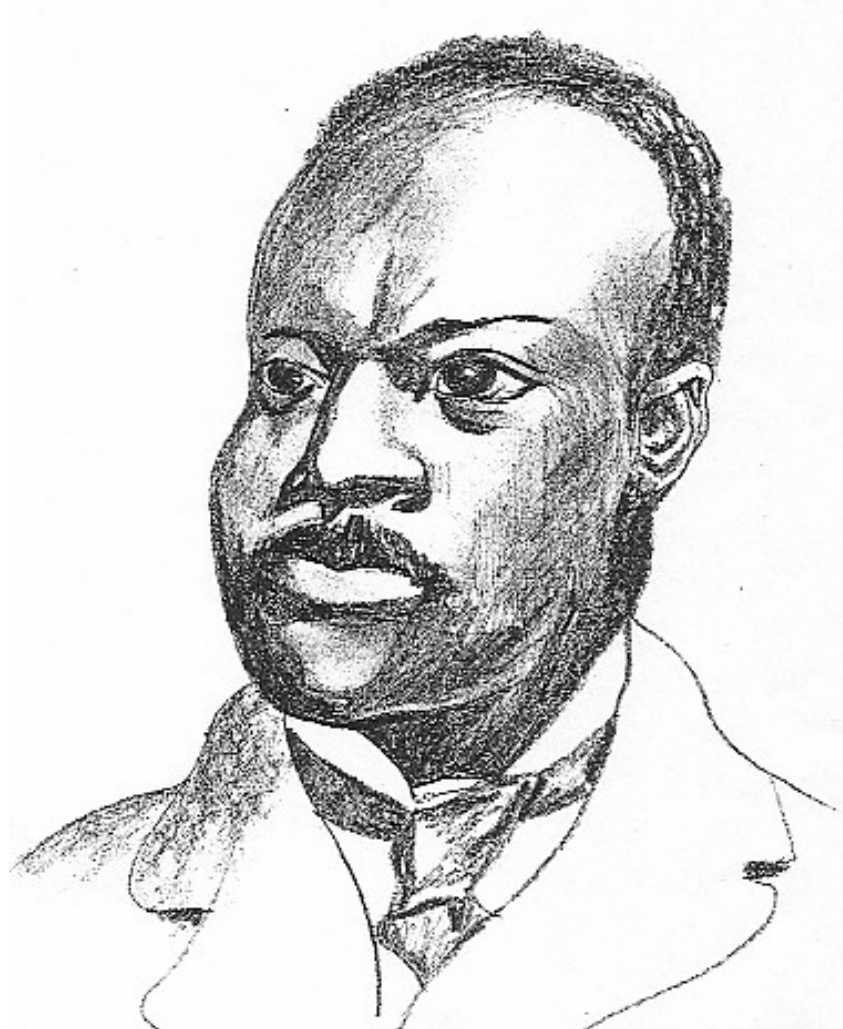


Woods' next invention was helpful to the railroad industry. He received a patent on November 15, 1887. The invention made it possible for conductors and engineers on moving trains to send and receive messages. This was the first time that this happened in railroad history. The success of this invention resulted in the Woods Electric Company. Granville received orders from around the world.

In 1890, Granville Woods decided to settle with his brother Lyates Woods another inventor. Their partnership resulted in over sixty patents. The third rail invention was created from this partnership. This principal is used in subway systems throughout the world. Another rail was placed along the train track. It held the electrical power needed to move the trains. It eliminated the need for an electrical generator on the train. This patent was sold to the General Electric Company of New York.



In 1910, he died of a stroke in New York City.



Elijah McCoy



In Colchester, Ontario on May 2, 1843, Elijah McCoy was born free. He was one of eleven brothers and sisters. His parents, Mildred and George McCoy had been Kentucky slaves who escaped to freedom via the Underground Railroad. Canada was their final destination and once free, they settled in the Colchester area for a few years. Later, they decided to return to the United States and resided in Ypsilanti, Michigan.

Elijah went to school. He was fascinated with machinery and was able to secure a job in a machine shop in Ypsilanti. His curiosity increased, and he wanted to learn more. His parents decided to send him to Edinburgh, Scotland where he could study mechanical engineering. He apprenticed while studying in Edinburgh. Later, he returned to Michigan and decided to seek employment in Detroit. His heritage prevented him from getting a job as an engineer so he had to settle for working as a fireman for the Michigan Central Railroad. It proved to be a good base for his career. One of his duties included oiling the locomotives' engines. Each part of the process was worked by hand. The engines needed to be shut down to complete the work effectively. Often the job was also the work of hired children called 'grease monkeys'. These children lived and worked in dangerous and deplorable conditions. Shutting down the engines caused the railroad to lose time.

McCoy saw the need to improve the quality of each worker's working life. He worked at creating a device that was a drip cup attached to an engine and machine. It automatically dripped the oil to the moving parts in an engine. Finally, he perfected his design and patented it on July 2, 1872. A year later, he had improved his design and secured a second patent for the improvement. Due to the fact that he needed money to continue to research and design, he sold some of his patents.

Locomotive engineers were hesitant to use McCoy's new design. They were not convinced that there was no need to stop the engines and open them up to oil each section. When favorable customer testimonies were heard, orders poured in for the device. McCoy was able to eventually use the money he received to improve aspects of the railroad and manufacturing world. He was able to get forty patents on his designs.

McCoy did not receive most of the money collected through sales of his inventions because he had sold most of his patents without securing royalties for himself. Manufacturers made millions on the lubricating systems.

Even though he was poor at the end of his life, McCoy spent his advanced years encouraging young people to strive for their dreams and to create. He died at the age of eighty-five.

It was common to hear purchasers of any type of machinery to enquire whether the automatic lubricator was the 'real McCoy.' Today, we use the term to determine whether an article is genuine.

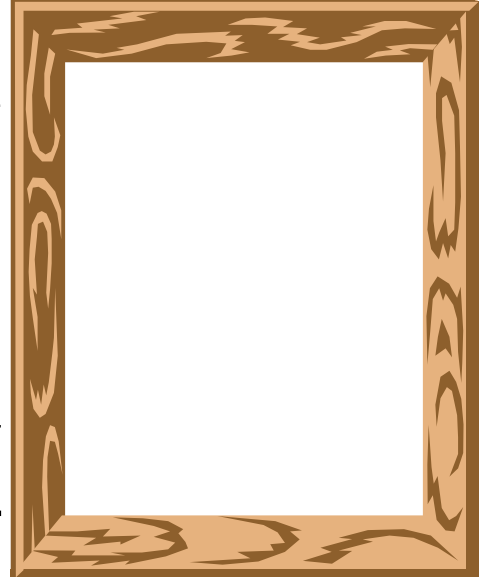


Needed

Name: _____

Date: _____

Directions: Fill in the needed sign for one of the characters in a book that you read this month. Draw a picture of the character in the box below.



Character's Name: _____

Needed for:

Description:

Last seen: _____

Reward: _____



Lewis Howard Latimer



George and Rebecca Latimer ran away to freedom and hid in the hold of a steamer on the way to Baltimore. George was light skinned, so he posed as a Virginian planter and his wife Rebecca posed as his servant. Their destination was to the city of Boston.

Alas, George was cited by another slave owner who recognized where he came from. He was arrested on October 18, 1842 as a fugitive. Notable abolitionists, such as William Lloyd Garrison, Frederick Douglass and others heard of the arrest and decided to raise \$650 to purchase George's freedom. After spending a month in jail, he was finally released.

Life continued to remain difficult for the couple. They had four children, George junior, Margaret, William and Lewis. George senior was so traumatized by the fear of recapture as a slave, that he deserted his family when Lewis was ten years old.

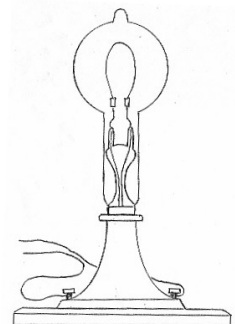
Mother Latimer wanted her children to get a good education. She sent Lewis and William to a rural school. Lewis ran away at fifteen then enlisted in the Union Navy in order to fight to abolish slavery. He lied about his age, but was able to enlist. Lewis was made a 'landsman' on September 16, 1864. He was honorably discharged on July 3, 1865. His two older brothers also fought in the Union's land battalions. They wanted to make a difference. They were passionate about helping to end slavery. It was during this time of turmoil that he began writing poetry. He continued this hobby throughout his life.

When Latimer returned to Boston, he worked for patent lawyers, Crosby and Gould. He became their top draftsman. Latimer drew Alexander Graham Bell's telephone patent application.

Thomas Edison's invention of the electric lamp excited Latimer's imagination. He decided to invent, as well. *Water closet for Railroad Cars* was Lewis's first patented invention when he was twenty-six years old. This invention added a pivoted bottom that would automatically close when the seat was opened and opened when the seat was closed.

Hiram Maxim, chief engineer for the United States Electric Lighting Company hired Latimer as a draftsman in 1880. This was a time of growth for Latimer because he studied all aspects of the electrical world. Significant improvements resulted in the design of the incandescent light bulb, specifically; how the carbon filaments were made and mounted. On September 13, 1881, Latimer and Joseph V. Nichols patented their electric lamp.

The 'Process of Manufacturing Carbons' was arguably the most important patent

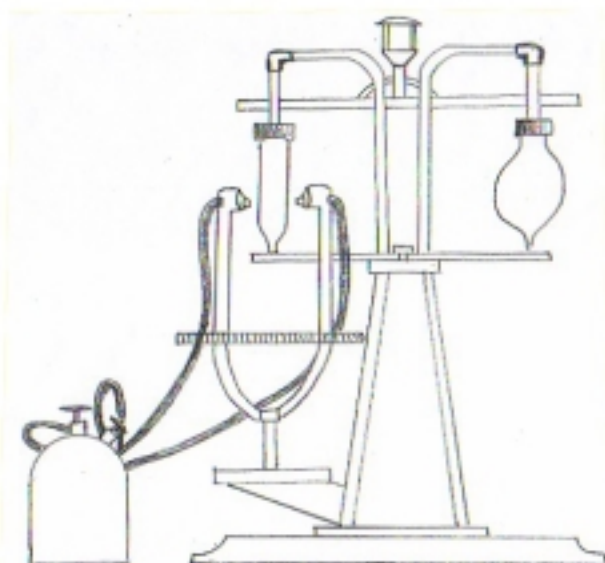


that Latimer secured on January 17, 1882. Latimer's filament was superior and lasted much longer than Thomas Edison's. Maxim sent him to New York City, Philadelphia, Canada, and London to set up electric lighting plants in several large buildings in those cities and countries.

In 1884, he was asked to join the Edison Electric Light Company. By 1890 Latimer was transferred to the company's Legal Department. He helped Edison successfully defend his patents in court as an expert witness. After that experience, Lewis Latimer wrote a book that defined the standards on electric lighting.

During this time, Edison Electric Light Company became General Electric Company. In 1896, this company joined with Westinghouse to form the Board of Patent Control. This board helped to regulate other companies illegally using patents. Latimer worked as the Board's chief draftsman and expert witness until its demise in 1911.

On December 11, 1928, Lewis Latimer died as a result of a long illness. He left his wife, Mary Wilson and his two daughters, Louise Rebecca and Emma Janette. They knew him as a family man as well as a pioneer scientist. They also knew that he left a legacy of poetry.



Lewis Howard Latimer

Poet

Name: _____

Date: _____

Directions: Read the following poems by Lewis Howard Latimer. On a separate piece of paper, complete the activities on the following page.

The Worker

Up in the morning, early
Before the break of day
To eat if I had food to eat
And to my work away...

And it's day and night and morning
Through each succeeding year.
'Neath the spur of keen necessity
Or the presence of a fear
A fear that haunts me ever
Through each succeeding day
That those who give the means to live
May take the means away.

Ebon Venus

Let others boast of maidens fair,
Of eyes of blue and golden hair;
My heart like needles ever true
Turns to the maid of ebon hue.

I love her form of matchless grace,
The dark brown beauty of her face,
Her lips that speak of love's delight,
Her eyes that gleam as stars at night.

O'er marble Venus let them rage,
Who set the fashions of the age;
Each to his taste, but as for me,
My Venus shall be ebony.





Drink to the Dead

Drink now in silence to the dead;
 Those noble souls who've passed away,
 Whose promise like the withered flower
 Was quenched in premature decay.
 Fill up your glasses to the brim;
 They would not have our joy the less
 Than when they sat among us here,
 In all their youth and joyousness.
 Drink to the souls now passed beyond;
 And be our thoughts from sorrow free;
 Ring out the praise of those great souls.
 In one grand earnest symphony;
 So that in time, when we are gone,
 The Living may our praise proclaim,
 And loving lips drink unto us,
 To keep alive fond memory's flame.

Activities

1. To whom does Leslie Howard Latimer refer in the poem called The Worker?
2. Why would the worker not be able to eat breakfast on some mornings?
3. The words used in Latimer's poem give you a sense of the hard life of The Worker. List the problems The Worker faces in the poem.
4. In Ebon Venus, the poet describes why he prefers black women. List the words that convey his feelings.
5. The poem Drink to the Dead conveys a salute to a loved or admired person who died. How would you remember someone who passed away?
6. Jesus died and has risen. How do you salute Him in your daily life? Write a salute to Jesus.
7. Create your own poem conveying one of the themes in the poems above.



Andrew Jackson Beard

In a small town called Eastlake in Jefferson County, Alabama, a slave boy was born. The date of his birth was not recorded. The baby was named Andrew J. Beard. He lived and grew up like most slaves of the time. He loved to observe, ask questions and experiment.

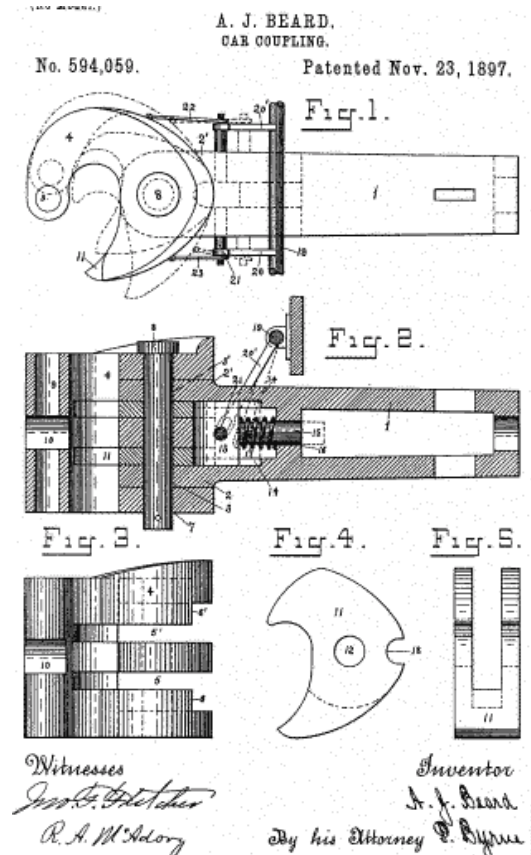
After he was freed through the Emancipation Act in 1865, he ventured out on his own. He was not discouraged by failure. He tried many jobs and was able to build a better life and monetary security with each new change.

On one occasion he farmed for about five years and decided to visit Montgomery in 1872 in order to sell his load of apples. He loaded his fifty bushels onto the wagon. He eventually sold each bushel for about \$4.00 each. He complained that it took him three weeks to make the trip for such a small return on his produce. He decided that farming was not for him and walked away.

His work on the farm was not in vain because he designed a flourmill. His observation at the mills and farms helped him to design plows. He finally patented his invention in 1881 and sold it three years later for \$4,000. On December 15, 1887 he sold another plow's patent for \$5,200. Next he turned his attention to the real estate business and purchased plots of land and houses. He accumulated \$30,000 over a period of time.

He was still restless, so he ventured out to secure a job in the railroad industry. It was while he was employed in an Alabama rail yard that he witnessed many accidents. The most severe injuries took place when the train cars were coupled. Coupling was a very dangerous operation; it was a workman's duty to run along the top of a freight train then quickly climb down between two cars and insert the pin to join the cars as they came together. On several occasions men's arms and legs were crushed beyond repair.

Beard determined that he would invent an automatic way to couple the cars without humans being involved. He worked for months on this problem. Sometimes he could not sleep or eat. Eventually, he devised a system and obtained a patent. He sold the rights to his patent in 1897 for more than \$50,000 to a New York firm. He continued to invent and secure patents. His devices helped make life easier for the railroad industry.



Garrett Augustus Morgan



He was the seventh child of eleven siblings. Born in Paris, Kentucky on March 4, 1877 Garrett Augustus was destined to succeed. Like other budding inventors, he had a curiosity about his work. He had big dreams.

Garrett's parents were, his father Sydney Morgan who was a mulatto, and his mother, Elizabeth Reed Morgan who was a mixture of Native American and Black. She was a former slave who obtained her freedom in 1863.

The only education Garrett received was an elementary one. When he was fourteen, he decided to leave home to seek his fortune. Can you imagine him leaving his home to seek a better life with only ten cents in his pocket? Eventually, he reached Cincinnati, Ohio. He worked for a white landowner as a general handyman. That job did not pay well.

As a result, he decided to move on and went to Cleveland where he taught himself to use a sewing machine. He was able to find an occupation as a sewing machine adjuster. Morgan gained experience through repairing these machines while he worked for different companies.

It was during this time that Morgan fell in love and married Mary Anne Hassek. They would spend fifty-five years together. Their union resulted in three sons and seven grandchildren. He purchased a home for his wife and children, and also invited his mother to live with him when he established his businesses.

Morgan wanted to be independent. He wanted to be his own master, and was able to save enough money to start his own business. He became successful at repairing, and selling sewing machines. Shortly after, he added a tailoring shop that produced dresses, coats and other tailored goods. This expanded his work force to more than thirty employees.

The tailoring shop was experiencing a problem, when woolen cloth was used. The friction between the needle and cloth scorched the fabric. What could be done to reduce the friction? Morgan began to experiment at home by mixing various chemical solutions that would lessen the possibility of scorching.

One evening, as he was mixing a solution, his wife called him to supper. He wiped the substance off his hands and onto a pony fur scrap of material before joining his family at the dinner table. When he returned to his laboratory, he noticed that the fuzzy texture of the cloth had straightened. Morgan realized that the substance he had mixed needed to be tried on other things to be sure of its worth. He experimented on his next-door neighbor's dog to see if its hair would straighten. The solution worked so well that the dog's master did not recognize his pet when he returned home.

Next, Morgan experimented on his hair a little at a time. It worked! He decided to manufacture the product as G.A. Morgan Hair Refining Cream. Thus another business was created. The G. A. Morgan Refining Company still exists in Cleveland, Ohio today.



In 1912, Morgan invented the Safety Hood that was later renamed as the gas mask. He received a patent for the device in 1914. The item was designed as a hood to be placed over the user's head. A long tube that extended to the floor was attached at the base of the hood. This allowed fresh air to flow through the tube beyond the dangerous gases and fumes. The lower end of the tube was lined with an absorbent material such as a water-filled sponge. Morgan designed this for firemen to use when they entered buildings that were filled with smoke and gases. He also fitted the hood with an adjustable valve that allowed exhaled air to be released.

The National Safety Device Company (NSDC) contracted with Morgan to manufacture and sell the Morgan Hood. They asked him to oversee the project as the general manager. Stocks in the company climbed from \$10.00 to \$250.00 when buyers heard of this invention and read reports of successful experiments conducted in ice-producing plants, and demonstrations held by NSDC.

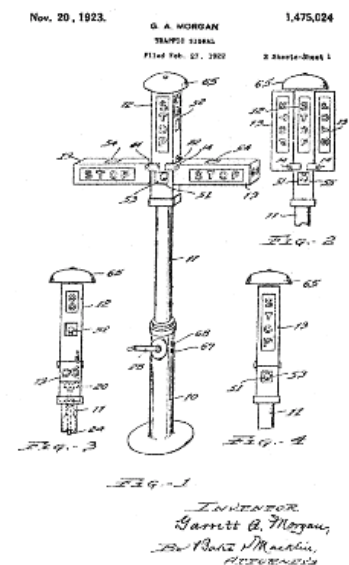
Another important demonstration was undertaken on July 24, 1916. A devastating explosion occurred in a tunnel of the Cleveland Water Works situated 250 feet below Lake Erie. The tunnel immediately filled with smoke, dust, and harmful gases. Thirty-two men were trapped below. The need to rescue was urgent. Garrett Morgan and his brother answered the pleas to assist in the rescue and recovery. This was a valuable time to demonstrate the effectiveness of the hoods. They were lowered through the tunnel wearing the devices. Fellow workers and relatives were all anxiously waiting at the entrance of the tunnel. All the trapped workers were retrieved from the tunnel. Some had died. However, the Morgan brothers were unharmed by the noxious fumes. Newspapers around the country carried the heroic story. Morgan was awarded medals given by Cleveland's prominent citizens, and the International Association of Fire Engineers.

Request for the hoods came from fire departments, police departments and mining companies across the United States. As a result, Morgan set up his company to manufacture the hoods. Orders from the south stopped when they heard the inventor was black.

Morgan was not deterred. He had more ideas for safety devices. He realized that there were increasing problems because of horse drawn carriages and the motorized vehicles colliding at intersections. He determined that electric light signals placed at intersections would prevent related accidents. He patented his design in the United States in November 1923. He also secured patents in the United Kingdom and Canada. Later, the rights to the signal were sold to the General Electric Corporation for \$40,000.

Other inventions were a part of his portfolio. He had a mind that was very fertile. Garrett Morgan invented a woman's hat fastener, a round belt fastener and a friction drive clutch. He was always seeking ways to improve life around him. Even when he developed glaucoma in 1943 and lost 90% of his sight, Morgan never gave up his work and interests.

He died on July 27, 1963 after a two-year illness. He was eighty-six. Mary, his wife, died five years later at the age of eighty-four.



Morgan's traffic signal. (Courtesy of Garrett A. Morgan, Jr.)



George Washington Carver



In 1860 when slavery was still a reality, George Washington Carver was born in "Diamond Grove" in Missouri. He was only two weeks old when his father was killed while hauling wood from the farm into town. Shortly after, kidnapers took George, his mother, and his sister. Mr. Moses Carver, George's master found out where he was and sent a worker to get and return him to his home. At the time, his mother and sister had disappeared and were never found. George had whooping cough and was close to dying. Fortunately, he recovered and grew up with a growing interest in plants. The neighbors called him the 'Plant Doctor'. He wanted to be a scientist.

His education began in Neosho, Newton County. George had to work as a farm hand and attend a one room, one teacher elementary school. He attended Minneapolis High School in Kansas and graduated at the age of twenty. His aptitude and work ethics earned him a scholarship to Highland University also in Kansas. It was disappointing for him when he showed up at the university and the president informed him that he would not be allowed to attend because he was black.

George went back to working on a farm and saved money towards a college education. In 1887, he was accepted by Simpson College, a Methodist school in Iowa. He supported himself by ironing shirts, darning and patching the socks belonging to several students.

Etta Budd his college art teacher saw that he had remarkable talent and encouraged him to go to Paris for further art training. Carver was not really interested in pursuing an art career. He wanted to be a scientist. He exhausted his use of the college laboratory and left Simpson to enroll in Iowa Agricultural College. This school offered more opportunities to study and experiment. He graduated with a B.S. degree in 1894. He was hailed as an outstanding scholar and offered a faculty position. He was the first black to serve on the school's faculty.

George Washington Carver taught agriculture, bacterial botany and directed the operation of the school's greenhouses. While he was performing those tasks, he was completing graduate work. He and his teacher collaborated to conduct experiments on plant pathology. In 1895, they published the results of the prevention and cure of specific fungus diseases that destroyed cherry and currant plants. Carver continued to study another kind of fungus called rust that attacks wheat, oats, blackberry and carnations. He investigated types of soil, moisture, sunlight, rootings, cuttings, the reproduction of plants and problems that arose.

In 1896, Carver received a Master's degree in Agriculture. The next year he reported for the first time that he had found a new fungus called *Taphrina*. It grew on silver and red maple trees. In all, three fungi were named after him: they were *Taphrina Carveri*, *Collectotrichum Carveri* and *Metasphaeria Carveri*.

He was also the first to report a fungus that caused the soybean to become diseased.



At that time, the Tuskegee Institute asked Booker T. Washington to write a letter inviting Carver to join their faculty. The Tuskegee Normal and Industrial Institute for Negroes desperately needed him. It is stated that he simply replied, "I am coming."

Carver was made director of agriculture, and director of the Research and Experiment Station. He was given twenty acres of barren soil in which to plant. He was not daunted. He with his students planted cowpeas and legumes. These plants helped to enrich the soil with nitrogen. Following that crop, he planted sweet potatoes and then cotton. The soil had become so rich that he was able to harvest 500 pounds of cotton on each acre of land. Of course this attracted the local farmers; their cotton yield was not nearly the amount of Carver's crop. Crop rotation became the practice in that area. Carver advised the area farmers to plant peanuts because they were easy to plant, grow, and harvest. They were rich in protein, and good feed for the livestock.

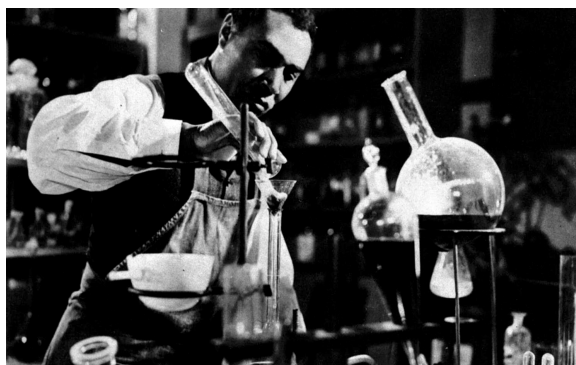
When the area farmers had an over abundance of peanuts rotting in their barns, they angrily looked to Carver to solve their problem because they thought they were tricked. His inadequately fitted laboratory now became a station of command to solve the pressing problem. It took him a week to discover two dozen products that could be produced from the peanut. The following were some of the by-products he created from the peanut: cheese, milk, cream, buttermilk, instant coffee, face powder, printer's ink, butter, shampoo, vinegar, dyes, soap, and wood stains. It took Carver a lifetime to discover a total of 325 products made from the lowly peanut.

The farmers were once again happy about their peanut crops. They were able to supply the many industries that were now using the peanut in manufacturing their goods. Farmers were getting more for their peanuts than their tobacco or cotton crops.

The sweet potato was another focus of Carver's attention. He invented 118 products made from this root vegetable. It is a fact that in World War I, the United States Army used the sweet potato flour to mix with wheat flour to make bread. There was a critical shortage of wheat during the war.

Carver also made seventy-five products from the pecan and several hundreds of products from waste materials such as corn stalks. From cotton he made insulating boards, paper, rugs, cord and paving blocks for highways.

During the war, aniline dyes from Germany became unavailable. Carver set to work on the Alabama clay. He was able to extract quality dyes and paints that proved far superior to the German dyes.

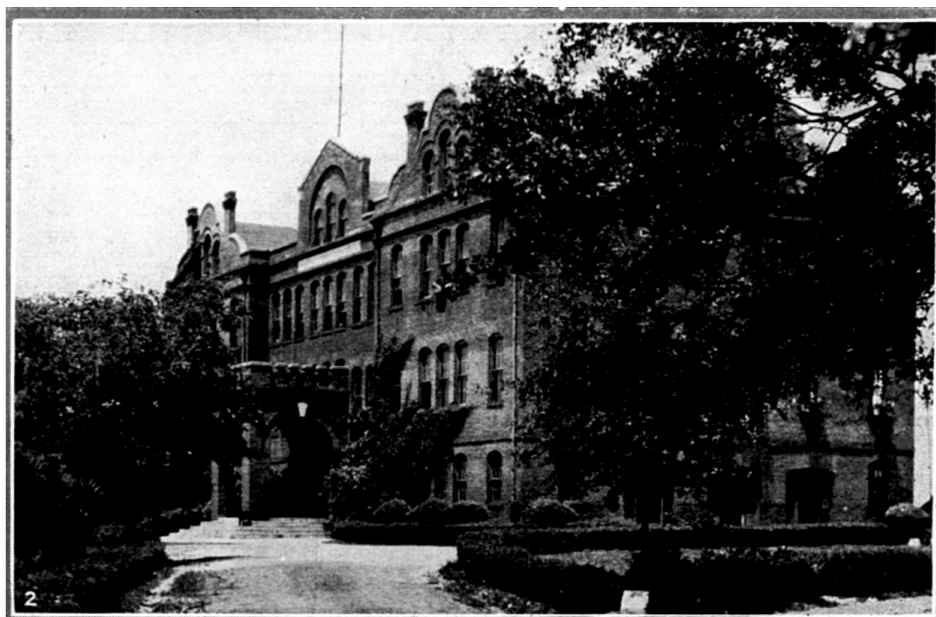


In 1921, Carver was asked by the peanut growers in the South to testify in their behalf before the Ways and Means Committee of the US House of Representatives. The growers wanted to institute a tariff on foreign competition. He was told that he had ten minutes to speak. He took a huge suitcase of products that he had made from the peanut and explained how they could be made and their value. He was encouraged by members of the committee to continue his presentation. As a result, the bill was passed to include the protection of the peanut on the tariff.

His fame was renowned. Many public figures from around the world visited him at Tuskegee. They wanted to learn about his work and to see what he was actually working on in his laboratory.

Henry Ford, and Thomas Edison offered Carver lucrative jobs and superior laboratory facilities. He turned them down because he knew that Tuskegee needed his expertise; and he was concerned about the young people he was training.

George Washington Carver worked at Tuskegee for forty-seven years. He was loved and respected by his peers and students. When he died on January 6, 1943, his savings of \$33,000 was willed to help other scientists at the College. The Carver Research Foundation was established in his honor.



By - Products

Name: _____ Date: _____

Surviving in the twenty-first century means making the most out of what you have. Many of the innovators in this unit used the materials around them and created useful devices or products.



Directions: Today we use many things that are by-products of oil that is drilled from the earth. Research the uses of petroleum via the internet and other sources. How does it impact our society? Present your findings by using the computer to prepare report.

Note: This project may be completed individually or in a group. Use the following outline to help you organize your report.

Topic _____

Purpose:

Summary:

Conclusion:

Resources Used:

Members in the Group:



Got Lemons? Make Lemonade!

Name: _____ Date: _____

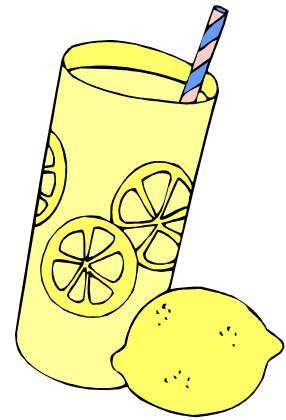
Directions: George Washington Carver was able to make several things out of various plants. Can you follow directions? Well, follow one of these recipes.

Old Fashioned Lemonade

8 lemons, slice 1 thin
1 1/2 cups sugar

3 cups hot water
1 quart cold water

1. Cover half of the sliced lemon with sugar. Put aside the other half for garnish.
2. Squeeze the remaining lemons. Make sure that there are no seeds in the juice.
3. Add the juice to the sliced lemons in the bowl and cover with 3 cups of hot water. Do not stir. Allow the mixture to cool at room temperature.
4. Transfer to a serving pitcher and pour in the cold water. You may change flavor to your personal taste.
5. Chill and serve with a garnish of sliced lemon hooked over the rim of the glass.



Red Lemonade

George Washington Carver may have used this recipe. It was popular among African Americans during his lifetime.

7 lemons 1 cup water
1 1/2 cups sugar fresh sprigs of mint or lemon slices for garnish
1 quart water
1 1/2 pints fresh raspberries or 16oz frozen, unsweetened raspberries-thawed

1. Combine the lemon juice, sugar and the quart of water in a small saucepan.
2. Bring to the boil over medium heat. Make sure that the sugar is fully dissolved.
3. Reduce the heat and simmer for 5 to 7 minutes.
4. Allow the syrup to cool.
5. To Serve: Place 1/3 cup syrup in a tall glass and fill with sparkling water and ice.



Clove Lemonade

- 3 cups water
- Juice of 8 lemons
- 1 1/2 to 2 teaspoons ground cloves
- 4 1/4 cups sugar
- Sparkling water and ice

1. Combine 3 cups water, lemon juice, cloves and sugar in a small saucepan.
2. Bring the mixture to a boil over medium heat. Boil until the sugar dissolves.
3. Reduce heat and simmer 5 to 7 minutes.
4. Allow the syrup to cool and place 1/3 cup syrup in a tall glass.
5. Fill the glass with sparkling water and ice.

Now what about you? Try creating a recipe of your own. You may use lemons or another fruit to make a beverage, pie, or appetizer. If you have a favorite family recipe that you want to share; make it and bring it to school to share with your classmates.

Recipe Title _____

Ingredients

Preparation



Madame C. J. Walker



She was born in Louisiana to Minerva and Owen Breedlove just two years after emancipation. Her given name was Sarah, and she did not have her parents for too long. They died when Sarah was six years old, and she was left in the care of her older sister, Louvinia.

Sarah's lot was hard. She grew up in poverty, working from dawn to dusk in the cotton fields near the southern shores of the Mississippi. She was unable to read and write yet had shown a talent for invention. Sarah determined to be independent and successful.

Misfortune seemed to plague her early life. Sarah married Moses McWilliams when she was only fourteen years old. They had one child, a daughter, Lelia. By the time she turned twenty, Sarah McWilliams was made a widow. Her husband was lynched by a mob. The dire circumstances of her life did not repress her. She considered Lelia was her wealth; and Sarah determined that she would do whatever she could to make a better life for her small family. Mother and daughter moved to Vicksburg, Mississippi, then to St Louis. Most of the jobs she could find were domestic ones such as washing, ironing and cleaning for white families.

Stress caused her hair to fall out. So Sarah began to experiment with an assortment of minerals and animal oils to find a remedy. After recalling a dream she had, Sarah noted that certain herbs from Africa could be used to help her hair to grow. She sent for the product, and found that her hair grew in faster than it had when it had fallen out. Madame was able to mix these ingredients with other herbs to make her own product.

By 1905, Sarah had moved to Denver to help her sister. She began selling her hair formula to her neighbors. She met C. J. Walker and grew attached to her new appellation Madame C.J. Walker. This was the name she continued to use for the rest of her life. Her new husband was a newspaperman. He encouraged her to advertise her products in his paper. This was the beginning of her mail order business.

During that year she fashioned a wooden handled metal straightening comb. It was heated over flames on a stove. The hot comb was designed so that it could be pulled through the hair that had been prepared with Madame Walker's oil. The process and equipment were the 'Walker System.'



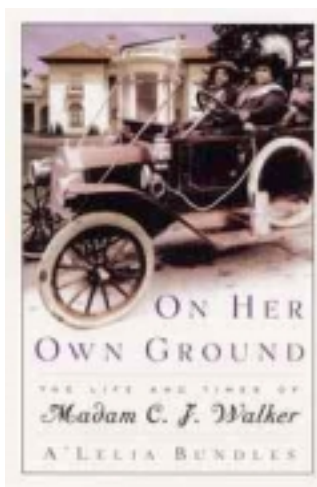
In 1908, Madame Walker left her husband and took her daughter with her to Pittsburgh, Pennsylvania. She was determined that all black women should benefit from her system. Thousands of agents were hired to demonstrate the Walker System door to door through out the country. By 1925, there were over 25,000 agents working for her.

Her workers were loyal and capable. Her company became one of the United States' largest employers of African American women. Her employees were uniformly dressed in dazzlingly starched white shirts and long black skirts. Walker encouraged her ladies to be inventors and live independently.

The system found its way to Europe. Black artists in Paris successfully used her products. Lelia was placed in charge of the mail order side of her mother's business and began to call herself A'Lelia. Both women became patrons of the arts each giving liberally to various pet charities such as the N.A.A.C.P. (National Association for the Advancement Colored People), the Tuskegee Institute, Harlem Renaissance and charities that supported black orphans. Success was now a part of C.J. Walker's life.

Vertner Tandy, an African American architect was hired to build her mansion, Villa Lewaro at Irvington on the Hudson, New York.

On May 25, 1919, Madame C.J. Walker suddenly died of a kidney disease. She died as the first female millionaire. The business was left to her daughter with a proviso that only a female would run her company.



"I am a woman who came from the cotton fields of the South. From there I was promoted to the washtub. From there I was promoted to the cook kitchen. And from there I promoted myself into the business of manufacturing hair goods and preparations....I have built my own factory on my own ground"

Madam Walker, National Negro Business League Convention, July 1912



Marjorie Joyner

An employee of Madame Walker, Marjorie Stewart Joyner, was the owner of two patents. These designs were created as a result of Madame's products.

Who was this lady? She was granddaughter of a slave born in 1896 in the Mississippi area. At the age of twenty, she moved to Chicago. She married and her mother in law encouraged her to go to the Walker school.

Joyner's education at the Walker school stimulated her creativity. Twelve years after attending, on November 12, 1928 she received an official patent for her permanent wave machine. It was designed to improve the Walker System. The device allowed women to keep their hairdos for a longer time.

In 1929, she improved her wave machine to take care of customer complaints stating that it was uncomfortable. The second patent was given to the Walker Company.

During the Depression, she taught grooming to both men and women. She encouraged people to take time to look good. It would help them to get jobs. She taught deportment and taking charge of their lives by creating their own businesses.

At a later date, Marjorie Joyner returned to school and earned a Ph.D. in humanities. Dr. Joyner died at the age of ninety-eight in 1994.



Lydia Flood Jackson

Born in 1862, Lydia Flood Jackson was part of a socially conscious family. Her mother Elizabeth Thorn Scott opened the first school for black children in Sacramento, California. Lydia grew up inspired by her mother's points of view on inequality, and black women's rights in California.

Jackson's adult life was spent running her cosmetic business as the 'Madame C.J. Walker of the West'. She produced her own line of cosmetics and successfully sold her products to black customers in the west.

Her time was also spent giving lectures on social issues. She was a great orator. She often spoke out on civil rights for women, blacks and other minorities. Her views were heard in other countries. Lydia Jackson was asked to give lectures in Mexico, the West Indies, and South America.

In 1918, she spoke before the State Federation of Colored Women's Clubs. She encouraged all women of color to speak out and support civil rights and suffrage. They should follow the ideals of Susan B. Anthony and other women. Quotes were made of the Bill of Rights and the Fourteenth and Fifteenth Amendments of the United States Constitution.

Lydia Flood Jackson is remembered primarily as a black freedom fighter who inspired others to speak out against discrimination.



Choose Their Mottoes

Direction: Think about the lives of the American Innovators in this unit. What motto would you choose for them? Write the name of the innovator and their motto below. This is an example: **Keep trying; you'll learn something.**

Name	Motto

Bonus: Write your own motto. It should reflect something about what you think and/or how you live.



Charles Kinney

The ravages of the Civil War were manifested in the burned out properties, barren fields, and the walking caravans of freed slaves traveling north and west to secure better lives for themselves. Among the scores of freed slaves was a young boy age ten or eleven. His name was Charles Kinney; also known as Charlie. He was born in 1855 as a slave on a plantation in Richmond, Virginia.

At the time of Emancipation, he traveled alone. He dreamed of belonging, of success, of having his own home. God had a plan for him. Charlie ended up in Reno, Nevada and took odd jobs on ranches and shipping to support himself.

One evening, while walking home, Charles was attracted to a tent meeting. J.N. Loughborough was preaching at the time. Charles was impressed with the message he heard, and began to regularly attend the meetings. A few nights later, he heard Ellen White preach on the book of John. He felt he belonged when the message was shared that God loved him and he was His son. On the last Sabbath in September of 1878 Charles Kinney was baptized as the first black member of the Reno Seventh-day Adventist Church.



Working as a colporteur proved that he was dedicated to the message and earnest about his mission. Then, he was elected as secretary of the Nevada Tract Society. While working in that position, he was able to place a complete collection of Adventist books and magazines in the Reno Public Library and the Reno Temperance Reform Club.

His dedication and enthusiastic diligence made it possible for his church to send him to the newly opened Healdsburg SDA College in California. Kinney spent two years at the college and once more heard Ellen White preach. At the conclusion of his studies, he began his vocation as a Seventh-day Adventist worker.

The conference leaders sent Charles to work among the Black people in Topeka, Kansas. The Topeka black community were not at first receptive to anyone telling them how to live differently. They still remembered their former bondage and had settled far away from the reminders of slavery. Charles Kinney was undaunted. He made 650 visits and distributed 16,500 tracts. This resulted in 5 women and two heads of households who pledged their determination to keep the Sabbath. Following that period of time, Kinney canvassed from door to door visiting and preaching while working his way eastward through Kansas and Missouri. The Review and Herald followed his work and even reported his activities in their publication. It was determined that he had a special talent of reaching



people that most others were unable to do. He was given more responsibilities and given challenging areas in the South and Midwest. Companies and churches were raised as a result of his ministry. From the 1880s to 1890s, Kinney worked in New Orleans. There, the fourth Black church was founded. He also got married in Nashville, Tennessee. However, this did not stop him from doing the Lord's work.

In the summer of 1889, Charles Kinney made history in the Seventh-day Adventist Church. He was the first ordained black minister. The ordination took place at the Southern District camp meeting. He had a home. He belonged. He was acknowledged.

Life was very full for this pioneer minister. He continued his evangelistic efforts and worked very hard to share the gospel with people around him. Due to his wife's failing health in 1911, he had to reduce his workload.

Another problem Kinney had was the prejudice he encountered communicating with some white members. In St. Louis, he had worked with both blacks and whites. In fact, they both worshipped together. Other church members criticized the congregation. The problem came to the attention of Ellen White who issued a special rebuke to the critics of biracial worship. It reminded some people of Kinney's ordination when other church members tried to stop him and his black members from joining the service.

In order to solve this embarrassing problem, Kinney suggested that Black conferences needed to be organized. This was done.

Charles Kinney lived until he was 96 years old and died in 1951. A few years before he died, he was seen worshipping quietly in the Oakwood College Church. He lived to see the nationwide black congregation grow from 50 to 50,000 members.



Anna Knight

The baby daughter of a former slave was born in the year, 1874 in Jasper County, Mississippi. Anna Knight was part of a large family who were originally from Macon, Georgia. Anna's family name came from their slave owner. When slavery ended, the Knight family moved to Jones County with a younger sibling of their former master. He was a progressive thinker; he did not believe in slavery. The Knights worked with him as sharecroppers until they were able to purchase their own land, build a home, and successfully farm.

Working on a new farm required back breaking, long, exhausting workdays, and often, time was not devoted to the education of the children because they were expected to contribute on the farm as a family team member. Anna found time to play with the white children and encouraged them to teach her how to read and write. She recalled that her first two books were *Webster's Blueback Speller* and *McGuffey's Reader Book Four*. She taught herself to write by copying words in the sand. She did not keep her newly acquired knowledge to herself; Anna taught the younger children in her area what she had learned.

One day as she was reading the newspaper, a column entitled, "The Cousins' Exchange" caught her attention. The column was inviting its readers to send good quality reading material to each other. Two Seventh-day Adventist pen pals began corresponding with her. They also sent copies of Signs of the Times and other church literature. A Miss Embree continued to correspond. Finally, she sent Anna a copy of Steps to Christ. The book impressed Anna and she decided to be baptized. She sold one half of a bale of cotton to pay for her trip to get to the church where her baptism took place on December 18, 1891.

Anna's love for learning and the Lord inspired her to harvest 200 lbs of cotton to pay for a Bible that her uncle Abner was not using. This astonished her family. Anna Knight knew what she wanted and considered that the Lord had provided her with what she needed for her survival. The Knight family did not take very kindly to Anna's conversion to another religion, especially one that professed to worship on Saturday.

This young girl had dreams. She wanted to get an education. The SDA School in Graysville, Tennessee accepted her application and she enrolled as a student. Shortly, after she arrived, her heritage proved a stumbling block. The principal wanted to know whether she was mulatto because he wanted to find a way to justify her acceptance as a student in the school. She was not allowed to attend the school, only the church. The matron of the girls' dormitory taught her privately. Now she was able to complete her elementary training.



Anna wanted to be a teacher, but her family resented the fact that she was not 'pulling her weight' as a contributor to the family enterprise. A couple called the Chambers decided to fund Anna's attendance at Mount Vernon Academy in Ohio. She lived and worked with them during her time at the school. While she was at the Academy, Mr. Chambers took sick. The Chambers were unable to help Anna to finish her course of study. So she changed to nursing, worked, and completed her certificate.

Next, Anna attended Battle Creek College where she intended to prepare herself to become a missionary nurse. After her graduation, Anna returned home to open a school for her people. There were many obstacles. Eventually a log cabin was found and crudely adapted into a school. Anna taught regular classes in the day, Sunday school on the weekends, and adult evening classes during the week. She also found time to practice her nursing skills where needed. Many of the white folks in the area wanted to close her school down. She was even ambushed one night after returning from a health class.

In 1901, at a General Conference Session, Anna volunteered for service in India. She returned home to her school. In 1908, Dr. Kellogg requested that she visit him. He asked her if she was still willing to work in India. She replied that she would go if, a couple could be found to carry on the work in her school. A couple was found and Anna made preparations to take a long voyage not expecting to return home for many years.



It took thirty days for Anna and a group of five other missionaries to travel on ship to India. She landed in Bombay and then was sent to work in Calcutta. She nursed, taught Bible and English classes. Part of the time she worked as a literature evangelist serving the wealthy English and Indians in hills of Simla. She was a very hard worker. However, sometimes she suffered heat stroke due to a lack of rest. Anna Knight became the first black overseas missionary.

A two-year furlough was given to Anna after serving five years in India. She returned home because there were problems. The couple supervising the school was mobbed and the building destroyed. The need was great to establish work in that area. Knight accepted a call to Atlanta, Georgia to work with her people.

Anna was asked to start the first sanitarium as the medical matron. There was much opposition to her leadership so she started treatment in her own home. In addition, she was asked to become the Bible instructor in the area. A two- teacher school was already established nearby, so she asked permission to teach night classes there. The school was soon overcrowded.

Due to the fact that she was the first black missionary, Anna Knight was asked to lecture on India at Atlanta University, Spelman, Morris Brown, and Clark Colleges. She met many prominent people and this contact proved helpful in the Seventh-day Adventists' relationship with the community. As a result, she established the first YWCA in Atlanta.



It was at a Southeastern Conference meeting that Anna was given another assignment. She was asked to take the home missionary secretary and the home volunteer secretary's positions among the blacks. Her ministry had grown so much that the position of education secretary was added to her other responsibilities. After six years, Southern Union placed a request of the General Conference that Anna Knight transfer to their conference to do the same type of work. The request was granted and Anna worked to standardize the courses of study, the textbooks, in addition to improving the quality of the schools' physical conditions. Six years later, Anna Knight returned to Southeastern conference as a field secretary. She held that position until December of 1945 when Black conferences were organized.



The year 1922 was the beginning of twenty-seven years' tenure as the first president of the first National Colored Teachers Association (NCTA).

Anna Knight lived to the advanced age of 98. She passed away in 1972 at the Riverside Sanitarium, and is buried in the Knight family plot near Soso, Mississippi.

Southeastern Conference



Jane Cooke Wright, MD

Physician Dr. Louis Tompkins Wright and schoolteacher, Mrs. Corinne Cooke Wright, were proud parents of Jane Cooke Wright who was born on November 30, 1919. She grew up in a family whose patriarch was the second generation of physicians.

Jane was raised in a climate of inquiry and high achievements. Dr. Louis Wright was the first black on staff at the Harlem Medical School. He was a graduate of the prestigious medical school at Harvard University.

After attending Ethical Culture School and Fieldstone High School in New York City, Jane decided to attend college because she wanted to make a difference. When she graduated in 1938 from high school, Jane went to Smith College in Massachusetts. It was known for the wealthy and gifted students that attended. At first, Jane found it difficult to decide on a major course of study. All subjects excited her; and she excelled at whatever she studied. Towards the end of her sophomore year, she decided that her favorite subject was physics and therefore she would study medicine. In 1942, she graduated with highest honors as a result of passing her comprehensive tests in seven subjects. She was now the first of the third generation of physicians in her family. Her younger sister Barbara became a physician.



Wright was awarded a four-year scholarship to the New York Medical College when problems arose in her family. Her father's lungs had been seriously injured in World War I and he succumbed to tuberculosis. The family experienced financial hardships, yet her mother told her to continue her studies.

After medical school, she completed her internship in internal medicine at Bellevue Hospital and two residencies at Harlem Hospital. During this time, she married a lawyer, David Dallas Jones. They had two daughters, Jane and Alison.

In 1948, one year after his daughter's marriage, Dr. Jane Wright father established The Cancer Research Foundation to study chemotherapy treatments at the Harlem Hospital. At that time cancer research was in its infancy. Chemotherapy treatments were regarded as highly questionable in the medical community. Jane joined her father in his research. She was able to glean the innovations of the time. Finding funding was not going to be easy. Several professional organizations and the federal government helped to support her research.



Dr. Louis Wright died of a heart attack in 1952. Dr. Jane Wright continued her work at New York University as Professor of Research Surgery and Director of Chemotherapy. Her greatest desire was to help cancer patients to live longer and more productive lives.

In 1967, Dr. Wright returned to New York Medical College to take the position, Professor of Surgery and Associate Dean. She was the first African American female to ever hold that position. Her research has determined what treatments and dosages cancer patients are given today. One major finding was that cancer treatments were best given as injections and not taken through the mouth.

She has published 135 scientific papers and contributed to nine books. She was one of the seven founding members of the American Society of Clinical Oncology. Dr. Wright was the first woman elected as dean of a medical college. Her travels have taken her to Eastern Europe, China, the former Soviet Union, and Africa to present the latest findings in research and treatments. She carved her own path.



Dr. Patricia Bath

Patricia Bath was born and raised in Harlem. She showed an aptitude for science and her former high school science teachers encouraged her to apply for a national Science Foundation Scholarship; which she won.

She attended Yeshiva University and Harlem Hospital and gained indepth research experience. Bath realized that she wanted to study medicine. Upon graduating from Hunter College in 1964, Bath enrolled in medical school at Howard University in Washington, D.C. Then she accepted a teaching position at the University of California's School of Medicine.

Her love of research continued and took her to Berlin, Germany to research their laser systems. Bath had become concerned with the effects of cataracts on vision. So she focused her research on finding an efficient, safer method for their removal. Dr. Bath took advantage of current laser technology and invented the Laserphaco Probe in 1986. This device allows the doctor to remove a cataract more safely than by traditional methods. The laser beam provided greater accuracy when aimed at the affected area. It is able to break up the cataract without affecting other parts of the eye.

Bath obtained a US patent in 1988, and secured patents in Canada, Europe and Japan. She was the first African American female doctor to earn a patent for a medical invention.

In 1978, Dr. Bath was a founding member of the American Institute for the Prevention of Blindness (AIPB). This organization has focused on improving ocular treatment and care worldwide.

Dr. Bath still works on the cutting edge. She is currently employed at Howard University as Director of Telemedicine. She is helping to set up a network in the Caribbean and eventually throughout the world. Doctors will be able to use the internet to seek advice from peers and specialists, as well as, transmitting electronic transfers of X-rays and other diagnostic information.



Patricia Bath, M.D. Smithsonian
photo by Jeff Tinsley.



Celebrate With an Innovator

Name: _____ Date: _____

You have been given the pleasant task of planning a celebration day for Anna Knight. Plan a day with your cooperative group. What plans will you make? Select a person in your group to represent the innovator. Then decide on a day you will honor the life of your person. Make sure that your teacher agrees to the date.

Now the fun begins. Decide what you want to do and write your plans below. What will you do to advertise the celebration in your classroom or school?

Innovator's Name: _____

Plans for the day

Group Assignments



Make a Date With An Inventor

Name: _____ Date: _____

Directions:

1. Study the chart below. Then plan a calendar of fun activities for a month. The calendar sheet is provided for you in this section of the unit.
2. Your teacher has assigned you to work in groups. Each person in the group should choose an inventor. Prepare to role-play the person you selected. This performance will take place during, "Visit with Your Inventors Week".
3. Study the chart below then fill in the blanks on the following page.

Invention	Inventor	Date	Place
	George T. Sampson	1892	Dayton, Ohio
Fire escape		1878	Chambersburg, Pennsylvania
Bicycle basket	Jerry Certain		Tampa, Florida
Bridle bit	Lincoln Brown	1892	
Blue street mailbox		1891	Boston, Massachusetts
Elevator stabilizer	Alexander Miles	?	
	Joseph Lee	1894	Auburndale, Massachusetts
Kitchen mop		1893	Detroit, Michigan
Fountain pen with ink reservoir	William Purvis		Philadelphia, Pennsylvania
	John Albert Burr	1899	Agawam, Massachusetts



Name That Person

Directions: Read the facts below. Then write the name of the person each refers to.

1. He was the first ordained black minister. _____
2. He designed the first gas mask. _____
3. She created a permanent wave machine. _____
4. He created 325 uses for the peanut. _____
5. He designed the first automatic engine lubricator. _____
6. She was the first African American millionaire. _____
7. He invented a powerful and clearer transmitter. _____
8. He improved the cotton baling presses. _____
9. She invented the Laserprobe. _____
10. He invented the shoe lasting machine. _____



Lewis Howard Latimer

Poet

Name: KEY Date: _____

Directions: Read the following poems by Lewis Howard Latimer. On a separate piece of paper, complete the activities on the following page.

The Worker

Up in the morning, early
Before the break of day
To eat if I had food to eat
And to my work away...

And it's day and night and morning
Through each succeeding year.
'Neath the spur of keen necessity
Or the presence of a fear
A fear that haunts me ever
Through each succeeding day
That those who give the means to live
May take the means away.

Ebon Venus

Let others boast of maidens fair,
Of eyes of blue and golden hair;
My heart like needles ever true
Turns to the maid of ebon hue.

I love her form of matchless grace,
The dark brown beauty of her face,
Her lips that speak of love's delight,
Her eyes that gleam as stars at night.

O'er marble Venus let them rage,
Who set the fashions of the age;
Each to his taste, but as for me,
My Venus shall be ebony.





Drink to the Dead

Drink now in silence to the dead;
 Those noble souls who've passed away,
 Whose promise like the withered flower
 Was quenched in premature decay.
 Fill up your glasses to the brim;
 They would not have our joy the less
 Than when they sat among us here,
 In all their youth and joyousness.
 Drink to the souls now passed beyond;
 And be our thoughts from sorrow free;
 Ring out the praise of those great souls.
 In one grand earnest symphony;
 So that in time, when we are gone,
 The Living may our praise proclaim,
 And loving lips drink unto us,
 To keep alive fond memory's flame.

Activities Possible Answers

- To whom does Leslie Howard Latimer refer in the poem called The Worker? ***The poem may refer to a slave or sharecropper.***
- Why would the worker not be able to eat breakfast on some mornings? ***If he were a slave, the master supplied his food and would not give. If he were a sharecropper; he would not be able to purchase food at times.***
- The words used in Latimer's poem give you a sense of the hard life of The Worker. List the problems The Worker faces in the poem. ***"working day , night, morning... 'neath the spur of keen necessity"***
- In Ebon Venus, the poet describes why he prefers black women. List the words that convey his feelings. ***graceful, beautiful countenance, shiny, sparkling eyes***
- The poem Drink to the Dead conveys a salute to a loved or admired person who died. How would you remember someone who passed away? ***Answers will vary.***
- Jesus died and has risen. How do you salute Him in your daily life? Write a salute to Jesus. ***Answers will vary.***
- Create your own poem conveying one of the themes in the poems above. ***Answers will vary***



Make a Date With an Inventor

Name: _____ **KEY** _____ Date: _____

Directions:

1. Study the chart below. Then plan a calendar of fun activities for a month. The calendar sheet is provided for you in this section of the unit.
2. Your teacher has assigned you to work in groups. Each person in the group should choose an inventor. Prepare to role-play the person you selected. This performance will take place during, "Visit with Your Inventors Week".
3. Study the chart below then fill in the blanks on the following page.

Invention	Inventor	Date	Place
<i>Clothes Dryer</i>	George T. Sampson	1892	Dayton, Ohio
Fire escape	<i>Joseph Winters</i>	1878	Chambersburg, Pennsylvania
Bicycle basket	Jerry Certain	1899	Tampa, Florida
Bridle bit	Lincoln Brown	1892	<i>Xenia, Ohio</i>
Blue street mailbox	<i>Philip Downing</i>	1891	Boston, Massachusetts
Elevator stabilizer	Alexander Miles	?	<i>Duluth, Minnesota</i>
<i>Baker's kneading machine</i>	Joseph Lee	1894	Auburndale, Massachusetts
Kitchen mop	<i>Thomas Stewart</i>	1893	Detroit, Michigan
Fountain pen with ink reservoir	William Purvis	1893	Philadelphia, Pennsylvania
<i>Device that unclogs lawn mower</i>	John Albert Burr	1899	Agawam, Massachusetts



Name That Person

Name: KEY Date: _____

Directions: Read the facts below. Then write the name of the person each refers to.

1. He was the first ordained black minister. Charles Kinney
2. He designed the first gas mask. Garrett Morgan
3. She created a permanent wave machine. Marjorie Joyner
4. He created 325 uses for the peanut. George Washington Carver
5. He designed the first automatic engine lubricator. Elijah McCoy
6. She was the first African American millionaire. Madame C.J. Walker
7. He invented a powerful and clearer transmitter. Granville T. Woods
8. He improved the cotton baling presses. Benjamin Montgomery
9. She invented the Laserprobe. Dr. Patricia Bath
10. He invented the shoe lasting machine. Jan Matzeliger



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2. Lee, Gerald L. *Interesting People Black American History Makers*. New York: Ballantine Books, 1992.
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Faces of Science - Internet Links

1. Faces of Science: African American
Profiles of African Americans who have contributed to the advancement of science and engineering. www.princeton.edu
2. African-American Inventors Series: Women Inventors
PEOPLE WITH NO PAST HAVE NO FUTURE presents African-American Women Inventors A new site that is dedicated to the memory of the many African-American inventors that helped to develop this land of Diaspora that we have built. edcen.ehhs.cmich.edu
3. African-American Inventors
Modern African-American Inventors. We searched the country to find those special African-Americans whose creativity and ingenuity have, in one way or another, shaped our lives. www.emeagwali.com
4. Partial List of African-American Inventors
Check a text list containing the names of black inventors, the product(s) they created and their patent date. www.ai.mit.edu
5. Inventors Museum - African American Inventors
Provides biographies and photos of African American inventors and pictures of their creations. www.inventorsmuseum.com
6. Black Inventors & Engineers
GREAT AFRICAN AMERICAN INVENTORS AND ENGINEERS. The following is table of contents in tribute of just some of the great African Americans who have made contributions to society. www.uwm.edu
7. The Lemelson-MIT Prize Program:African-American Inventors of the Late 19th Century.
African-American Inventors of the Late 19th Century Practical inventions for everyday use Benjamin Banneker's dream of racial equality in the U.S. did not become reality with the Emancipation Proclamation (1863) or the Thirteenth Amendment (1865). web.mit.edu



8. **African American Scientists & Inventors**
Find out about African American inventors and scientists. Learn about George Washington Carver, Benjamin Banneker, Marjorie Stewart Joyner, and many other notable inventors and scientists.

<http://afroamhistory.about.com/cs/blacksinscience/index.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>



9. **African American Inventors - Black History Month**
Complete research material for black history month - each black inventor listed has a date, patent number and a description of the invention - a database of African American inventors.

<http://inventors.about.com/library/weekly/aa020600a.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>

10. **African American Inventors and Inventions**
Black History Month - Dates, patent numbers and a description of the different inventions with pages of complete research material for each African American inventor.

<http://inventors.about.com/library/weekly/aa020600h.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>

11. **African American Scientists and Inventors**
Let's pay tribute to some amazing African-American scientists and inventors!

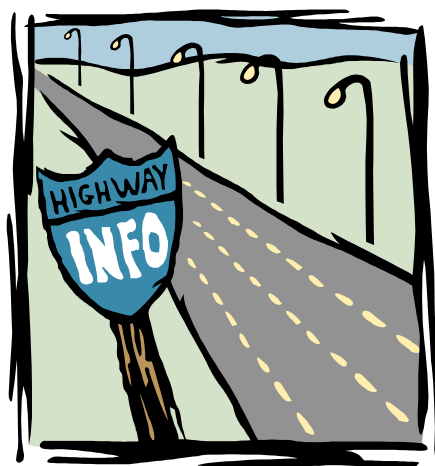
<http://kidscience.about.com/library/weekly/aa012901a.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>

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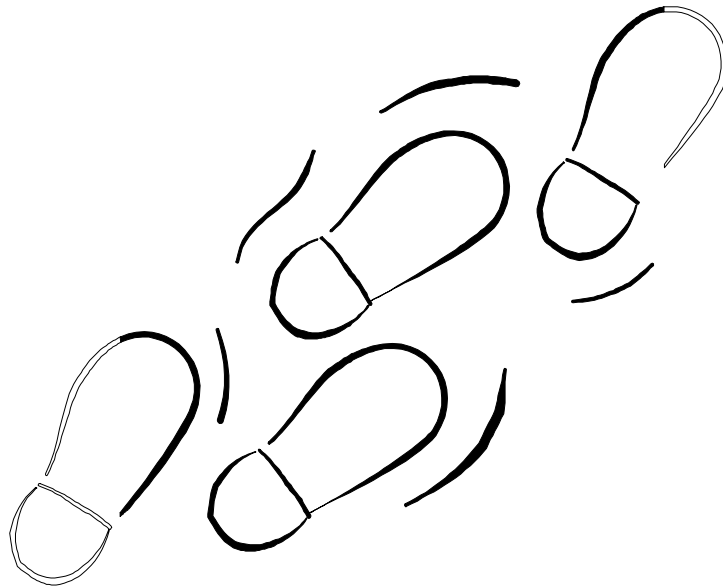
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The Light bulb, Inventors.about.com's Newsletter February 15, 2001
<http://inventors.about.com/library/newsletter/bl021501.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>
14. Learn about African American Inventors for Black History Month
Database of African American inventors with dates patent numbers and descriptions of the invention for each black inventor.
<http://inventors.about.com/library/weekly/aa020600e.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>
15. African American Invent Black History Month
Pages of complete research material for each black inventor - a table of African American inventors.
<http://inventors.about.com/library/weekly/aa020600f.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>
16. African American Science
African Americans have contributed much to science. Learn about the achievements of these scientists and inventors.
<http://kidscience.about.com/library/weekly/aa013100a.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>
17. African Americans in Science
Blacks in Science, by your About.com Guide to African American Culture.
<http://afroamculture.about.com/cs/blacksinscience/index.htm?iam=dpile&terms=%2BAfrican+%2BAmerican+%2BInventors>



Journey Through Israel

A Historical Trip

A Religious Pilgrimage



By

Lillian Mitchell



Journey Through Israel

A Historical Trip

A Religious Pilgrimage

Description of Target Groups and Grade Levels – This unit is designed for students in the middle and upper elementary grades. An attempt has been made to include activities that can be used in the lower elementary grades.

Purpose – Journey Through Israel is designed to take the students on a walk through the Holyland. The places where Jesus walked and ministered. It is a religious pilgrimage with some history included. It is hoped that after working through this unit, the students will learn more about Israel, but will also develop a closer relationship with Jesus. The Inspirational stories are designed with this aim in mind.

The narrative contains information related to various interesting sites to visit in Israel. It can be used for individual reading activity or group work. The narrative can be read to the lower elementary students who are not yet reading at this level.

Following each narrative are some different kinds of activities that cover various subject areas.

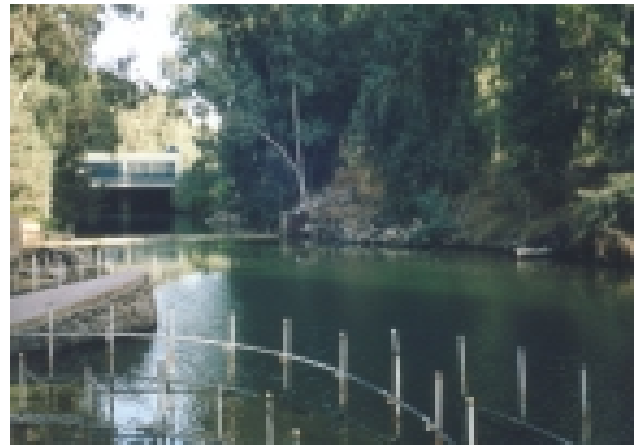
The sequencing of the unit is based on the author's bias. however, the activities may be used in any order the teacher chooses.

Included in the unit is a letter to parents informing them about what will be covered, and how they can help. There is also a certificate for those students who complete most or all of the unit.



Contents

Letter to Parents	Masada - Narrative
Getting Started	A National Symbol - Social Studies Activity
Map of Israel	Bethlehem - Narrative
Finding Places in Israel	Bethlehem History - Math Activity
Places in Israel - Bible	Bethlehem and Palestine - Creative Writing
Tel Aviv, Caesarea, Jaffa - Narrative	Learning about Bethlehem - Language Arts
Interesting Facts	Jerusalem - Narrative
Nazareth - Narrative	Shopping in Jerusalem - Math Activity
Things to do in Nazareth - Social Studies	What's Happening in Jerusalem - Internet
Nazareth - Note Taking - Language Arts	The Via Dolorosa - Narrative
Cana - Narrative	The Road to Calvary - Social Studies
Vocabulary - Reading	Christ's Sacrifice - Inspiration
Jericho - Narrative	Voices from the Past - Narrative
Jericho Word Search - Language Arts	Voices from the Past - Math
Jordan - Narrative	Held Against My Wish - Language Arts
Jordan in the Bible - Bible	The Good Shepherd - Inspiration
A Special Baptism - Bible	How Do I Know if it's Credible - Social Studies
How Many Drops in a Milliliter	Some Jewish Holidays and Celebrations
The Sea of Galilee - Narrative	A Holy Celebration - Internet
The Sea of Galilee - Reading	During What Month - Social Studies
Sayings That Teach - Reading	Queen Esther and Mordecai - Share
Choices - Inspiration	Interviewing Queen Esther - Language Arts
His Presence Brings Hope - Inspiration	Greatness - Inspiration
The Pool of Bethesda - Narrative	Purim
An Interview With a Crippled Man - Language Arts	Try These Tasty Recipes
Meeting Needs - Inspiration	Faith - Inspiration
The Mount of Olives - Narrative	Certificate of Completion
Math on the Mount of Olives - Math	Works Cited
Prayer from the Mountain - Creative Writing	Children's Books
Discipleship - Inspiration	Internet Links
The Mount of Beatitudes - Narrative	Keys
A Starter at the End - Creative Writing	
Those Prayers of Yours - Inspiration	
The Garden of Gethsemane - Narrative	
Tending the Garden of Gethsemane- Science	
The Jacob's Garden	
Prayer Time - Inspiration	



Dear Parent,

This month we will begin a theme study on a Journey Through Israel.

We will be reading about various historical and religious sites and their meaning to various religious groups. The students will be engaged in many high interest classroom activities, including art, language arts, mathematics, social studies, science, Bible, and practical arts. They will also be using the Internet for research purposes.

You can help your child learn more by trying some of these activities:

- Take your child to a museum.
- Get travel brochures advertising the Holyland from a travel agent in your area.
- Visit the library with your child. Read and enjoy stories that are set in the Holyland.
- Read various Old Testament chapters in the Bible with your child.
- Review the projects and activities on the Holyland that your child brings home from school. Ask him or her to tell about them.

Your child will enjoy learning about the Holyland.

Teacher



Getting Started

Field Trip

Arrange a Field Trip to a Jewish Museum in your area.

Important Holidays

Post a banner in the classroom. Have the students cut out and label pictures of various historical sites from the Holy Land and add them to the banner.

Historical Sites From the Holy Land



People Patterns

Research the dress of the different groups of people in the region. Have a location in the classroom for the storing of outfits for drama.

Holy Land Literature Checklist

Have a ready-to-use list of books about the Holy Land available to students, librarian, or to suggest to parents. These are books that children can read, or parents can read to students.

Parent Communication Letter

Sign and reproduce the parent communication letter. Parents like to be kept informed about what is happening in school and how they can help. There is a space on the fish for you to add extra information. You may send the list of books along with the letter to the parents.

Where is the Holy Land

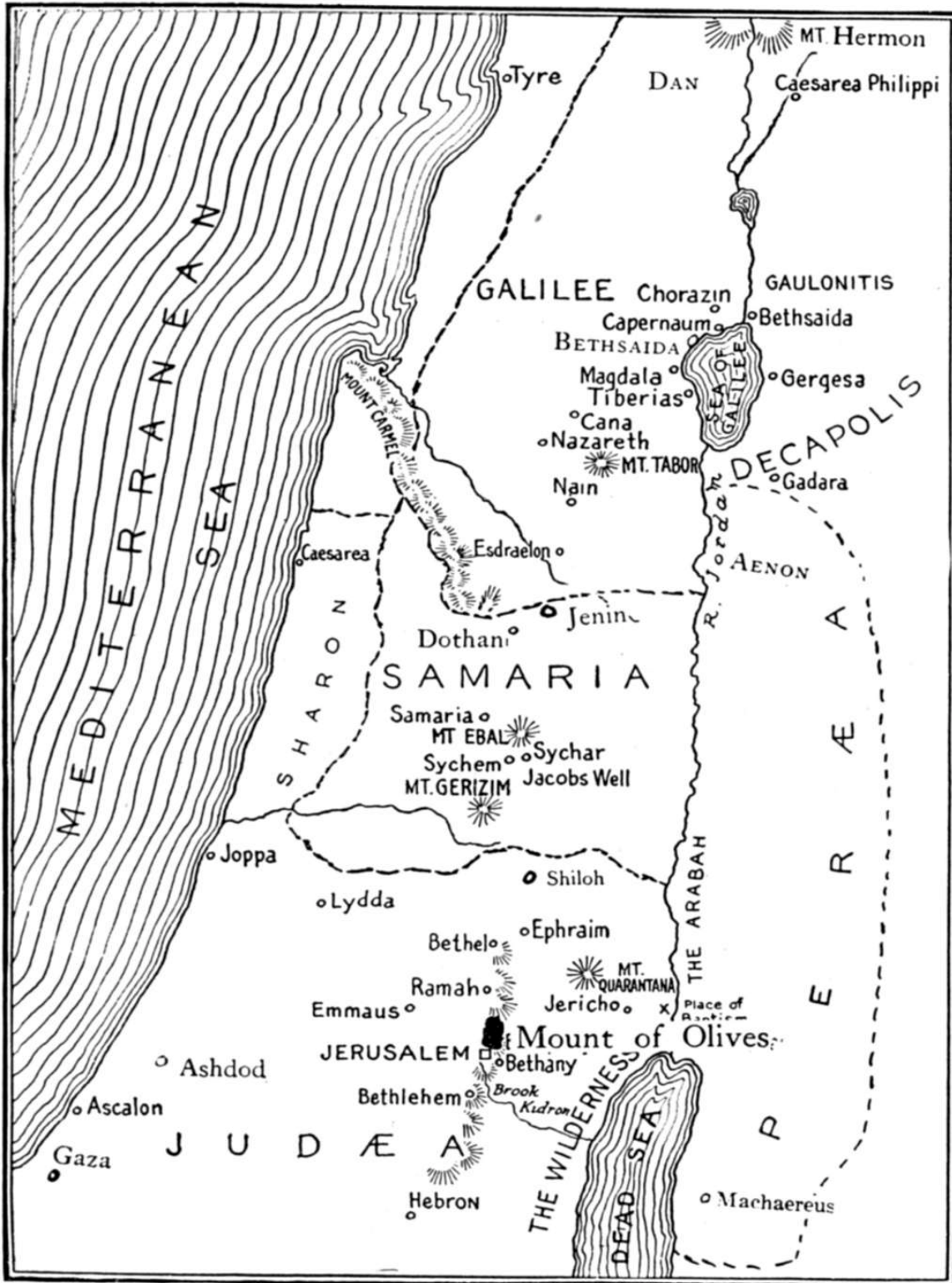
Post a map of Israel in your classroom. Use different colors to highlight various historical sites.

Ask the Experts

Invite guest speakers to visit your classroom during your theme study on the Holy Land Journey. If possible, invite individuals from different religious groups who have lived in the Holy Land. Have them discuss the changes that have taken place over the years.



Finding Places in Israel

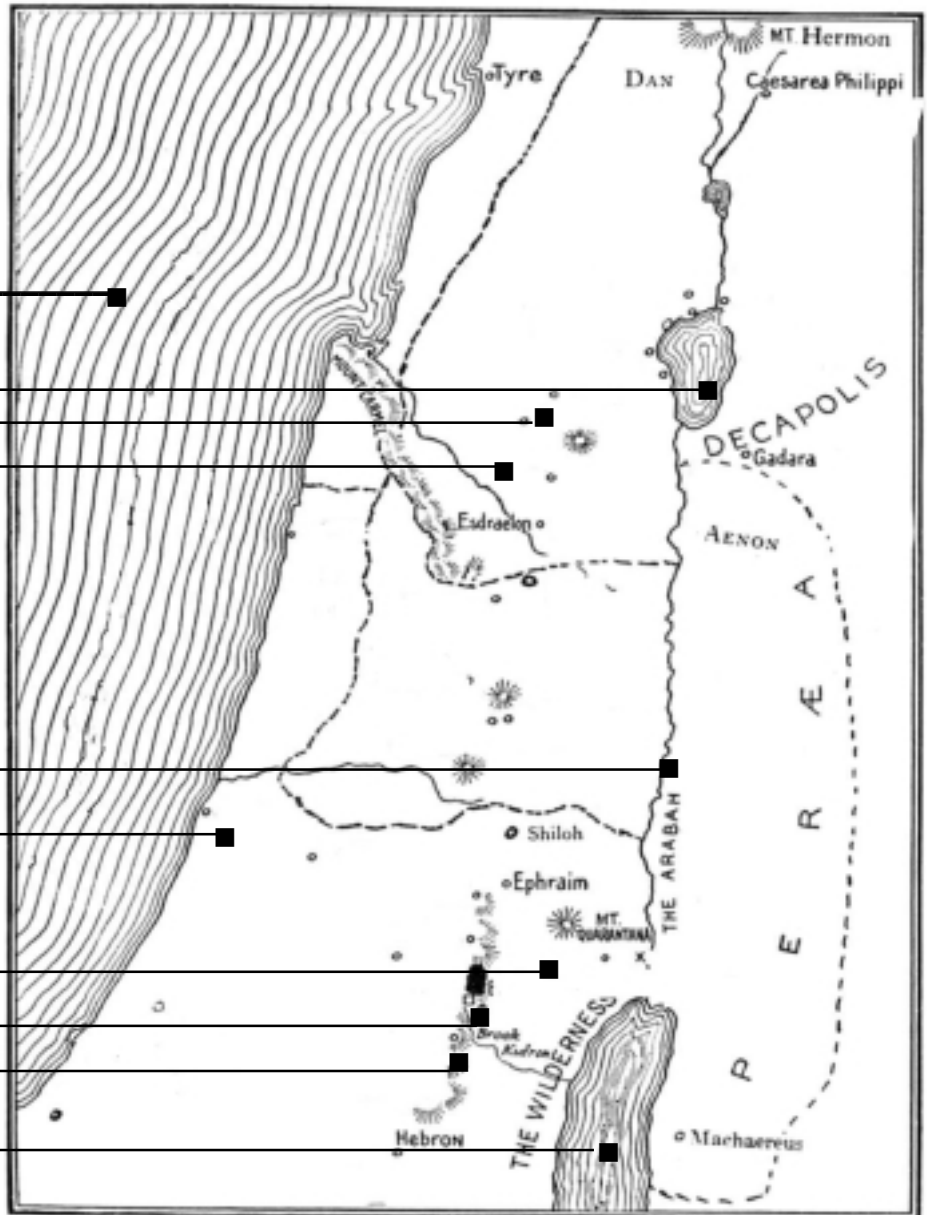


Finding Places in Israel

Name _____ Date _____

Directions: Use the map of Israel on page 1 to help you find the places listed below. Write the place names on the lines in the correct places.

1. Nazareth
2. Jericho
3. Jordan River
4. Jerusalem
5. Bethlehem
6. Sea of Galilee
7. Mediterranean Sea
8. Dead Sea
9. Joppa
10. Cana



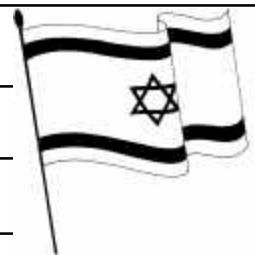
Places in Israel

Name _____ Date _____

Directions: Unscramble the letters to find names of places in Jerusalem. Use the Bible verse to check your answer. On the lines that follow, write one sentence that tells about each place.

- | | | | |
|-----|------------|---------------|-------|
| 1. | ANCA | John 2:1 | _____ |
| 2. | MESUJERAL | John 12:12 | _____ |
| 3. | LILEGAE | Matthew 26:32 | _____ |
| 4. | ZARENATH | John 1:46 | _____ |
| 5. | RECIJHO | Luke 10:30 | _____ |
| 6. | DORJAN | Numbers 32:32 | _____ |
| 7. | POAJP | Acts 9:36 | _____ |
| 8. | ETHBELEMH | Matthew 2:1 | _____ |
| 9. | BEDATHES | John 5:2 | _____ |
| 10. | SANEMETHEG | Mark 14:32 | _____ |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Tel Aviv, Caesarea, Jaffa

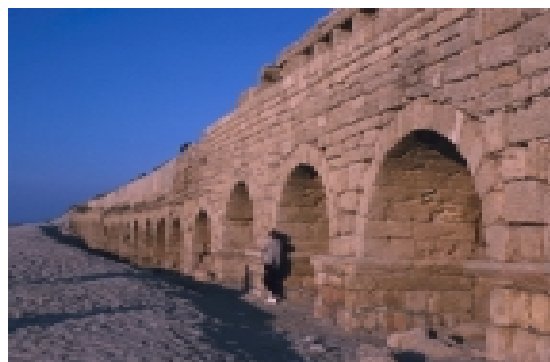
Tel Aviv means “mound of spring.” This city grew out of the ancient port of Jaffa or Joppa. The population of Tel Aviv is more than one million.

Tel Aviv provides most of the economy of Israel. They provide a wide variety of activities including cultural festivals, museums and exhibits. Along the Mediterranean shoreline, there is a marina, a long beautiful beach, and many restaurants and shops.

On a hillside in Joppa is the home of Peter the tanner. Read Acts 10:1-32 to learn some interesting facts about Peter and the vision he had.

Halfway between Tel Aviv and Haifa, along the Mediterranean coastline are the ruins of ancient Caesarea. It was built by Herod the Great. The city was one of the most magnificent ports in the world. For nearly 600 years, Caesarea was the official capital of what the Romans called “Provincia Judea.”

During the time of Jesus, Pontius Pilate ruled from this city in the name of Rome. Philip the deacon ministered here. You will find this recorded in Acts 8:40. Peter preached to the Centurion, Cornelius in the city. You can read about this in Acts 10. Paul was imprisoned here also. You can read about this in Acts 26.



The many pieces of beautiful statues found there today, is an indication of the art work that existed during the Roman period.

The extensive excavation done in the area has revealed a large theatre on the southern edge of the city.



Tel Aviv



Interesting Facts

RADIO OR TELEVISION COMMERCIAL

After reading Acts 10:1-32, have students prepare a Radio or Television commercial in the form of a poster or tape-recorded announcement.

I AM THINKING OF AN INCIDENT

Read all the Bible stories mentioned in the narrative "Tel Aviv, Caesarea, Jaffa." After the students have read all the stories, have student volunteers become Bible story experts by saying, "I am thinking of a story

about _____

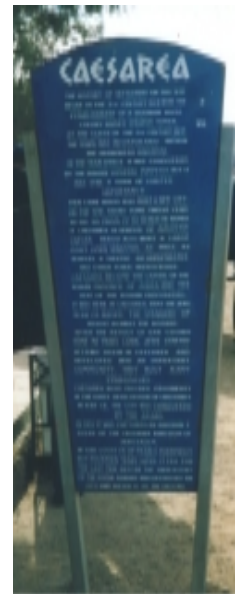
That took place in _____

And the name of one character is _____"

The other members of the class will take turns guessing who the story is about.

STORY MURALS

After reading the Bible stories, assign students to depict six major events that took place in one of the stories on a storyboard. Cut apart and put them in an envelope. Use as a sequencing activity.



Nazareth



Nazareth was once a small village in Galilee. It was felt that nothing good could come from that town. It was in this town that the angel Gabriel announced to Mary that she would have a son, and that she should name Him Jesus as He would be the Messiah.

Today, one of the highlights of this city is the “Basilica of the Annunciation,” a church which reminds worshippers that the angel Gabriel announced to Mary that she would be the mother of the Messiah.

In Aramaic, the word Nazareth means watchtower.

During the time of Jesus, Nazareth was a poor village, which probably had less than four hundred people living there. Today, Nazareth is the largest Arab city in Israel with a population of 60,000. Fifty percent of these people are Moslems and fifty percent are Christians.

Nazareth is one of the most important Christian holy sites in the world. One prominent holy site in Nazareth is the Church of the Annunciation. About 300 meters north of the Church of the Annunciation is the Greek Orthodox Church. Many Orthodox Christians believe this was where the annunciation took place.

Things to do in Nazareth

1. Select a guide.
2. Work with your guide to determine the places to visit.
3. How much time will you spend at each site?
4. How much time will it take you to get from one place to the next?
5. How much time will you need to spend in Nazareth?



Things to Do in Nazareth

Directions: You are visiting Israel on vacation. While you are there you want to visit Nazareth. You want to be sure that everything goes through without any problems, and that you see all the sights in Nazareth. Use the list below to help you plan your tour. Using another piece of paper create an itinerary for your trip. Be sure to include all the necessary information.

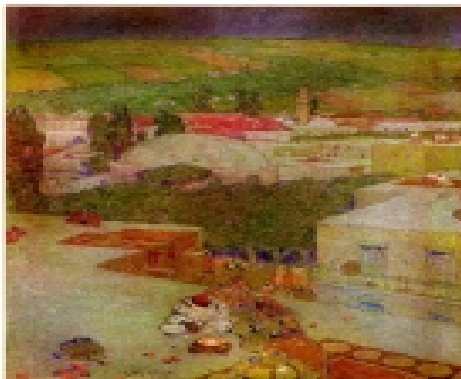
1. Select a guide who is well informed.
2. Work with your guide to determine the places to visit.
3. Determine how much time will be spent at each site.
4. Decide where you will have lunch and supper.
5. Get information on the best places for purchasing souvenirs.
6. In planning, get information about travel time.
7. How much time do you really need to spend in Nazareth?
8. If you do not need to spend a full day, what other places can you visit?



Note Taking in Nazareth

Writing is informative if its major purpose is to provide information. Writing is persuasive if its major purpose is to move an audience to do something or to adopt a major point of view. Read the narrative about Nazareth. Take notes on a separate sheet of paper. Be sure to include the following information in your notes.

- The title of the selection.
- What the selection is about.
- The purpose of the selection.
- The major point of the selection as a whole.
- Names of people and places.
- Significant facts and figures.
- Key words and their meanings.
- Significant events and their order of occurrence.
- Opinions and the facts presented to back these up.
- Any conflict in which anyone in the narrative is involved.



Cana

Situated a little outside Nazareth, on the road to Tiberias is the village of Cana. Cana of Galilee provides a peaceful coexistence between different races and faiths.

It was in Cana of Galilee that Jesus performed his first miracle when He turned water into wine. Jesus, some of His disciples, and Mary His mother were at the wedding feast when the wine ran out. Mary went and told Jesus. Jesus' response was, "Woman, what have I to do with thee? Mine hour is not yet come. His mother saith unto the servants, Whatsoever He saith unto you, do it." (John 2:1-5)

The Church of the Franciscans, known also as the Church of the Miracle of Cana, suggest that they have the authentic water jars used by the guests at the wedding feast recounted in the Gospel. This church, founded in the second half of the last century, has a Crypt built over the remains of the ancient building, where a miraculous water jar is kept.



Vocabulary

Name _____ Date _____

Directions: Use complete sentences to write the meaning of each of the following words.

1. co-existence

2. authentic

3. recounted

4. crypt

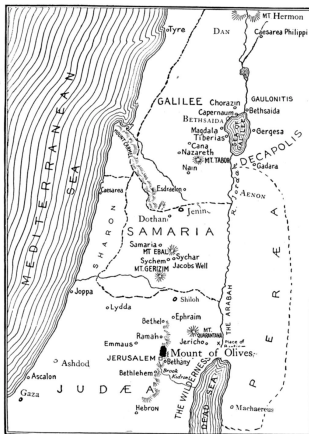
5. ancient

6. Which town lies between Nazareth and Tiberias?

7. What did Jesus mean when He said "mine hour is not yet come?"



Jericho



Jericho is a city in Palestine with about 20,000 inhabitants. It is situated on the West Bank in the Jordan Valley, near the Dead Sea. It is 244 meters below sea level. The economy relies on agriculture, producing dates, bananas, and citrus fruits. The water comes from numerous wells. There is a spring that releases 1000 gallons of water per minute. This oasis has been called the "City of a Thousand Palms". Tourism in Jericho is fast growing.

Jericho is one of the oldest settlements in the world. The city is important to both Jews and Christians, as it was the city conquered by Joshua, as well as the place where Satan tempted Jesus.

Zacchaeus, the short tax collector who climbed the tree to see Jesus pass by, was a resident of the new city. So also was Blind Bartimaeus who was healed by Jesus.

Near Jericho, lies the Mount of Temptation. On that mount sits a monastery that is fully utilized by Greek-Orthodox monks and nuns.

The gospels describe the forty day fast and temptation of Jesus in the Wilderness of Judea after his baptism in the Jordan by John. The actual location of the temptation is not known. However, two sites were built in the twelfth century to recall the story, one in a cave on the side of the cliff, and one at the summit. Today there is an interior cave chapel to remind pilgrims of the fasting of Jesus, when he refused to turn the stones into bread.



HISTORY OF JERICHO

- 9000 BC: Earliest settlements of Jericho, living off irrigated agriculture. This earliest settlement is believed to have been very small.
- Middle 9th millennium BC: The settlement is expanded into a walled town with mud brick houses. Economy is still limited to small agriculture and hunting of wild animals.
- End 8th millennium BC: More advanced houses, and probably domestic animals, like sheep.
- 2300 BC: Jericho is settled by the Amorites.
- 2000 BC: The old city is either abandoned or turned into a small settlement.
- 1900 BC: Settled by the Canaanites.
- 1200 BC: Captured by the Hebrews.
- 586 BC: Falls to Babylon.
- 331: Captured by the Macedonian King Alexander the Great, and is turned into a royal resort.
- 30 BC: Jericho is given from the Roman emperor Augustus to the local king Herod. He moves its location further south, built aqueducts, a winter palace and a theatre.
- 68 AD: Destroyed by the Romans.
- 4th century: Jericho starts attracting large crowds of pilgrims, resulting in growth in its population.
- 7th century: Captured by the Muslims.
- 12th century: Comes under the control of the Crusaders, which results in a growth in the population.
- 1948: Jordan occupies the West Bank including Jericho.
- 1994: Jericho becomes the first city on the West Bank to a part of the new Palestinian Authority. The choice of Jericho is linked to it having been one of the quietest areas during the Intifada.



Jericho Word Search

Name _____ Date _____

Directions: In the word search find the words listed below. Search for the words by going left, right, down, and diagonally. Draw a line through each word as you find it. Choose one person or place named in the word search and write a paragraph about your selection.

agriculture
Alexander
aqueducts
Augustus
Babylon

bananas
baptism
Bartimaeus
Canaanites
Christians

Crusaders
dates
Dead Sea
Jericho
Jesus

Jews
John
Jordan
Joshua
Judea

monastery
Palestine
Pilgrims
tourism
West Bank
Zacchaeus

A	G	R	I	C	U	L	T	U	R	E	B	C	D	E	E	F	G	M	Q
L	F	Y	Q	E	R	C	R	B	A	N	A	N	A	S	J	I	H	O	D
E	G	M	T	O	U	R	I	S	M	L	A	S	U	G	S	D	D	N	F
X	H	H	E	W	T	V	E	G	P	Z	D	T	T	R	B	S	G	A	G
A	Q	U	E	D	U	C	T	S	O	A	S	H	I	U	A	N	K	S	H
N	J	G	W	Q	Y	B	W	M	I	U	G	F	E	S	B	N	L	T	J
D	K	F	R	A	S	M	I	R	G	L	I	P	I	P	Y	L	P	E	K
E	L	D	T	S	U	N	Q	U	Y	J	N	B	H	E	L	L	A	R	L
R	K	S	Y	D	I	B	A	P	T	I	S	M	O	H	O	O	L	Y	L
S	Z	A	A	U	H	S	O	J	U	K	D	O	L	C	N	O	E	T	Z
D	X	R	P	F	O	M	A	E	S	H	S	I	K	H	B	O	S	R	Z
A	E	D	U	J	P	L	S	U	T	G	K	U	T	R	V	P	T	A	A
A	C	A	O	D	A	K	E	R	R	N	R	Y	R	I	C	E	I	S	C
P	V	K	L	H	C	A	N	A	A	N	I	T	E	S	X	E	N	S	C
O	J	L	L	G	M	J	C	B	E	F	Q	T	H	T	X	A	E	G	H
I	O	M	K	I	S	H	T	J	W	D	J	E	R	I	C	H	O	N	A
U	R	N	T	M	D	S	L	K	Q	S	W	R	D	A	T	E	S	P	E
Y	D	R	J	D	E	A	D	S	E	A	E	E	L	N	E	S	R	T	U
T	A	R	Q	W	F	G	D	F	A	S	C	R	U	S	A	D	E	R	S
B	N	F	J	E	S	U	S	R	J	E	W	S	T	S	J	O	H	N	L



Jordan in the Bible

The name Jordan means descender. It was likely given because of the great drop in altitude.

The river Jordan is about 320 km. long. The Sea of Galilee is part of the Jordan River system. The river flows from four streams that commence on the slopes of Mount Hermon in the north. It flows in a southern direction for forty-five kilometers to the northern shore of the Sea of Galilee. Then from the southern shore of the Sea of Galilee it snakes its way to the Dead Sea.

For Christians, the point where the Jordan River runs out of the Sea of Galilee, is holy and considered to be the place where Jesus was baptized. Each year, many pilgrims travel to the Jordan, and several of them are baptized in the river.

The amount of water carried with the river is decreasing each year, due to the exploitation of the fresh water of the Sea of Galilee and the Yarmuk River of Syria.

From overhead, the river looks like a snake, winding and curving the short distance of 320 km.

Though small, the Jordan River plays a role in many biblical stories, including the crossing of the river by the Israelites with Joshua. Joshua led the Israelites into Canaan by crossing near Jericho. The waters are said to have stopped flowing when the Israelites crossed. The miraculous floating of the axe head was another incident that took place there. Naaman, the Syrian general, was commanded by Elisha to wash in the Jordan. There he was healed of leprosy. The most significant incident that took place at the Jordan, was the baptism of Jesus by John the Baptist.

In recent times the Jordan has been a source of controversy between the nations of the Middle East. Since the Six-Day-War of 1967, the Jordan River has been the boundary between Israel and Jordan. Two bridges, the Alenby and the Adam, cross the river and connect the two countries.



A SPECIAL BAPTISM

Name _____ Date _____

Directions: Unscramble the words below. Write them on the numbered lines to find out about a special baptism.

- 1. ssuJe _____
- 2. zabdiept _____
- 3. taerw _____
- 4. mmotne _____
- 5. veehan _____
- 6. pedone _____
- 7. rptiSi _____
- 8. odG _____
- 9. dceigsnden _____
- 10. evdo _____
- 11. ghinitgl _____
- 12. tteawMh _____

As soon as 1. _____ was 2. _____ he went up out of the 3. _____. At that 4. _____ 5. _____ was 6. _____ and he saw the 7. _____ of 8. _____ 9. _____ like a 10. _____ 11. _____ on Him.” 12. _____ 3:16



How Many Drops in a Milliliter?

Name _____ Date _____

The Objectives of this activity are to:

1. Complete at least four trials to find out the number of drops of water in one milliliter.
2. Record the number of drops on the organized table included in this unit.
3. Write a conclusion about the number of drops in one milliliter.

Materials Needed

At each station place:

One eye dropper
One large jar of water
Food coloring
One graduated cylinder
Paper towel
Student Activity Sheet



Procedure

Instruct students to:

1. Squeeze the air out of the eye dropper before getting the water in.
2. Put a drop of food coloring in the water.
3. Fill the eye dropper with colored water.
4. Squeeze drops of water into the graduated cylinder to determine how many drops of water are in one milliliter, count the drops as they fall in the cylinder.

Note: The first time is a trial. Record the number of drops on the table next to trial one. Do four trials. After the fourth trial is recorded, all students in the group must look at the data and write a conclusion about the number of drops in one milliliter.



How Many Drops in a Milliliter?

Name _____ Date _____

Trial Number	Number of Drops	Conclusion

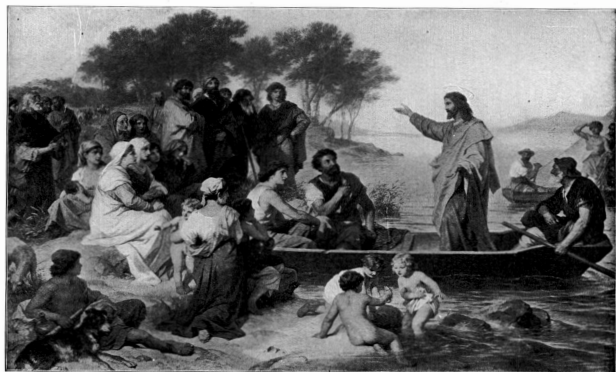


The Sea of Galilee

The Sea of Galilee is about eight miles wide and thirteen miles long. Its Hebrew name is Kinneret, which comes from the word harp. In the gospels it is called names like Gennesaret, and The Sea of Tiberias. The surface of the lake is 207 meters below sea level, and the water is fresh.

A beach runs around the entire lake. The lake has a rich fish life and many birds live around it. It is fascinating to feed the birds and watch as they catch bread in mid air as it is tossed to them from a boat. The Sea of Galilee supplies Israel with half of all its supplies of fresh water.

For Christianity, the Sea of Galilee is of great importance, as it was the center of much of the activities of Jesus and his disciples.



**The Sea of Galilee
During the time of
Jesus**

**The Sea of Galilee
today**



The Sea of Galilee

Name _____ Date _____

Questions that ask “why” may ask you to give one or more reasons why something happened. A why question may also ask for the causes or effects of an event.

Directions: Answer the following “why” questions. Remember to rephrase the question in the form of a statement.

Why is the Sea of Galilee of great importance to Christianity?

Today, the sea of Galilee supplies Israel with half of all its fresh water.
Why is the Sea of Galilee important to Israel?

Look at both pictures in the narrative. Explain the differences between both pictures.



Sayings That Teach

Name _____ Date _____

Proverbs are sayings that teach very important lessons. If the birds that fly over Galilee could talk, the sayings below might have formed a part of their wise sayings. Read these proverbs about birds.

Directions: On the lines below, write the lesson that you think each proverb teaches. Share your responses with your group.

1. A bird in the hand is worth two in the bush.

2. Birds of a feather flock together.

3. Don't count your chickens before they hatch.

4. Don't put all your eggs in one basket.

5. The early bird catches the worm.



Choices

by Max Lucado

After this, Jesus went across Lake Galilee. Many people followed him because they saw the miracles he did to heal the sick.

~ John 6:1, 2

Jesus demonstrated his power to meet spiritual and physical needs.

Observation: To gain eternal life, we must be nourished with God's Word, drawn to Christ, and united to Him.

Inspiration: The stress seen that day is not on Jesus' face, but on the faces of the disciples, "Send the crowds away," they demand. Fair request. "After all," they are saying, "You've taught them. You've accommodated them. And now they're getting hungry. If we don't send them away, they'll want You to feed them too!"

I wish I could have seen the expression on the disciples' faces when they heard the Master's response....

"You give them something to eat."...

Rather than look to God, they looked in their wallets. "That would take eight months of a man's wages! Are we to go and spend that much on bread and give it them to eat?"

"Y-y-y-you've got to be kidding."

"It's one of Jesus' jokes."

"Do you know how many people are out there?"

Eyes watermelon-wide. Jaws dangling open. One ear hearing the din of the crowd, the other the command of God.

Don't miss the contrasting views. When Jesus saw the people, he saw an opportunity to love and affirm value. When the disciples saw the people they saw thousands of problems.

Also, don't miss the irony. In the midst of a bakery—in the presence of the Eternal Baker—they tell the "Bread of Life" that there is no bread.

How silly we must appear to God.

Here's where Jesus should have given up. This is the point in the pressure-packed day where Jesus should have exploded. The sorrow, the life threats, the exuberance, the crowds, the interruptions, the demands, and now this. His own disciples can't do what he asks them. In front of five thousand men, they let Him down.

"Beam me up, Father," should have been Jesus' next words. But they weren't. Instead he inquires, "How many loaves do you have?"

The disciples bring him a little boy's lunch. A lunch pail becomes a banquet, and all are fed. No word of reprimand is given. No furrowed brow of anger is seen. No "I-told-you-so" speech is delivered. The same compassion Jesus extends to the crowd is extended to his friends.

Application: What is the source of your spiritual nourishment? Movies, television, or music? Do you need to change your diet so that Christ becomes the strong force in your life? Do this by Bible reading, prayer, and worship.

Adapted from *In the Eye of the Storm*, World Inc. 1991



His Presence Brings Hope

When the sun went down, the people brought those who were sick to Jesus. Putting His hand on each sick person, He healed everyone of them. Luke 4:40

The Jewish people had been expecting the Messiah for a long time. They believed that He would free Israel from foreign rule and restore the nation to its prominence and greatness. As Jesus served, performed miracles, and spoke words with wisdom, the people were amazed and confused. Jesus was not the type of Messiah they had been expecting.

Because the Jews assumed they knew what the Messiah would look like, they had a difficult time recognizing Jesus as God's Messiah.

Early one Saturday morning Jesus returned to Nazareth to speak in the synagogue. His friends and relatives and neighbors gathered in great excitement. They had watched Him grow to manhood; they knew His parents, Mary and Joseph. So they were astonished at His air of authority as He strode to the center of the crowded stone room and was handed the book of the prophet Isaiah from the Torah shrine. He found the passage He wanted, then read the ancient prophecy: "The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favor."

Jesus handed the Scriptures back to the attendant and stared quietly at the rows of townspeople. "Today," he said slowly, "this Scripture is fulfilled in your hearing."

At first there were gasps, then excited murmuring. Was Jesus claiming that their hopes were

to be realized? Had the long-dreamed-of day of the Lord—the coming of Messiah—arrived?

Jesus knew what they were thinking. "No prophet," He said steadily, "is accepted in his hometown." Then He reminded them of two stories they knew well from their heritage: During a great drought, the prophet Elijah had brought water not to the dying widows of Israel, but to a heathen widow; and his successor, Elisha had ignored Jewish lepers and cleansed a Syrian instead.

His words were like a dash of cold water in the faces of the crowd. They expected liberation for the Jews and judgment for all others. Now this arrogant young man was extending the long-awaited promise of their liberation with one hand and insinuating their own judgment with the other.

The crowd surged forward and dragged Jesus out of the building, shoving Him to the brow of the hill on which the synagogue perched. But when they reached the edge they discovered that in the confusion, Jesus had slipped away.

This humble message at the remote Nazareth synagogue was the inaugural address for Jesus' entire ministry. Through it He formally announced His messiahship and the rule of God in this world. As a result, human history was forever altered.

The Kingdom of God had come.

Who is Jesus? Don't try to squeeze him into your own mold of a Savior. The Bible gives a clear picture. Study the Word of God and discover the real Jesus: God in the flesh who wants to change lives.

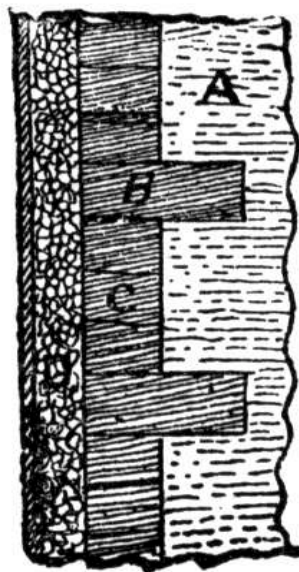
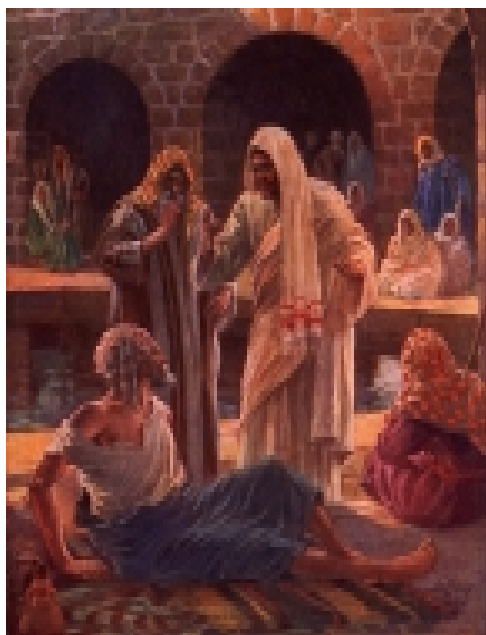
Adapted from Kingdoms in Conflict by Charles Colson, 1987



The Pool of Bethesda

The pool of Bethesda was the house of mercy to those who were healed there. It is located near the Sheepgate in Jerusalem. It is described as having five porches. It is believed to have great healing powers. The name means House of Mercy or House of Grace. There is no set time for the pool to bubble. It bubbles up at irregular intervals. Sometimes two or three times a day. In the summer, it bubbles once in two or three days. The sick people waited their turn to step into the mysteriously troubled water and bathe in it so they can be healed. People who were blind, lame, or crippled waited to step in when the water bubbled. This was when it was most helpful. John said that the healing power of the water came when the angel came down from heaven and troubled the pool.

Bethesda was a pool fed by a spring. It was here that Jesus healed the man who was crippled for thirty-eight years.



An Interview With the Crippled Man

Name _____ Date _____

Directions: If you were a reporter and could interview the crippled man by the Pool of Bethesda what questions would you ask him? After you write the questions have a classmate role play The Crippled Man. The Crippled Man will answer the questions you ask.

Question: _____

Answer: _____

Question: _____

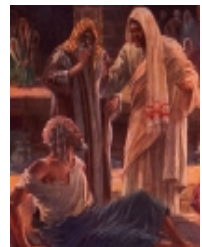
Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____



Meeting Needs

Then they asked him, "Who is the man who told you to pick up your bed and walk?"

~ John 5:12



While he was traveling to Jerusalem to attend the feast of the Passover, Jesus made a detour to Bethesda to meet the needs of the people.

Jesus had special concern for the suffering and the neglected.

Picture a battleground strewn with wounded bodies, and you see Bethesda. Imagine a nursing home overcrowded and understaffed, and you see the pool. Call to mind the orphans in Bangladesh or the abandoned in New Delhi and you will see what people saw when they passed Bethesda. As they passed, what did they hear? An endless wave of groans. What did they witness? A field of faceless need. What did they do? Most walked past ignoring the people.

But not Jesus....

He is alone.... The people need Him—so He's there.

Can you picture it? Jesus walking among the suffering....



It's worth the telling of the story if all we do is watch Him walk. It's worth it just to know He even came. He didn't have to, you know. Surely there are more sanitary crowds in Jerusalem. Surely there are more enjoyable activities. After all, this is the Passover feast. It's an exciting time in the holy city. People have come from miles around to meet God in the temple.

Little do they know that God is walking slowly, stepping carefully between the beggars and the blind.

Little do they know that the strong young Carpenter who surveys the ragged landscape of pain is God.

Do you spend much time among suffering people? Think of how you can meet the needs of those who suffer, and with God's help, do it.



Adapted from *The Inspirational Bible*, Word Publishing, 1991



The Mount of Olives

The Mount of Olives lies east of Jerusalem, across the Kidron Valley. It gives a magnificent view of the Old City and a very striking view of the Judean Hills. It was here that Jesus foretold the destruction of Jerusalem. At the bottom of the slopes lies the Garden of Gethsemane.

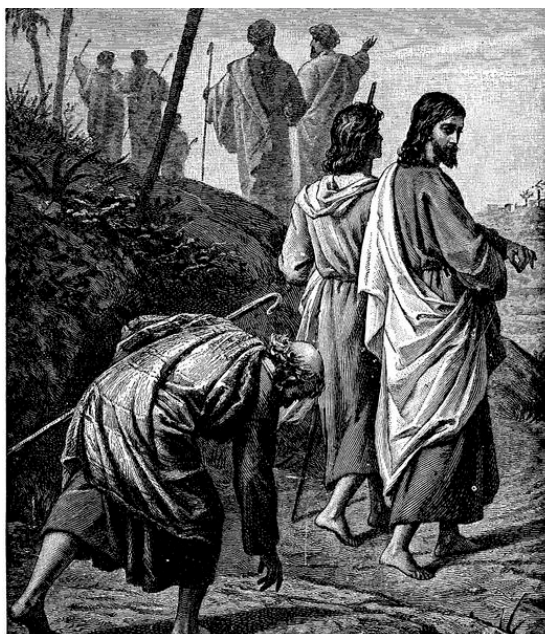


The Mount of Olives includes some of the most important places for Jews and Christians. In Biblical times, just like today, the Mount of Olives was partially covered with olive orchards.



On the slopes of the mount is the holiest Jewish cemetery in the world. For centuries, people have bought burial plots as it is believed that the Messiah will walk through the Golden Gate, facing the mount at His second coming. The Bible teaches us in Zechariah 14:4 that the Mount of Olives will be split in two from east to west. It is believed that the prophets Haggai, Zechariah and Malachi are buried there.

Christians have great respect for that hill because of the part it played in the New Testament as the scene of many of Jesus' activities. A visit to the Mount of Olives is an essential part of a tour to the Holyland. It was on the Mount of Olives that Jesus is believed to have taught His disciples the Lord's Prayer recorded in Luke 11:1-4. A Moslem mosque is built on the site from which it is believed that Jesus ascended to heaven.



Math on the Mount of Olives

Name _____ Date _____

Directions: Solve the problems and write the answers. Next to each problem, write the operation you used to solve the problem.

1. The fifth and sixth graders were going to visit the Mount of Olives. There were 30 students in the class. 15 boys and 12 girls went on the tour. How many students went on the trip altogether? _____
2. The students were allowed to pick olives. The boys picked 9 bags of olives and the girls picked 15. How many more bags did the girls pick than the boys did? _____
3. In the olive orchard there were 8 rows of olive trees. There were 20 trees in each row. How many trees were there in all? _____
4. The students were allowed to ride on camels around the orchard. The ride took 20 minutes. There were three camels. Each camel could carry only one person. How long would it take 12 students to ride around the orchard? _____
5. At the end of the ride the students went shopping. The boys bought 10 bottles of olive oil and the girls bought 15 bottles. How many bottles in all were bought? _____
6. 4 bottles of olive oil cost \$1.00. How much did they pay for 20 bottles? _____
7. Joy bought a candy for 35 cents and Martha bought three for 87 cents. How much money did both girls spend? _____
8. Mary's lunch cost \$3.50 and Jack's lunch cost \$5.25. How much more did Jack's lunch cost than Mary's? _____
9. The sixth graders bought 15 bookmarks, 20 post cards and 11 key rings. How many items did they buy altogether? _____
10. They left the school at 8:00 a.m. and returned at 2:00 p.m. How many hours were they away from the school? _____



Prayer from the Mountain

Name _____ Date _____

Directions: It was on the Mount of Olives that Jesus is believed to have taught His disciples the Lord's Prayer recorded in Luke 11:1-4. Read the prayer and then rewrite it in your own words. After you have re-written the prayer, write a list of six things that you can pray about.





1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Discipleship

At that time Jesus went off to a mountain to pray, and He spent the night praying to God.
~ Luke 6:12

Jesus called and appointed his twelve apostles. He spent the next three years teaching them. He knew that they needed to be prepared for the time when He would no longer be with them in the flesh.

The night before Jesus appointed the Twelve Apostles, He prayed.

“He went up on a mountainside by Himself to pray.”

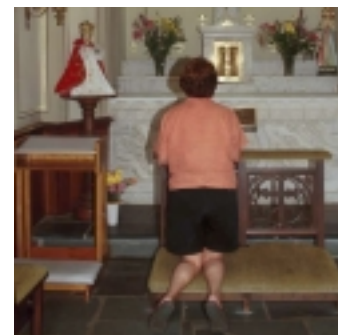


Maybe He didn't ask for anything. Maybe He just stood quietly in the presence of Presence and basked in the Majesty. Perhaps He placed His war-weary self before the throne and rested. Perhaps He prayed for the right men to be His disciples.

Maybe He lifted His head out of the confusion of earth long enough to hear the solution of heaven. Perhaps he was reminded that hard hearts don't faze the Father. That problem people don't perturb the Eternal One. How amazing. Wouldn't it be wonderful if we could be just like Jesus?

We don't know what He did or what He said. But we do know the result. The hill became a steppingstone; the storm became a path. And the disciples saw Jesus as they had never seen him before.

During the storm, Jesus prayed. The sky darkened. The winds howled. Yet He prayed. The people grumbled. The disciples doubted. Yet He prayed. When forced to choose between the muscles of men and the mountain of prayer, He prayed. This is the example He wants us to follow.



Jesus did not try to do it by Himself. He consistently sought the help of the Father. Why should you? Help is available for you. Just rely on Jesus.

There are storms in your life that you cannot cross alone. There are hearts in your world that you cannot change without help. There are mountains that you cannot climb until you climb His mountain. Climb it. You will be amazed.

All around you people are hurting, even Christians. Think of how you can help and encourage them. Follow Jesus' example and pray for them.



The Mount of Beatitudes

On a summit overlooking the Sea of Galilee, is a domed octagonal church which reminds pilgrims of the setting of the beatitudes which we read in the Sermon on the Mount. This is found in Matthew 5:3-12. This mountain formed the backdrop for many of Jesus' sermons. It also provides a beautiful view of the Sea of Galilee.



Seeing the crowds, he went up on the mountain, and when he sat down his disciples came to him. And he opened his mouth and taught them, saying:

“Blessed are the poor in spirit, for theirs is the kingdom of heaven.

“Blessed are those who mourn, for they shall be comforted.

“Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

“Blessed are the merciful, for they shall obtain mercy.

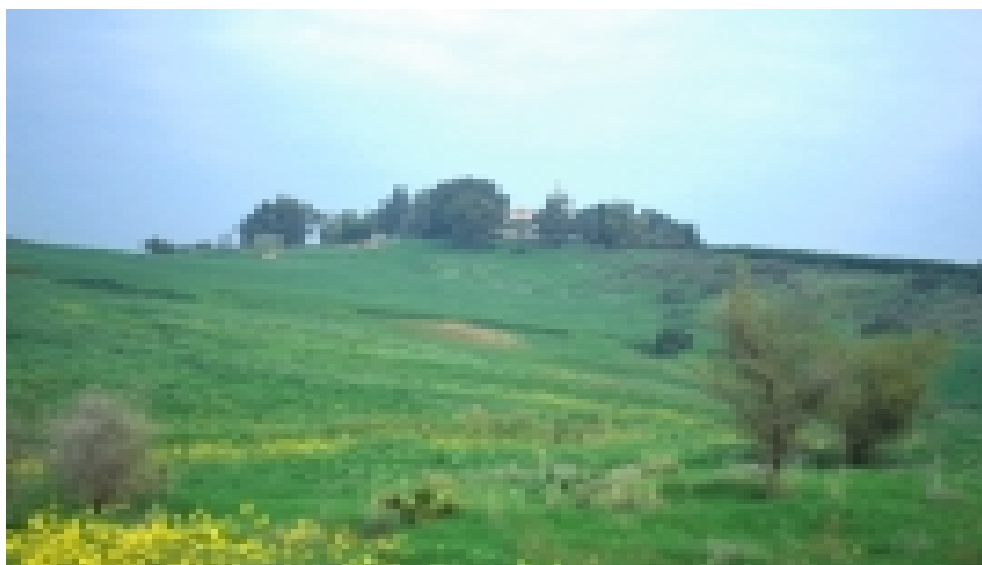
“Blessed are the pure in heart, for they shall see God.

“Blessed are the peacemakers, for they shall be called sons of God.

“Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.

“Blessed are you when men revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for so men persecuted the prophets who were before you.

~ Matthew 5:1-12 RSV



Those Prayers of Yours

by Arthur Maxwell

“Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you” (Matthew 7:7, RSV).

Does Jesus really hear and answer children’s prayers? Of course He does, and don’t you ever let anybody try to persuade you that He doesn’t.

I’m quite sure about it, because, you see, I’ve had many children tell me about their prayers that have been answered. Of course Jesus answers children’s prayers! There can’t be any doubt about it.

One time Jesus was talking with His disciples about prayer, and He said, “Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you” (Matthew 7:7, RSV).

But that isn’t all. He went on to say, “What man of you, if his son asks him for a loaf, will give him a stone?” (verse 9, RSV).

Of course not, you say. It would be a pretty hardhearted father who would give his hungry little boy a stone to eat.

All right. Then He added, “Or if he asks for a fish, will give him a serpent?” (verse 10, RSV).

There isn’t a father on earth who would do anything so mean, is there? Think of giving a child a snake to play with!

Then Jesus added these wonderful words of love: “If you then, who are evil, know how to give good gifts to your children, *how much more* will your Father who is in heaven give good things to those who ask Him?” (verse 11, RSV).

This is the measure of His love for us: *How . . . much. . . more!*

It seems to me that in these simple words Jesus is trying to tell us that He loves us so much that there isn’t anything, great or small, that He will not do, if it is for our good, if we will but ask Him for His help.

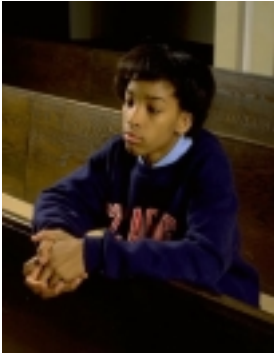
So let us go on saying our prayers, children, believing that Jesus is more ready and willing to answer than we are to ask.

If you are in need, do not worry. He loves you with everlasting love—a love high as the heavens and deep as the sea.

Do you need something ever so badly, something that seems too big to ask for? Never mind. You cannot surprise Jesus.

And if what you ask for might not be the right thing for you, or might harm someone else, He will give you something else that is better still. He will surprise you with the greatness of His goodness and His love.





To love Jesus is to love the kindest Friend that ever was. Praying to Him is like talking to a dear friend.

He answers every prayer that comes to Him and especially the prayers of children.

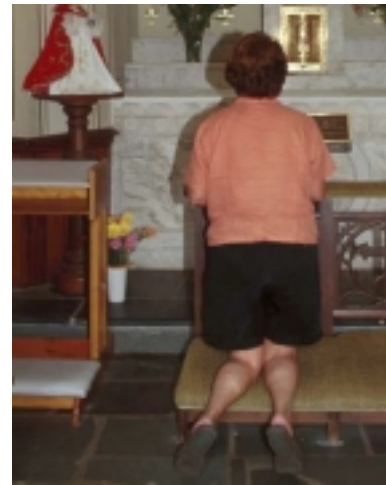
It is true that He understands our thoughts afar off, and that He knows our needs before we tell them, but don't you think He prefers us to tell Him in our own simple words just what is on our hearts? I am sure He does.

Now don't get the wrong idea. God will not give us everything for which we ask. Your mother doesn't, does she? If you were to ask her for a five-dollar bill to spend on candy, would she give it to you, even if she could? I should say not. And why not? Because she knows that so much candy would probably make you very ill. So don't be surprised if now and then there doesn't seem to be any answer to your prayers. When that happens ask yourself this question: Was that a selfish prayer I made? God does give us things, sometimes, that are just for ourselves, but He doesn't want to spoil us any more than Mother does. He is more likely to answer our prayers when we ask help for others.

And now I think we are ready to answer our first question, which as you will remember was, does Jesus really hear and answer children's prayers? He does. Not always in the way we expect, but in some way that is best for us. No sincere prayer goes unanswered.

Do not let yourself become sad or discouraged if you do not get an answer to a prayer right away. If you are sure that what you want is good—good for you or good for somebody else—keep on praying. God may just be testing your faith—to see how much you trust Him. Remember, of course, when you ask God for something, always say, "If it be Thy will." Then, whatever happens, you will be satisfied. If you trust God like this you will never be worried if the answer seems slow in coming or if it doesn't seem to come at all.

Yet there is only one way to be perfectly certain that God answers prayers, and that is to prove God for yourself. Ask Him for something yourself—something that you really, truly need, or, better still, something for someone else. Ask Him earnestly, seriously, confidently, and then wait and watch.



Courtesy of: Uncle Arthur's Bedtime Stories
Review and Herald, 1980



The Garden of Gethsemane



After the Last Supper, Jesus came to pray near an olive press in a grove called Gethsemane. As Jesus prayed, His disciples slept, only to be awakened by the sounds of the Temple guard led by Judas Iscariot. While Jesus was being placed under arrest, the disciples fled the garden. This garden still exists today. It is one of the sites that tourists like to visit.

Next to the Gethsemane, is a rocky cliff that resembles a skull's face, with caves marking the eyes, nose, and mouth. British General Gordon thought this was Golgotha or the place of the skull, where Jesus' crucifixion took place. Following General Gordon's statement that the tomb of the resurrection may be on the hill he called "Golgotha," the Garden Tomb became the place to visit.



Tending the Jacob's Garden

Name _____ Date _____

Mr. and Mrs. Jacobs wanted to determine if the plant food they were using was worth the cost. They took two similar size cuttings from a large rose plant and planted each cutting in a clay pot full of potting soil. Both pots were kept in the same conditions with one exception. One received plant food and the other received none. The Jacobs who take their farming seriously recorded the measured height in cm of each plant for four weeks. They documented the information on two graphs.

Directions: Use the graphs on page two to help you answer the following questions:

1. Do you think the Jacobs thought the plant food was worth the expense? _____

Why do you think so?

2. Besides the height of the two plants, what else could they have measured?

3. What do you predict will be the height of each plant during week seven?

Plant with plant food? _____

Plant without plant food? _____

4. If you were the Jacobs, would you try the plant food on other plants in addition to the rose?

Why? _____

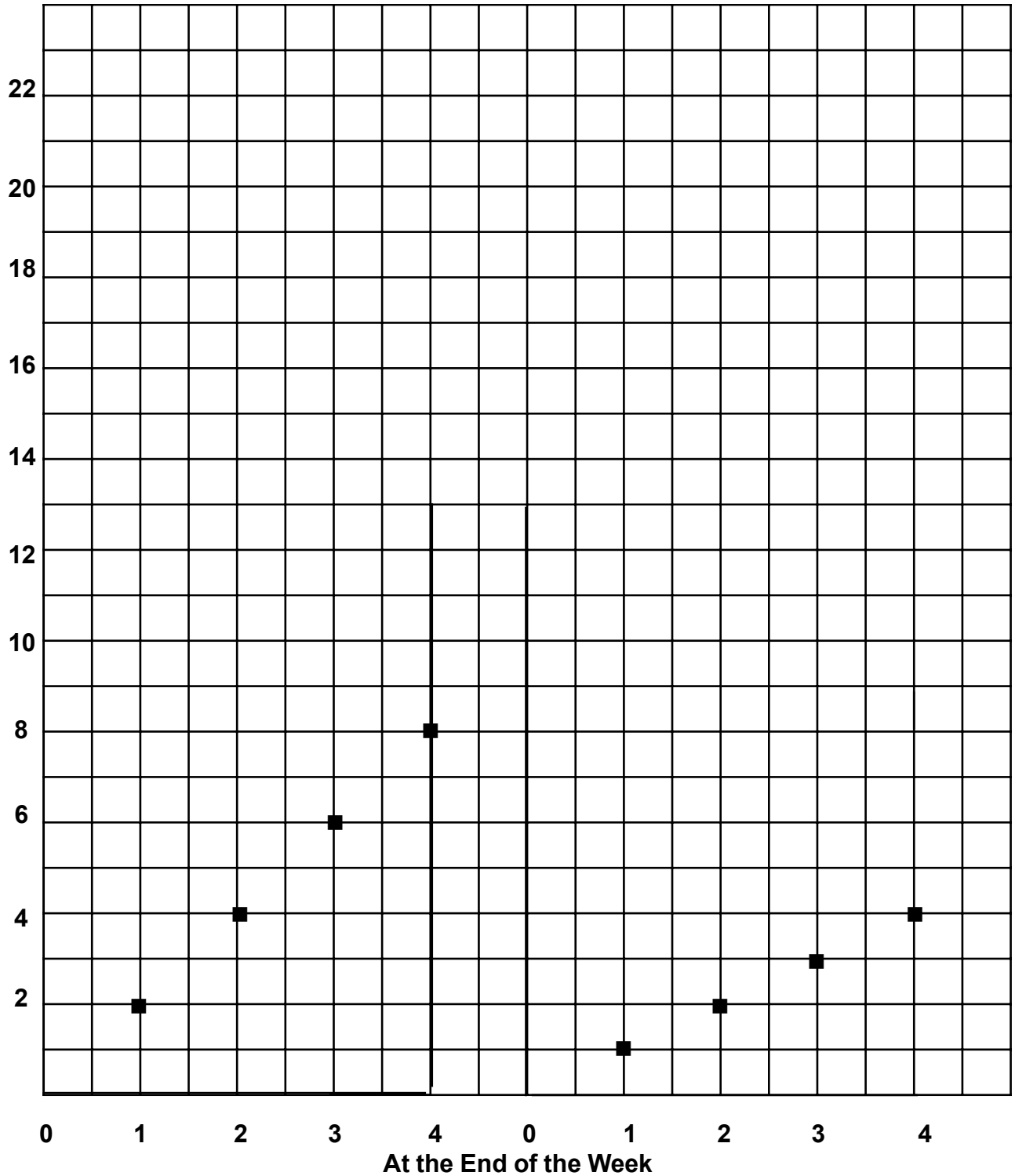


The Jacob's Garden

Name _____ Date _____

Plant with Food

Plant Without Food



Prayer Time

by Billy Graham

Father, you are the One who is good. The world does not know you, but I know you, and these people know you sent me. John 17: 25

This is the longest prayer of Jesus recorded in the Bible. It marked the end of Jesus' earthly ministry but looked forward to the ongoing ministry of the immediate and future disciples. Prayer was an important aspect of Jesus' ministry. Whenever a strategic time approached, Jesus spent time in prayer.

The world is a battleground. Constant spiritual and physical warfare takes place between the forces of God and Satan, between the forces of good and evil. Jesus prayed that God would keep his people pure, give them abundant joy, give them peace and unity, and protect them from the power of evil.

Jesus frequently prayed alone, separating Himself from every earthly distraction. I would strongly urge you to select a place—a room or corner in your home, or in your yard or garden—where you can regularly meet God alone, where you can talk to Him in peace and quiet, uninterrupted.

A missionary and his family were forced to camp outside on a hill. They had money with them and were fearful of an attack by roving thieves. After praying, they went to sleep. Months later an injured man was brought into the mission hospital. He asked the missionary if he had soldiers guarding him on that special night. "We intended to rob you," he said, "we were afraid of the twenty-seven soldiers."

When the missionary returned to his homeland, he related this strange story, and a member of his church said, "We had a prayer meeting that night, and took the roll. There were just twenty-seven of us present."

Do you have special times reserved only for praying? Remember, Jesus regularly went to a quiet place and talked to God. Set up a prayer plan, keep it for a week, and ask God to bless it.

*Adapted from: Hope for the Troubled Heart
Word Inc. 1991*



Masada

Masada is an ancient fortress and national symbol for Israel. It has a legendary status in Israeli mentality. It was here that the fight for Israeli and Jewish independence took place. The fortress was six feet thick and over two miles long. The Jewish people displayed such strength and fidelity that they chose to die rather than become slaves to the Romans.

Masada fell in 73 AD, and the state of Israel ended for a period of 1,900 years. In 1963-1965 Masada was excavated, and has ever since been a tourist attraction, in addition to the position it enjoys as an Israeli national symbol.

Masada has an exceptional geographical setting—one independent mountain, rising up a couple of hundred metres, surrounded by breathtaking nature and overlooking the Dead Sea.



A National Symbol

Name _____ Date _____

Directions: Visit a National site in your area. Use the following questions to take notes as you go on your tour. This can be an actual visit or a research project.

1. In what year was the site begun? _____

2. In what year was the site completed? _____

3. Why was the site classified as a National Symbol? _____

4. What interesting things are at this site? _____

5. Would you recommend it to someone visiting your area as a place to visit?

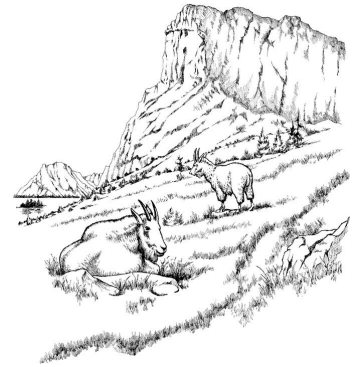
Why? _____



Bethlehem History

In Hebrew, the word Bethlehem means “House of Bread”, and in Aramaic it means “House of Meat”. It is believed to be the birthplace of David. Matthew and Luke point out that Jesus was born in Bethlehem.

The most important part of Bethlehem today is the church of the Nativity, which is believed by Christians to be built on the site where Jesus was born. Today, the church of the Nativity is divided between three churches: Armenian Orthodox, who controls the Grotto of Nativity, wherein the cradle of Jesus is; Roman Catholic Church, who controls the site of the birth of Jesus; Greek Orthodox who controls the altar above the Grotto of Nativity.



The Church of the Nativity is built above a cave which may have been the place of Jesus' birth.

God promised the people, of the Holy Land that “The land which I give you will be a land flowing with milk and honey.” Some important crops for Bethlehem are wheat, olive, grape, and citrus.



On the edge of Bethlehem are fields that are used for grazing land for the sheep and goats common to this area.

Today, Bethlehem is an agricultural market and trade town, but it relies heavily on its closeness to Jerusalem. It thrives from being a pilgrim and tourist center, and many of the citizens are employed in producing religious articles. In producing these articles, techniques like mother of pearl and carving of olive wood are used.

Almost all of the city's inhabitants are Palestinians, predominantly Christians.

A Short History of Bethlehem

Around 1000 BC: King David is anointed in Bethlehem.

516 BC: After the Babylonian Captivity, many Jews settle in Bethlehem.

637 AD: Bethlehem is conquered by Muslim Arabs, who leave all of the religious artifacts untouched.

1923: Bethlehem comes under British control, as part of the Palestinian mandate.

1950: As with the rest of the West Bank, Bethlehem is annexed by Jordan.

1967: With the Six-Day-War, Bethlehem and the West Bank are annexed by Israel.

1973: A university is established in Bethlehem.

1988: Bethlehem becomes a part of Palestine, as Jordan hands over their rights of the West Bank. Still Bethlehem stays under Israeli occupation.

1995: Bethlehem becomes part of Palestinian self-rule on the West Bank.



Bethlehem History

Name _____ Date _____

Directions: Use the History of Bethlehem on page 1 to answer the following questions. Show how you solved each problem.

1. How many years elapsed between the time King David was anointed in Bethlehem and the time many Jews settled there?
2. How many years elapsed between the time when Bethlehem came under British control and when it became a part of Palestine?
3. How many years elapsed between the time Bethlehem was annexed by Jordan and Bethlehem was annexed by Israel?
4. Use the History of Bethlehem on page 1 to create and solve a problem of your own.



Bethlehem and Palestine

Name _____ Date _____

Directions: Write short answers to the following questions.

1. In 1950, Bethlehem was annexed by Jordan. What does the word annexed mean?

2. How would the annexation of Bethlehem affect the Palestinians living there?

3. In 1973, a University was established in Bethlehem. How would this affect the lives of the people living there.



Learning About Bethlehem

Name _____ Date _____

Circle the correct response to each statement below.

1. In Hebrew, the word Bethlehem is translated to mean
- A. House of Worship
 - B. House of Meat
 - C. House of Prayer
 - D. House of bread

2. In Aramaic, the word Bethlehem is translated to mean
- A. House of Prayer
 - B. House of Meat
 - C. House of Bread
 - D. House of Worship.

3. Today, the most important part of Bethlehem is
- A. The Church of the Nativity
 - B. The Church of St. Catherine
 - C. The Church of Christ
 - D. The Church of Transfiguration

4. The Church of the Nativity is divided between the following churches
- A. Armenian Orthodox, Roman Catholics, and Coptics
 - B. Roman Catholics, Greek Orthodox, and Muslims
 - C. Roman Catholic, Lutheran, and Greek Orthodox
 - D. Armenian Orthodox, Roman Catholic, and Greek Orthodox

5. The Armenian Orthodox Church controls
- A. The site of the birth of Jesus
 - B. The altar above the Grotto of the Nativity
 - C. The Grotto of the Nativity where the Cradle of Jesus is
 - D. The site beside the Grotto of the Nativity



6. God promised the Israelites that He would give them a land filled with
- A. wheat and corn
 - B. milk and honey
 - C. olives and grapes
 - D. oranges and olives
7. Bethlehem's economy is dependent on
- A. agriculture and tourism
 - B. agriculture and fishing
 - C. tourism and fishing
 - D. agriculture, tourism, and fishing
8. Some important crops from Bethlehem are
- A. wheat, grapes and mangoes
 - B. citrus, olives, wheat, and fig
 - C. wheat, citrus, olive, and grapes
 - D. citrus, olive and apples



Jerusalem

Jerusalem is the capital of Israel with a population of about 590,000.

Jerusalem serves as a holy city for the Jews, Christians, and Muslims. The Jews hold Jerusalem as a holy city mainly for politico-religious reasons. Jerusalem was the capital of Old Israel, serving as the religious center, and is the site of the Temple of Jerusalem. Christians hold Jerusalem as holy because it is the place where Jesus lived his last and most important days. It is also the site of Jesus' crucifixion and resurrection. Mary took the baby Jesus there as a religious duty, to be presented in the Temple courts.

There are many holy places and shrines within the city's walls. The famous golden Dome of the Rock is the city's holiest Islamic site.

Nearby are more than fifty synagogues, several dozen churches, and about a dozen minarets. A minaret is a tall slender tower by a mosque which serves as a lighthouse. Church bells are often heard throughout the city. In addition, Moslem calls to prayer cry out five minutes each day.

Seven Gates now lead into Jerusalem. They are namely, 1) The Lion's Gate which gets its name from the lions on the gate. It is also called St. Stephen's Gate because it is near the church that recalls the stoning of Stephen. 2) The Damascus Gate. 3) The Zion Gate, 4) Herod's Gate, 5) The Golden Gate, which is now closed and is guarded by a Moslem Cemetery along the wall. 6) The Western Gate, also called Jaffa Gate because it leads to the port town of Jaffa. 7) The Dung Gate which was expanded by the British in 1920 to allow for traffic.

Jerusalem was the scene of the end of the earthly ministry of Jesus. He arrived at Bethany and stayed there during the Passover week.

While the term "the Temple of Jerusalem" is in singular form, there have been two temples in Jerusalem. The first temple was erected in the 10th century BC by King Solomon. The temple was divided into four zones, all lying on the same axis; all zones had about the same width and only the length varied. Outside the building, and under the open sky, was the altar for fire sacrifices.

After stepping up the stairs, one entered the entrance hall to the holy area, where the shewbread was. From this room, stairs led to the holiest holy area, where the Ark containing the Ten Commandments was. The entire structure was believed to have been seventy meters long, and thirty meters wide. The first temple was destroyed in 587 BC by the Babylonians.

The temple was rebuilt starting in 20 BC. This temple was destroyed by the Romans in 70 AD. The only part that survived was the Western Wall, which still stands today. It is also called the Wailing Wall. The Western Wall was actually part of the surrounding wall and not a part of the temple.

The temple of Jerusalem was the religious center in Israel religion. For Judaism it has become the central focal point, a symbol of unity and the hope for justice in the future.



The Western Wall is the holiest place of prayers for the Jews. Today is alive with prayers and the study of the Torah scrolls, just as it had been so long ago. It is now a place of holy celebration. The joyous coming of age ceremony of the “Bar Mitzvah” is a weekly event there.



Dome of the Rock



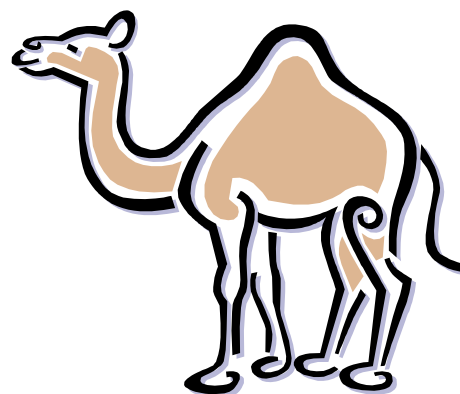
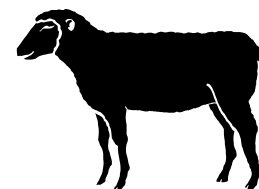
Shopping in Jerusalem

Name _____ Date _____

Use the information in the box below to solve the word problems. Please note that four shekels make one dollar.

Lambs \$5.00	Place Mats \$2.50	5 Camels \$5.00	5 Bookmarks \$0.25
10 Post Cards \$1.00	Key Rings \$3.00		

1. How many shekels would I need to pay for 2 lambs and 5 camels.
2. How many shekels would I need to purchase 6 place mats and 3 lambs?
3. How much would 40 bookmarks cost?
4. How much would 100 bookmarks cost?
5. How much would 10 post cards and 20 bookmarks cost?
6. What is the cost of 3 key rings and one lamb?
7. How much would 5 key rings, 3 place mats, and 20 post cards cost?
8. How much would 30 post cards and 4 lambs cost?
9. What operations did you use?
10. Write a problem of your own and solve it.



What's Happening in Jerusalem?

Name _____ Date _____

Visit the internet site . Read the most current newspaper article on Jerusalem. Answer the following questions.

1. What is the title of the article?

2. What is the event that occurred?

3. When did it happen?

4. Who are the main characters mentioned in the article?

5. Summarize the article in your own words.



The Via Dolorosa

The Via Dolorosa or “Way of Suffering” is the traditional path Jesus took on the fateful journey from his condemnation by Pontius Pilate to the Crucifixion at Calvary. The route winds its way from the ruins of the ancient Antonio Fortress to the Church of the Holy Sepulchre.

Each Friday, the Franciscans lead a procession along the “Stations of the Cross.” This walk helps recall the sufferings of Jesus in fourteen places of prayer.

The Via Dolorosa starts in the courtyard of the Omariyeh school, once used by the Turks as army barracks. Station 1 is where Jesus was condemned. Station II is outside the chapel where Jesus received His cross. As pilgrims pause at Station II, they read from Lamentations 1. Station III is where Jesus fell the first time. Station IV, in front of the Armenian Catholic Chapel, marks a reflection place.



This is where Jesus saw His mother, this is a place that reminds pilgrims of the pain experienced by Mary after the condemnation. Station V recalls Simon the Cyrene, who was compelled to carry the cross. Station VI is the traditional site where Jesus’ face was wiped. At Station VII pilgrims reflect on Jesus’ suffering as He fell a second time. Station VIII is marked by a small Latin cross on the wall of a Greek monastery where tradition states that Jesus consoled the daughters of Jerusalem. Station IX shows where Jesus fell the third time.



The Stations of the Cross of the Via Dolorosa continue within the Church of the Holy Sepulchre. Station X shows where Jesus was stripped of His garments. Station XI is a reminder that Jesus was nailed to the cross. At Station XII pilgrims are reminded of where Jesus died on the cross. At Station XIII, inside the main door, is a flat stone that is often covered with flowers. This reminds pilgrims that Jesus was taken from the cross, and here, tradition says that Jesus was anointed for burial.

The end of the way of sorrows is at Station XIV where Jesus was placed in the tomb.

Walking the road Jesus walked, and visiting the stops along the way is a vivid reminder of the extent of His suffering for us.



The Road to Calvary

Name _____ Date _____

Directions: After reading the narrative about the Via Dolorosa, trace the road to Calvary by writing what took place at each station.

	Stations	Event
1.	I	_____
2.	II	_____
3.	III	_____
4.	IV	_____
5.	V	_____
6.	VI	_____
7.	VII	_____
8.	VIII	_____
9.	IX	_____
10.	X	_____
11.	XI	_____
12.	XII	_____
13.	XIII	_____
14.	XIV	_____



Christ's Sacrifice

It was nine o'clock in the morning when they crucified Jesus. Mark 15:25



Judas betrayed Jesus, and the religious authorities arrested God's Son. The disciples scattered, and Peter denied him three times, even after he promised that he would be with Jesus always. Although beaten and mocked

throughout the night, still Jesus provided salvation through his death and resurrection.

The hours before Jesus' crucifixion were extremely painful for Him, yet he faced the sacrifice with love, courage and conviction so great that he willingly gave up His life for us!

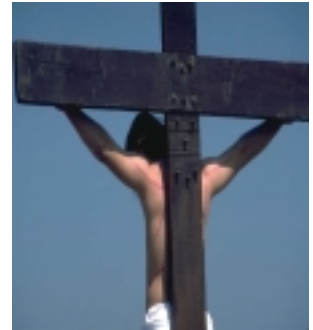
He looked around the hill and foresaw a scene. Three figures hung on three crosses. Arms spread. Heads fallen forward. They moaned with the wind.

Men clad in soldiers' garb sat on the ground near the trio. They played games in the dirt and laughed, oblivious of the Son of God dying on the cross to save them.

Men clad in religion stood off to one side. They smiled. Arrogant, cocky. They had protected God, they thought, by killing this false one. They were clueless.



Women clad in sorrow huddled at the foot of the hill. Speechless. Faces tear stained. Eyes downward. One put her arm around another and tried to lead her away. She wouldn't leave. She refused to go home. She wanted to remain there with Jesus.



All heaven stood to fight. The angels were ready. All nature rose to rescue God's Son. All eternity poised to protect. But the Creator gave no command.

"It must be done," He said, and withdrew.

But as He stepped back in time, He heard the cry that He would someday scream: "My God, My God, why have You forsaken Me?" He wrenched at tomorrow's agony.

The angel spoke again, "It would be less painful..."

The Creator interrupted, and softly said, "But it wouldn't be love, it must be done."

Have you given up anything for others recently? Remember how great Christ's generosity was to you as you think of the small sacrifices you may have made.

Adapted from: The Inspirational Bible
Word Publishing, 1991



Voices From the Past

The word Holocaust means a great destruction of life by fire. Yom Hashoah, Holocaust Memorial Day, is observed on the twenty-seventh of Nisan.

Between the years 1939 and 1945, during World War II, over six million Jews were murdered by the Nazis in Europe. This period, referred to as the Holocaust is the most tragic event in modern Jewish history. About 1.5 million children were put to death during this time.

On Yom Hashoah, the Jews remember the terrible events of the Holocaust and preserve the memories of the six million Jews who perished. Anne Frank, one of the victims of the Holocaust, lived in Amsterdam, Holland, with her family when World War II broke out. In 1942, when Anne Frank was only thirteen years old, the Nazis started to send Jews to concentration camps. Anne Frank and her family hid in three attic rooms of an office building. For the next two years Anne kept a diary of her thoughts and feelings. In 1944 the secret police discovered the Franks' hiding place. Anne was sent to a death camp in Germany, where she died.

Anne's father survived the Holocaust and returned to Amsterdam where he found her diary. *The Diary of Anne Frank* has been translated into more than fifty languages. In the excerpt below, Anne expresses her hopes and fears for the future.

"That's the difficulty in these times: ideals, dreams, and cherished hopes rise within us, only to meet the horrible truth and be shattered.

It's really a wonder that I haven't dropped my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything, I still believe that people are really good at heart. I simply can't build my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness; I hear the ever approaching thunder, which will destroy us, too; I can feel the sufferings of millions and yet, if I look up into the heavens, I think it will all come right, that this cruelty, too, will end, and that peace and tranquility will return again."



Holocaust Children's Museum



Voices From the Past

Name _____ Date _____

Decide which operation you would use to solve the problems below. Name the operation and solve the problem.

1. If you were in a concentration camp from 1939 to 1945, how many years would you have been there?

Operation:

Solution:

2. How many years was the family of Anne Frank able to hide from the Nazis?

Operation:

Solution:

3. Of the 6 million Jews who died in the concentration camps, 1.5 million were children. How many were adults?

Operation:

Solution

4. World War II ended in 1945. In 2002, how many years would it have been since the war ended?

Solution:

Operation



THE GOOD SHEPHERD

by Charles Colson

"I am the good shepherd. The good shepherd gives his life for the sheep." John 10:11

The parable of the Good Shepherd described Jesus' role perfectly. Unlike a hired worker, Jesus, through love and affection, offered to lay down his life for his flock. Believers trust and know him.

Christ is our faithful shepherd therefore, we must put our trust in Him.

By the end of July 1941, Aushwitz was working like a well organized killing machine, and the Nazis congratulated themselves on their efficiency....

About the only problem was the occasional prisoner from the work side of the camp who would figure out a way to escape. When these escapees were caught, as they usually were, they would be hung with special nooses that slowly choked out their miserable lives—a grave warning to others who might be tempted to try.

Then one July night as the frogs and insects in the marshy land surrounding the camp began their evening chorus; the air was suddenly filled with the baying of dogs, the curses of soldiers, and the roar of motorcycles. A man had escaped from Barracks 14.

The next morning there was a peculiar tension as the ranks of phantom-thin prisoners lined up for morning roll call in the central square, their eyes on the large gallows before them.

But there was no condemned man standing there, his hands bound behind him, his face bloodied from blows and bites. That meant the prisoner had made it out of Aushwitz. And that meant death for some of those who remained....

Soon there were ten men—ten numbers neatly listed on the death roll.

The chosen groaned, sweating with fear. "My poor wife!" one man cried. "My poor children! What will they do?"...

Suddenly there was a commotion in the ranks. A prisoner had broken out of line, calling for the commandant....

The prisoners gasped. It was their beloved Father Kolbe, the priest who shared his last crust, who comforted the dying, who heard their confessions

and nourished their souls.

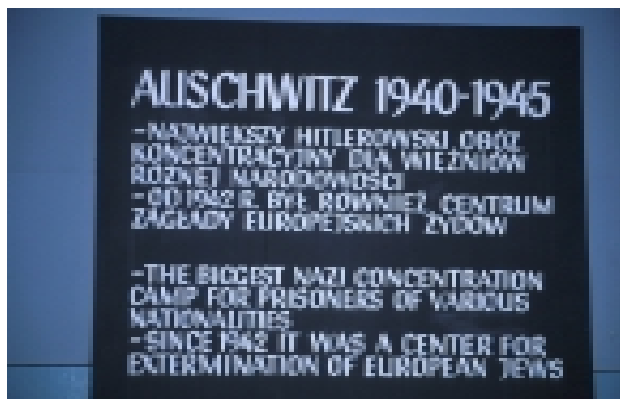
The frail priest spoke softly, even calmly, to the Nazi butcher. "I would like to die in place of one of the men you condemned."...

"Why?" snapped the commandant....

"I am an old man, sir, and good for nothing. My life will serve no purpose."

His ploy triggered the response Kolbe wanted. "In whose place do you want to die?" asked Fritsch.





“For that one,” Kolbe responded, pointing to the weeping prisoner who had bemoaned his wife and children....

Kolbe’s place on the death ledger was set....

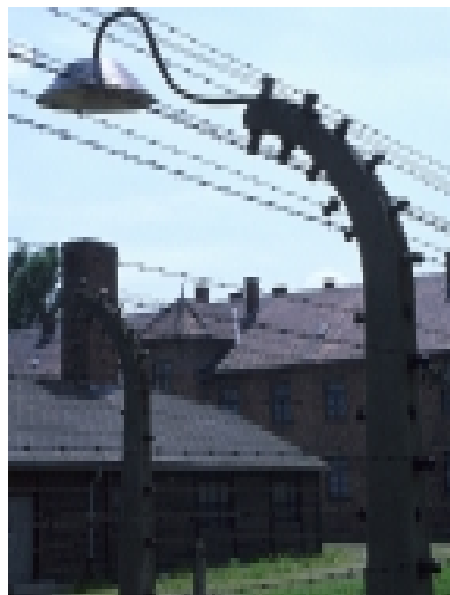
Kolbe wasn’t looking for gratitude. If he was to lay down his life for another, the fulfillment had to be in the act of obedience itself. The joy must be found in submitting his small will to the will of One more grand....

In the basement the ten men were herded into a dark, windowless cell.

As the hours and days passed, however, the camp became aware of something extraordinary happening in the death cell.... Coming from the death box, those outside heard the faint sounds of singing. For this time the prisoners had a shepherd to gently lead them through the shadows of the valley of death, pointing them to the Great Shepherd. And perhaps for that reason Father Kolbe was the last to die....

For those with eyes to see, it points to the Man who laid down His life for His friends on the cross. To the only King in history who died for His subjects.

Think of people who are greatly trusted. How many of them would you entrust with your life? Or your family’s life? Do you have the same trust in Christ as your shepherd? Put your self-centered wishes behind and learn what Christ’s wishes are for you.



Adapted from: *The Body*
Charles Colson
Word Inc. 1992



How Do I Know if it's Credible?

Name _____ Date _____

Directions: Read each item below. Circle the sentence that shows the more credible source of information. Then give a reason for your selection.

1. Suppose you wanted to learn about life in a Nazi concentration camp. Which source would give you the most credible information?

- a. A documentary film made by a survivor of the camp.
- b. A book written by a British soldier who freed one of the camps.



Why? _____

2. Suppose you wanted to write a report on Anne Frank's experience in the concentration camp, which source is likely to be more credible?

- a. Listening to a popular talk show on Television discussing the topic.
- b. Reading the book "The Diary of Anne Frank"?

Why? _____

3. Suppose you wanted to write a report about the experience of Elie Wiesel, a young Jewish boy who witnessed the agony of his family's ordeal in a Nazi concentration camp which source would be more credible?

- a. The book "Night" by Elie Wiesel.
- b. A review of his book "Night".

Why? _____



Some Jewish Holidays and Celebrations

If you remain in Israel for an extended period of time you will experience various holy days and celebrations. The Jewish calendar helps them keep track of the seasons and holy days of the year. Their celebrations truly epitomize Ecclesiastes 3:1 which states, "To everything there is a season, and a time to every purpose under heaven."



Jewish holidays and ceremonies include:

Shabbat

They believe that on six days, work may be done, but on the seventh day, there should be no work. This should be a Sabbath of complete rest. Some people believe that the Shabbat is the most special of all Jewish holidays because it comes every week. Everything that is done on Shabbat should be summed up into three words, rest, holiness and joy.

The Two Angels

Each Friday evening, God sends two angels, a good angel and a bad angel, to visit every Jewish home.

When the angels enter one home, they see the Shabbat candles shining bright. At the Shabbat dinner table, the family members sing together the Kiddush blessing. The good angel prays, "May the next Shabbat be just like this one." The bad angel is forced to answer "Amen."

When the two angels enter another home, they see the Shabbat candles are not lit. Nothing is ready for Shabbat. The family members are arguing and screaming at one another. The bad angel prays, "May the next Shabbat be just like this one." The good angel is forced to answer, "Amen."

Pesach

This is celebrated on the fourteenth day of the first month. Just about sunset, there should be a passover offering to Adonai. The fifteenth day of the month is celebrated as the Feast of Unleavened Bread. Everyone is supposed to eat Unleavened Bread for seven days.

Shavout

The Jews should count off seven complete weeks. They should count until the day after the seventh week, which is the fiftieth day. Then they should bring an offering to Adonai.

Rosh Hashana

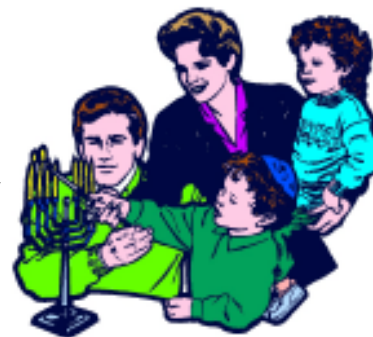
This is celebrated on the first day of the seventh month. At this time the Jews observe complete rest.

Yom Kippur

This is celebrated on the seventh day of the tenth month. This is the Day of Atonement. On this holiday, the Jews do no work, and they bring an offering to Adonai. On Yom Kippur the High Priest



dressed in a white robe and offered many special sacrifices. At one point two goats were brought before the High Priest. By lottery, it was decided which of the two goats would be offered as a sacrifice. The High Priest then tied a red ribbon on the horns of the other goat. The sins of the people were placed on this goat and he was led out into the desert. By participating in this sacrifice is how the people symbolically sent away their sins, and sought God's forgiveness.



Sukot

On the fifteenth day of the seventh month, there is a Feast of Booths to Adonai. The Feast lasts for seven days. The people had to make booths and live in them for the seven days. Having at least one meal in the booths was regarded as living in it. This feast was a reminder of the time God brought them out of the land of Egypt.



Passover

Passover is also known as the Festival of Freedom. Passover is celebrated either in March or April depending on the lunar calendar. Long ago the first born of each family was to die on an appointed night. However, if the door was marked with the blood of a lamb, the first born was spared. Passover celebrates the Exodus of the Israelites from Egypt.

On the first or second nights of Passover, the Jews have a festive meal called the seder. The story of the Exodus is retold. To many Jews, Passover marks the birth of the nation of Israel.

Purim

Purim is held in February or March and is one of the most joyous days in the Jewish Religion. Purim recounts how the Jews were spared destruction because of Esther. Today, Purim is a national festival with much celebrating.

Channukah

Chanukah or Hanukkah or Festival of Lights comes in December. It is an historical holiday.

Long ago, the Jews rebelled against the Syrian king. They recaptured the Temple of Jerusalem. They restored it and when it was ready, they had a special rededication. The celebration would use a vessel of oil. There was only enough oil for the lamp to burn one day. The lamp burned for eight days. Now during hanukkah, one candle is lighted on the eight branch menorah to represent the oil lamp. Each day, another candle is lit.

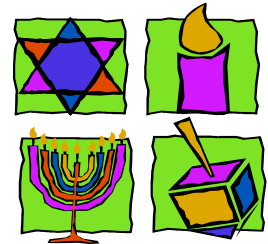
Mitzvah

It is a mitzvah to

- Observe Shabbat from sundown on Friday to sundown on Saturday.
- Celebrate Shabbat with activities that lead to joy, rest, and holiness, including time devoted to Jewish learning.
- Do no work on the Shabbat
- Conclude Shabbat with the ceremony of *Havdalah*.



- Observe Rosh Hashanah on the first day of Tishri as a festival and a High Holy Day.
- Repent for all sins of the past year.
- Fast on Yom Kippur. From sundown to sundown no food is eaten and no water is drunk. Children under the age of thirteen do not have to fast, but they may eat less and avoid snacks.
- Enjoy a festive meal on the eve of Yom Kippur. The Jews are happy before this serious day, because they are about to ask forgiveness from God.
- Rest from all work.
- Pray with a congregation during the worship services of Yom Kippur.
- Observe Sukot for seven days, followed by the eighth-day festival called Shemini Atzeret.
- Build a sukah, an outdoor harvest booth.
- “Live” in the sukah during Sukot. This is accomplished by eating at least one meal in the sukah during the week of the festival. Some people sleep in the sukah.
- Celebrate Simchat Torah as a festival day of joy.
- Finish the annual reading of the Torah in the synagogue and immediately begin the annual reading for the coming year.
- Celebrate Chanukah for eight days, beginning on the twenty-fifth day of the month Kislev, or November.
- Light the *chanukiah*, the Chanukah lamp, each night during the eight days of Chanukah and say the proper blessing.
- Observe Purim on the fourteenth day of the month of Adar or February. In walled cities like Jerusalem, Purim is observed one day later.
- Send gifts of tasty foods to friends and to the poor. This practice is called “Shalach Manot”, Sending Portions.
- Observe a memorial day for victims of the Holocaust on the twenty-seventh of Nisan or March.
- To celebrate the fifth of Iyar as Israel Independence Day, Yom Ha'atzmaut.
- Fast on Tish Be'av, beginning at sunset.



Minhag

It is a minhag to

- Keep a Jewish calendar to help them follow the Jewish Holidays.
- Share Jewish holiday traditions with family and friends.
- Eat a braided loaf of bread called challah.
- Attend worship services on the Saturday night before Rosh Hashanah to repent for their sins of the past year. This service is called “Forgiveness.”
- Do a mitzvah as soon as Yom Kippur ends.
- Break the Yom Kippur fast with a joyous meal.
- Eat if you are an Israeli Jew, from the seven food crops that God promised in the Torah to provide in the Land of Israel: wheat, barley, figs, pomegranates, grapes, olive oil, and date honey.
- Place a chanukiah near a window in order to recall the miracle of Chanukah.
- Plant trees in the Land of Israel. If we are in Israel, we can plant a tree with our own hands.
- Invite some non Jewish friends to participate in *seder*.
- Remember the victims of the Holocaust with special services or ceremonies.



During What Month?

Name _____ Date _____

Directions: Write the month of the year on which each Celebration takes place.

Celebration

Month

- 1. Rosh Hashana _____
- 2. Yom Kippur _____
- 3. Sukkot _____
- 4. Chanukah _____
- 5. Tu B'Shevat _____
- 6. Purim _____
- 7. Passover _____

Name the Celebrations depicted in the pictures.







Queen Esther and Mordecai



Mordecai was a Jew living in a place called Sushan. He had adopted his beautiful niece named Esther and raised her as his daughter. King Ahasuerus was looking for someone to be his wife. He sent for all the beautiful women to visit Sushan. Esther was one of those who went to the king's castle. She was selected to be the king's wife.

Haman was made Prime Minister and everyone was ordered to bow down to him. Mordecai refused, and Haman decided to take revenge not only on Mordecai, but also on all the Jews. He was going to kill them all. Haman called Purim, and chose the fourteenth day of the month of Adar to destroy all the Jews.

Haman told King Ahasuerus that there was a group of people who did not obey the king's laws. He asked the king to issue an order that all these people should be destroyed. He offered to pay a large sum of money into the king's treasury if the order was given.

The king told him that he could keep the money, but he could do as he wished with the people.

The order was given that on the fourteenth day of the month of Adar all the Jews should be destroyed and their possessions taken. The king and Haman sat down to drink, but the city of Shushan was in shock.

When Mordecai heard about the order, he sent for Esther and told her everything. He told her that if she kept silent, she would also be killed. He told her that someone else would save the Jews but she would perish.

Esther ordered all the Jews in Shushan to fast and pray with her for three days. Then she told them that although it was against the law for anyone to go in to see the king without an invitation, she would go to see him, and if she died, she died. Esther knew that if the king held out his scepter, all would be well.

When Esther went in to see the king, Ahasuerus was pleased to see her. He asked her what her request was, and promised to give her up to half of his kingdom.

She told him that all she wanted was for the king and Haman to come to a feast that she had prepared.



The king and Haman went to the feast. The king again promised her up to half of his kingdom. Esther was afraid to tell the king what she wanted so she invited him to another feast the next day.

Haman went home happy. He told his wife how Esther had honored him by inviting only him to a banquet with the king. However, Haman was still upset that Mordecai was still alive. Haman's wife encouraged to build a gallows on which to hang Mordecai. Haman ordered the gallows to be built.

That night the king could not sleep. He ordered that his records be read to him. When he heard how Mordecai had saved his life and had not yet received a reward, he decided to do something about it the next morning.

The next day, Haman was planning to seek permission from the king to hang Mordecai from the gallows. The king sent for Haman and asked him what he thought should be done for a man whom the king would like to honor.

Haman thought the king was talking about him, so he said, "Let the person be dressed in royal robes, seated on the royal horse, and led through the streets while everyone proclaims 'This is what is done for the one whom the king wishes to honor.'"

The king told Haman to do all of that for Mordecai. He also told Haman that he should lead Mordecai through the city. Haman did as the king commanded.

That night, Haman and the king went to Esther's banquet. At the banquet, the king again asked Esther what was her request. She told him that all she was asking was that he spare her life and the life of her people. She stated that they were about to be destroyed because of an evil tyrant.

King Ahasuerus was angry. He asked, "Who would dare to harm you?" She told him that the enemy was Haman.

The king was angry. He ordered that Haman be hanged on the gallows that was prepared for Mordecai. Because the king could not change an order once it was given, he prepared a new order to save the Jews. On the thirteenth day of Adar, the Jews were allowed to fight and attack anyone who would try to destroy them. The Jews were able to defeat their enemies. The governors in every area were kind to the Jews because they respected Mordecai. Mordecai was promoted to the position of Prime Minister.

In Shushan, the king gave the Jews an extra day to fight their enemies. On the day after the battle, all the Jews rested. They made the fourteenth day of the month of Adar a day of feasting and celebration.

Mordecai continued to work for the good of the Jews. He worked for peace throughout the land.



Interviewing Queen Esther

Name _____ Date _____

Directions: Suppose you could interview Queen Esther. Below are some questions you might ask. In the spaces provided, write the answers you think Esther might give. For help, read the story of Queen Esther and Mordecai.

Interviewer: What kind of person would you say your Uncle Mordecai was?

Esther: _____

Interviewer: How did you feel when you were told that you would be the wife of the king?

Esther: _____

Interviewer: What was the significance of the king holding out his scepter?

Esther: _____

Interviewer: What reason did you give the Jews when you asked them to fast and pray for three days?

Esther: _____

Interviewer: Why do you think the king gladly accepted your invitation to a feast?

Esther: _____

Interviewer: How do you think the king felt when you would not tell him your reason for inviting him to a feast?

Esther: _____

Interviewer: Can you tell me what thoughts were going through your mind while you sat there with the king and Haman on the third night?

Esther: _____

Interviewer: Why do you think the Jews were able to defeat their enemies?



Greatness

by Charles Swindoll

Rejoice greatly, people of Jerusalem! Shout for joy, people of Jerusalem! Your king is coming to you. He does what is right, and he saves. He is gentle and riding on a donkey, on the colt of a donkey. Zechariah 9:9

Greatness emerges through struggle and suffering. This was an important message for the early church to understand.

“There lies the most perfect ruler of men the world has ever seen...now he belongs to the ages.”

Of whom was this said?

One of the Caesars? No. Napoleon? No. Alexander the Great? No. Eisenhower? Patton? MacArthur...or some earlier military strategist? No, none of the above. How about Rockne or Lombardi? No. Or Luther? Calvin? Knox? Welsey? Spurgeon? Again, the answer is no.

Well, it was no doubt said of a great leader, a powerful and persuasive personality, was it not? Certainly one admired for his success. That depends, I suppose.

When he was seven years old, his family was forced out of their home because of a legal technicality. He had to work to help support them. At age nine, while still a backward, shy little boy, his mother died.

At twenty-two, he lost his job as a store clerk. He wanted to go to law school, but his education was not good enough.

At twenty-three, he went into debt to become a partner in a small store.

Three years later his business partner died, leaving him a huge debt that took years to repay.

At twenty-eight, after developing a romantic relationship with a young lady for four years, he asked her to marry him. She said no. An earlier youthful love he shared with a lovely girl ended in heartache at her death.

At thirty-seven, on his third try, he was finally elected to congress. Two years later he ran again and failed to be reelected. I should add it was about this time he had what some today would call a nervous breakdown.

At forty-one, adding additional heartache to an already unhappy marriage, his four-year-old son died.

The next year he was rejected for Land Officer.

At forty-five, he ran for the Senate and lost.

Two years later, he was defeated for nomination for Vice-President.

At forty-nine he ran for the senate again... and lost again.

Add to this an endless barrage of criticism, misunderstanding, ugly and false rumors, and deep periods of depression and you realize it's no wonder he was snubbed by his peers and despised by multitudes, hardly the envy of his day.





At fifty-one, however, he was elected President of the United States... but his second term in office was cut short by his assassination. As he lay dying in a little rooming house across from the place where he was shot, a former detractor (Edwin Stanton) spoke the fitting tribute I quoted at the top of this column. By now you know it was spoken of the most inspirational and highly regarded president in American history, Abraham Lincoln...

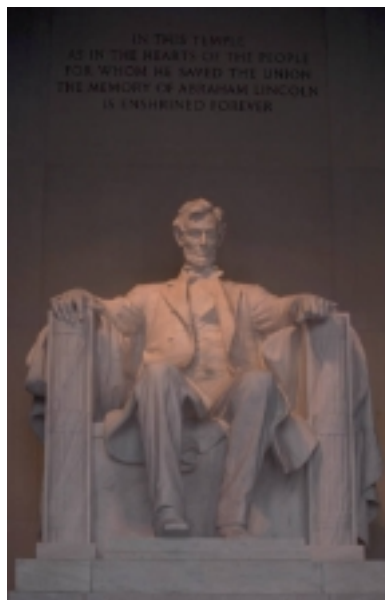
What a strange lot we are! Enamored of the dazzling lights, the fickle applause of the public, the splash of success, we seldom trace the lines that led to that flimsy and fleeting pinnacle. Bitter hardship. Unfair and undeserved abuses. Loneliness and loss. Humiliating failures. Debilitating disappointments. Agony beyond comprehension suffered in the valley and crevices of the climb from bottom to top. How short sighted! Instead of accepting the fact that no one deserves the right to lead without first persevering through pain and heartache

and failure, we resent those intruders. We treat them as enemies, not friends. We forget that the marks of greatness are not delivered in a paper sack by capricious gods. They are not hurriedly stuck onto skin like a tattoo.

No, those who are really worth following have paid their dues. They have come through the furnace melted, beaten, reshaped, and tempered. To use the words of the teacher from Tarsus, they bear in their bodies "the brand-marks of Jesus" (Galatians 6:17). Or, as one paraphrases it, they carry "the scars of the whipping and wounds" which link them to all mankind.

You may face trials and trying circumstances in life. But don't give up. Take courage! Your strength rests in your Savior, Jesus Christ. Your stamina for future service to God will come through these trials.

Adapted from: *Growing Old in the Seasons of Life*
Zondervan Publishing, 1983



Purim

Purim is celebrated in either February or March. It is one of the most happy days in Jewish religion. Purim recounts the events in the book of Esther. Queen Esther discovered that there was a plan to kill all the Jews. Esther, who was a Jew told her husband the king and all the Jews were spared.

Children reenact the story of Esther with costumes. There are carnivals, costumed parades, and public entertainment.

Many Jews in coastal towns spend the day on the beaches rather than in the synagogues. Many sporting events take place on this day.



One of the favorite foods served during the celebration of Purim is poppy seed cookies.

Plan a Purim celebration complete with poppy seed cookies.

Recipe for Poppy Seed Cookies

1 cup sugar	1 cup salad oil
4 eggs	4 cups sifted flour
3 tsp. Baking powder	½ tsp. salt
1 1/2 cups lukewarm water	¾ cup poppy seeds

1. Cream sugar and oil.
2. Add one egg at a time, stirring well.
3. Sift baking powder, flour and salt and add poppy seeds.
4. Combine both mixtures, adding a little water to form a stiff dough.
5. Roll out on a lightly floured board.
6. Cut into 2 ½ inch triangles.
7. Brush with egg yolk diluted with 1 tablespoon of water.
8. Sprinkle mixture of poppy seeds and sugar on the cookies.
9. Place on greased cookie sheet.
10. Bake at 350°F for fifteen to twenty-five minutes.



Try These Tasty Recipes

Charoset is one of the foods that the Jews eat at Passover Seder. This dish is made with fruit, nuts, and wine. Jewish people who live in Eastern Europe, or who come from Eastern Europe use apples, walnuts, sweet wine, and cinnamon. Jews who live in, or come from Spain, use dried fruit, almonds, wine, and even cayenne pepper.

Recipe from Yemen

1 cup dates, chopped
½ cup figs, chopped
½ cup apricots, chopped
½ cup shelled pistachio nuts, chopped
½ cup almonds, chopped
1 tsp. Ground ginger
2 tbsp. Grape Juice



Use a food processor to chop all the ingredients. Mix together and serve.

On Chanukah it is customary to eat some type of food fried in oil. In the United States it is common for Jews to eat latkes (fried potato pancakes). In Israel they eat sufganiot (fried donuts).

Latkes

5 potatoes, peeled
1 small onion, peeled
1 tsp salt
¼ tsp pepper
2 tbsp matzoh meal
2 eggs
oil for frying



1. Grate potatoes and onion.
2. Put mixture into bowl and add salt, pepper and matzoh meal.
3. In a second bowl, beat the eggs.
4. Add eggs to the potato mixture and stir together.
5. Heat the oil in a frying pan over medium heat.
6. Gently drop spoonfuls of the batter into the pan.
7. Fry pancakes on each side for about five minutes or until golden brown. Use a spatula to flip them. Add more oil as needed.
8. Dry on a paper towel.
9. Serve with applesauce, sour cream, or powdered sugar.



Faith

by Max Lucado

Remember the Lord in all you do and he will give you success. Proverbs 3:6

Thousands of people gathered around Jesus. Yet He spoke to His disciples, letting the crowd overhear.

Believers shouldn't worry about the basic necessities of life. If we keep God first in our lives, He will sustain us. He is in control.

Be honest. Are we glad He says no to what we want and yes to what we need? Not always. If we ask to attend a new school, and He says stay where you are, we aren't happy. If we ask for healing, and He says learn through the pain, we aren't happy. If we ask for more money, and He says treasure the unseen, we aren't always happy.

When God doesn't do what we want, it's not easy. Never has been. Never will be. But faith is the conviction that God knows more than we do about this life and He will get us through it.

Remember, disappointment is caused by unmet expectations. Disappointment is cured by revamped expectations.

I like that story about the fellow who went to the pet store in search of a singing parakeet. Seems he was a bachelor and his house was too quiet. The store owner had just the bird for him, so the man bought it. The next day the bachelor came home from work to a house full of music. He went to the cage to feed the bird and noticed for the first time that the parakeet had only one leg.

He felt cheated that he'd been sold a one-legged bird, so he called and complained.

"What do you want," the store owner responded, "a bird who can sing or a bird who can dance?"...

We need to hear that God is still in control. We need to hear that it's not over until He says so. We need to hear that life's mishaps and tragedies are simply a reason to sit tight.

Corrie Ten Boom used to say, "When the train goes through a tunnel and the world gets dark, do you jump out? Of course not. You sit still and trust the engineer to get you through."...

Next time you're disappointed, don't panic. Don't jump out. Don't give up. Just be patient and let God remind you He's still in control. It ain't over till it's over.

What is it that concerns you? Give it to God. Breathe a sigh of relief and go live for Him. Allow God to carry your burdens.

Adapted from: *He Still Moves Stones*
Word Publishing, 1993





This Certifies That

Has completed a Religious Pilgrimage
Through Israel

Date _____

Teacher _____



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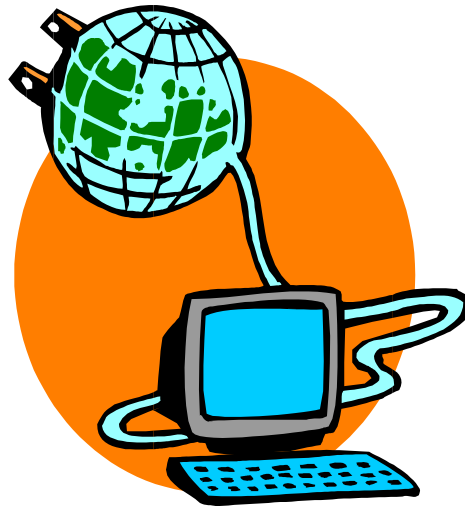
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3. Information about life in Jerusalem through the ages - http://www.snunit.org.il/njeru/open_screen2.htm
4. Click on a Hebrew letter - hear its sound! - http://www.njop.org/html/interactive_hebrew.html
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Places in Israel

Name _____ *KEY* _____ Date _____

Directions: Unscramble the letters to find names of places in Jerusalem. Use the Bible verse to check your answer. On the lines that follow, write one sentence that tells about each place.

- | | | | |
|-----|------------|---------------|--------------------------|
| 1. | ANCA | John 2:1 | <u>CANA</u> |
| 2. | MESUJERAL | John 12:12 | <u>JERUSALEM</u> |
| 3. | LILEGAE | Matthew 26:32 | <u>GALILEE</u> |
| 4. | ZARENATH | John 1:46 | <u>NAZARETH</u> |
| 5. | RECIJHO | Luke 10:30 | <u>JERICHO</u> |
| 6. | DORJAN | Numbers 32:32 | <u>JORDAN</u> |
| 7. | POAJP | Acts 9:36 | <u>JOPPA</u> |
| 8. | ETHBELEMH | Matthew 2:1 | <u>BETHLEHEM</u> |
| 9. | BEDATHES | John 5:2 | <u>BETHESDA</u> |
| 10. | SANEMETHEG | Mark 14:32 | <u>GETHSEMANE</u> |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



VOCABULARY

Name: KEY Date _____

Use complete sentences to write the meaning of each of the following words, and use each one in a sentence.

1. co-existence

The word coexistence means to live together peacefully. _____

2. authentic

The word authentic means true, real, reliable, correct, trustworthy, or genuine. _____

3. recounted

The word recounted means told or repeated. _____

4. crypt

The word crypt means tomb or burial chamber. _____

5. ancient

The word ancient means old. _____

6. Which town lies between Nazareth and Tiberias?

The town of Cana lies between Nazareth and Tiberias. _____

7. What did Jesus mean when He said “mine hour is not yet come?”



Jericho Word Search

Name KEY Date _____

In the word search find the words listed below. Search for the words by going left, right, down, and diagonally. Draw a line through each word as you find it. Choose one person or place named in the word search and write a paragraph about your selection.

- | | | | | |
|-------------|------------|-----------|--------|-----------|
| agriculture | bananas | Crusaders | Jews | monastery |
| Alexander | baptism | dates | John | Palestine |
| aqueducts | Bartimaeus | Dead Sea | Jordan | Pilgrims |
| Augustus | Canaanites | Jericho | Joshua | tourism |
| Babylon | Christians | Jesus | Judea | West Bank |
| | | | | Zacchaeus |

A	G	R	I	C	U	L	T	U	R	E	B	C	D	E	E	F	G	M	Q
L	F	Y	Q	E	R	C	R	B	A	N	A	N	A	S	J	I	H	O	D
E	G	M	T	O	U	R	I	S	M	L	A	S	U	G	S	D	D	N	F
X	H	H	E	W	T	V	E	G	P	Z	D	T	T	R	B	S	G	A	G
A	Q	U	E	D	U	C	T	S	O	A	S	H	I	U	A	N	K	S	H
N	J	G	W	Q	Y	B	W	M	I	U	G	F	E	S	B	N	L	T	J
D	K	F	R	A	S	M	I	R	G	L	I	P	I	P	Y	L	P	E	K
E	L	D	T	S	U	N	Q	U	Y	J	N	B	H	E	L	L	A	R	L
R	K	S	Y	D	I	B	A	P	T	I	S	M	O	H	O	O	L	Y	L
S	Z	A	A	U	H	S	O	J	U	K	D	O	L	C	N	O	E	T	Z
D	X	R	P	F	O	M	A	E	S	H	S	I	K	H	B	O	S	R	Z
A	E	D	U	J	P	L	S	U	T	G	K	U	T	R	V	P	T	A	A
A	C	A	O	D	A	K	E	R	R	N	R	Y	R	I	C	E	I	S	C
P	V	K	L	H	C	A	N	A	A	N	I	T	E	S	X	E	N	S	C
O	J	L	L	G	M	J	C	B	E	F	Q	T	H	T	X	A	E	G	H
I	O	M	K	I	S	H	T	J	W	D	J	E	R	I	C	H	O	N	A
U	R	N	T	M	D	S	L	K	Q	S	W	R	B	A	T	E	S	P	E
Y	D	R	J	D	E	A	D	S	E	A	E	E	L	N	E	S	R	T	U
T	A	R	Q	W	F	G	D	F	A	S	C	R	U	S	A	D	E	R	S
B	N	F	J	E	S	U	S	R	J	E	W	S	T	S	J	O	H	N	L



A Special Baptism

Name KEY _____ Date _____

Directions: Unscramble the words below. Write them on the numbered lines to find out about a special baptism.

1. ssuJe Jesus
2. zabdiept baptized
3. taerw water
4. mmotne moment
5. veehan heaven
6. pedone opened
7. rptiSi Spirit
8. odG God
9. dceigsnden descending
10. evdo dove
11. ghinitgl lighting
12. tteawMh Matthew

As soon as 1. Jesus was 2. baptized he went up out of the 3. water. At that 4. moment 5. heaven was 6. opened and he saw the 7. Spirit of 8. God 9. descending like a 10. dove 11. lighting on Him.” 12. Matthew 3:16



Math on the Mount of Olives

Name _____ **KEY** _____ Date _____

Directions: Solve the problems and write the answers. Next to each problem, write the operation you used to solve the problem.

1. The fifth and sixth graders were going to visit the Mount of Olives. There were 30 students in the class. 15 boys and 12 girls went on the tour. How many students went on the trip altogether? **25 students**
2. The students were allowed to pick olives. The boys picked 9 bags of olives and the girls picked 15. How many more bags did the girls pick than the boys did? **6 bags**
3. In the olive orchard there were 8 rows of olive trees. There were 20 trees in each row. How many trees were there in all? **160 trees**
4. The students were allowed to ride on camels around the orchard. The ride took 20 minutes. There were three camels. Each camel could carry only one person. How long would it take 12 students to ride around the orchard? **80 minutes or 1 hour and 20 minutes**
5. At the end of the ride the students went shopping. The boys bought 10 bottles of olive oil and the girls bought 15 bottles. How many bottles in all were bought? **25 bottles**
6. 4 bottles of olive oil cost \$1.00. How much did they pay for 20 bottles? **\$5.00**
7. Joy bought a candy for 35 cents and Martha bought three for 87 cents. How much money did both girls spend? **\$1.22**
8. Mary's lunch cost \$3.50 and Jack's lunch cost \$5.25. How much more did Jack's lunch cost than Mary's? **\$1.75**
9. The sixth graders bought 15 bookmarks, 20 post cards and 11 key rings. How many items did they buy altogether? **46 items**
10. They left the school at 8:00 a.m. and returned at 2:00 p.m. How many hours were they away from the school? **6 hours**



Bethlehem History

Name KEY Date _____

Directions: Use the History of Bethlehem on page 1 to answer the following questions. Show how you solved each problem.

1. How many years elapsed between the time King David was anointed in Bethlehem and the time many Jews settled there?

1000
-516

484 years

2. How many years elapsed between the time when Bethlehem came under British control and when it became a part of Palestine?

1988
-1923

65 years

3. How many years elapsed between the time Bethlehem was annexed by Jordan and Bethlehem was annexed by Israel?

1967
-1950

17 years

4. Use the History of Bethlehem to create and solve a problem of your own.



LEARNING ABOUT BETHLEHEM

Name KEY Date _____

Directions: Circle the correct response to each statement below.

1. In Hebrew, the word Bethlehem is translated to mean

- A. **House of Worship**
- B. House of Meat
- C. House of Prayer
- D. House of Bread



2. In Aramaic, the word Bethlehem is translated to mean

- A. House of Prayer
- B. **House of Meat**
- C. House of Bread
- D. House of Worship

3. Today, the most important part of Bethlehem is

- A. **The Church of the Nativity**
- B. The Church of St. Catherine
- C. The Church of Christ
- D. The Church of Transfiguration



4. The Church of the Nativity is divided between the following churches

- A. Armenian Orthodox, Roman Catholics, and Coptics
- B. Roman Catholics, Greek Orthodox, and Muslims
- C. Roman Catholic, Lutheran, and Greek Orthodox
- D. **Armenian Orthodox, Roman Catholic, and Greek Orthodox**

5. The Armenian Orthodox Church controls

- A. The site of the birth of Jesus
- B. The altar above the Grotto of the Nativity
- C. **The Grotto of the Nativity where the Cradle of Jesus is**
- D. The site beside the Grotto of the Nativity



6. God promised the Israelites that He would give them a land filled with
- A. wheat and corn
 - B. milk and honey**
 - C. olives and grapes
 - D. oranges and olives
7. Bethlehem's economy is dependent on
- A. agriculture and tourism**
 - B. agriculture and fishing
 - C. tourism and fishing
 - D. agriculture, tourism, and fishing
8. Some important crops from Bethlehem are
- A. wheat, grapes, olive, and mangoes
 - B. citrus, olives, wheat, and fig
 - C. wheat, citrus, olive, and grapes**
 - D. citrus, olive, grapes, and apples



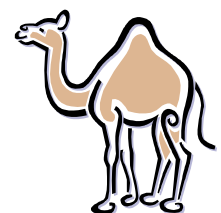
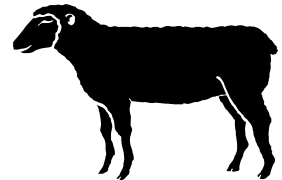
Shopping in Jerusalem

Name KEY Date _____

Use the information in the box below to solve the word problems. Please note that four shekels make one dollar.

Lambs \$5.00	Place Mats \$2.50	5 Camels \$5.00	5 Bookmarks \$0.25
10 Post Cards \$1.00	Key Rings \$3.00		

- How many shekels would I need to pay for 2 lambs and 5 camels.
60 shekels
- How many shekels would I need to purchase 6 place mats and 3 lambs?
120 shekels
- How much would 40 bookmarks cost? **8 shekels**
- How much would 100 bookmarks cost? **20 shekels**
- How much would 10 post cards and 20 bookmarks cost? **8 shekels**
- What is the cost of 3 key rings and one lamb? **56 shekels**
- How much would 5 key rings, 3 place mats, and 20 post cards cost?
98 shekels
- How much would 30 post cards and 4 lambs cost? **92 shekels**
- What operations did you use? **multiplication and addition**
- Write a problem of your own and solve it. **Answers will vary**



THE ROAD TO CALVARY

Name KEY

Date _____

Directions: After reading the narrative about the Via Dolorosa, trace the road to Calvary by writing what took place at each station.

	Stations	Event
1.	I	<i>Jesus was condemned</i> _____
2.	II	<i>Jesus received His cross</i> _____
3.	III	<i>Jesus fell the first time</i> _____
4.	IV	<i>Jesus saw His mother</i> _____
5.	V	<i>Simon of Cyrene carried Jesus' cross</i> _____
6.	VI	<i>Someone wiped Jesus' face</i> _____
7.	VII	<i>Jesus fell the second time</i> _____
8.	VIII	<i>Jesus comforted the daughters of Jerusalem</i> _____
9.	IX	<i>Jesus fell the third time</i> _____
10.	X	<i>Jesus was stripped of His garments</i> _____
11.	XI	<i>Reminder that Jesus was nailed to the cross</i> _____
12.	XII	<i>Reminder that Jesus died on the cross</i> _____
13.	XIII	<i>Reminder that Jesus was taken from the cross</i> _____
14.	XIV	<i>Jesus was placed in the tomb</i> _____



Voices From the Past

Name KEY

Date _____

Decide which operation you would use to solve the problems below. Name the operation and solve the problem.

1. If you were in a concentration camp from 1939 to 1945, how many years would you have been there?

Operation: ***Subtraction***Solution: ***1945******-1939******0006 years***

2. How many years was the family of Anne Frank able to hide from the Nazis?

Operation: ***Subtraction***Solution: ***1944******-1942******0002***

3. Of the 6 million Jews who died in the concentration camps, 1.5 million were children. How many were adults?

Operation: ***Subtraction***Solution ***6******-1.5******4.5***

4. World War II ended in 1945. In 2002, how many years would it have been since the war ended?

Solution: ***Subtraction***Operation ***2002******-1945******0057***

During Which Month

Name KEY Date _____

Directions: Write the month of the year on which each Celebration takes place.

<u>Celebration</u>	<u>Month</u>
1. Rosh Hashana	<i>September</i>
2. Yom Kippur	<i>September</i>
3. Sukkot	<i>September</i>
4. Chanukah	<i>December</i>
5. Tu B'Shevat	<i>January</i>
6. Purim	<i>February</i>
7. Passover	<i>March or April</i>

Name the Celebrations depicted in the pictures.



Passover



Pesach



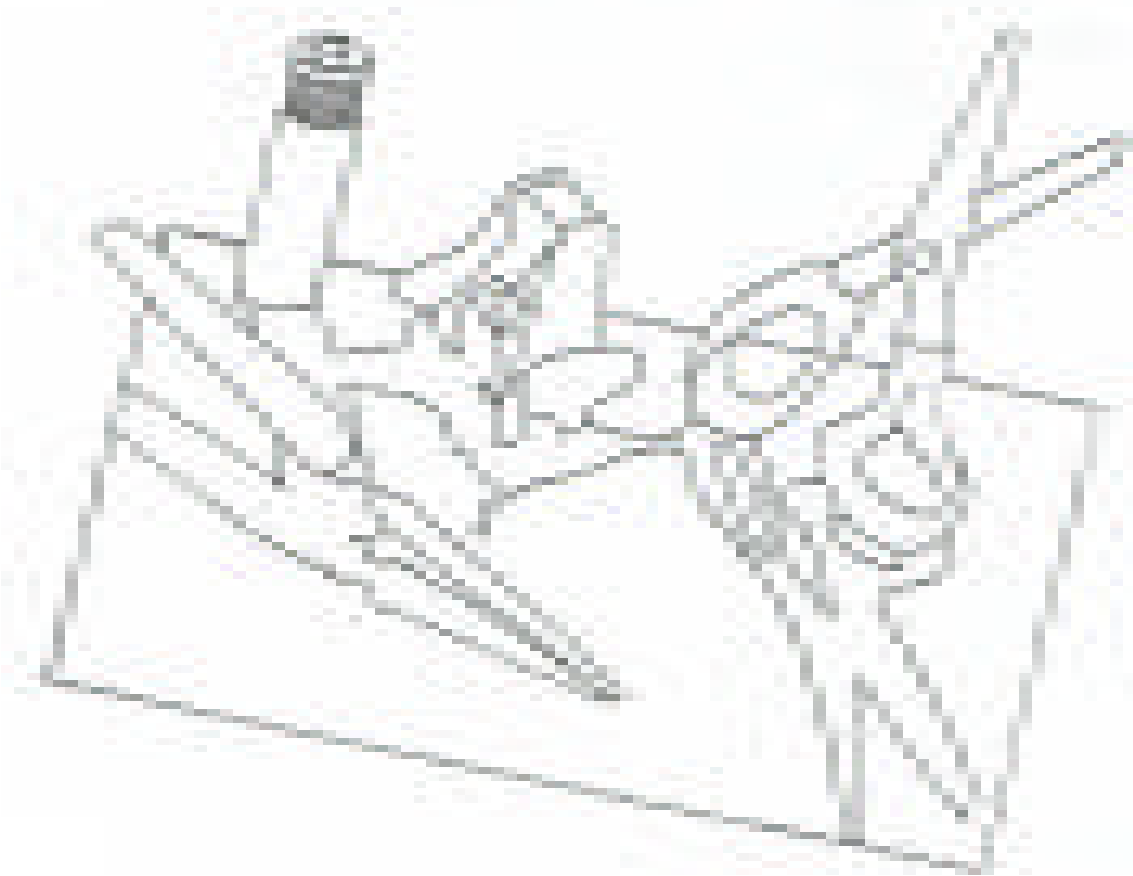
SHADOW CASTING

Do you ever watch your shadow as you are walking, riding a bike or riding in a car on a sunny day? It is fascinating how the shadow of an object may have a shape very different from the object from which it originates. Though shadows are found all around us every sunny day, most of the time shadows come and go without our taking notice of them. And yet, once one begins to stop and really look at shadows, I think you will agree with me that they can be unusually beautiful "objects" in their own rite.

It can be fun to create shadow designs by lining up and arranging objects and/or people in an interesting order and allowing natural or artificial light to cast a combined shadow which can be recorded in black and white (or any other color) on paper. If the day is sunny, unrestricted sunlight naturally makes excellent shadows. If you can not use the sun as a light source, a bright lamp may be used instead.

The object of this project is to find a collection of objects which can be placed so as to make an aesthetically pleasing shadow on a sheet of paper placed where the shadow is cast. If you use sunlight, the size of the shadows are unchangeable at any given point in time during the day, so smaller objects will cast smaller shadows and larger objects will cast larger shadows. Using artificial light does allow you to vary the size of the shadows depending on how close to the light source the object is placed. Regardless of the light source, the shadow may be changed by turning the objects in different positions.

Experiment with different objects and different positions until you see a shadow design that you especially like. Then carefully draw the outlines of the shadows on the paper.



After the shadow designs have been outlined, use black paint and/or black ink to fill in the areas which were shaded. Some shaded areas may be only as wide as a line drawn by a marker; other areas may be large. You may wish to try using different colors of paper for different effects. Also papers may be rotated to alter the design before drawing the shadow outline. When the paint dries, you may mount the designs on other sheets of colored paper before hanging.



After you have experimented with this kind of art, I am sure you will come up with some very aesthetically pleasing results which can be displayed with pride!



Shadow Casting II

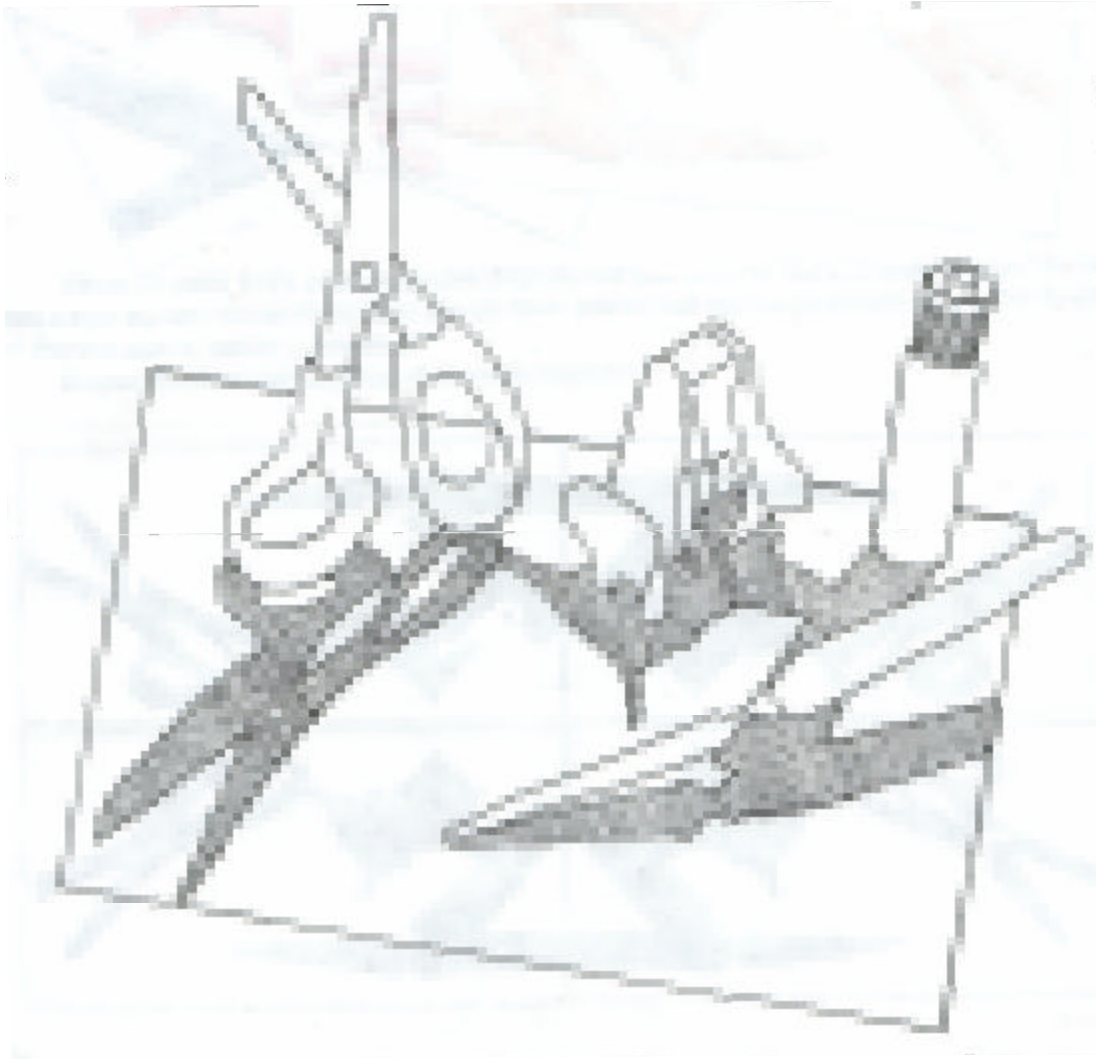
This art project is a delightful extension of the shadow casting project presented in last month's *Teacher Bulletin*.

Again we will start by arranging objects (any objects will do - small or large, stationary or movable, living or nonliving) in relation to the sun or other light source so as to create an interesting shadow design.

Using white paper of any size, place your paper where the whole or part of the shadow falls on it and trace the outline with a pencil.

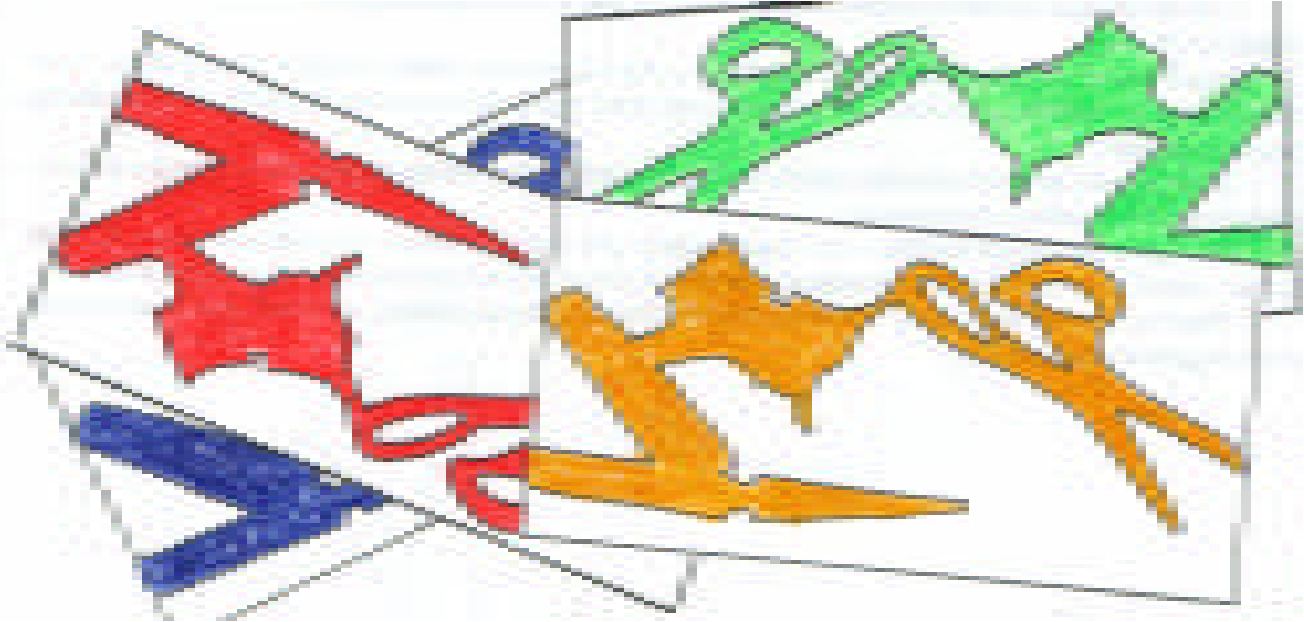
Next, go over the pencil lines with black marker, and tape the paper on a window. Tape another paper over it and trace the same design a second time in pencil and marker, or just in marker.

Then turn these two papers over so that the drawn lines are facing outward, and tape them in place again on the window.



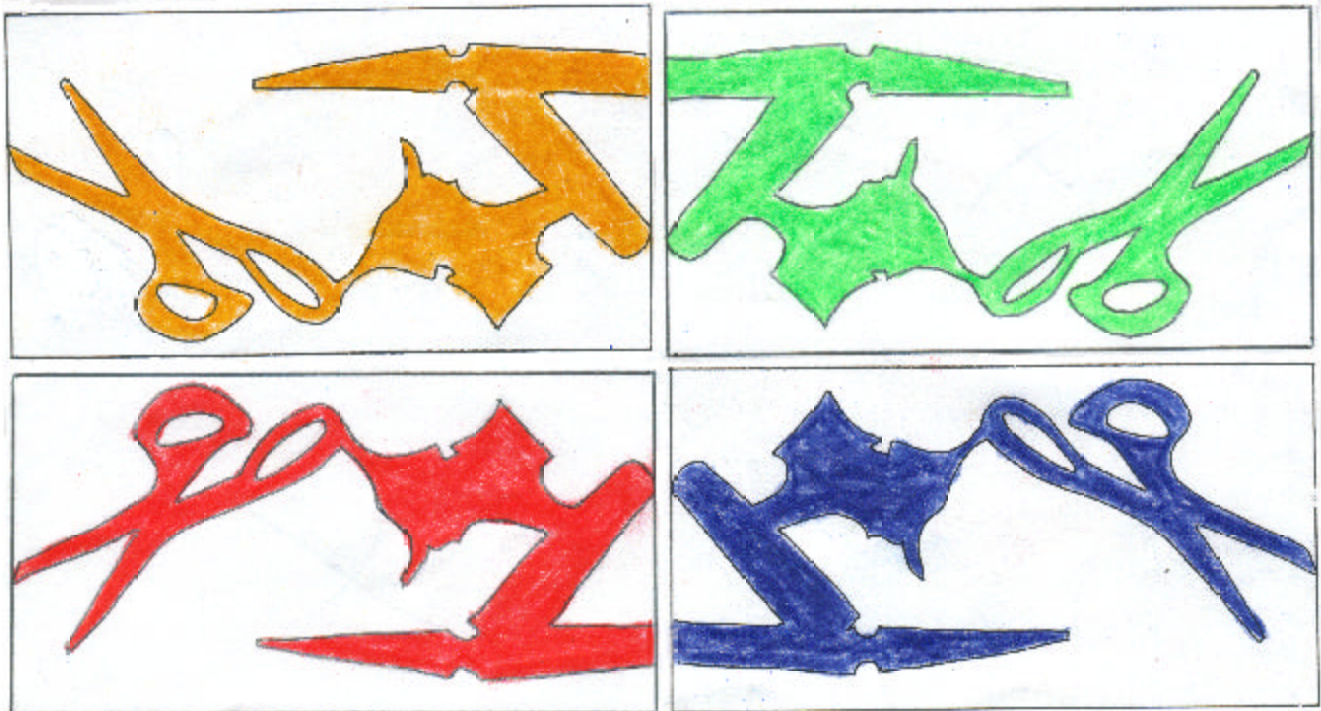
Now tape two other papers over the two on the window and redraw the designs so that these last two papers will show the design in the reverse.

After you have four shadow designs drawn in marker, the papers may be moved to a suitable location to add paint, only this time, instead of using black paint as suggested previously, use a different bright color for each design.



When the paint is dry, position the paintings so that you have four paintings arranged so that two are on top and two are on the bottom upside down and so that each adjacent painting is the reverse of the one above, below or beside it.

Display the final paintings for all to see and admire!



Shadow Casting III

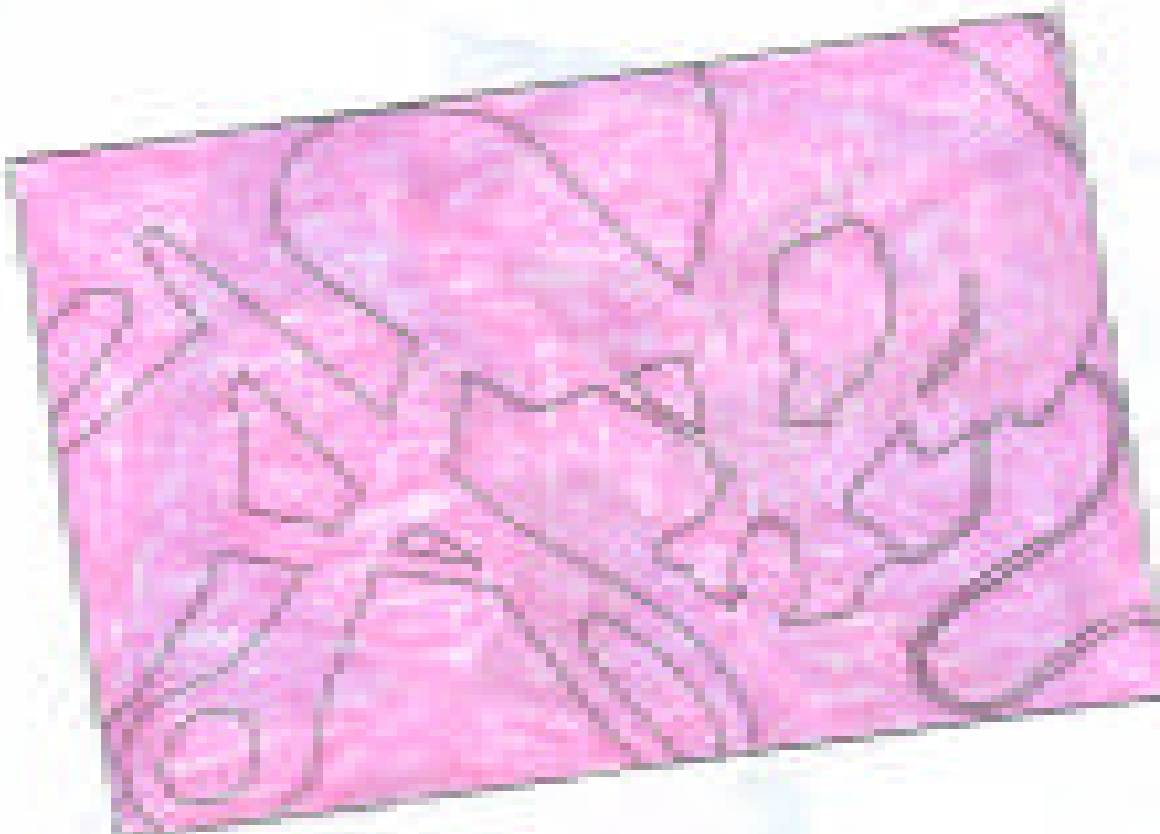
Though one could come up with even more variations on this particular theme, this is the final suggestion that shall be made here based on the original basic shadow casting project outlined in the January issue of the *Teacher Bulletin*.

Materials needed:

- objects for shadow making
- a light source
- colored paper (9x12 or 12x18 inches)
- pencils
- scissors (and possibly exacto knife)
- glue
- paper clips
- cardboard
- masking tape

Here are the five steps you will need to follow:

1. Find and/or put objects together whose combined shadow make an aesthetically pleasing design when it is cast on a sheet of paper.
2. Place a sheet of colored paper where, with a pencil, you can trace the shadow outline on the paper.



3. After tracing the design on the paper, carefully cut out the design using scissors, and where necessary for hard to get internal lines and spaces, an exacto knife.

4. Once the design is cut out, you may need to reenforce it by glueing on strips of cardboard or other paper to the back so that the design achieves a uniform stiffness.

5. Then, using pieces of stiff cardboard attached to the back side, or paper clips unbent, or some other means, mount the design onto a white or other light colored paper so that it stands out a few centimeters from the background. This will allow the cut-out shadow design, when placed where a bright light can strike it, to cast a shadow of it's own, creating a whole new effect!

If this project is done with careful thought and planning, a wonderful artwork will be the result of your labor!



It Shall Blossom Abundantly...

ISAIAH 35:2

Have you ever been out walking in the springtime and suddenly you've come to an orchard of apple, peach, apricot, cherry, pear, or citrus trees or maybe even just a single tree which is in full bloom? Have you breathed in the luxurious scent of the blossoms and been almost forced to stand back aghast in quaside beauty of before you? experience can actually be overwhelming if you take your senses to be totally open to what nature can do at this time of the year. Photographs provide a glimpse of the real thing - a glorious burst of color and fragrance beyond imagination.



view of the ex-
the living things
Such an experi-
be overwhelm-
time to let your
open to what na-
this time of the
graphs and per-
only a slight indi-
thing - a glorious
bursting with
grance beyond

I can recall
ness when I lived
campus which

with great fond-
on a school
sat in the middle

of groves of orange, grapefruit, and lemon trees. I imagine heaven to be somewhat like those trees in full bloom, it was so extraordinary. I recall another spring when I happened upon a lone cherry tree in a courtyard of an old abbey when out walking one day. The sight of that tree was so overpowering that I was compelled to hurry home as quickly as possible, get out some paints and attempt to recreate the wonder of what I had seen.

No doubt many artists have had similar experiences. Two French impressionist painters, Claude Monet and Camille Pissarro, whose paintings *Apple Trees in Bloom* (1873), and *Orchard in Bloom* (1872), are a couple of examples of art work inspired by the marvels of spring blossoms. If you have access to a print of one of these or other similar paintings, or if you are actually able to view in real life - it would be an extraordinary thing to take a class to see - a tree or several trees in the full bloom of spring, allow your students to experience as much as possible such a painting or such a sight. Notice the brilliance of the flowers, the way the tree trunks and branches are growing. Think how you might attempt to reproduce the beautiful blooms with many small splotches of paint against a background of green or other color.

Shall we try our hand at producing a brilliant spring tree-inspired art work ourselves? To begin with, we will need a background for which we could use a couple of sheets of construction paper, one color for the sky and one color for the ground.

First place the sky sheet on your desk. Now carefully and deliberately tear one edge of the ground colored sheet to make a soft edge on the horizon line. Glue the two pieces together.

Now choose a color or colors to create a tree trunk and branches for one or more trees. Make the trees as interestingly shaped as you wish and large enough to cover most of the paper background. You may decide to draw and cut out of paper and glue in place the tree trunk or you may prefer to paint the tree trunk onto the background. If you choose to use paint for the tree trunk, you will



need to let the paint dry before continuing. In the meantime, you may wish to make a second background, perhaps in a different format (horizontal or vertical) from the first one. By the time your second background is together and a new tree trunk painted, the first paint may be dry on the original background.



Next decide what color or colors your blossoms will be - white, pink, a combination etc. Then with a brush, dab one or more colors all over the tree branch area, thick in some places and thin in others until you have a bright exciting spring tree blooming right before your very eyes. Another technique that may be useful in this case is to use an old tooth brush with paint on it to give a more mottled effect.

Add any other finishing touches you think may be desired to give your painting pizzazz, and then, stand back and VOILA! what a masterpiece of color and beauty you have created! What a remarkable bulletin board or other display can be made with a whole classroom full of gorgeous fruit trees in full bloom!



Piece(s of Pasta) on Earth

This project will start with a walk down the aisle. A walk down the *pasta* aisle of a supermarket, that is. How many different types of pasta might you find? Of course there are the all time favorites- straight long strips of spaghetti and semi-circular shaped macaroni. These may be followed by lasagna, orzo, manicotti, rigatoni, linguine, ravioli, angel hair, bows, alphabet letters, cous cous, ziti, fettuccine, shells, pennerigate, rings, ruffles, rotini, vermicelli, ditalini, ribbons, cavatappi, gemelli, cellentani, farfalle, tortiglioni, fusilli, conchiglie, and on and on with scores of variations of colors, shapes, and sizes. With all these various types of pasta available for use, what might we do with it in an artistically creative fashion?



One thing that comes to my mind is a three-piece art work I've seen of the three wise men of Matthew chapter two made out of cardboard and pasta. Each of the three wise men was carefully and meticulously made from numerous different pieces of pasta carefully chosen for the various facial features and the decorative costumes they wore. Each piece of pasta was carefully glued in place and the entire thing was then painted and displayed as part of an annual Christmas decore.

Would you like to try your hand at such a project? First we need some outline shapes drawn and cut out of cardboard. You kings, too, or an angel, or having to do with the tire nativity scene could enough materials and



may wish to do three any other person or animal Christmas story. The en- be done in this manner if time were available.



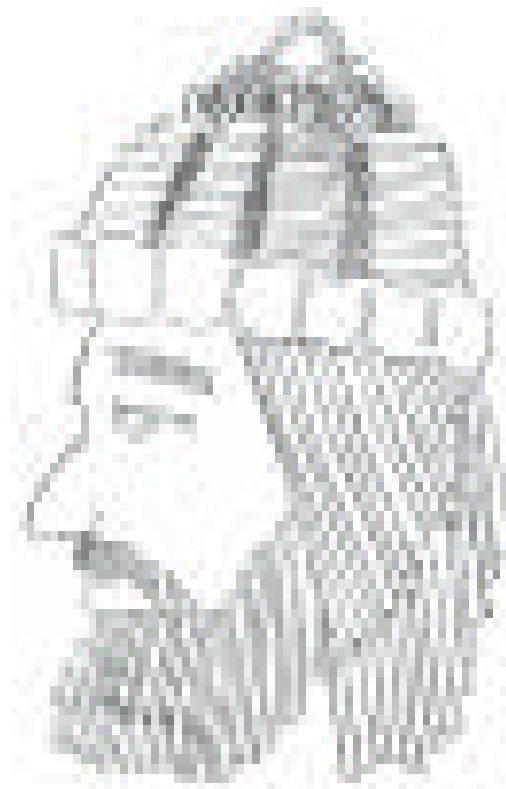
Next, one must decide which kind of pasta to use to glue on each individual part of the chosen cardboard shape to produce the desired textural and visual effect. Carefully position and glue each piece using a strong white glue and leave it to dry.

Once the glue is dry, you may paint each piece, either in a solid color or in various colors, depending on the desired effect. If each finished product is to be displayed as a separate piece, you may wish to mount them on separate pieces of colored backgrounds. If you are making a nativity scene or an ensemble of separate pieces, you may wish to make a bulletin board display or a 3-D display where individual pieces stand up.

With care and planning, you will produce a classroom full of wonderful and unique Christmas art pieces.

Materials List:

- cardboard
- various types of pasta
- glue
- scissors
- pencil
- paint
- brushes



How Ya Feelin', Art ?

One teacher I know, at the beginning of the year, displays and uses as a prompt for various activities a poster on which are depicted a series of 30 cartoon-type faces each of which expresses a distinct and different emotion. Perhaps you've seen this series of simple line drawings through which the artist skillfully captures every feeling from *shy* to *confident*, from *hysterical* to *disgusted*, from *overwhelmed* to *ecstatic*. The basic same head of a boy used for each, but the variation in the eyes, mouth, eyebrows, forehead, hair, etc. definitively defines each emotion in a humorously exaggerated, but nevertheless convincingly accurate manner. It is amazing how the artist was able to so perfectly capture the multiple ways the human face can change to show the inner feelings even without a word spoken or a sound uttered.



One of the activities many kids and adults of all ages enjoy doing during the month of October is carving or painting faces on pumpkins. This has become a household tradition in homes all across America, and the pumpkin, more than any other fruit or vegetable, perhaps, lends itself so well to this kind of creative flare because of its head-like shape, its relatively large size, its fairly soft but strong skin, and its basically hollow interior.

For this project you may choose to use real pumpkins, if they are readily available, or large pieces of paper on which students draw and paint their own large life-sized pumpkins. If the painted paper pumpkins are used, it would be desirable to have one or more real pumpkins on display as examples so that students may replicate a true pumpkin shape and appearance. If the paper pumpkins are used, the drawing and painting of the pumpkin shapes will need to be done before the following steps are taken so that the paint will have a chance to dry.



The next part of this project is to have students think of and compose together a list of several different emotions that may be expressed through facial gestures. Some may wish to model the expressions, to provide a stronger sense of what these emotions are. On white paper students may then sketch a few examples of their choice until they find one or more sketches with which they are particularly pleased. A transparency of the emotions chart mentioned above may be projected on a screen or wall for added ideas and emphasis.

Once a particular emotion and its visual expression has been successfully drawn, this sketch may be copied onto a large painted or real pumpkin with poster paint using which ever colors one may choose.

If care taken and thought are equally great, some wonderfully expressive pumpkin faces will no doubt emerge! Put your finished pumpkins on display for all to enjoy.



mapart

Three hundred eighty-one years ago when the Pilgrims sailed for North America from Europe they had not planned to end up in what became known as the Massachusetts Bay Colony, but rather in Virginia where a colony of Europeans had already been established. However, due to circumstances beyond their control, their ship, the Mayflower, got off course and came to land just off of what is now called Cape Cod. Eventually the Pilgrims anchored ship and decided to build a community which they named Plimouth. And, of course, the rest of the story is a well known and much beloved part of American history, especially the part about the first Thanksgiving feast held the following year after the Native Americans helped them to learn how to survive in this new and wild land, so different from their former European home.

Did the Pilgrims have a map when they started out on their voyage? No doubt they did, but it was most likely a somewhat crude one, and when they landed several hundred miles north of where they had intended to go they probably had little idea of where they really were. They could not look on the map and pinpoint their location. They could not get on the road from Plimouth and travel south to Virginia - there was no road. They could not go to nearby Boston to purchase the building supplies they needed for their houses - there was no Boston, only forest. If accurate maps had been available at that time, might the Pilgrims have continued on their journey until they reached their expected Virginia destination? How different might the history of America turned out had the Pilgrims not landed and settled on the harsh New England coast, but on the sandy beaches of Virginia?

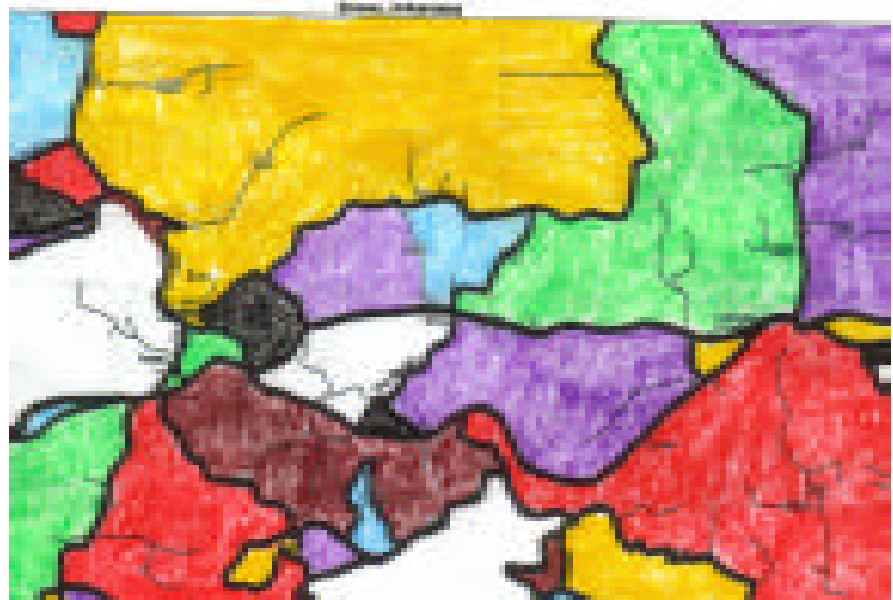
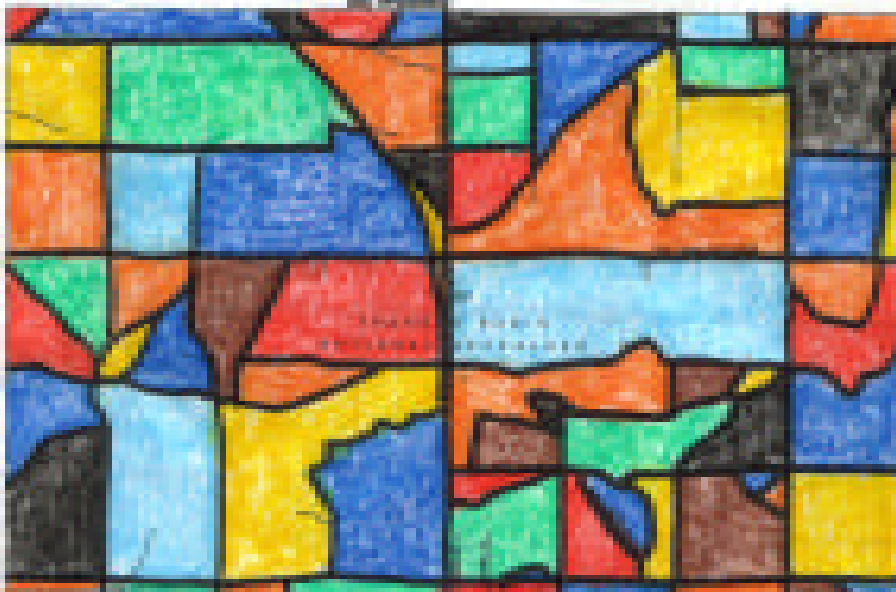
Today there are excellent maps detailing almost any feature one might wish to know about, whether natural or man-made anywhere on the globe where men have been. There are political maps, physical maps, topographical maps, land maps, ocean maps - just about any kind of map one might imagine giving a great variety of information on a variety of subjects.

Today's project is entitled **mapart**. Have you ever taken a look at a map as a potential piece of art? Maps are full of interesting shapes and spaces. For this project, you will need to either copy or trace by hand a map on white paper or have photocopies or computer copies available of a particular map. You may wish to use a detailed map of your community showing streets, road, waterways, railroad tracks, lakes, ponds, coastline, etc. An enlarged map of a relatively small area, (rather than one showing several states, provinces or countries), will work best for what we shall be doing here. Depending on the size and appearance of the map(s) you have available, each student may either use a copy of the same map, or each may take a section of a larger map to work on. We shall not be concerned about map labels, place names or even the compass rose. What we shall focus on here is rather the shapes and spaces formed by the lines indicating roads, railroad tracks, rivers, and other natural and man-made boundaries.



Begin by looking for and choosing as a starting place a particular shape on your map defined by certain lines surrounding it. Now, using paint or markers color in with a solid color or with a certain texture the starting space. Next, find another space elsewhere on the map and color it the same way using the same color and/or texture. Continue this process until you feel you have enough spaces colored in that particular way, and then choose another color or texture and fill in other spaces. The number of colors you use is up to you, but aim for the most pleasing combinations that your eye tells you to use until your map becomes a veritable tapestry of colorful shapes and spaces. If you wish, you may outline in black marker, beforehand or as you go along or at the end, each space to separate it from the adjacent ones. Keep in mind that the purpose is not to focus on the original function of the map but to transform it into a work of art. (Water areas may be any color - not necessarily blue). The final outcome may resemble stained glass windows. (Below are two examples, the first being *Bill, WY*, and the second being *Snow, AR*).

It should be interesting to see how varied and how colorful a classroom full of originally colored maps can be. And even though the map labels are basically unimportant, the students may be getting a geography lesson of reinforced at the same time.



Sign Language



Do you ever take special notice of signs? There are so many signs that we probably pass by every day whenever we go anywhere away from home. Chances are we pass by most of them without really giving them more than a glance.

Let's consider some kinds of signs you may have passed on the way to school today. Let's see... there were probably road signs naming roads and towns, signs giving instructions to drivers such as **STOP**, **YIELD**, etc., signs for restaurants, doctors' offices, gas stations, stores, churches, schools, and hundreds of others. Some we must pay attention to such as **SPEED LIMIT** signs. Others we ignore unless they are important to us such as when we are trying to find a certain road, business, or other location. Some signs are easily recognized just by their shape or color or a picture on them. The "golden arches" of MacDonald's restaurants, or the tricolored triangle of Citgo gas stations are good examples. We can easily spot these signs from a distance and identify them without reading the words which go with them. Most signs, however, do require one to read them in order to understand their meaning.

Does your school building have a sign to identify it from other schools? If so, is it a new sign or an old one? Is it easily read or not? Does it catch your eye or not? What, in fact, makes some signs catch your eye more than others? What makes you look twice at some signs and to overlook others? Is it color? Is it shape? Is it size? Is it a combination of these and/or other things?

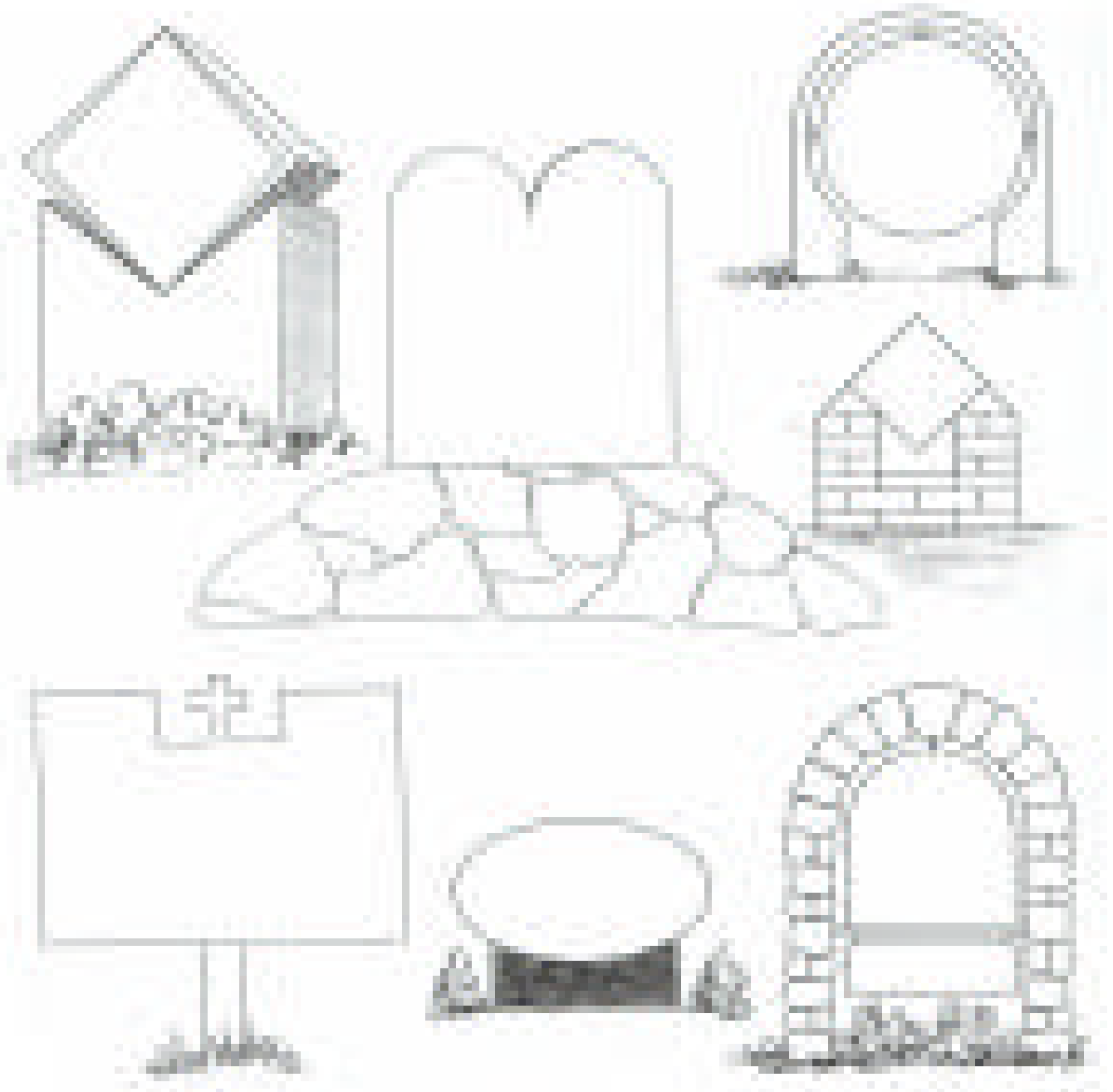
Think about your school for a minute. Does it have a unique name? (Maybe you can think of another name you'd like better for your school). Think about a brand new school sign designed by you that could be built to stand out in front of your school to catch the attention of everyone who passes by. I bet no school has a school sign designed by kids - *kids* are what school is all about, right?!



What would a school sign designed by kids - by you - look like? Would it have a special shape? How big would the words be? Where would it be located? What color(s) would it be? What would it say? Would it be made of wood, of stone, of bricks, of metal, of cement, of glass, or of some other material? Use your imagination to think about all these things and see what you can come up with; draw some rough sketches, and when you have a great design, make a nice final copy as large as you wish to put on display. You may wish to use the computer to print off the kinds of font you think would be most effective. Use scissors, paper of whatever colors you need, glue, rulers, pencil, markers, and any other materials and tools that will help you to design a super sign.

Who knows, maybe a *real* school sign of your design will be constructed - maybe your school will be the first to have a school sign designed and built by *kids*!

(The examples shown below are some sign designs minus the lettering and/or pictures that you would wish, of course, to include on your sign designs)



Internet and the Classroom

The Internet provides many quality experiences and resources for the classroom. However, many teachers and school boards are hesitant to allow the Internet into classroom because of the dangers that lurk in its shadows. These issues are real and should not be taken lightly, but with care and planning they can be easily addressed and your students can be safe.

Where do I start?

First, be sure that all the computers that will access the Internet in your school are using filtering software. The filtering can be done in several ways (listed in order of technical difficulty):

1. (*Lowest*) Sign up with a service provider that filters the web before it gets to you. This is the easiest, because they take responsibility for keeping the filtering current and there is nothing extra to install on your computer. Sometimes local public school systems can provide this service for you if you don't have an ISP (Internet Service Provider) in your area that does.
2. (*Medium*) Purchase filtering software and install it on each computer
 - a. CyberCitter (<http://www.cybersitter.com/>) One of the best.
 - b. CyberPatrol (<http://www.cyberpatrol.com/>)
 - c. SurfWatch (<http://www1.surfwatch.com/>)
 - d. NetNanny (<http://www.netnanny.com/>)
3. (*Highest*) Filter your Internet locally in a proxy server. This has an advantage because you have one filtering system to maintain and all your computers can go through the one system to access the Internet, however they require a slightly higher technical expertise than other filtering methods. Examples of proxy servers are listed below in order of technical difficulty to install and operate:
 - a. (*Medium*) WinProxy (<http://www.winproxy.com>)
 - b. (*High*) Microsoft ISA Server (<http://www.microsoft.com/ISAServer>) Note: This is a highly configurable server, but requires advanced skills to setup and maintain.

IMPORTANT: The most important thing to remember about filtering software is that **it doesn't work!!!** "OK," you ask, "why should I use it?"

Filtering software is an important first line of defense that no school should be without, however with the dynamic and extensive nature of the Internet there is absolutely no possible way that any filtering service could find all the offensive sites to block them. Even the best filtering systems only block about 60% of the offensive sites on the Internet. While this is an important safety feature for your computer system and clearly indicates your priorities for Internet safety, it doesn't cover all the bases.



Second. Remember that NOTHING replaces an adult in the room that is aware of what is happening on each computer. One easy way to help this happen is to position your computers against the wall in your classroom so you can easily scan the computers.

Third. Have this simple rule: “Computers and the Internet are for academic (schoolwork) use only.” You can then tell your students that there is nothing wrong with checking the sports scores, but you ask that they do it at home. Now, when you are scanning the room to check computer use, you easily look to see if the students are on task with their assignment or not.

Fourth. Use directed Internet use. Give your students specific task on the internet. These can include WebQuests, scavenger hunts, and worksheets. Examples of each of these are included in Appendix A.

Fifth. Create your own Home Page. The Home Page is the web page that comes up when ever the browser is started. By default, Internet Explorer uses MSN as its home page, which often presents material that is not appropriate in a Christian classroom. You can create your own home page and publish it on your school’s home page, or you can use a free automated service like Classroom AdventLinx (<http://classroom.adventlinx.com>). Appendix B includes step by step instructions on how to change your home page.

Sixth. Use child focused search engines.

Yahooligans: <http://www.yahooligans.com>

Ask Jeeves for Kids: <http://www.ajkids.com>

Seventh. Turn on your tracking logs. WinProxy, other servers, and filtering software can create log files that record all websites that students visit. Be sure they are turned on and tactfully let the students know that the sites they visit will be logged by the system and that you can review those logs. Then be sure to review the logs occasionally. In addition, each browser has a history file that can be reviewed, however it is possible for students to delete items in the history files.

Eighth. Have an Acceptable Use Policy (AUP). An AUP is a written agreement outlining the proper use of the computer and the Internet. Every school with Internet access should have an AUP. An example AUP is included at the end of this document.

What about Chat and Email?

Don’t allow chats (ICQ, IRQ, or Instant Messenger) or newsgroups. These are too difficult to monitor for safety.

If you choose to send email, do it only from one central classroom account that the entire class can use and is open for your review.

Do not use an Internet service provider that has chat as part of their service (example: AOL).

With careful planning a safe environment for Internet use can be provided and our students can explore the vast resources available to us on the web with confidence.

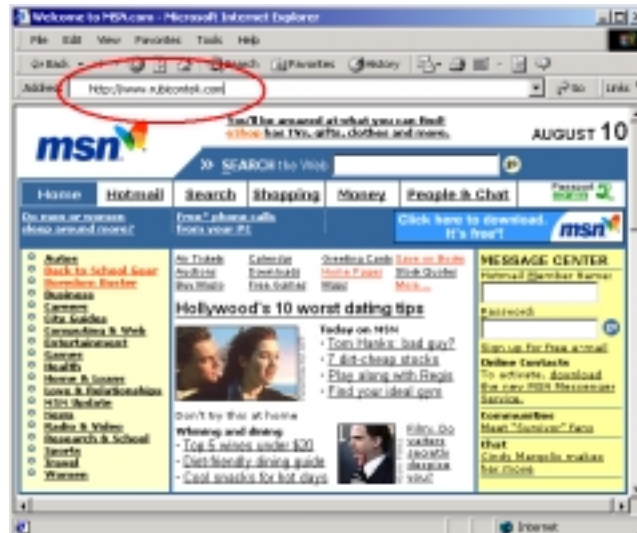
Appendix A – WebQuests

<http://edweb.sdsu.edu/webquest/>

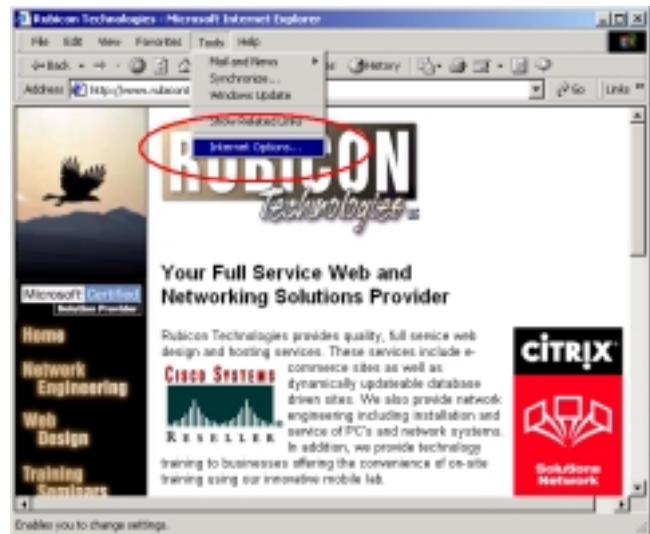


Appendix B – How to change your home page

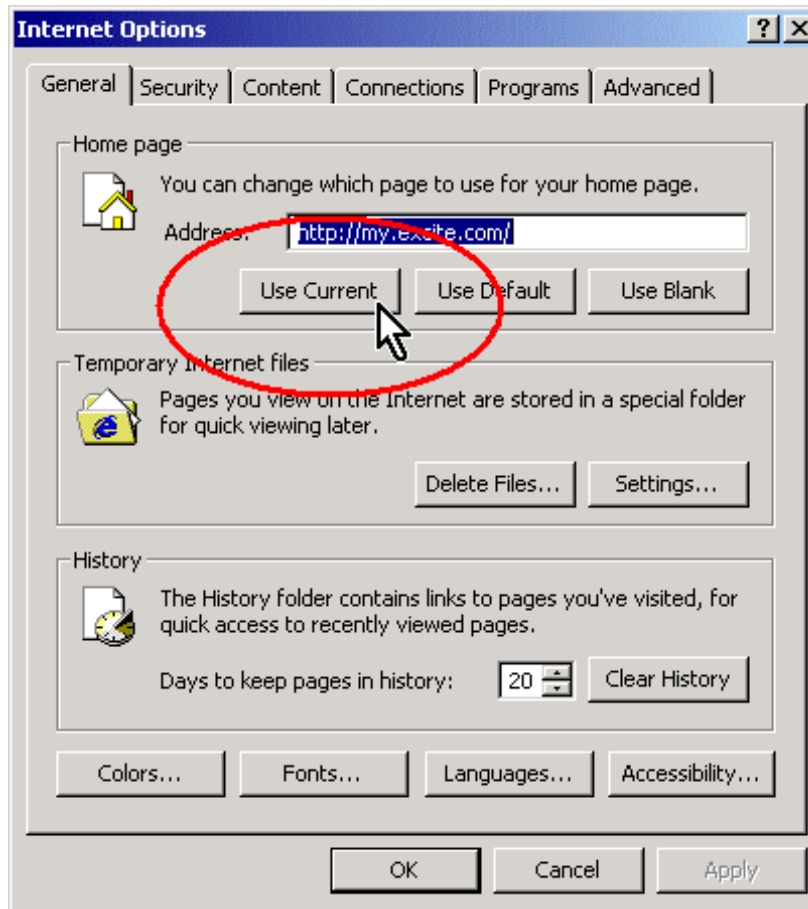
Begin by typing the address of the web site you want to be your homepage in the Address bar. Then press <ENTER>.



Now select Tools/Internet Options... from the menu bar

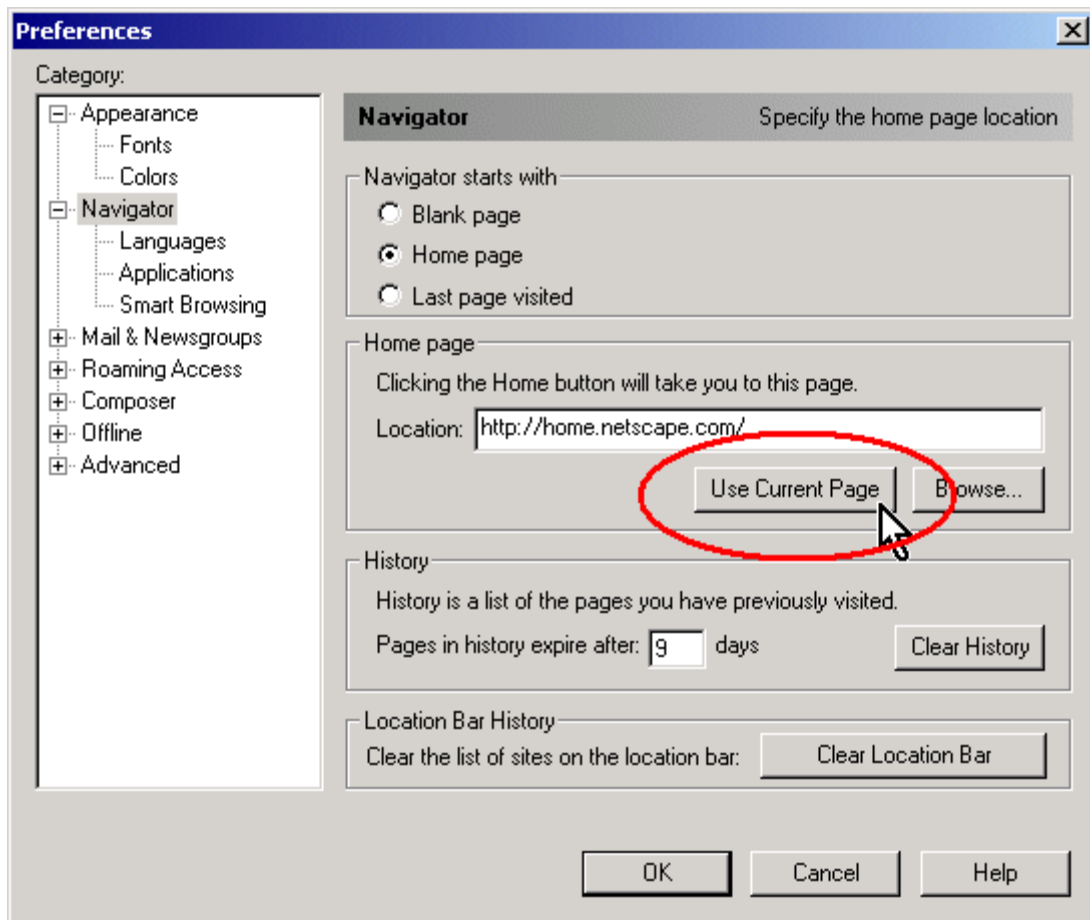


Click on “Use Current.”



In Netscape, follow the same procedure, except select Edit/Preferences from the menu then click “Use Current Page.”





Michigan Conference Acceptable Use Policy

The schools of the Seventh-day Adventists education system are pleased to offer their students access to a computer network for electronic mail and the Internet. To gain access to E-mail and the Internet, the legal parent and student sign and return this form to the school.

The Internet is a powerful resource for expanding the educational experience of each student. Access to E-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Unfortunately it is true that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate or offensive. We believe, however, that the benefits to students in the form of information resources and opportunities for collaboration exceed any disadvantages and therefore support the school's choosing to make the Internet available to our students. But because ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources, we respect each family's right to decide whether or not to apply for access.

School computers are for educational purposes only. Since the network is provided for students to conduct research and communicate with others, access is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege—not a right. Access entails responsibility. School staff may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Students will adhere to Christian principles and will:

- be responsible and courteous in all communications
- be responsible with all computer hardware and software
- keep their passwords to themselves
- respect the confidentiality of folders, work and files of others
- learn about and observe copyright laws
- comply with the Michigan Acceptable use policy
- students will not attempt to access or alter unauthorized areas of a computer system

Any activity not in compliance with these rules may result in a loss of access as well as other disciplinary or legal action.

Additional regulations may be applied at the local level.

Internet access agreement

Student

I understand that the Internet can connect me to much useful information stored on computers around the world.

While I have access to the Internet:

I will use it only for education purposes.

I will not look or participate in anything that is illegal, dangerous, offensive or opposed to the Adventist values of this school.

If I accidentally come across something that is illegal, dangerous or offensive, I will:

clear any offensive pictures or information from my screen; and immediately, quietly, inform my teacher.

I will not reveal home addresses or phone numbers - mine or anyone else's.

I will not use the Internet to annoy or offend anyone else.

I understand that if the school decides I have broken these rules, appropriate action will be taken. Any activity not in compliance with these rules may result in a loss of access as well as other disciplinary or legal action.

Student's Name _____ School Name _____

Student's Signature _____ Date _____

Parent or guardian

I understand that the Internet can provide students with valuable learning experiences.

I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend finally upon responsible use by students.

I believe _____ (Name of student) understands this responsibility, and I hereby give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. Any activity not in compliance with these rules may result in a loss of access as well as other disciplinary or legal action.

Parent or guardian's name _____

Parent or guardian's signature _____ Date _____

Dealing With Disruptions in the Classroom

When a minor disruption occurs in your classroom, you have to decide if it is worth stopping what you are doing to deal with it. Minor disruptions frequently build into more troublesome ones. Therefore, they need to be addressed with the least amount of disruption to the class. Think of things you could do to stop the unwanted behavior without giving the offender the “power” of bringing the class to a halt. If that solution works, that is great. If it does not, move to step two, and so on. Try non verbal communication first. Consider the following discipline plan:

Begin with nonverbal communication by:

1. Observing the behavior. Make a mental note to observe that student.
2. Looking at the offender. Establish eye contact.
3. Walking toward the offender. Stop walking when the student stops the unwanted behavior.
4. Standing next to or behind the disruptive student.
5. Putting your hand on the offenders chair.

If the student does not respond to non verbal cues:

1. Ask if help is needed and quietly resolve the problem.
2. Direct the student to work at a table alone. After five minutes, give the student a choice to return to the group or remain alone.
3. Direct the student to explain the disruption either orally or in writing, and say what should be done.
4. Make a file on each disruptive student by writing a short description of the problem.
5. Give the student a realistic choice, “Will you get to work or will I have to telephone your parents?”
6. If the child does not cooperate, call and discuss the problem with the parents. Document the conversation, and put in the student’s file. Make sure you follow up on any arrangements made with the parents.

Dealing with major disruptions:

1. Send the student to the office with a note or a behavior referral form describing the behavior.
2. Set up a conference with the parent, the principal, and the student to resolve the conflict.
3. Continue to document and follow school policy for disruptive students.

Remember to be:

1. Consistent
2. Respect the basic human needs for belonging and self esteem. When basic needs are threatened, individuals fight back and the problem escalates and becomes more difficult to resolve.
3. Distinguish between minor and major disruptions. Minor disruptions are those that can be dealt with inside the classroom.



A VITAL FACTOR IN ACHIEVEMENT

We must never give up the belief that all children can learn. If we do, all is lost—for us and students. Yet, those we teach have a wide range of abilities. They come to us from diverse social and economic backgrounds and with varied academic records. These facts can, unfortunately, diminish our expectations. However, it needs to be recognized that when our expectations are lowered, our effectiveness will be altered too. That's why it's vital that we hold to our resolve to teach all students out of our belief that all children can learn.

Certainly, not all children can or will achieve at the highest academic level. But all can achieve to their potential at any point in time. This should be our goal. And make no mistake, it's an attainable goal if we apply what we know about teacher expectation and student achievement.

High expectation is, without reservation, a self-fulfilling prophecy for student and teacher alike. The research, as well as the day-to-day experiences of classroom teaching, points clearly to the importance of our holding high expectations for students. Unfortunately, the research also indicates that negative communications regarding expectation abound in many classrooms and schools.

Studies show, contrary to popular belief, that low-ability students aren't seated in the front of the room next to the teacher's desk where they might get special help. Rather, they're generally grouped and seated farther away from the teacher. Likewise, low-ability students are called on less often than those with high ability. This is probably because we know—or think—that they can't answer our questions. As a result, we may actually pay less attention to those students whom we believe have low ability.

In addition, low-ability students are given fewer clues and less time to answer questions. We probe our bright students—even when they say, "I don't know." But when a poor student doesn't have the answer immediately, we pass quickly to another student. Therefore, our bright students get more time to use their minds. Worse, studies tell us that wrong answers from low-ability students are criticized more often than wrong answers from high achievers. Oddly enough, correct responses from low-ability students draw less praise. Finally, research indicates that the work of low-ability students is interrupted more often and more easily by teachers. Maybe this is because we don't feel they're achieving much even when they are working—so we don't worry about interrupting them.

Make no mistake, teacher attitudes and actions toward the less able often do communicate lower expectations. They may reveal less tolerance—and even less caring. Consequently, some students can and do develop negative feelings and beliefs that lead them to become less confident and less productive.

There are definite steps a teacher can take to help all students meet higher expectations. First, we must accept students for just being. This means we must avoid words and deeds which indicate students must perform before we will accept and help them. Second, we can give low achievers more time to work at a task. We know that time on task aids achievement. Third, we can give low achievers more time to respond in class. They need more time to think. Fourth, we can be long on praise and short on criticism. Fifth, we can begin recording success rather than only failure. Remember, students will not be motivated to keep trying if only their mistakes get attention.



Sixth, we can analyze interaction patterns in our room. In the process, we can analyze negative teaching behaviors—and communicating low expectations in any way is a negative behavior. Seventh, we can examine classroom rules and procedures. We must ask if our rules contain more than six negative statements. Remember, negative rules convey the teacher's assumption that cheating, talking, and fighting will occur. On the other hand, positive rules such as "Walk quietly" and "Keep your work space clean" convey positive expectations.

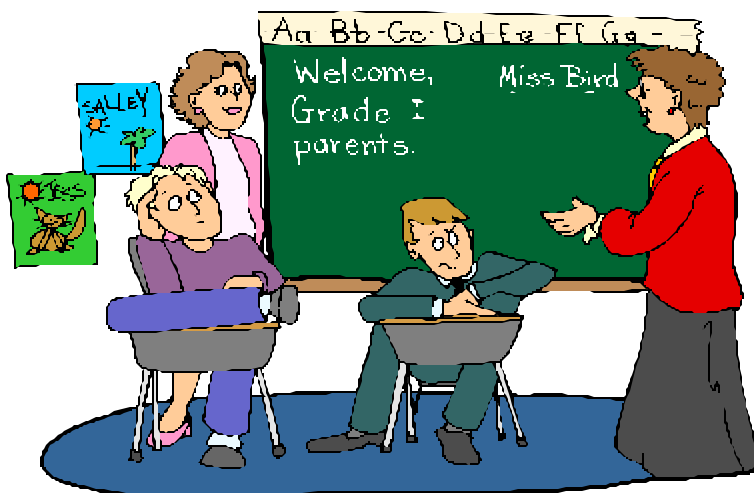
The Master Teacher knows the research consistently indicates that young people learn about as well as we expect them to learn. However, it's not just teachers' expectations that are important. Parents, friends, classmates, and relatives form these expectations as well.

Yet, the Master Teacher realizes that we hold a dominant position which enables us to change the expectations of others. That's because once a child begins achieving in school, the perceptions others hold can change. If our expectations for athletic ability are high, but our expectations for English proficiency are low, we can count on the obvious. We're quite likely to have winning teams and good athletes, but our English program may be only average. Worse, many students may conclude that proficiency in English isn't important. That's why our expectations in every area must be high. After all, the evidence is in: **Our students' success depends on us.**

Tips for Parent Relationships

Whenever a parent asks you a question, try to follow one guideline for maximum effectiveness. Make your answer both brief and honest. Above all, be careful not to give a lengthy answer which goes beyond the question. Such action causes two problems. First, parents tend to think you don't really know the answer and are simply talking to hide this fact. Second, parents will think you are trying to discourage further questions. When either is the case, you lose the parents' confidence.

Courtesy: Master Teacher
Manhattan, KS 66502



20 Brain-Based Ways to Prevent Discipline Problems

The Brain Store

www.thebrainstore.com

1. Limit the amount of focused, directed learning time and switch activities frequently. To determine the suggested learning time per activity, use the relative age of the students in minutes to a maximum of 20. For example, with an eight-year-old student, teach a directed, lecture-driven manner for a maximum of eight minutes. Then move to a more diffused activity like group work.
2. Use low-level baroque music in the background to soothe and inspire. Good choices include: Handel's Water Music, Vivaldi's Four Seasons, and Bach's Brandenburg Concertos.
3. Create more "W-I-I-F-M" for the students: (What's in it for me?). Have them generate reasons to do things. Ask them what they want to get out of the learning.
4. Make sure rules are fair, purposeful, and enforceable. The fewer the rules, the better. Make sure that students know the reasons behind every rule you have.
5. Put students in cooperative groups or teams (with accountability!). Use groups as a source of fun, socialization, and positive peer pressure.
6. Make positive contact with each of your students within the first five minutes of each class. Also, connect with parents regularly, if possible, whether or not there's a problem! When a problem does occur, communicate with both parents and students.
7. Boost the ways students can have more input in the classroom. Provide designated question time, seek their input, and install a suggestion box. Respond to suggestions in a timely manner.
8. Provide more outlets for auditory expression: affirmations, group or team time, discussion, cheers, sharing.
9. Let students play the "what if" game to make rules concrete, to find exceptions, role-play, or brainstorm.
10. Make the classroom more interesting. Change the bulletin boards and peripherals frequently. The room ought to look busy, colorful, fresh, challenging, and relevant.
11. Anticipate and respond swiftly to student statements. Know that frustration often leads to states of apathy, anger, or revenge. Make statement management a number one priority to prevent problems.



12. Build rapport with students—both verbally and non-verbally. Start with those you relate to least. Know the tendencies of auditory learners who tend to talk a lot and mis-matchers who accidentally disrupt class in an attempt to learn. They're often pointing out what's "off, different, missing, or wrong." Use non-verbal signals with them to prevent the disruption of the class.
13. Incorporate movement and physical activity into every hour of class time (i.e., Simon Sez, hands-on, stretching) or switch activities.
14. Reduce your own stress level. Incorporate regular activity that energizes you and balances out the workload.
15. Work towards progress in areas related to your personal goals (i.e., parent communications, improving administrative policies, or staff communications).
16. Give clear mobilizing directions to students. Make them consistent, re-check for understanding, then use same congruent call to action.
17. Give students more control over their learning through choice (i.e., ways to do things, topics, rules, time partners, scoring, music, etc.)
18. Get parents involved in your discipline program from the very start of the year. Send the plan home and seek agreement.
19. Have lunch with a student to build or maintain a relationship with him/her.
20. Teach using the multiple intelligences. Make sure that when you plan out your week, you have covered all of the seven intelligences.



Report Card Messages

It is often difficult to generate appropriate messages for each student when under the pressure of doing report cards. Try out some of these messages.

Self-Confidence

- .. has gained much self-confidence. This has given her a feeling of success in her work. She is easy to get along with and a pleasure to have in class.
- .. is inclined to be timid and shy. Practice in reading at home may give him more confidence.
- .. is overanxious and worries about her work at times, which is probably indicative of a lack of self-confidence. She requires a great deal of praise and attention. She seems tense and needs to relax more.

Attitude

- .. is showing improvement in her subjects. It is obvious that she spends time at home on her schoolwork. Please continue to give her encouragement.
- .. has shown improvement in reading this grading period, and he is now completing his work. He is trying to improve his attitude, and I think he deserves credit for this. However, he does slip back often and still needs help and encouragement from both of us.
- .. has matured nicely socially, and his attitude toward his schoolwork is better. He responds well to praise.

Tardiness/Absences

- .. does good classwork when she is present, but her frequent absences cause difficulties. Please make an appointment to discuss this with me.
- .. I am finding it difficult to make an accurate evaluation of _____'s progress at this time because of her frequent absences.
- .. is tardy frequently. This not only disturbs his classmates, but it also affects his work.
- .. For a while, there was an improvement in _____'s attitude and approach to work in our room. However, her frequent late arrivals have harmed her this grading period. Her tardiness affects her own performance and also disrupts the class.



More Report Card Messages

Academic Performance

- .. is a dependable boy and one of our better citizens. He is very cooperative and takes an active part in all our activities. His oral reading is fluent and his comprehension is good. He takes great pride in his work and always does a neat job.
- .. continued outside reading of library books and drill on number facts will be profitable.
- .. is showing good growth in the basic skills. She takes pride in doing her work neatly and correctly. I feel sure that if she spent time each evening on math assignments, her speed would improve.
- .. volunteers often. He needs to increase his speed in doing written assignments, however. Considerable effort to improve will be necessary.



Appropriate Adjectives

- | | | |
|---------------|--------------|----------------|
| aggressive | domineering | self-confident |
| ambitious | eager | self-reliant |
| appreciative | enthusiastic | sensitive |
| bashful | imaginative | serious |
| capable | impertinent | talented |
| conscientious | inattentive | talkative |
| consistent | inconsistent | tattling |
| courteous | resentful | thoughtless |
| defiant | reserved | unhappy |
| dependable | restless | withdrawn |

Appropriate Phrases

- .. Capable of achieving a higher average in the areas of _____.
- .. Has difficulty retaining processes of addition, etc.
- .. Is inconsistent in his efforts, especially in _____.
- .. Sacrificing accuracy for unnecessary speed in his written work.
- .. Most of her mistakes are due to carelessness. She needs to slow down and check her work.
- .. Needs to listen to directions.
- .. Fails to finish independent assignments.
- .. Comprehends well, but needs to work more quickly.
- .. Has shown improvement in his academic work - but more self-control is needed.
- .. Needs more respect for other students' ideas.
- .. Is learning to listen to directions more carefully.



What to Teach Your Kids . . .



Before They Leave Home

It would be great if every young person could do the following - before they leave home. These are skills to work on with your children.

Domestic Skills

- Cook a traditional breakfast, lunch and supper.
- Wash and iron clothes - without ruining them.
- Replace a button, baste a fallen hem and polish shoes.
- Make a loaf of bread (without a machine) or bake a cake from scratch.

Physical Skills

- Throw and catch balls of all sizes without breaking your fingers.
- Swim half a mile, tread water for half an hour and float for an hour.
- Ride a bike with confidence.
- Be able to get a kite up in the air, keep it there and bring it down in one piece.

Outdoor Skills

- Hike with friends all day without



getting lost, bitten or covered with a rash.

- Plan and manage a weekend camping trip with friends.
- Know enough about the wildlife in your area to recognize and feel like a friend to the animals.

Practical Skills

- Type will with both hands in the proper manner.
- Set up your own computer system without help from anyone.
- Drive a car, including one with a manual transmission and maintain it properly.
- Change a flat tire.

Organizational Skills

- Create a budget. Realize it takes longer to earn money than to spend it.
- Balance a checkbook manually - even if you bank on line.
- Maintain an address book and a personal appointment calendar.
- Set up a filing system to keep all of the paperwork in your life in one place.



Social Skills

- Carry on a conversation for 15 minutes with a person you don't know well.
- Speak before a small group of friends for a few minutes.
- Tell a joke well enough so that everybody gets it and maybe even laughs.

Artistic Skills

- Draw an illustration at least well enough to get your point across.
- Have enough confidence to sing aloud, even when everyone else can hear you.
- Know how to play a musical instrument well enough to enjoy playing in a group.
- Learn how to take a decent photograph, so you won't be disappointed later, when it's developed.

Human Skills

- Care for a dog, cat or other animal, including when it's sick.
- Baby-sit for children ranging in age from 6 months to 6 years.
- Aid elderly or handicapped people without looking superior.

Orientation Skills

- Get around town on a bus, even if you usually walk or drive.
- Read a map, including road maps.
- Know what to do if you find yourself in a bad neighborhood.
- Know which direction is north, south, east and west - without a compass - whenever you're outside.

Recreation Skills

- Play a team sport instead of just watching.
- Maintain a fitness regimen.
- Learn a game you can play with friends for life.
- Know how to ride a horse, handle a boat or enjoy a snow sport.

Survival Skills

- Know basic first aid and maintain a complete first-aid kit.
- Know what to do if you get sick, especially if you're alone.
- Know when to defend yourself; then know how to be effective.
- Know CPR.



Best Ways to Help Your Kids Handle Peer Pressure



The very idea of “peer pressure” strikes fear in the hearts of most parents. Images of their kids following the crowd rather than remaining independent thinkers is enough to start any parent lecturing children about good judgment.

But what too many parents overlook is that sometimes peer influence can be instructive – and even healthy. Kids engage in this social dynamic with their friends because it teaches them how to get along in the world.

So how can parents best help their children develop the judgment necessary to determine when it is beneficial to go with the flow and when it is critical to walk away?

n **Listen compassionately, not judgmentally.**

When your child comes to you upset because he/she was picked on or rejected by other children, it's not the time to jump in and intervene.

However, you can't always protect your child from hurt feelings. By nature, kids are fickle. They're insecure about who they are and whom to admire. The child who is “in” today may be “out” tomorrow merely because of what he wore or said – or for no reason at all.

These rejections can be painful for any child, and they seem even more cruel when our children are the recipients.

Example – Your child always gets picked last for the team in gym.

What to do – Avoid making derogatory comments about other kids or telling your child it is not worth getting upset about. Listen to his complaints, and acts as a supportive sounding board. You can't make the pain disappear, but you can make it safe for him to vent his feelings.

n **Don't back down from your values.**

Parents worry that peer pressure will undo all of their efforts to teach positive values. As they get older, your children are going to test your values. They may hear the message from their peers that it's cool to smoke – or that it's wimpy to be respectful to adults. Your kids will try on behaviors and attitudes that are contrary to your values.

Important: Your children will still look to you for moral guidance, and you must constantly reinforce your values, not just by what you say but – more important – by what you do. However, your efforts can backfire when your children think you're being “preachy.”



Example: You overhear your 13-year-old daughter and her friend making disparaging, mocking remarks about a new classmate. Your daughter says, “What a weirdo. That outfit she wore today looks like it came from a garbage can.”

You’re distressed to hear your thoughtful daughter talking this way. Yet it would be a mistake to attack her in front of her friend by saying, “What’s gotten in to you? You used to be such a nice girl.”

Better: Calmly mention the incident when the two of you are alone. You might say, “I was surprised to overhear you talking so unkindly about the new girl. You’re usually so compassionate. It must be hard for her to come to a new school where she doesn’t know anybody.”

n Teach children to stand up for themselves

When your child is facing a problem with a peer, the best thing you can do is help him figure out how to handle the problem on his own. Sometimes you have to get involved directly if your child can’t handle the situation on his own or is in danger. Ideally, however, helping your child develop his protective responses will enable him to become more self-sufficient.

Example: Your 10-year-old complains that a classmate picks on him every day. Instead of expressing outrage, help him work out a solution by role-playing. Suggest that you’ll play the classmate and he can try out responses – such as making a joke, ignoring the classmate or standing up to him.

If the problem persists, it’s often best to meet with the teacher. Children have to feel safe and protected in school.

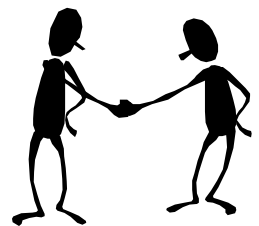
n Encourage your child’s self esteem

The compulsion to compare and compete happens early with kids. That’s why they brag so much. The pressure to be as cool as the coolest kid is intense. Your child may be convinced that he simply can’t survive without the latest \$120 sneakers . . . or that she must dress exactly like everyone else . . . or that she’ll die if she isn’t part of the “in” crowd.

In fact, most children don’t want to be unique. They want to be just like everyone else – and be **liked by everyone else**.

How can you help your child develop self-esteem when all that matters to him is being accepted by peers? What happens if your child is rejected by a clique?

Key – Acknowledge your child’s hurt feelings, and let him know you understand how bad it can feel to be rejected. Then help him evaluate the situation beyond his feelings. You might say, “It must be hard not to be in that group. But are those boys people whom you really admire? Do you think you could trust them to be good friends when the going gets tough? These are things for you to consider.”



n Praise your child for doing the right thing

Recognize that the hardest thing is when your child takes an independent position because he believes it is the thing to do. The child who learns to limit the influence of peers is the true leader with a steady moral compass.

Example: Your daughter stands up for an overweight kid who is being picked on. Don't take her response for granted . . . or say, "Well, I expect you to do the right thing, no matter what your friends are doing." Instead, express your admiration. Tell her, "Going against the others took guts. I'm proud of you for sticking up for her when everyone else was being weak."

Courtesy of: Bottom Line Personal
Nancy Samalin, 8/97



Math Approaches for Children

A Parent Handout

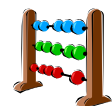


- n Appreciate Math. Make friends with math; use it daily; and add to your knowledge and skill in computation, problem solving, mental estimation, use of math tools, and computers.
- n Talk about Numbers. Count, measure, and calculate out loud in your child's hearing from his birth onward.
- n Demonstrate and Name Quantities. Show numbers from 1 to 10 on your fingers without counting until quantities are recognized. Say numbers in order.
- n Show Adding and Subtracting. Use items such as food, toys, or money that hold children's attention. Later use the same things for multiplying and dividing.
- n Teach Numeral Recognition. Point out and name numerals, then have children name or find them in many contexts and print formats. Practice forming numerals.
- n Associate Numerals with Quantities. Play matching games or quiz orally.
- n Read Math Fact Charts – addition first, then multiplication. Read these aloud daily with your child following along until he joins in, then says them from memory.
- n Show Fact Families. Use manipulatives to demonstrate the relationships between the numbers in each addition fact and its inverse subtraction fact. Then drill with triangle cards.
- n Skip-Count Multiples. Whisper one, say two, whisper three, say four, etc., to count by twos. Do the same for counting by other numbers. After this is learned, start on any odd or even number and count on from there.
- n Involve Children in Measuring. Provide measuring tools, both metric and English, and let children learn how quantities are related by watching and doing.
- n Get Your Child a Calculator and a Watch. The numbers will start to make sense to him in time.
- n Introduce Unknowns and Variables. Use symbols, then letters to represent these numbers in equations or expressions, then solve or substitute values.
- n Name Shapes. Teach specific terms such as rhombus, cube, triangle, rectangle, and



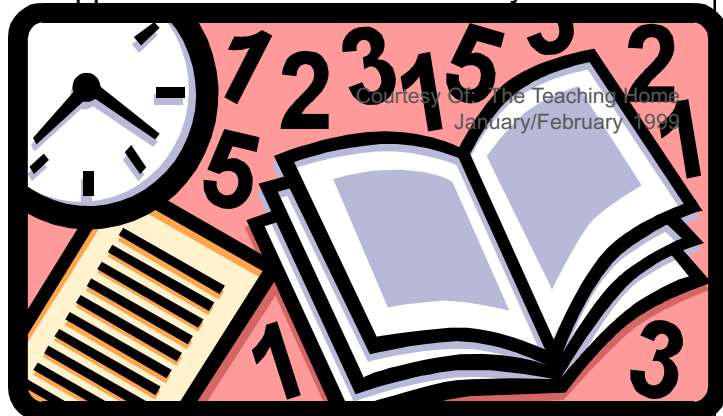
sphere when you encounter these shapes.

- n Teach Geometric Terms. Point out perpendicular lines, acute angles, etc.
- n Provide Worksheets. As soon as your child shows interest, give him a simple workbook and let him do as much as he likes, increasing difficulty when he shows facility.
- n Play Games. Any game can use some math for moves or scoring. Add some games that specifically teach math concepts or drill facts.
- n Solve Real Problems. Keep alert for daily opportunities to use math in real situations. Use the same basic strategies every time you meet a problem until they are second nature to your child.
- n Use a Number Line. Many math concepts (counting, adding, subtracting, multiplying, dividing, fractions, negative numbers, temperatures, x/y coordinates, latitude and longitude, history time lines) become clear when seen on a number line.
- n Use a Balance Scale. Get a real one with labeled weights if possible. Show equalities, inequalities, and equations by adding, subtracting, multiplying, and dividing quantities on each side.
- n Diagram Problems. Visualize any math problem or story problem on paper. Break down numbers as needed. Label all known and unknown parts.
- n Simplify Hard Concepts. Substitute smaller or more convenient numbers for larger ones or unknowns to see what to do.
- n Expand on Simple Concepts. Add up columns of huge numbers as well as one or two-digit ones, learn thousands and millions as well as tens and hundreds.
- n Use Manipulatives for Place Value. Use money or sticks and sets of tens to portray numbers and perform regrouping operations.
- n Do Mental Math. Figure the cost of a case of 24 cans of chili at 69 cents a can by rounding off, then adjusting for the extra pennies. Or play a game like "24" where a given four numbers must be manipulated (add, subtract, multiply, or divide each number only once) to give a result of exactly 24.
- n Find Math in the News. Look fo statistics, graphs, etc., and interpret them.
- n Be Logical. Learn to recognize a logical fallacy and explain it to your child.
- n Explain Your Finances. Involve your child in your budgeting, banking, and bills a little at a



time.

- n **Assess Skills Often.** Review all math skills every week (some daily) in mixed problem sets to pinpoint weaknesses. Use speed drills to determine your child's level of facility.
- n **Provide Math Challenges.** Enter a contest or post a "brain teaser" problem for fun and interest.
- n **Play With Numbers.** Look for shortcuts and patterns for multiplying by larger numbers.
- n **Combine Math with Motion.** Some children learn math facts better if they recite them while bouncing on a mini trampoline or jumping rope.
- n **Play Store.** Use real or toy money and items for purchase.
- n **Cook Together.** Measure ingredients with implements other than the obvious ones (example: use a $\frac{1}{4}$ cup to measure $\frac{1}{2}$ cup and vice versa or even use $\frac{1}{3}$ for $\frac{1}{2}$).
- n **Make or Buy Flash Cards.** Cards may show a number of objects, a numeral, a math fact with or without the answer or with another part missing, a shape, a sequence of shapes or numbers to be finished, fractions or decimals, etc.
- n **Modify Your Math Curriculum.** Streamline math instruction by skipping lessons that only repeat previously mastered material. Used skipped lessons as sources of daily review problems.



Sellout

by Ruth Vaughn

Characters

Jacob: a clean cut young man who enjoys cooking

Esau: Jacob's brother

Rebecca: the mother of Jacob and Esau

Isaac: their father

Setting

If backdrops are available, a wooded area should be used. In Scene I there should be a tent at the side of the stage. Scene II is presented in the woods and there should be as much wooded scenery placed about the stage as possible. Large branches of trees may be placed upright to resemble trees by placing them in a Christmas tree stand and covering up that portion with grass and artificial flowers. In the center of the stage there should be a place for cooking.

Costuming

Jacob is dressed neatly in a tunic and belt. His hair is neatly arranged and in place. Esau is carelessly dressed with his tunic tied over only one shoulder. He wears a water pouch tied about his waist. Rebecca is dressed in Biblical style and wears her hair in braids.



Properties

A "fire" will be necessary for the should be arranged as for a fireplace. fire can be imitated by placing red cel- about the cooking vessel. A light bulb cellophane makes this more realistic. ioned black washpot or it may be ar- and a large cooking vessel hanging bowl, a wooden spoon, a twig on the vessel should be available. Esau should have a bow and arrows slung over his shoulder.



center of the stage. Chopped wood It should be blacked and smoked. The lophane "flames" over the wood and placed in the wood to shine through the The cooking vessel can be an old fash- ranged with a frame made over the fire by a wire over the fire. A large spoon, a ground and "pottage" for the cooking

SCENE I

(Jacob is sitting cross-legged by the fire, looking dreamily into space. Esau enters, looks at him askance.)

Esau: What are you doing?

Jacob (jumps a little): Oh — just thinking, Esau.

Esau: Thinking! About what?

Jacob (shrugs): Things! Going hunting?

Esau: Yeah, I'm going to see what I can find. (He pats his bow gently.) Me and this little item are the terror of the forest! (He laughs.)



Jacob: Esau! I don't see how you stand it!

Esau: You ought to try it sometime. You might discover what a wonderful sport it is — as well as mighty fine tasting when the catch has been cooked!



Jacob: I'll let you do the hunting; I'll do the cooking, thank you.

Esau: You don't know what you're missing!

Jacob: Then, please allow me to remain in my ignorance!

Esau: Have it your way! (He gestures toward the fire.) Cooking?

Jacob (laughs ruefully): I'm trying. It's beginning to bubble! I thought it would never get hot. That fire was stubborn to get started. How long will you be gone?

Esau: Oh, three or four days, I guess. And I'd better get started! So long, brother!

Jacob: Good-by, Esau!

(Esau exits. Jacob watches him go, then leans forward, picks up the spoon and stirs the "pottage." He picks up a spoonful and smells it. He wrinkles his nose.)

Jacob: It hasn't even started!

(Rebecca enters.)

Rebecca: Good morning, Jacob. Are you alone? I thought I heard voices.

Jacob: Yes, my dear brother, Esau, was here a minute ago giving me a running commentary on the thrills of hunting! I was quite relieved when he decided to go prove those thrills to himself.

Rebecca: For shame, Jacob. You shouldn't talk that way about your brother.

Jacob: Oh, Mother! You know the depth of brotherly love that exists between Esau and me!

Rebecca: Well, I don't like to be reminded!

Jacob (hesitates): Mother! I want to ask you something! What, exactly, is this birthright that is to be given to Esau because he is the oldest child?

Rebecca (sits): Jacob, I've explained that to you before. The firstborn son has a great responsibility in the family. He is entitled to what we call the "birthright." He will serve as the priest and the judge of our family.

Jacob: At the same time?

Rebecca: Yes. As the firstborn, Esau will become the chief of the Hebrew tribe after the death of your father, and in this manner he will be the heir to the covenant which was made by God with Abraham.

Jacob: I see. It's pretty important, isn't it? Heir to a covenant with God!

Rebecca: Yes, it is important, Jacob. Most important!

Jacob: And it goes to Esau!

(Rebecca sighs and arises.)

Rebecca: Yes, Jacob, it goes to Esau.

Isaac (offstage): Rebecca! Rebecca! Where are you?

Rebecca: Oh, that is your father. I must go to him. Take good care of your pottage, Jacob!

(She pauses, picks up the spoon, and stirs.)

Isaac (offstage): Rebecca! Rebecca!

Rebecca: I'm coming, dear!

(She smells of a spoonful of the soup. She lays the spoon down.)

Rebecca: It has hopes, Jacob. Yes, it smells delicious. You are becoming quite good at this, you know!

Jacob (sourly): It's nice to know that I'm good at something!



Rebecca: Jacob, don't be like that!

Jacob: And how should I be? Excited and exuberant because my older brother will inherit the birthright? He will receive the covenant of God!

Rebecca: Jacob, don't worry about it, dear.

Isaac (offstage): Rebecca!

Rebecca: Oh, I must go! Jacob, promise me that you won't worry about it. All will be well!

Jacob (sarcastically): I'm sure that it will!

Rebecca: Now promise me that you won't worry! Promise!

Jacob: All right, I promise that I won't worry!

Rebecca (pats his head): That's a good boy!

Isaac (offstage): Rebecca! Where are you?

Rebecca: I'm coming! I'm coming!

(Rebecca exits.)

Jacob: I won't worry! What good does that do? For that matter, what good does anything do?

(He rolls over on his stomach and picks up a twig from the stage.

He chews on it thoughtfully for a moment.)

Jacob: I wonder — I just wonder — if I could, somehow, take that birthright away from him! I just wonder!

(He is silent a moment, chewing on the twig.)

Jacob: But how? That is the question now — how?

(He chews on the twig thoughtfully and then, still thinking, he sits up, picks up the spoon and stirs the "pottage.")

Jacob: The covenant of God! I want that for my own! I want it at any cost! I must find a way! I simply must find a way!

(He picks up a spoonful of the soup, wiggles his nose appreciatively, and tastes it. A crafty gleam comes into his eyes.)

Jacob: Say — this might be it! It just might be —
(Curtain)

SCENE II

(Jacob is sitting by the fire with a big spoon in his hand.)

Jacob: Esau has been gone four days now on his hunting expedition and so I came out here to welcome him back to civilization. (He laughs and stirs the "pottage.") He always comes home this way and he should be along any moment. I should imagine that he will be happy about getting out of the forest — and having the opportunity to eat some good hot pottage from my most experienced hand! (He tastes a spoonful of the "pottage.") Umm! Mighty good! Even if I do say so myself, it is mighty, mighty good pottage!

(There is the sound of heavy footsteps offstage. Esau enters.)

Esau: Jacob! What are you doing out here?

Jacob: You seemed to think I might enjoy life in the woods, brother. I thought that I should see for myself!

Esau (sniffing the air hungrily): I smell something — and it smells terrific!

Jacob: Any success with your hunting?



Esau: No — some messenger had been out in the forest to warn all of the animals of the coming of the great hunter! There was nary a living form in sight! Honest! (He laughs ruefully.)

(Esau pulls off his bow and arrow and flings them to the ground. He unties the water pouch from around his waist and drops it to the ground. Jacob stirs the pottage.)

Esau (looking into the cooking vessel): Brother, your cooking is becoming quite a skill!

Jacob: Thank you, Esau. I was just complimenting myself upon my ability!

Esau (drops wearily to the ground): Well now, brother, aren't you going to offer me some of that pottage? I can hardly wait!

Jacob: And just why should I offer you some pottage? I am the one who cooked it while you have been off gallivanting around!

Esau: Come now, Jacob! You know you enjoy this kind of thing! Man, I'm starved — positively famished! Serve me quickly else I die!

(Jacob looks at Esau craftily.)

Jacob: Are you really hungry, Esau?

Esau: Really hungry? I am famished! I am not teasing you when I say that I must eat immediately or I will die of starvation! Come now, brother, don't tease with me! Give me food!

(Jacob holds up a spoonful of the "pottage" and waves it under Esau's nose. Esau sniffs hungrily.)

Esau: Cut it out now! Give me a bowl full — not a spoonful — what are you trying to do — kill me with temptation?

(Jacob stirs the pottage thoughtfully.)

Esau (impatiently): Jacob, give me some pottage! I'm famished!

Jacob: I will sell you a bowl of pottage.

Esau: Sell me a bowl? For what?

Jacob: I will sell you a bowl of this pottage — for your birthright!

Esau (incredulously): My birthright?

Jacob: That's right! Those are my terms!

Esau: Don't be ridiculous! Jacob, give me something to eat!

Jacob: You heard my proposition. You sell me your birthright for a bowl of pottage. You keep your birthright—I keep my pottage!

Esau: Jacob, really!

Jacob: Really! Which will it be? Your birthright? Or some of this delicious pottage?

(Jacob holds up a spoonful under Esau's nose.)

Esau: Oh, all right! I'm about to die of starvation! What good would the birthright be to me if I were dead?

Jacob: Good thinking, brother! Will you sell me your birthright?

Esau: Yes, all right, I said that I would. Now give me some of that pottage!

(Again Jacob holds up a spoonful of pottage under Esau's nose.)

Jacob: Swear that you will give me your birthright for a bowl of pottage!

Esau: I swear! Jacob — please!

Jacob: Then it's a deal! Pottage coming up, dear brother. Pottage coming right up!

(Jacob spoons up a bowl of pottage and hands it to Esau. Esau grabs the bowl and begins hungrily to eat the pottage. After a few moments, he pauses and looks at Jacob.)

Esau: Jacob, you didn't really mean that, did you? About the birthright, I mean! I really couldn't sell my birthright — just for a measly bowl of pottage!

Jacob: You just did!



Esau: No, Jacob, you don't mean it! Just for a bowl of pottage!

Jacob: A mighty cheap price, I must admit. But it was a deal!

Esau: But Jacob, I can't sell something eternal merely for a passing whim!

Jacob: You did!

(Esau sets the bowl down and arises in obvious agitation.)

Esau: Jacob, you can't do this!

Jacob: You just did! You sold your birthright, brother dear, for a bowl of pottage!

Esau (pacing the stage): But I didn't mean to! I didn't mean to! I just didn't think! I didn't think! Yes, that was my downfall! I just didn't think! I didn't intend to lose my covenant with the Lord. I— I was simply carried away with the desire of the moment! Now it's done! And it can't be undone!

(Esau goes to Jacob.)

Esau: Please, Jacob. I didn't really mean it!

Jacob (laughs): I am so sorry, brother dear, so sorry! But a deal is a deal! You sold your covenant with God for a bowl of pottage!

(Esau turns away.)

Esau: For such a paltry sum, for such a cheap, fleeting desire, I gave up the most important thing in my life. I sold out! And now the decision cannot be revoked. It's too late to think clearly now! It's too late! I sold my covenant with God for a bowl of pottage! I sold out, and now it can never be undone! Sold out!

(Curtain)

Narrator: Esau lived only for the present; he did not look beyond his own immediate desires. Esau was completely taken up in the pleasures of satisfying his senses; he cared only for fun on a day-to-day basis. Esau was a foolish spendthrift of the most valuable things in his life. He sold out his covenant with God for a mere bowl of pottage. Sin would have *you* live only for the present, not look beyond your immediate desires, become absorbed in the pleasures of your senses, care only for fun for the present — and in this way, you, too, will be a spendthrift of the most valuable things in your life! You will sell out your manhood and your womanhood for things as trivial and fleeting as a bowl of pottage. You will sell out your character and your dreams for a flimsy thrill and then you will find yourself a broken, mangled bit of humanity with no hope, no dreams, no relationship with God.



Courtesy of: Skits That Win
Zondervan Publishing, 1986



Christmas Around the World

Use the suggested ornaments to decorate an international Christmas tree in your classroom. Provide the materials and have the students create an original design for a special country.

Australia: cookies in the shape of koalas and kangaroos

Brazil: parrots, chocolate kisses

Germany: stockings and candy canes

Israel: menorah

Kenya: African masks, feathers

Mexico: poinsettias

Nigeria: fish and netting

Spain: hand fans

Sweden: straw goats, flags on a string

Switzerland: cross country skis

Taiwan: hand fans, flowers

Turkey: stars, flags

Yugoslavia: flowers, flags



A VERY SPECIAL BEAR

Who would ever have thought that a small black bear cub, orphaned and badly burned in a forest fire, would grow up to be one of the nation's most beloved heroes? Smokey Bear's story may have had an unhappy beginning, but through the years it has become a familiar and heartwarming inspiration to millions of Americans.

The original Smokey Bear was found in 1950 in Lincoln National Forest, on Capitan Mountain in New Mexico. The four-month-old cub, his hair singed and his claws burnt, was one of the few survivors of the Capital Gap Fire, which had devastated his forest home. Rangers found Smokey clinging to a charred tree. They took him to a veterinarian, then to a home in Santa Fe where he could recuperate. When he was well again he was flown to Washington, D. C. to serve as the living symbol of the U.S. Forest Service's fire prevention campaign.

For the next twenty-five years, Smokey's stern but friendly face, topped by a Ranger's hat, looked out at his fellow citizens from billboards, posters, stamps, advertisements, and television commercials. His warnings against the careless use of matches, cigarettes, and campfires were so effective that he was credited with sav-

ing sixteen billion dollars worth of timber during his career. He was such a popular figure, especially among children, that he was assigned his own zip code to handle all his mail. His name was synonymous with his most famous message—"Only YOU can prevent forest fires!"

During his long and successful career Smokey lived at the National Zoo in Washington with his mate, Goldie. It was there that he retired in 1975, to be succeeded by another black bear cub from New Mexico. Smokey spent the next year being cared for by Goldie and his keepers, who made life for the old bear as happy and comfortable as possible. He died of old age, in his den, on November 9, 1976. He was twenty-six years old, almost seventy in human terms.

In accordance with a congressional resolution, Smokey's body was flown back to New Mexico, where the Smokey Bear Historical State Park had been dedicated in his honor. Smokey was buried there, close to his birthplace. A bronze plaque marks the grave of that very special bear, telling his story to the friends and admirers who visit him still.

Courtesy of: Ideals Magazine



THE FARM HORSE THAT BECAME A CHAMPION

By Philip B. Kundardt, Jr.

If you had been one of the thirteen thousand spectators at the National Horse Show in New York's Madison Square Garden in November 1959, you would have experienced an unexpectedly moving moment. In the middle of the evening, the arena was cleared, the lights were dimmed and the band struck up a triumphal march. All eyes followed a spotlight toward the entrance gate at the west end of the ring.

There a big gray horse—obviously not a Thoroughbred—appeared, preceded by five small children. As a blond young man and his wife led the horse to the center of the huge arena, the audience rose and began clapping. The applause was deafening. The young couple and their children beamed and bowed their thanks, the horse stomped his feet, and the thunderous clapping went on and on.

The horse was Snow Man, and he was being declared the Professional Horsemen's Association champion in open jumping—one of the highest honors the horseshow world has to bestow. That he and his owners, the handsome de Leyer family, were receiving such wild cheering was enough to make even the coldest cynic believe in fairy tales.

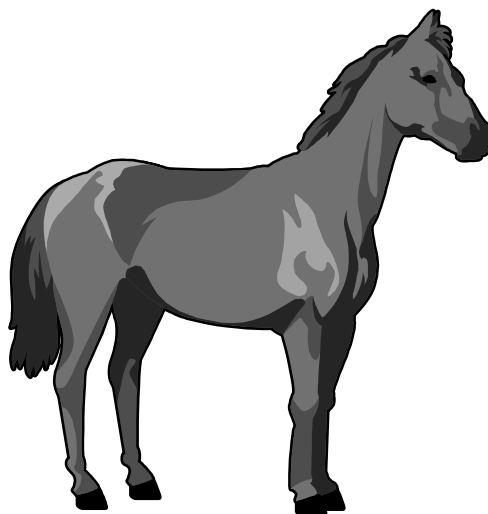
Less than four years before, Snow Man had been on his way to the slaughterhouse, a tired farm horse that nobody seemed to want or care about. Fortunately, somebody did care—and this is the story of that caring.

One wintry Monday in Febru-

ary 1956, twenty-eight-year-old Harry de Leyer set out from his small riding stable at St. James, Long Island, for the weekly horse auction in New Holland, Pennsylvania. Harry had been brought up on a farm in the Netherlands and had always loved horses. In 1950, he married his childhood sweetheart, Joanna Vermelfort, and they came to the United States. With only a smattering of English, and \$160 in capital, Harry and Joanna first tried tobacco farming in North Carolina, then worked on a horse farm in Pennsylvania. Soon the two young Dutch immigrants had a few horses of their own, and within five years Harry was offered the job of riding master at the Knox School for Girls on Long Island. Now the father of three children, he was interested, of course, in doing anything he could to build security for his family.

When Harry headed for the Pennsylvania horse auction that February day, he was aiming to buy several horses for the school to use. He arrived late, however; most of the horses had been sold. Wandering outside, he saw several sorry-looking animals being loaded into a butcher's van. These were the "killers"—worn-out work horses that nobody wanted, except the meat dealer. The sight made Harry sad. He felt pity for any horse, however useless, that could not live out its last years in a green pasture.

Suddenly, Harry spotted a big gray gelding plodding up the ramp. The horse was chunky, but lighter than the others, and there was a spirited pitch to



his ears, a brightness in his eyes. Unaccountably, on instinct alone, de Leyer called to the loader to bring the horse back down.

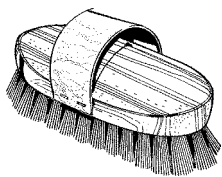
“You crazy?” said the meat dealer. “He’s just an old farm horse.”

Probably, Harry thought. The animal’s ribs showed, his coat was matted with dirt and manure, there were sores on his legs. Still, there was something about him....

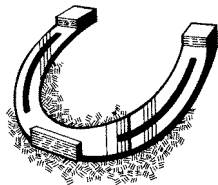
“How much do you want for him?” de Leyer asked.

That’s how it all started. Harry de Leyer redeemed an old pup for eighty dollars.

The whole de Leyer family was out to greet the horse the next day. Down the ramp of the van he came, stumbling over his big feet. He looked slowly about, blinking in the bright winter sun. Then, ankle-deep in snow, covered with shaggy white hair, he stood still as a statue. One of the children said, “He looks just like a snow man.”



They all set about turning Snow Man into a horse again. First they clipped him lightly, and then they washed him—three times. In a while, the horseshoer came. Finally, cleaned and curried and shod, Snow Man was ready for his training sessions as a riding horse.

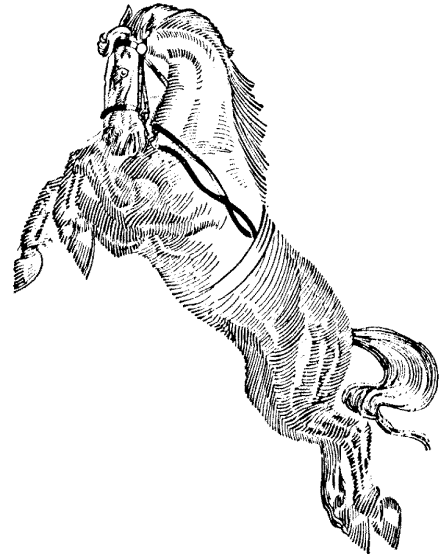


Harry laid a dozen thick wooden poles on the ground, spacing them a few feet apart. To walk across the network of poles, a horse had to lift its feet high and space its steps. When Snow Man tried it, poles flew every which way, and he stumbled and wove.

But Snow Man learned fast. By spring, he was carrying the novice riders at Knox, and some

of the girls even began asking for him in preference to the better-looking horses.

When school closed that summer, Harry de Leyer made what might have been the biggest mistake of his life: he sold Snow Man to a neighborhood doctor for double his money, with the understanding that the doctor would not sell Snow Man, except back to him. After all, Harry told himself, he was in the horse business.

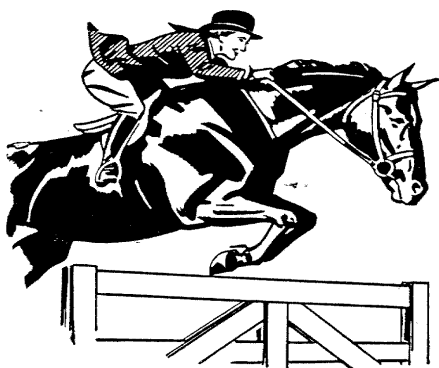


Now Snow Man began showing a side that hadn’t previously come to light. He insisted on jumping the doctor’s fences, no matter how high they were raised, and coming home—cross-country over fields and lawns, through backyards and gardens.irate citizens called the police. The doctor was glad to let de Leyer have Snow Man back.

The feeling was mutual. For in some strange way, de Leyer had come to believe that he and Snow Man shared a common destiny. Solemnly he promised himself never again to part with the horse.

Now, with indication that Snow Man liked to jump, de Leyer began giving him special schooling as a jumper. With kindness and hard work, he helped Snow Man over tougher and tougher obstacles. Finally, in the spring of 1958, de Leyer decided to put the big gray to his first real test—at the Sands Point Horse Show on Long Island, where he would compete





with some of the top open jumpers in the land.

Incredibly, out on the Sands Point jump course,

Snow Man could do no wrong. Again and again, spectators held their breath, expecting the ungainly looking animal to come crashing down on the bars—but he never did. By nightfall of the second day of the three-day show, he had achieved the seemingly impossible: He was tied for the lead in the open jumper division with the great old campaigner, Andante.

Then, with success so close, on his final jump of the day, Snow Man landed with his feet too close together, and a back hoof slashed his right foreleg. By the following day, it would be swollen and stiff. But de Leyer wasn't one to give up easily. He cut a section out of a tire tube, slipped it over Snow Man's injured leg like a sock, tied up the bottom and filled the tube with ice. All night long, he kept the improvised sock full of fresh ice, telling Snow Man over and over how they would win the next day.

When morning came, the leg was neither stiff nor swollen. And on the final round of the day



Snow Man beat the mighty Andante!

Harry de Leyer now saw that he had a potential champion—possibly even a national champion. However, giving Snow Man a chance to prove it meant hitting the horse-show circuit in earnest, vanning to a new show each weekend, putting up big entry fees, riding his heart out—a long, tiring summer and autumn that could end in little reward. Moreover, a spot on Harry's tongue had started hurting, and that worried him. It would be easier to forget about championships. Still, after talking it over, Harry and Joanna decided that Snow Man deserved a try.

So, to Connecticut they went. Snow Man won at the Fairfield Horse Show and at Lakeville. Then to Branchville, New Jersey, but Harry was in no condition to ride a winner. His tongue was bothering him badly, and he had scarcely eaten for a week. Consequently, Snow Man had a bad day. Blaming himself for the big jumper's first loss, Harry de Leyer drove home that Sunday night gritting his teeth against his pain.

On Monday, he went to a doctor. On Tuesday, he entered a Long Island hospital to have a tumor removed from his tongue. On Saturday, he got the laboratory report: The tumor was malignant. It was the end of the life he had known, the end of Snow Man's quest for glory.

Harry drove to the Smithtown Horse Show, a few miles from his home, making plans to sell his horses. But somehow he would keep Snow Man. The horse would be turned out to pasture.

Sitting at the show, de Leyer heard his name announced over the loud-speaker. He needed to go home immediately. Harry's first thought was his children! His second—a fire! He sped home, wondering how much more a man could



take. But when he turned into the driveway, the children were playing in the yard and there stood the house. Joanna was close to hysteria, however. A message had come from the hospital that Harry's laboratory report had mixed up with another. The tumor was not malignant!

"All of a sudden," Harry says, "my life was handed back to me."

From then on, the summer and early fall became one happy rush toward more and more championships at important shows. And finally it was November, time for the biggest show of all—the National at Madison Square Garden.

The National Horse Show lasts eight days. Horses that lack either consistency or stamina are weeded out long before the final night. After seven days Snow Man was tied in the Open Jumper Division with a chestnut mare, First Chance. For their jump-off on the eighth day, the course was long and intricate. It wove around the Garden oval in four overlapping loops; it included quick turns and changes of direction—combinations that call for perfect timing and coordination.

First Chance went first. Whether it was the tenseness of the moment, the wear and tear from so many days of jumping or the difficulties of the course, no one can be sure. At any rate, First Chance "knocked" several barriers.

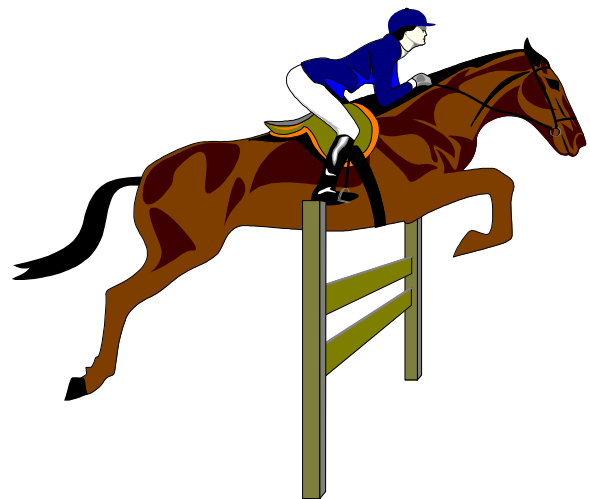
Now it was up to Snow Man to run a cleaner course. Slowly he headed for the first jump. De Leyer nudged him with his knees, and the big gray exploded over it. Now up and over Snow Man went, and up and over again. Over the brush jump, over the chicken coop, the hog's-back, the bull's-eye, the striped panel. There were a few touches, but far fewer than First Chance had made. Finally Snow Man approached the last jump.

Now Harry de Leyer sat up in the saddle and threw the reins across the horse's back. He

was showing, for everyone to see, that it was not he who was responsible for this great performance, it was the horse. Snow Man rumbled up to that final jump, and he thrust and he sailed and it was done! An old and unpedigreed farm horse had won it all—the National Horse Show Open Jumper Championship, the Professional Horsemen's Association Trophy and the American Horse Shows Association High Score Award. He was declared "Horse of the Year" in open jumping.

Then, in 1960, Snow Man was "Horse of the Year" once more. And if you had been one of the vast crowd that filled Madison Square Garden that November evening to watch the de Leyer family and their big gray receive the ovation, you, too, would have stood...and clapped...and perhaps even cried—for the victory of a horse and a man who cared.

Courtesy of: Chicken Soup for the Country Soul
Health Communications, Inc.
Deerfield Beach, FL 33442



NATURE'S MIRACLE FLASHLIGHTS

By A. A. Howe

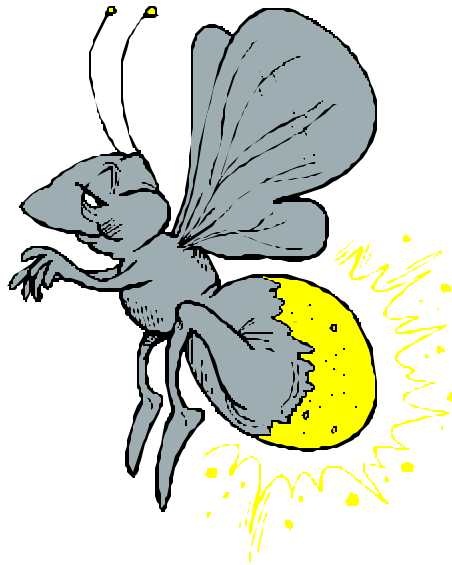
If you were walking through the woods on a dark summer night and suddenly your flashlight batteries went dead, what would you do for a light to guide your way? Well, if you had a bottle, and filled it with fireflies, these mysterious insects would generate enough light to allow you to find your way.

Long before Thomas Edison invented the electric light bulb, and even before man used oil lamps to guide him through the darkness of night, Nature had already created her own lighting system—the firefly.

From the Atlantic to the Pacific, and from southern Canada to deep into the tropics, these tiny magicians flicker, lighting up the black velvet of night. But conditions must be just right for this to occur. Only when the natural light is exactly dim enough, and the temperature precisely high enough, will the fireflies light their lanterns.

Girls of Brazil tie fireflies in their hair. Ladies put them on their evening dresses to make them sparkle.

In Japan there is a Firefly Festival. Thousands of these insects, which have been raised in cages, are carried by boat out to the middle of a lake near Kyoto. There they are released in a festive ceremony. The light which is generated by the



fireflies is brighter than the stars in the sky.

Firefly light is a perfect miracle of nature, because it is a light without heat, thus giving perfect illumination. Only recently have scientists been able to invent a light which gives off very little heat.

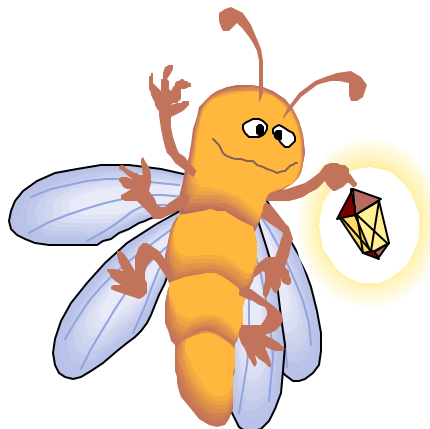
The firefly itself is cooler than the air of the summer night which it lights up.

Actually fireflies are not flies at all—they are beetles. These magicians are gray, brown, and black, and look very ordinary when seen in the daytime.

When you hold a firefly in your cupped hand it will glow—then suddenly like a beacon, the light leaps up very brightly, but only for a second or so. If the insect is hurt, the flashes become almost continuous, just as our hearts beat faster when we are excited.

The luminous organs consist of two layers of tissues. Near the surface is a layer of granules (which are like tiny grains of sand), and back of these is a layer of crystal cells which act as reflectors. The granules are the source of light. Through these two layers runs a network of air tubes and nerves.

Scientists are not certain, but they believe when the firefly



flashes, the air tubes probably open, oxygen rushes over the granules, and they flare up—just like an ember brightens when you blow on it.

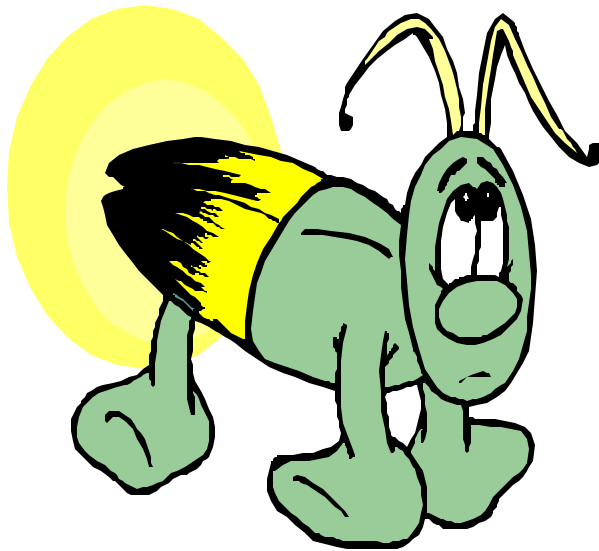
If these granules are taken out of the insect and dropped into pure oxygen they will glow continuously until something, it seems, is used up. That something must contain the secret of the light, and so far scientists have been unable to discover just what it is.

What is the light for? In the North American firefly, called *pyralis*, the little wink of light seems to be a signal between the males and females. The female sends signals from the grass. Her light is much weaker, but the male is always guided to the female by her signal.

Perhaps the light is a signal, but we cannot be sure, because certain kinds of these insects do not flash when grown. They glow only in the larval stage, when they are called glowworms. Some fireflies even lay luminous eggs. And the little lantern cannot be used to guide the way because the light is located in the tail of the insect.

There are over 2,000 species of fireflies. Most of them give off flashes of greenish white light, but in South America there is a remarkable insect which gives off a red light at each end of its body and a green light along the sides of its body.

Some fireflies give off a very bright light. In the West Indies there is a beetle called *cucuyo* which gives off a very brilliant light. When American soldiers were fighting in Cuba in 1898 the great surgeon, Dr. William C. Gorgas, was operating on a soldier when his lamp went



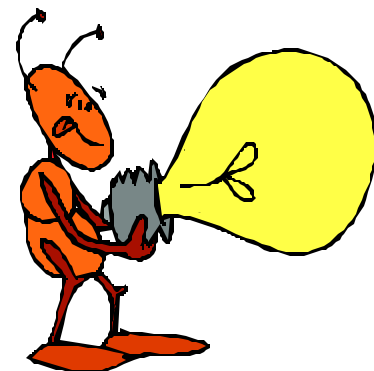
out. By the light of a bottle full of cucuyos he successfully finished the operation.

The fireflies of Jamaica give off so much light that, when they settle in the palm trees, it appears as if the trees are bathed in sheets of flame, the glow of which can be seen half a mile away.

But the greatest firefly show in the world is in Thailand. There, clustered in the trees lining the rivers, they flash their lights—120 times a minute at regular intervals. This causes one instant of complete blackness, and in the next instant every tree and every boat on the river is revealed in the sudden brightness as if by lightning from the sky.

In the United States the firefly season lasts from about the middle of June to the middle of August. But what happens to the fireflies after that? No one is quite sure. They just vanish, but not before having laid their eggs in decaying logs. Thus we can be sure that in the following summer we will again have the pleasure of enjoying their mysterious, flashing beauty.

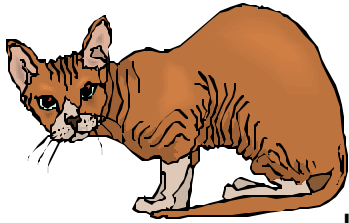
Courtesy of: Ideals Magazine



MY KITTEN

By Myrtle Vogelsong

A soft ball of fluff, so cuddly and cute,
With bright, curious eyes and warm little snoot,
He jumps in my lap, curls up in a heap,
Winks a few times, then drops off to sleep.
I lift a small paw and stroke the soft fur,
Then smile as I hear the gentle purr-rr, purr-rr,



Completely relaxed, entirely content,
So tired from playing, utterly spent,
Hours of laughter and pleasure untold
Are found in this dear little creature so bold.
His antics are frantic at times, and he prances,
Then gives me some of those bright, impish glances.

So gentle, so trusting, so busy is he,
And a wealth of affection he showers on me.
He opens his eyes and stretches, then rises,
All lively again and full of surprises.



My kitten's so playful, bewitching and bright,
So tiny a creature to bring such delight.

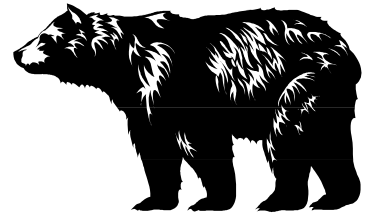


SEE THE ZOO

By Mary Shirley Krouse



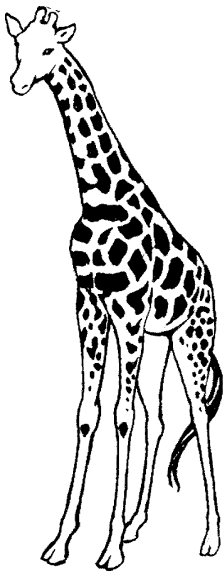
Isn't it fun to go out to the zoo,
And see all the animals there?
The hoppety-skippety kangaroo
And the furry, fat, grizzly bear?



The monkeys who swing by their broomstick tails,
The peacocks with feathers so fine,
Great freckled tigers with scissor-sharp nails,
And the prickly old porcupine.

The candy-striped zebra and small gray mule,
The seal with his shiny black coat
Who splashes about in his swimming pool
And makes a wild noise in his throat.

We look at the possum who sleeps and sighs
And wiggles his long, funny snoot,
And the fat-bellied owls with their big bright eyes
Who sit on their haunches and hoot.



The elephant's there and we always laugh
When his pretzel-shaped trunk untwirls
At the rubber neck of the tall giraffe
Who is nice to the boys and girls.



We speak to the birds and dear little fawns,
The bunnies and prairie dogs, too,
And down by the lake feed the pretty white swans
Each time that we go to the zoo.



The Circuit Riding Judge

A Readers' Theater
Adapted by Bonnie Walker

The mighty work of Calvary should not become an old forgotten story. Let us worship our majestic God. This reading is designed to remind us that God is our Father, our Judge and our Advocate.

Participants: Readers 1, 2, 3; Seekers 1, 2, 3

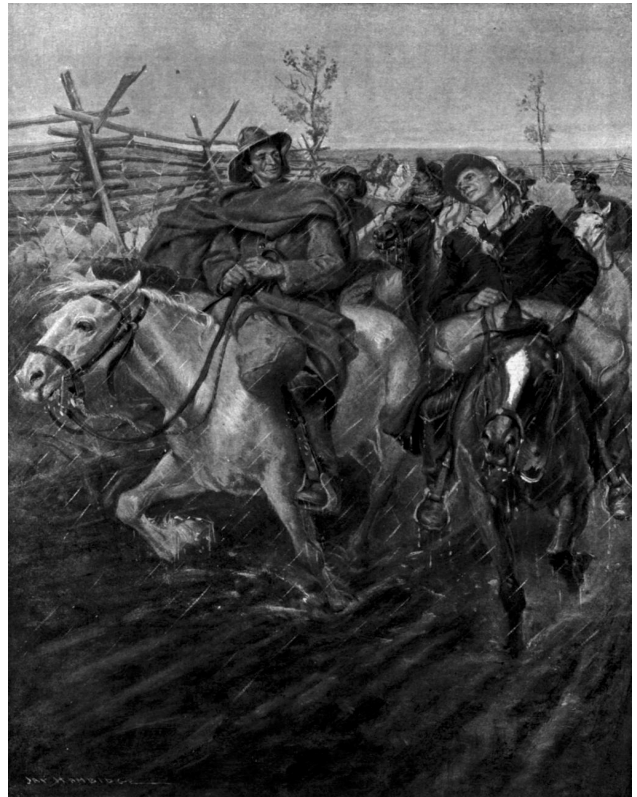
Staging: Readers 1, 2, and 3 stand together in front to the side, facing the audience. Seekers 1, 2, and 3 stand together in front on the other side, facing the audience. Groups should be turned slightly towards each other.

Reader 1 The circuit riding judges
Reader 2 used to ride across the land
Reader 3 with a rifle on their saddle
Reader 2 and a lawyer right
Reader 1 on hand.

Seeker 1 Just a minute now,
Seeker 2 to have a trial
Seeker 3 there must be
Seeker 2 an accusation
Seeker 1 and . . .
Seeker 3 announcement
Seeker 1 that the court will convene.
Seeker 2 Right! They must have
Seeker 3 a hearing
Seeker 2 with evidence and then
Seeker 1 the judge and jury decide.

Seekers 1, 2, 3 GUILTY OR NOT GUILTY!

Reader 1 Morris Venden tells a story
Reader 2 many stories . . .
Reader 1 This one has an Old West Flavor
Reader 3 There are two parts . . .



Seekers 1, 2, 3 THE WAY IT WAS, PART 1

Reader 1 The circuit riding judges
Reader 2 used to ride across the land
Reader 3 with a rifle on their saddles
Reader 2 and a lawyer right
Reader 1 on hand
Reader 3 David Davis
Reader 2 of Bloomingdale . . .
Reader 3 eighth Illinois circuit judge
Reader 1 was about to arrive in Mill Creek
Reader 2 in the spring of 1845.



Seeker 1 Who was that long legged lawyer
Seeker 2 Is it Abe Lincoln?
Seeker 1 Davis and Abe!
Seeker 3 Justice will be dealt . . .
Seeker 1 and stories, too.

Reader 1 This will be exciting . . .
Reader 2 it has been six months
Reader 3 since last court session
Reader 2 at old Mill Creek.

Seeker 1 Old Thomas Jacobs
Seeker 2 is said to have
Seeker 3 set fire to the blacksmith's shop.



Seeker 2 Henry Whitney shot
Seeker 1 Ebenezer Bates
Seeker 3 in cold blood!
Seeker 2 They'll be SURE
Seeker 1 to look after Jessie Adams.
Seeker 3 Glad he didn't get away
Seeker 2 with poling a gun
Seeker 1 in that teller's face!
Seeker 3 Yes!
Seeker 1 And Silas Foster's been accused
Seeker 2 of stealing pigs . . .

Seekers 1, 2, 3 JUSTICE WILL BE DONE!

Reader 1 The court convenes
Reader 2 The whole town is out.
Reader 3 The books are open
Reader 2 Abe just has a way
Reader 1 of bringing truth
Reader 3 to light.



Seeker 1 The court has heard
Seeker 2 the evidence is given
Seeker 3 the judge and jury decide
Seeker 2 Judge Davis finds some
Seeker 3 guilty
Seeker 1 and some innocent.

Reader 1 The last day there was
Reader 2 a hanging . . .
Reader 3 Henry Whitney
Reader 1 was found guilty of murder
Reader 2 and the company moved on
Reader 3 another town . . . another case.

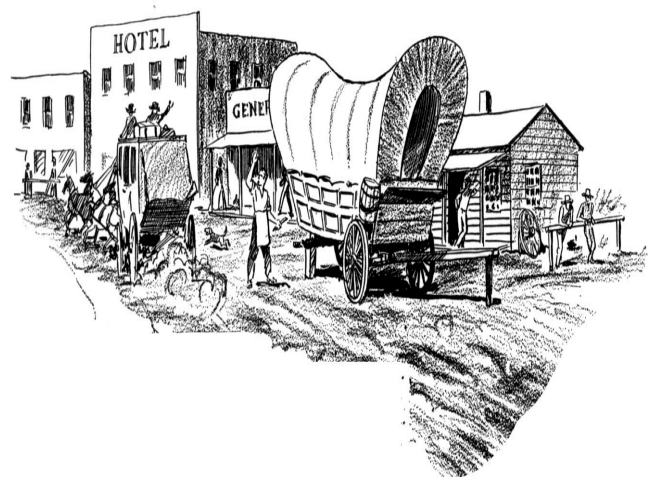
Seeker 1 Back up
Seeker 2 start over, please!
Seeker 3 Are you with me?
Seeker 2 This time, the story is

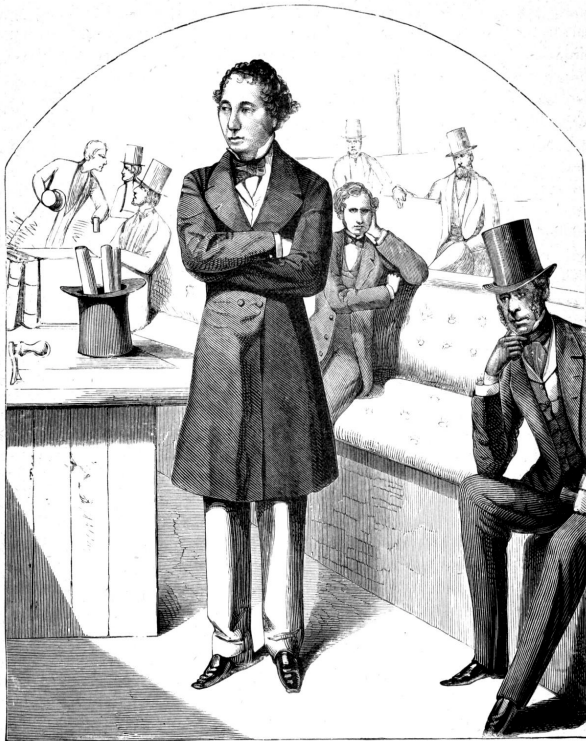
Seeker 1, 2, 3 THE WAY IT WASN'T

Reader 1 The circuit riding judges
Reader 2 used to ride across the land
Reader 3 with a rifle on their saddles
Reader 2 and lawyer right
Reader 1 on hand.
Reader 3 David Davis
Reader 2 of Bloomingdale . . .
Reader 3 eighth Illinois circuit judge
Reader 1 was about to arrive in Mill Creek
Reader 2 It was the spring of 1845.
Reader 3 Six months since the last court . . .

Seeker 1 There was Abe Lincoln, too. . .
Seeker 2 best lawyer
Seeker 3 and story teller.
Seeker 2 Good combination.

Reader 1 Old Thomas Jacobs
Reader 2 suspected of setting fire
Reader 3 to the blacksmith's shop.
Reader 2 A cold blooded shooting
Reader 1 of Ebenezer Bates
Reader 3 by Henry Whitney.
Reader 2 Jesse Adams in jail
Reader 1 for bank robbery.
Reader 3 Silas Foster . . . stealing pigs . . .





MR. DISRAELI CRITICISING MR. GLADSTONE'S WAR BUDGET.

Seekers 1, 2, 3 JUSTICE WILL BE DONE!

Reader 1 The court convenes!
Reader 2 Judge Davis bangs his gavel . . .

Seeker 1 Thomas Jacobs,
Seeker 3 not guilty!
Seeker 2 Silas Foster,
Seeker 3 not guilty!
Seeker 1 Henry Whitney
Seeker 3 guilty as charged!
Seeker 1 to be hung at sunrise.
Seeker 2 Jesse Adams
Seeker 3 not guilty.

Seekers 1, 2, 3 COURT IS CLOSED

Reader 1 You can't do that!
Reader 2 No fair trial
Reader 3 Not proven guilty!
Reader 2 How does the judge know
Reader 1 Who's guilty?

Seeker 1 Don't you people trust the judge?
Seeker 2 He has kept tabs . . .
Seeker 3 He has careful records . . .
Seeker 1 He doesn't make mistakes!

Reader 1, 2, 3 But WE don't have the evidence!

Seeker 1 The judge can be trusted.

Reader 1 We need to know
Reader 2 the REASONS for the judge's decisions!

Seeker 1 The last morning the judge was in town
Seeker 2 there was a hanging . . .
Seeker 3 It was the judge who was hung!

Seekers 1, 2, 3 SO MUCH FOR THE JUDGE!

Reader 1 So who needed that investigative judgment?
Reader 2 Those who were on trial needed it.
Reader 3 The prosecution needed it.
Reader 1 The whole town needed it.
Reader 2 And in the end
Reader 3 even the judge needed it!



Seekers 1, 2, 3 LET'S SEE - HOW DOES THIS ALL WORK?

Seeker 1 How does this fit the judgment?

Seeker 2 The cross justifies . . .

Reader 1 it justifies God for forgiving ANYONE!

Seeker 2 The investigative judgment justifies . . .

Reader 2 It justifies God for forgiving the ones who GET forgiven.

Seeker 3 The 1000 year judgement justifies . . .

Reader 3 It justifies God for NOT forgiving

Reader 1 the ones who DON'T get forgiven.

Seeker 1 Because iniquity shall abound

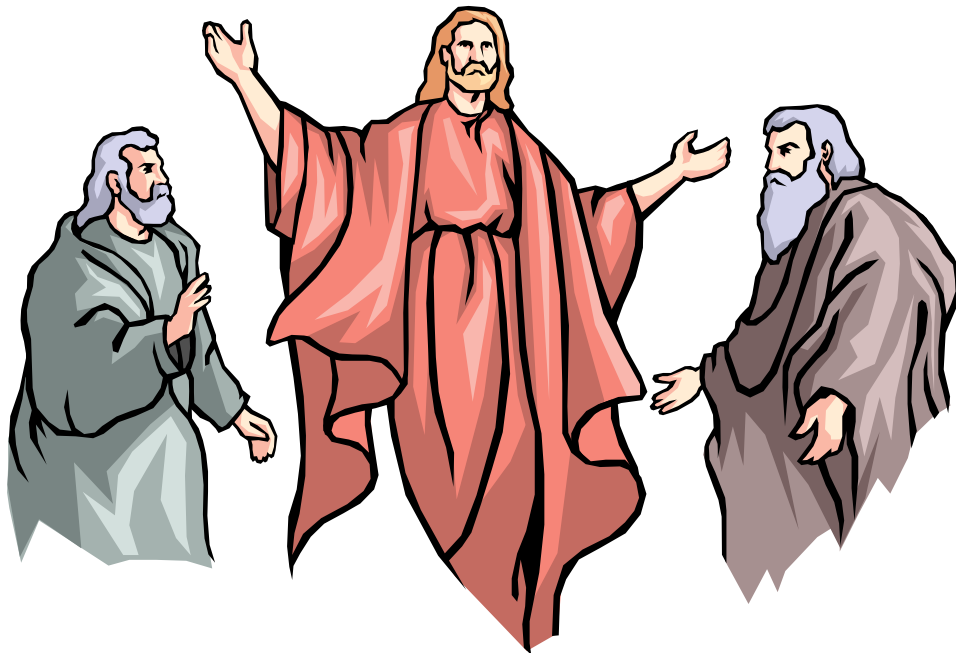
Seeker 2 the love of many shall wax cold.

Seeker 3 But

Seeker 1 he that shall endure unto the end

Seeker 2 the same shall be saved!

Reader 1, 2, 3 TO THE END! Amen.



Courtesy of: Morris Venden



A Tale of Two Families

A Dramatic Sermon in Two Acts

By Rondi Astrup

Setting: Living Room/Dining Room Combination. There is a stereo, TV, a piano, couch, chair, and coffee table in the living room. The dining room has a table with six chairs. The tablecloth is on cock-eyed and it is piled with books and coats, etc. Both rooms are generally cluttered – stuff on the floor and on the chairs.

Characters:

Mother – mid 30's, frazzled housewife; taking classes at night to finish her college degree

Father – late 30's, hard-nosed businessan

Anne – oldest daughter, 14 years old; worries about her grades, studies hard

Bobby – oldest son, 12 years old; loves rock music

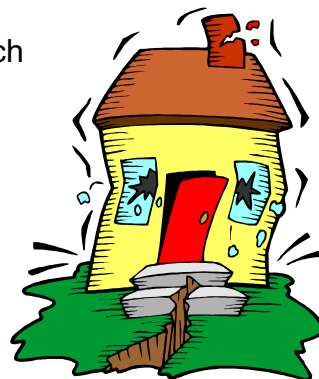
Susan – twin, 10 years old; doesn't get along with her twin

Jimmy – twin, 10 years old; doesn't get along with his twin

Brad – 7 years old; always in everyone's way; ignored; doesn't talk much

Act 1

Scene 1



(It is 5 p.m. The five children are in the living room. Jimmy and Susan are fighting over the remote control for the TV – which is blaring. Bobby is listening to the stereo with headphones on, head swaying, eating a candy bar and looking at a comic book. Anne is sitting with her feet hanging over the arm of the chair – trying to study. Brad is in a corner by himself. Suddenly, Mother rushes in.)

Mother: Come on kids! Clean this place up before your father gets home! You know how he takes a fit when he sees it looking like this!

(She rushes back out. Kids remain as they were before.)



Anne: Hey you guys! Can't you be a little quieter? Can't you see I'm trying to study? Brother! You'd think there was a war going on or something! *(This last line, she mutters to herself.)*

(The noise lessens only a little. Bobby gets more violent in his listening. Suddenly he goes over to the piano and tries to pick out the tune he has been listening to. He adds his "out of tune" voice to the din. Mother rushes in a second time.)

Mother: Kids! I SAID to clean this place up! Your father is going to be home any minute and I need the table set and THIS MESS CLEANED UP NOW! *(She goes over to the TV and shuts it off.)*

Susan and Jimmy: *(groaning loudly)* Aw, Mom! We're in the middle of our favorite cartoon!

Mother: I don't care. It's time for supper. Go wash your hands and set the table. Now, MARCH! *(The kids go – reluctantly – the twins mimicking a marching style walk. Mother swats the two as they go out, then she goes to the radio and shuts it off, removes the headphones and says to Bobby,)* That goes for you, too.

Bobby: Huh? *(He looks at her with a mixture of bewilderment and resentment.)*

Mother: Get your hands washed for dinner. And then peel some potatoes for me.

Bobby: *(In a whining voice)* Aw, Mom! That was my favorite song! I've been trying to hear it all day long! Wadja have to go and do that for!

Mother: I need some help finishing up supper before your father gets home!

Bobby: That's women's work! I don't want to help. Besides, I hate potatoes.

Mother: I SAID I want you to help me. Now get going!

Anne: What are we having for dinner anyway?

Mother: Mashed potatoes, lima beans, special K loaf and salad.

Anne: Yuk! I HATE lima beans! And if you put onions in the loaf, I won't eat it either. Oh – I wish I'd gone over to Sandy's for supper. Her mom makes the best food in the world.

Mother: *(sighs heavily)* Well, if you'd been in the kitchen helping me like a good daughter, you could have picked something you liked.

Anne: But I have this big hideous science test tomorrow. I HAVE to study!

Mother: Put that book away now and pick up all these papers. Your father is driving up the driveway. He's going to be upset. . . . *(she rushes out and Anne lethargically picks up papers and books and shuffles out.)*



Scene 2

(All are at the dining room table. Susan and Jimmy are fighting each other continually – grabbing for the same saltshaker, tugging on the butter, etc. Brad still hasn't said anything. He just looks mournfully around and pushes the food around his plate. He doesn't eat much – if anything.)

Father: Bobby, would you say the blessing tonight?

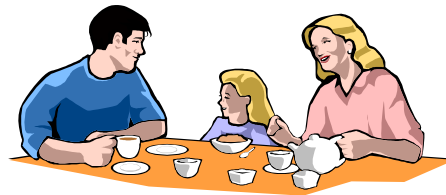
Bobby: Do I HAVE to? I said it last night. Why can't someone else do it for a change?

Father: Son, I asked you.

Bobby: No, Dad. Ask someone else.

Father: (perturbed) Jimmy, PRAY!

Jimmy: Thanks for the food. AMEN!



Mother: What kind of prayer is that? It's not even a complete sentence! What's happening in our schools these days? Kids don't even speak in complete sentences. Why, back when I was in school, we never would have gotten away with something like that. I'm going to have to give your teacher a call.

(Meanwhile, Susan and Jimmy are fighting over the potato dish. Mother suddenly realizes this and directs her attention to them.)

Mother: Hey! Cut that out! This isn't a free for all, you know! Pass the potatoes, Susan! You've more than enough food already.

(Throughout this discussing, Father is gobbling down his food. When he finishes, he grabs the nearby paper and begins to read – at the table. Anne, seeing this, gets up to get her science book.)

Mother: Where are you going?

Anne: To get my science book.

Mother: No you're not. No studying at the table.

Anne: Dad's reading the paper. What's the difference?

Mother: This is supposed to be family time! It's the only time we ever sit down together and look what happens. We might as well be strangers!

(No one has listened to her. Dad is still reading. Kids are hitting each other now. Anne is sulking. Brad is still pushing his food around.)



Mother: Now STOP that this minute! I'm talking to you! *(She stands up.)* I'm talking to all of you!

Father: *(Puts down paper first.)* Did you say something, dear?

(Mother shrugs helplessly. Kids get up from the table and go back to TV, stereo and book. Dad settles down to this paper. Mother wearily begins to stack the dishes.)

Mother: *(Muttering as she walks out of the room.)* Where did I go wrong?

Scene 3

(Kids are still in place. Father gets up and moves to the couch – still reading the paper. He stretches out. Mother drags into the room with a stack of books in her hands.)

Mother: Could I interrupt your important business a few minutes to have worship before I go off to class?

(No answer from anyone. She takes the paper out of her husband's hands as he flails for it.)

Father: What's the idea here?

Mother: I want to have worship before I go to class. Would you mind getting your children's attention? I'll get the book for you to read.

Father: *(Sighs heavily)* All right. Kids – we're going to have worship now. Pay attention.

(Of course they don't hear him. Now Father gets exasperated. He gets up and turns off the TV. The twins yell. He ignores them and goes to the stereo and turns it off. Bobby continues to weave his head until he realizes that there is no noise. He takes off the headphones and asks,)

Bobby: What happened?

(Father continues his rounds by taking the science book out of Anne's hands.)

Anne: Hey! Give that back! I have a science test tomorrow!

Father: ENOUGH! You ALL be quiet! Your mother asked to have worship, and by George, we're going to have it! Now sit down and LISTEN! Give me that book.



(Mother hands it to him as she sits beside him on the couch. Father begins to read from the devotional book. The twins begin to shove each other – softly and quietly at first, but as time goes on, more obviously. Anne puts her head in her hands and is soon nodding off. Bobby is fiddling with the headphones. Brad is sitting next to his mother, trying to listen. Father continues to read – without expression, and without paying attention to his children around. When he finishes reading, he tosses the book down, grabs his paper and begins to read it again. Anne is awake all of a sudden and is soon studying. Bobby puts the headphones back on and turns the radio up. Mother picks up her books and slowly walks off stage, shaking her head dejectedly.)

Mother: Where did I go wrong? Where did WE go wrong?

Act II

Scene 1



Setting: Living Room/Dining Room Combination. There is a stereo, no TV, piano, couch, chair, and coffee table. Dining Room has a table with seven chairs around it. The tablecloth is neatly placed. There is a bouquet of flowers in the center. Everything is neat and clean. There are several Bibles visible – either on the table or in a bookcase.

Characters: Same names and ages as in Act 1. Mother is still going to school in the evening. The children are well mannered and get along well with each other. There is a spirit of mutual respect among all.

(It is 5 p.m. The five children are in the living room. Anne is helping the twins with their homework. They are reading out loud to her. She helps them periodically with a word. Bobby is practicing his scales on the piano – quietly. Brad is playing with some Lincoln Logs in a corner. Mother pokes her head in after a few minutes of this.)

Mother: Listen, children. It's almost time for your father to come home. Can you put your work away and come help me get things ready for dinner?

Anne: Sure, Mommy. What can we do?

(The twins shut their books and begin to stack them. Bobby finishes his scale and then gets off the bench and goes to help Brad but away the Lincoln Logs.)

Mother: Susan, you and Jimmy can set the table. Make sure to put out an extra fork. I have a treat for you tonight. You've all been working so hard lately on your schoolwork and with your music lessons. Your father has been working hard lately, too. I thought we all deserved something special to celebrate.



Susan: Oh goody, Mommy! Come on, Jimmy. Let's set the table. *(The two run off to get the silverware and plates and then return to the dining room to set the table.)*

Mother: Anne, I'd like for you to peel the carrots. Six or seven ought to do it. Then you, Bobby, can cut them up.

Anne and Bobby: Yes, Mommy. *(They exit for the kitchen.)*

Mother: Brad, why don't you run out and give the dogs their supper, too?

Brad: O.K. *(He, too, runs off.)*

(Mother goes into the Dining Room where the twins are setting the table.)

Mother: What did you two do in school today? Anything interesting?

Jimmy: Oh, Mommy! It was the neatest thing! Mrs. Ban's grandmother came and spent an hour with us, telling us the nicest story. Mrs. Ban says she is going to come every Friday till School's out. She said that when she was little she used to love to hear her Grandmother tell stories. We are so lucky!

Susan: Yes, Mommy! I am really looking forward to next week when she comes again.

Mother: That makes me think of when I was a little girl. I loved to have my grandmother tell me stories, too. I could listen for hours! Well, children, I am happy that you have someone nice to tell you stories. I wish your grandmother could be here to do it, though. She would have enjoyed spending time with you. You know, this is a good opportunity for you to really learn how to listen. That is one of the most important things you can learn. And too many people don't spend enough time doing it. We so rarely listen to others. Then, when it comes time where listening really counts, we're in trouble. Do you understand what I am saying?

Jimmy: A little, Mommy. You mean that by listening to Mrs. Ban's grandmother we are learning things that will help us later on, right?

Susan: And that knowing how to listen is one of the most important things to know?

Mother: Yes, children. That is what I was trying to say! Now, go wash your hands. Daddy will be here any minute and we can sit down to eat.

(She goes back to the kitchen. They run off to wash their hands.)



Scene 2

(All are at the Dining Room table.)



Father: Bobby, would you say the blessing tonight?

Bobby: Dear Jesus. Thank you for this day and for the good things we learned in school. Thank you for Mommy and Daddy. And thank you for our home and for our good food. Amen.

(The family proceeds in an orderly fashion to dish up the food. As they do so, quiet conversation is carried out.)

Mother: Well, dear, have you finished that project yet?

Father: Yes. Finally! It's taken me all these months, but I put the finished copy on the boss's desk this afternoon before I left. Now I can relax at last!

Brad: Daddy, is that the project that has kept you up late every night and working every Sunday?

Father: Yes, Brad. I'm really sorry I haven't had as much time to spend with you children lately, as I wanted. But if the boss likes my work, I will probably get a big raise. What should we do with the extra money?

Bobby: I would like to take longer piano lessons. I have been having such fun lately. And Miss Thompson said she had an extra fifteen minutes after my lesson. Could I, Daddy? Mommy?

(Mother and Father look at each other in wonder, but nod in agreement.)

Mother: I don't see why not. Another fifteen minutes might help you out with your scales!

Susan and Jimmy: *(laughing)* Mommy – you should have heard him before you came in tonight. He was really trying, but . . . *(they laugh again.)*

Bobby: You would struggle too, if you were playing in 6 flats!



(Everyone laughs and Dad gives Bobby a slap on the back.)

Mother: I think it would be nice if we could find a little extra money to give to the church. There is so much that is needed there. You know, we are a small congregation. And most of us don't have much to give anyway. But it will soon die out if we don't start paying it a bit of attention.

Anne: Daddy – maybe we could give more than money! Maybe we could give our time. You know, our teacher was talking today about how we may not have much money, but we all have time. Most of us waste a lot of time. If we could each give an hour each week – think what could be done!



Father: Mother, I don't know what we did to deserve such thoughtful children, but I say let's not discourage them. Maybe we could make a family project of spending some time each week at the church.

Mother: Yes. They are wonderful. Let's clear the table and talk about this more after worship. Come, boys. Help me with the dishes. Girls would you go get some more wood for the stove?

(They all get up to do their various tasks. Father goes to the living room to find an appropriate text for worship.)

Scene 3

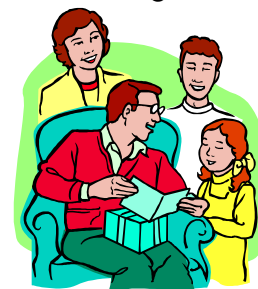
(Everyone is seated. Mother and the two girls are on the couch. Father is in the chair. The boys are seated on the floor. The twins have given each their Bibles and all are waiting quietly for Father to begin.)

Father: While you all were getting ready for worship, I thought we might do a little Bible reading tonight instead of our usual devotional. I thought we would read the Parable of the Talents – since we have been talking about what we can give to our church. It's found in Matthew 25 and begins with verse 14.

(Everyone looks the text up. Bobby helps Brad find the text.)

Mother: Why don't we all take turns reading a couple of texts each?

Anne: That sounds good, Mommy.



(They read the story – Father indicating who should read next. Bobby helping Brad with any hard words he might have.)

Father: *(when they finish)* Now, this story has many things to say to us. But what I want you to understand tonight is this. Jesus has given us each a special ability when we were born. Every single one of us. And we have an obligation to take care of that talent. That means there is something we can – and must – do for Him. It may not be something big or expensive. It may not mean that we donate a lot of money or give a lot of Bible studies. It may mean that we give just an hour of our time each week, as Anne suggested. But there IS something we ALL can do. Why don't we just go around the circle and share what we might have to offer to our church. Anne?

Anne: Well, I thought I would talk to the other kids in my class and see if we couldn't get together on Sundays maybe once a month and work on the church grounds. It wouldn't take long, and it would be fun, too. What about you, Bobby?



Bobby: Well, I thought maybe I could collect soda cans and bottles, take them to the Redemption Center, and give the money to my Sabbath School teacher to help fix up our room.

Susan: I don't know just what I can do. Mommy? Do you have any ideas?

Mother: Well, maybe you and Jimmy could work extra here around the house helping Daddy and me. Perhaps we could have time, then, to help the church janitors with the cleaning each week. Things always go easier when there are more people to help out.

Jimmy: That sounds good, Mommy!

Brad: I would like to do something, too. But I can't think. Daddy, can you help me think of something?

Father: How would you like to save pennies to give towards the church project? I'm sure your mother and I would be happy to help you in your collecting, wouldn't we?

Mother: I know I would. Pennies always seem to be in my way, and yet I'm sure they would add up quickly for you, Brad. Why don't we write these things down in our special book? That way we will have a record of the things we want to do for Jesus, and as time goes by, we can add to it. What do you think?

Father: I like that.

Susan: It's fun to help Jesus, isn't it?

Father: Susan, honey, not everyone thinks it's fun. Some people look at us and wonder how we can sacrifice so much to put you in a Christian school. They see how we go to church on Sabbath and don't do any work from sundown to sundown. They see all the things we don't do and they often don't understand. But when you love something so much – like Mommy and Daddy love you children, and like we all love Jesus, it isn't a sacrifice anymore. It's a part of our lives that we won't give up.

Susan: I wish everyone had a family like ours! And I wish everyone loved Jesus, too!

Father: Let's pray now. *(As the family kneels, they all hold hands.)* Our Heavenly Father. I thank you for this wonderful family. I thank you for the opportunities each of us have at work and at school to show others what you are like. I pray that as we are preparing ourselves for your soon coming that we will also be aware of the things that we need to be doing for others. Bless our school and our church. Each one plays an important part in our Spiritual growth and development. Help us each one to spend more time with you and help us to find more ways to share your love. Thank you for hearing and answering our prayers. Amen.



Without Hands

This is an active playground game that can be enjoyed by students during recess.

Equipment

- Jump rope – one per group
- Paper hats – one per player



FORMATION

A single line of 4 – 5 players standing, holding a jump rope in front of them with hats placed a few feet in front.

PROCEDURE

1. Place one paper hat per player a few feet from group members.
2. Each member of the group holds the jump rope with both hands.
3. On a given signal, each group, still holding the jump rope, runs toward the hats.
4. Players try to get a paper hat on their heads without using their hands.
5. If a player uses his or her hands or drops the rope, the entire group is disqualified.
6. Players can help each other by using their heads, teeth and feet.
7. The group that returns first with each member wearing a hat is the winner.



Decorate a Christmas Tree for the Birds

Purpose

The purpose of this activity is to teach students that birds need shelter, food, and water, and to attract birds by providing what they need.

Materials

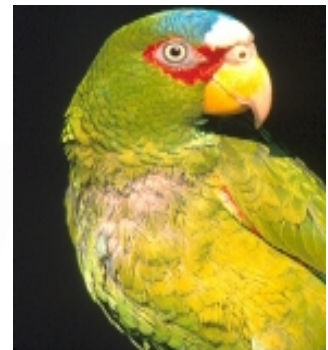
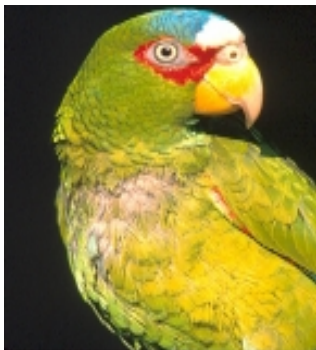
- A tree
- String
- Large needles
- Cranberries
- Popped popcorn
- Pine cones
- Peanut butter
- Bird seeds
- Small donuts
- Apples, carrots, Indian corn
- A container of water



Procedure

1. Choose a tree that you can see from your classroom window and decorate it. A discarded Christmas tree can be placed in a bucket of sand.
2. Have students string cranberries and popped popcorn on long pieces of string.
3. Tie a string to the top of each pinecone. Spread pinecones with peanut butter, and roll them in birdseed.
4. Collect small donuts, apples, carrots, and Indian corn that can be hung on a tree. Have students attach string to each one.
5. Get additional ideas from students.
6. Decorate the tree by draping the strings of popcorn and cranberries over the branches.
7. Hang the other decorations on the other branches.
8. Place a container of water on the ground near the tree.
9. Watch as the birds enjoy the food, shelter, and water that was provided.

Adapted from *Science by the Season*, Carson Dellosa Publishing Company, Inc.



The Patchwork Quilt

Often a quilting was the occasion for a young lady to announce her engagement, and her hope-chest quilts would be quilted. A girl usually did not quilt her quilt tops until she was reasonably certain of marriage, for it meant a real outlay of money to provide the cloth for the linings and the filling for the interlinings of her dozen or so quilts.



In writing of such an affair, Thomas Hamilton Ormsbee tells of the significance of the heart design used in connection with the quilts of a prospective bride, and many stories have come down to us relative to that very special quilt called the Bride's Quilt. The stories are much the same in essence. Most agree that it was supposed to be made by the bride-to-be, whether it was made during the years before she became engaged with the hope of marriage in mind, or made nearer the wedding date—the very last of her hope-chest quilt tops to be finished.

Perhaps no form of folk art ever developed into a greater “hearts and flowers” affair than the patchwork quilt in America. From its practical and prosaic beginnings, it became interwoven with romance until it fairly dripped with sentiment.

The quilting bees were one of the few social diversions outside the church, ranking high in popularity with the church socials and the box suppers. Here the background for romance was provided, the bee serving as a kind of matrimonial bureau for all ages.

Little girls were brought up on stories of hope-chest quilts and Bride's Quilts and, just as they did their daily “stents” on their samplers (for “idle hands were the devil's work tools”), they learned early to work on their quilt squares. No doubt the samplers with their pious mottoes and carefully worked alphabets were more edifying, but the making of a quilt square could be more exciting. It just *might* develop into a Bride's Quilt! There are records of little girls starting their Bride's Quilts at the tender age of eight and nine years.

That Bride's Quilt! In this machine-made articles, it's the thought, time, and effort choice of the pattern alone carried variations of the over-hearts or hearts in a Other sentimental designs Wedding Rings, Love and Crescent Moon, signi-ward to a long life together, a variation of Oak Leaves,



day of mass production and quite staggering to consider that went into its making. The was of great moment. Many heart motif, such as hands-four-leaf clover arrangement. included Lovers' Knots, Linked Rose, Cupid's Arrowpoints, fying virginity. Looking for-the couple might decide upon a pattern foretelling longevity.

Often the young man involved would help his young lady work out the design for the quilt and also the



pattern for the quilting. We can imagine their choosing some favorite flower as they courted in the old-fashioned garden.

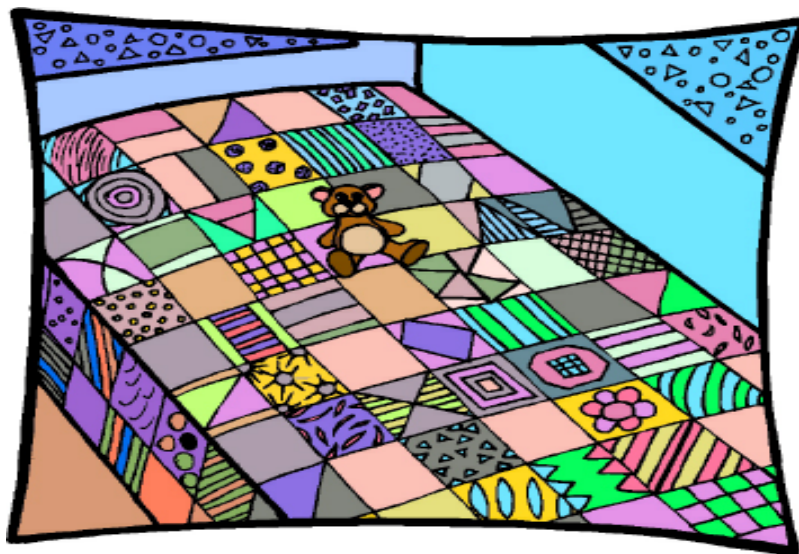
The main difference in the stories pertaining to the Bride's Quilt seems to be in the number of quilts required to make up a proper dowry. Some say that there should be twelve in the dowry and that the thirteenth, the bride's very own, brought the number up to the thirteen of a "baker's dozen." Others claim that the number of dowry quilts need be only twelve, starting with the goodly number of ten which could be made by the bride, her mother, or her friends. To these, the bride-to-be added hers, of course made by her own hands. Then, at the time of marriage, a twelfth quilt, a Freedom Quilt, was added by the bridegroom, thus completing the good round dozen.

A Freedom Quilt rivaled the Bride's Quilt in significance, and there is much fascinating lore connected with it. Much was made of a young man's coming of age. Custom decreed that he be given a new suit of clothes called a Freedom Suit, and in like manner it was considered appropriate that he be given a Freedom Quilt, which could be made by his mother, sister, or friends. If marriage was not imminent, his quilt was carefully laid away until the time when he decided to marry.

Courtesy of: Ideals Magazine
11315 Watertown Plant Road
Milwaukee, WI 53226

As an integrated lesson, students may want to research and report on some of the following items:

1. Quilting in America
2. Quilting Bees
3. Bride's Quilt
4. Freedom Quilt
5. Dowry
6. Life style of America during the 19th century



HEROES OF THE FAR NORTH

“Be thou faithful unto death, and I will give thee a crown of life.” Revelation 2:10.

Many stories of heroism and devotion to duty are recorded in the annals of the Royal Canadian Mounted Police. These brave men have faced dangers, hardships, death itself, in the performance of their duties. One of these stories will be told of interest and will show you the spirit of these brave men.



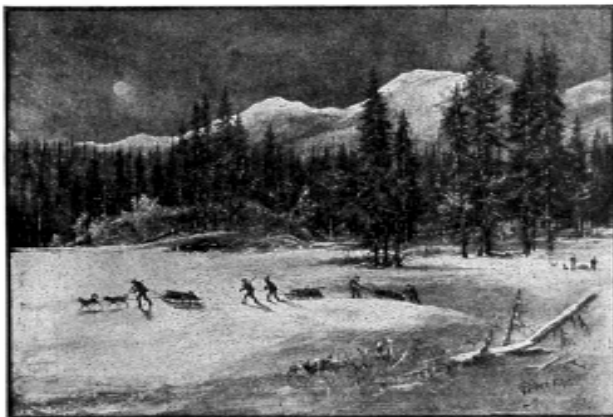
In the year 1910 the Mounted Police had two headquarters, or posts, in the Far North, or Arctic region, one of them at Herschel Island, and the other at Fort MacPherson on the Peel River. Fort MacPherson was their northern headquarters, and was five hundred miles from Dawson City in the Yukon. These five hundred miles separating the two points were of the most forbidding nature, the worst in the world, we are told. Between these two posts lay the great Rocky Mountain range, turbulent rivers, unmapped forests, and great lakes.

By order of the Department, mail must be carried once a year between Dawson, the Yukon metropolis, and Fort MacPherson, over these five hundred miles of wild, rugged, uninhabited country.

It was in December, 1910, that a company of four men with their dog teams set out from Fort MacPherson, carrying the mail and a small stock of provisions. In the party were Inspector Fitzgerald, Constables Kinney and Taylor, and ex-Constable Carter, who was retiring on a pension.

As might be expected, it was bitterly cold. The cruel north wind whistled and shrieked as it swept down from the icebound Arctic, and the thermometer dropped to 65 degrees below zero. It was not promising weather for such a trip.

Falling in by chance with a company of Indians who were headed for Dawson, they made good time



and managed to hire one of the Indians as a guide to lead them to a pass in the mountains. Having traveled much in the North, when they reached the Wind River Valley, they felt quite sure of their position, therefore paid off the guide on New Year's Day and started on alone to find the way.

Had they kept to schedule, they would have reached Dawson late in January; but the month passed, and there was no word from the men. About the twentieth of February some Indians told Superintendent Snyder that they had passed the party of Mounted Police in the Wind River section and that they should have reached Dawson



long before.

The news was flashed to Regina to the Mounted Police headquarters there, and the word came back as follows: "Nothing is to stand in the way of your acting immediately to get in touch with the party." A man named Dempster, the best snowshoe runner in the whole Yukon Territory, was secured, and he reported at once with his famous Husky dog team to head the rescue party. He was bidden to find the men at any cost. At a crack of the whip the Huskies bounded into their harness and were away on their long, hard run of rescue.



The weather had not moderated in the least. It was bitter cold, and the dead of winter, in the cruelest region in North America. Much of the way lay along the bed of streams, and the intense cold had cracked the ice, making traveling difficult and dangerous. Every moment was tense with risk and excitement.

There was no time to lose, for the lives of these brave men were at stake; hence the rescue party urged their dogs on. They stopped now and then for a few hours to eat, feed the faithful dogs, and get a little sleep; then the cry was heard, "Mush on!" and the party was off again. Two hundred fifty miles, half of the distance, had been covered, and not one sign or trace of the missing men had been seen. They were encouraged in the Wind River section by finding the first faint sleigh track, but it indicated that the sleigh had been headed toward Fort MacPherson instead of toward Dawson.



Dempster thought it all out, for he knew the ways of the North, and came to the conclusion that the Fitzgerald party had become lost and had started to return home to Fort

MacPherson. Since Fitzgerald was an experienced northern traveler, the rescue party now felt quite confident that he would make the return trip safely, and that he must be, at that very time, safe at home.

They came to a campsite on the sixteenth of March, and there they found the skeleton of a dog, which had evidently been killed and eaten. This told the searchers that the police party must have run short of provisions and were suffering for food. Dempster now quickened his already hurried pace. He found that the camping places were getting closer together, indicating that the men were growing weaker and could travel only a few miles each day.

March 20 brought the rescue party to an abandoned cabin of some trapper or prospector, within sixty miles of Fort MacPherson. Here the police had left a sack of mail, something they never would have done had not their condition been serious. Their tracks were plainly seen now, and Dempster and his party urged their dogs on, each hour expecting to come upon the party.

Ten miles from the deserted cabin, in the lonely forest, Dempster found a camp, and there, lying side



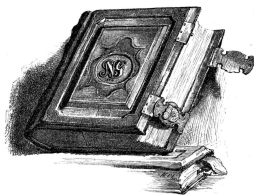
by side, wrapped in their blankets, were Kinney and Taylor, both dead. There were evidences that they had suffered much. Their feet had been frozen before they died, and it seemed that Taylor had cut off one of his toes.

Covering these bodies with brush, the rescue party hastened on, hoping to find the other men alive. They might still be pushing on toward the fort. They came upon a broken snowshoe in the trail, and a little farther along, a blue handkerchief tied to the branch of a tree. Close by they found the bodies of Fitzgerald and Carter. Carter was evidently the first to perish, and Fitzgerald had tenderly folded the dead man's hands over his breast, covered his face with a handkerchief, and then he himself died.



Dempster and his party covered the two bodies as best they could to protect them from marauding animals and hastened on to Fort MacPherson, arriving there the same evening, March 22. A party was quickly organized and sent out to bring in the bodies of the four men. When they were brought back to the fort, rough lumber was sawed from the surrounding timber, and coffins made. These four heroes of the Northland were then tenderly laid to rest in one large grave, the funeral sermon being preached by a minister, and a firing party of their comrades taking part in the last sad rites.

Fitzgerald had kept a diary faithfully up until a few hours before his death, and it gives us a glimpse of the hardships and dreadful sufferings through which they passed. After they had discharged their Indian guide, they lost their way in the Rockies and were unable to find the trail again. In crossing the rivers, they broke through the ice again and again, and, in order to keep from freezing to death, they had to stop often to light a fire and dry their wet clothing.



The intense cold had driven all the wild animals to shelter, and they could shoot no game for food. Their food supply gave out, and they had to retrace their steps. Weak and almost starving, they struggled and staggered toward Fort MacPherson. At the last camp, Kinney and Taylor could go no further, and it is supposed that the other two men made them as comfortable as possible, and then hurried on, hoping to cover the remaining sixty miles and get help. They misjudged their own strength. They were too weak to finish the trip and fell by the wayside, victims of the trail.

Fitzgerald thought of his mother during those last hours and scribbled on a small piece of paper his will, leaving all his worldly possessions to her. Enduring hardships and facing death itself, this brave man thought of his mother and planned for her future comfort. His last thoughts were of others.

This devotion to duty on the part of these courageous men of the Mounted Police Force touched the hearts of the people of Dawson, and they erected a monument in memory of Fitzgerald and his brave men. They, and others of these heroic guardians of law and justice in Canada, have performed many deeds of daring and heroism. Many, many stories such as this might be told. They "get their man"; they are faithful even unto death.

Courtesy of: God's Minutes
Southern Publishing Association
Nashville, TN



DAYS WHEN THE SNOW PACKED RIGHT

By Donald S. Henning

When winter's winds blew bitter cold,
I used to stay within the fold
And wait for days with warming sun
To venture out and join the fun—
The days when the snow packed right.



'Cause zero days were good for naught;
I could not count the colds I caught.
How useless was the sugar snow,
And so I wished, at ten below,
For days when the snow packed right.



But when it rose to right at freezing,
Then the snow was ripe for squeezing,
And when you shaped it, there it stayed!
I still can hear the scrunch it made
On days when the snow packed right.

When snowballs flew and filled the skies,
And all around the forts would rise,
The yells and challenges went forth—
The happy sounds of life up north
And days when the snow packed right—



The giggling silence for a while
As whispering warriors made a pile
Of snowballs for a sneak attack
To take the enemy aback
On days when the snow packed right.

And when you had about a hundred,
You would find your judgment blundered
'Cause all the while you made your store,
The other fort made even more,
Those days when the snow packed right.



Then shouts of "Charge!" and shots of snow
Fast went flying to and fro,
And he who stood and turned his back
Received a cold, wet, squishy smack
On days when the snow packed right.

Quite suddenly the laughter dies;
I'm older now and realize
On snowy days and frigid nights
How happy were the snowball fights
And days when the snow packed right.



October Calendar of Events

Name: _____ Date: _____

Directions: Study the calendar of special events in October. Plan some fun activities with your classmates. You may use some of the suggested activities listed in the calendar.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sabbath
	1	2 Thurgood Marshall sworn in as 1st black Supreme Court Judge	3 The first Thanksgiving celebrated in 1863. Plan a feast day.	4	5 1st World Series broadcast on radio.	6
7 The Great Fire of Chicago 1871. Plan a fire drill for your family.	8	9 Leif Ericson landed in America 1000. Draw a Norwegian flag.	10	11 Eleanor Roosevelt born, 1884	12 Christopher Columbus discovers America, 1492. Bring a corn or potato dish to share with your class.	13 The White House building project begins, 1792.
14 Speed of sound broken in 1947.	15 World Poetry Day. Write a poem to celebrate.	16	17 Albert Einstein arrives in the USA from Germany, 1933	18 Alaska was transferred from Russia to the USA in 1867.	19	20
21 Thomas Edison invents the incandescent lamp, 1879	22	23	24 United Nations Day - How many ethnic groups are in your class?	25 1st postcard mailed in the USA, 1870	26 The Erie Canal opened in 1825	27
28 The Statue of Liberty is dedicated, 1886	29 The Stock Market Crashed, 1929. Send an apple decorated card to a friend.	30	31			



October 12th – Columbus Day

Name: _____ Date: _____



This day changed life on the American continent forever. Why? You may ask. On October 12, 1492, an explorer named Christopher Columbus discovered The Americas. In fact, he landed in the Bahamas just off the coast of Cuba.

Native Americans mourn the day because their lives worsened after the European invasion. They lost the privilege to live a nomadic life. Some tribes became extinct. Others barely survived. Today, many tribes are cherishing their heritage by recreating worship and ceremonial rites on their reservations.

Finding a new continent offered a chance for many Europeans to live a better life than the ones they had. Columbus was commissioned to purchase spices and gold for The King and Queen of Spain. He thought he had reached the Indies, his intended destination. So, that is why the people he saw were called Indians.

The New World was fascinating to the crew of the Nina, the Pinta and the Santa Maria. They were introduced to new foods such as peanuts, corn, cocoa beans, potatoes, and tobacco.

Directions: Answer the following questions and complete the assignments below. You may want to use a separate piece of paper for your work.

1. What were the names of the ships in which Columbus and his crew sailed to the New World?
2. Use the encyclopedia to create a graphic time line showing the events of Columbus' voyage to the New World.
3. Draw and then label a map showing the route that Columbus took from Spain to the New World.
4. You are asked to compile a list of the supplies that you would need to take on a sea expedition to find new land. Prioritize the items on the list.



5. Imagine the sailors' sight of land after weeks at sea. Write a diary comprising seven days. Include the days just before dropping anchor in the harbor and when they landed on the island.

6. What do you think? Were the food items such as cocoa beans, potatoes, corn, and tobacco more or less important than the gold and spices the King and Queen of Spain wanted Columbus to bring back?

7. Potatoes are an important part of the western cuisine today. They contain needed nutrients such as vitamin C, potassium and iron. Place the following methods of preparing the potato in ABC order below.

- | | | | |
|-----------|--------------|-----------|---------|
| Scalloped | French fries | Soup | Whipped |
| Baked | Salad | Dumplings | Hash |
| Skins | Chips | Pancakes | Mashed |
| Boiled | Jacket | | |



1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.



October Words

Name: _____

Date: _____

Directions: Match the words from the Word Bank to the Synonym List. Then write the words in the Matching Word Column.

Word Bank	Synonym List	Matching Word
Investigate	Jump, hurdle, bound	
Cross	Explode, erupt, broken	
Ship	Domestic, aboriginal	
Explore	Start, open, enter	
Sailors	Holy, blessed, divine	
Sacred	Boat	
Native	Crew	
Arise	Look, seek, search	
Burst	Fresh, verdant, new	
Green	Angry, annoyed, mean	
Flower	Beam, grin	
Grow	Research, hunt	
Smile	Cultivate, produce	
Wonder	Bloom, blossom	
Leap	Awe, question, curiosity	



October Words

Name: _____ KEY _____ Date: _____

Directions: Match the words from the Word Bank to the Synonym List. Then write the words in the Matching Word Column.

Word Bank	Synonym List	Matching Word
Investigate	Jump, hurdle, bound	<i>Leap</i>
Cross	Explode, erupt, broken	<i>Burst</i>
Ship	Domestic, aboriginal	<i>Native</i>
Explore	Start, open, enter	<i>Arise</i>
Sailors	Holy, blessed, divine	<i>Sacred</i>
Sacred	Boat	<i>Ship</i>
Native	Crew	<i>Sailors</i>
Arise	Look, seek, search	<i>Investigate</i>
Burst	Fresh, verdant, new	<i>Green</i>
Green	Angry, annoyed, mean	<i>Cross</i>
Flower	Beam, grin	<i>Smile</i>
Grow	Research, hunt	<i>Explore</i>
Smile	Cultivate, produce	<i>Grow</i>
Wonder	Bloom, blossom	<i>Flower</i>
Leap	Awe, question, curiosity	<i>Wonder</i>



October 12th - Columbus Day

Name: _____ KEY _____ Date: _____



This day changed life on the American continent forever. Why? You may ask. On October 12, 1492, an explorer named Christopher Columbus discovered The Americas. In fact, he landed in the Bahamas just off the coast of Cuba.

Native Americans mourn the day because their lives worsened after the European invasion. They lost the privilege to live a nomadic life. Some tribes became extinct. Others barely survived. Today, many tribes are cherishing their heritage by recreating worship and ceremonial rites on their reservations.

Finding a new continent offered a chance for many Europeans to live a better life than the ones they had. Columbus was commissioned to purchase spices and gold for The King and Queen of Spain. He thought he had reached the Indies, his intended destination. So, that is why the people he saw were called Indians.

The New World was fascinating to the crew of the Nina, the Pinta and the Santa Maria. They were introduced to new foods such as peanuts, corn, cocoa beans, potatoes, and tobacco.

Directions: Answer the following questions and complete the assignments below. You may want to use a separate piece of paper for your work.

1. What were the names of the ships in which Columbus and his crew sailed to the New World?
2. Use the encyclopedia to create a graphic time line showing the events of Columbus' voyage to the New World.
3. Draw and then label a map showing the route that Columbus took from Spain to the New World.
4. You are asked to compile a list of the supplies that you would need to take on a sea expedition to find new land. Prioritize the items on the list.



5. Imagine the sailors' sight of land after weeks at sea. Write a diary comprising seven days. Include the days just before dropping anchor in the harbor and when they landed on the island.

6. What do you think? Were the food items such as cocoa beans, potatoes, corn, and tobacco more or less important than the gold and spices the King and Queen of Spain wanted Columbus to bring back?

7. Potatoes are an important part of the western cuisine today. They contain needed nutrients such as vitamin C, potassium and iron. Place the following methods of preparing the potato in ABC order below.

Scalloped	French fries	Soup	Whipped
Baked	Salad	Dumplings	Hash
Skins	Chips	Pancakes	Mashed
Boiled	Jacket		



1. <i>baked</i>	8. <i>mashed</i>
2. <i>boiled</i>	9. <i>pancakes</i>
3. <i>chips</i>	10. <i>salad</i>
4. <i>dumplings</i>	11. <i>scalloped</i>
5. <i>french fries</i>	12. <i>skins</i>
6. <i>hash</i>	13. <i>soup</i>
7. <i>jacket</i>	14. <i>whipped</i>



A History of Mother's Day

The first celebrations in honor of mothers were held in the spring in ancient Greece. They paid tribute to Rhea, the Mother of the Gods. During the 17th century, England honored mothers on "Mothering Sunday," celebrated on the fourth Sunday of Lent.

In the United States, Julia Ward Howe suggested the idea of Mother's Day in 1872. Howe, who wrote the words to the *Battle Hymn of the Republic*, saw Mother's Day as being dedicated to peace.

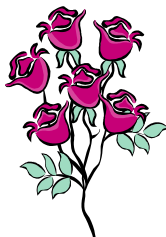
Anna Jarvis of Philadelphia is credited with bringing about the official observance of Mother's Day. Her campaign to establish such a holiday began as a remembrance of her mother, who died in 1905 and who had, in the late 19th century, tried to establish "Mother's Friendship Days" as a way to heal the scars of the Civil War.

Two years after her mother died, Jarvis held a ceremony in Grafton, W. Va., to honor her. She was so moved by the proceedings that she began a massive campaign to adopt a formal holiday honoring mothers. In 1910, West Virginia became the first state to recognize Mother's Day. A year later, nearly every state officially marked the day. In 1914, President Woodrow Wilson officially proclaimed Mother's Day as a national holiday to be held on the second Sunday of May.

But Jarvis' accomplishment soon turned bitter for her. Enraged by the commercialization of the holiday, she filed a lawsuit to stop a 1923 Mother's Day festival and was even arrested for disturbing the peace at a war mothers' convention where women sold white carnations — Jarvis' symbol for mothers — to raise money. "This is not what I intended," Jarvis said. "I wanted it to be a day of sentiment, not profit!"

When she died in 1948, at age 84, Jarvis had become a woman of great ironies. Never a mother herself, her maternal fortune dissipated by her efforts to stop the commercialization of the holiday she had founded, Jarvis told a reporter shortly before her death that she was sorry she had ever started Mother's Day. She spoke these words in a nursing home where every Mother's Day her room had been filled with cards from all over the world.

Today, because and despite Jarvis' efforts, many celebrations of Mother's Days are held throughout the world. Although they do not all fall at the same time, such countries as Denmark, Finland, Italy, Turkey, Australia and Belgium also celebrate Mother's Day on the same day as the United States.



Courtesy Of: By HOLLY HILDEBRAND
Houston Chronicle Interactive



The "Real" Story of Thanksgiving



Thanksgiving Day is a special day to many Americans. It is a day of giving thanks for all the blessings our nation has received. This tradition dates back 380+ years when the Pilgrims were trying to get their colony started in Plymouth, Massachusetts. Here is their story:

The Pilgrims lived in England. More than anything else, they wanted freedom of religion. They wanted to worship God in their own way. The Church of England did not approve of the Pilgrims and persecuted them. The Pilgrims decided they were tired of the persecution and moved to the Netherlands in 1609. This was a great idea for awhile. But after eleven years, they saw their children speaking Dutch and learning the Dutch ways. They longed to be back in England. They decided it was time to go to America and start over.

With the backing of a London company, the Pilgrims sailed for the New World. On November 11, 1620, they finally dropped anchor at Provincetown, Massachusetts. After explorers checked out the area, they decided it wasn't what they wanted, and they sailed on to Plymouth, Massachusetts.

Plymouth was deserted. The remains of an old Indian village were there, but no sign of any in-

habitants. Smallpox had killed all the Native Americans a few years before, so the Pilgrims felt free to move in and start their new lives.

That first winter was hard. Almost half of the 102 people died. By springtime, the Pilgrims didn't know if they could survive another year.

And then a wonderful thing happened. Two English-speaking Indians came to visit. Samoset was the first. He came to visit. He came by to say hello and said a friend of his spoke good English. A week later, Samoset brought Squanto to the Pilgrim's village. The Pilgrims learned Squanto had been kidnapped 15 years earlier and was taken to England where he learned English.

A short time later, Samoset and Squanto announced the best news of all: Chief Massasoit was coming to visit. Massasoit was determined to make friends with the Pilgrims. He didn't want any fighting to break out, as had happened in other places. Massasoit worked hard. He told his people to teach the Pilgrims how to plant, fish, and cook so they could survive. Thanks to this great man, peace lasted among the Pilgrims and the Indians for more than 50 years.

After a summer of good crops, the Pilgrims felt happy with their new home. Their leader, Governor William Bradford, suggested they hold a feast of thanksgiving. The people



liked the idea, and early in October they made preparations. They caught wild turkeys, waterfowl, fish, and sea food. They gathered fruits, berries and squash. They collected nuts, herbs, and seasonings. When all was ready, they invited Chief Massasoit to join them. He brought 90 of his men and five freshly-caught deer.

For three days the people talked, ate, drank and made merry. It was a good ending to the summer and a good beginning for the coming winter.

The Pilgrims never held another day of thanksgiving. However, many Americans copied their example. During the Revolutionary War our forefathers held a day of thanksgiving on eight different occasions. George Washington ordered a national day of thanksgiving on November 26, 1789. During the Civil War in 1863, Abraham Lincoln declared Thanksgiving Day an official national holiday. He set aside the last Thursday of November "as a day of thanksgiving and praise to our beneficent Father." Today we observe Thanksgiving on the fourth Thursday of November.



Happy Thanksgiving





God		My Teacher
	I am thankful for . . .	
Friends		Family

THANKSGIVING QUILT

Materials Needed per Student:
 9 inch square of construction paper
 3 inch squares of fabric, wallpaper
 glue
 scissors
 markers/crayons

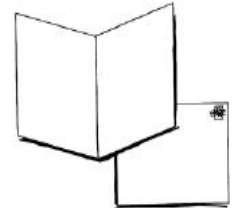
Divide the construction block into nine sections.
 Glue 3 inch squares of fabric or wallpaper onto four of the squares as shown in the diagram.
 Write "I am thankful for . . ." in the center square.
 Think of four other things to be thankful for and write them in each of the remaining four squares.
 Tape the block together with other student blocks to create a group quilt.

THANKSGIVING CENTERPIECE

Materials Needed:
 posterboard circle
 toilet paper tube
 glitter
 glue
 pinecones
 acorns
 dried leaves/flowers



- ✍ Give each child a 6 to 8 inch circle cut from poster board and a cardboard toilet paper tube.
- ✍ Cover the tube in glue and roll in glitter.
- ✍ Glue the glittery tubes upright in the centers of the poster board circle.
- ✍ Glue pine cones, acorn cups, and other assorted nature items around the base of the centerpiece.
- ✍ Sprinkle glitter all over the nature items, if desired.
- ✍ Place dried weeds or flowers in the tube vase.

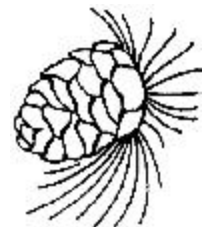


HAND TURKEY THANKSGIVING CARD

- ✍ Trace student's hand.
- ✍ Color the hand brown for the body.
- ✍ Color the feathers (fingers).
- ✍ Write in card: This isn't just a Turkey As anyone can see, I made it with my hand Which is part of me. It comes with lots of love Especially to say, I hope that you have a very HAPPY THANKSGIVING DAY!

PINE CONE TURKEY

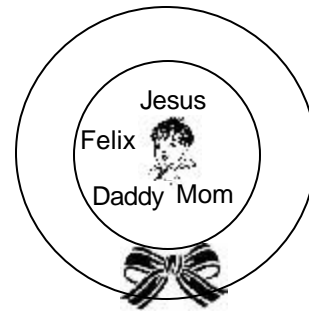
- ✍ Take one red Chenille bump & shape into an "S".
- ✍ Glue this to the rounded end of a pine cone with the bump protruding somewhat above the cone for the head of the turkey.
- ✍ Take one orange bump & shape into a "V".
- ✍ Glue this under the bottom of the round part of the cone for the legs & feet.
- ✍ Take 5-7 other bumps & carefully bend them so the narrow ends can be twisted together leaving the puffy end somewhat rounded.
- ✍ Glue as many of these as nicely fits close to the flattened stemmed end of the pine cone remembering to use glue on the twisted end of the wire.



THANKFUL WREATH

Materials Needed:

paper plate
orange and yellow paper
glue
tissue paper - fall colors
picture of student
bows
markers
string

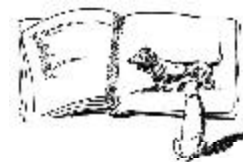


- ✂ Cut out an orange or yellow circle to fit in the center of the paper plate.
- ✂ Glue circle to the center of plate.
- ✂ Crumple up and glue colored tissue paper to the outside of the wreath.
- ✂ Glue picture in the center of the plate.
- ✂ Write items you are thankful for all around the picture.
- ✂ Glue the bow at the bottom of the wreath.
- ✂ Attach a ribbon or string on the back to hang the wreath.

M&M TURKEYS

For each turkey you will need:

2 pieces of orange nylon net, about 10" square each
needle and thread
1/2 of a brown pipe cleaner
1 section of red chenille bump
2 tiny wiggle eyes
a piece of strong thread or thin string
about 1/2 to 1 cup plain M&Ms
glue



- ✂ Put the 2 pieces of net together, with the corners of one along the sides of the other, making 8 points.
- ✂ Pour M&Ms in center
- ✂ Gather up the points with needle and thread, twist and tie securely.
- ✂ Coil the brown pipe cleaner, leaving about 2"; curve the 2" to form the neck.
- ✂ Tuck the red bump into the bottom of the coil to form the wattle.
- ✂ Glue a tiny eye on each side of the head.
- ✂ Shape the body - the M&Ms - so that the ends of the net become the tail and stick out the back.
- ✂ Insert the neck thru the net in the front.



Thanksgiving Internet Sites

Happy Thanksgiving From Billy Bear Storybooks

Are you ready to play some Thanksgiving games? Start here for your invites and then check in for fun things to do for that day! <http://www.billybear4kids.com/holidays/thanksgiving/thanksgiving.htm>

HomeArts: For many Americans, it's the single most important dinner of the year. Thanksgiving is a time for family reunions, all-day football, and food, food, food! HomeArts has put together a package of holiday hints and recipes galore to help you make this holiday your most special ever. So enjoy, and Happy Thanksgiving from all the folks at HomeArts!

<http://food.homearts.com/food/homepage/special/00than17.htm>

VegWeb's Thanksgiving Day Recipes: Lots! <http://www.vegweb.com/misc/thanksgiving.shtml>

Better & Gardens Online - Thanksgiving Survival Guide: Dozens of useful articles on ingredients, techniques, and holiday traditions. <http://www.bhg.com/food/holiday/>

City of Plymouth, MA Homepage. True story of Thanksgiving. Activities, links.
<http://media3.com/plymouth/>

Visit Mother Goose's Place On The Web: Holiday Rhymes & Recipes.
<http://www.gbalc.org/MotherGooseSociety/index.html>

Who Gets The Wishbone? If you believe your wish will come true when you win the break in a wishbone contest, then you're following in the footsteps of civilizations dating back to the Etruscans, 322 B.C. And — it started with a hen, not a turkey. http://www.butterball.com/pages/bb_journal.cfm?BID=3&JID=19&PRID=&AID=713&mode=article_display



SENSES AND THE NERVOUS SYSTEM

Name _____ Date _____

Directions: Match each word with its definition or description. Draw a line from each word to the correct meaning.

- | | |
|--------------------|----------------------------------------|
| 1. auricle | attaches to the upper spinal cord |
| 2. axon | thinking area of the brain |
| 3. cerebellum | carries messages to the spinal cord |
| 4. cerebrum | part of neuron that receives messages |
| 5. cochlea | links the brain and body |
| 6. cone cells | the brain's interpretation of messages |
| 7. dendrite | controls balance |
| 8. eardrum | carries messages away from cell body |
| 9. hammer | information stored in the brain |
| 10. medulla | carries messages to muscles |
| 11. memory | vibrates as sound waves hit it |
| 12. motor neuron | sense organs on the tongue |
| 13. olfactory | skin receptor |
| 14. pain | moved by vibration of eardrum |
| 15. perception | works as the "film" of the eye |
| 16. retina | eye receptors sensitive in dim light |
| 17. rod cells | the outer part of the ear |
| 18. sensory neuron | located in the inner ear |
| 19. spinal cord | nerve involved in smelling |
| 20. taste buds | perceive color |



SENSES AND THE NERVOUS SYSTEM

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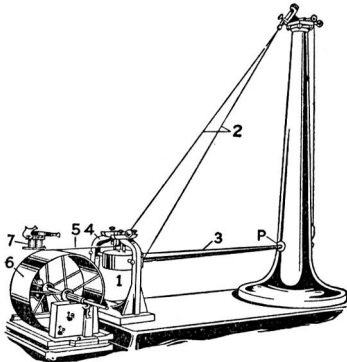
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WHO AM I?

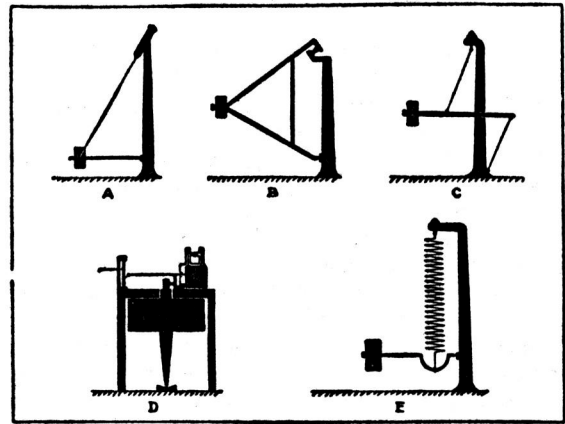
Name _____ Date _____

Directions: Use the internet or the 6th grade science book to discover who each of the following sections is talking about. Write the name of the person of the line below each section.



One form of Seismograph. The lead Weight (1) is hung by the Wires (2) and the horizontal Strut (3) so as to have a free lateral swing on P as a pivot. The Yoke Piece (4) has pivoted to it a needlelike Lever (5), of which the short end rests against a projection of 1, and the long end bears a stylus. During an earthquake 1 remains steady, so that the movements of 4 cause oscillations of 5, which are recorded on the smoked surface of a Drum (6). A Magnet (7) connected with a clock marks off minutes on the record sheet.

You are sitting at your desk when you hear a low rumble that grows louder. Suddenly you feel a slight shaking in the floor. The windows rattle, and a book falls off the shelf. Hanging lights swing back and forth. It's an EARTHQUAKE!



In the 1920s scientists began to study earthquakes.

I was a physics student at Cal Tech in California and was given the job of studying the readings of seismographs to determine the epicenters of earthquakes. I had to describe the size or strength of each earthquake studied. At that time scientists used the Mercalli scale to describe earthquakes. I found this method was not very exact and described only how much damage an earthquake had done, not how strong it was.

I decided to develop a better method of measuring earthquakes. I used the seismograph readings and compared the largest surface waves of each earthquake. I used the word *magnitude* to mean the strength of an earthquake and assigned each earthquake a number from 1-10. I arranged this scale so a magnitude 2 earthquake was 10 times stronger than one measuring 1, a magnitude 3 was 100 times (10X10) stronger, and a magnitude 4 was 1000 (10X10X10) times stronger.

My name is _____.



The face of a statue slowly corrodes; its eyes and nose become invisible. The decorative metal on a historic building changes color as it is silently eaten away. Fish and other aquatic organisms die in ponds and streams. Dense green forests of spruce and fir turn yellow and die. All because of acid rain and other pollution in the air.



In 1972 I announced that rain in New



England contained strong acids. The acids were affecting not only buildings and statues, but waterways and forests as well. My colleagues and I pointed out that the acids in the rain came mostly from the emissions released by power plants that burned coal and oil.

Before 1972 a few people had studied acid coming from factories. They found that people suffered more from bronchitis in areas downwind from such factories. But I was the first to find high levels of acid widespread throughout the environment of North America and to connect them to acid rain. Although my ideas were not accepted by many people at the time, they have since been shown to be correct.

In 1983 I briefed then President Ronald Reagan and his cabinet about serious problems about acid rain. Since then, many scientists have explored how acid rain affects the environment and have tried to develop solutions to this problem.

My name is _____.



I am a Russian doctor. But something happened a few years ago that changed what I was studying.

I was studying human digestion. In my work I had found dogs good subjects to work with, and so there were always some around my laboratory. Now as everyone knows, dogs salivate, even slobber.

One day I noticed that my dogs would begin to salivate when they saw one of my lab assistants bringing their food. I found this very curious because I had always believed that dogs would salivate only after they tasted their food.



Some people would have ignored this, but not me. Since I was studying digestion and salivating has to do with the digestive system, I decided to investigate this behavior of the dogs. To begin with, I got some new "untrained" dogs. For several days I rang a bell and then fed them. After several days of training, I decided to see if the bell by itself could trigger a response in the dogs. Much to my enjoyment, when I rang the bell they began salivating without any food being present. This proved that the dog's brain had been trained to respond to the bell, not the smell.

Being even more curious, I continued my experiment. I substituted two lights for the bell. One light was circular; the other was oval. The dogs were shown the circular light just before being fed. I never fed them when the oval light was turned on. In a few days, the dogs would salivate when they saw the circular light, but never responded to the oval light. Then I began to change the shape of the oval light to make it more circular. Eventually the oval light became so round that the dogs became confused because they couldn't tell the lights apart. The poor things became agitated and would howl and pace nervously. I believe that people often learn in a similar fashion.

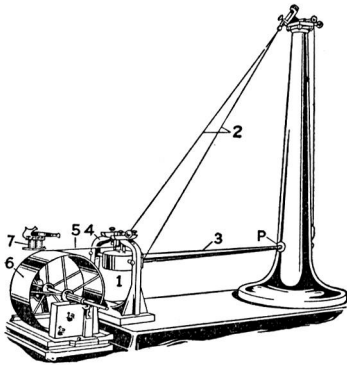
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WHO AM I?

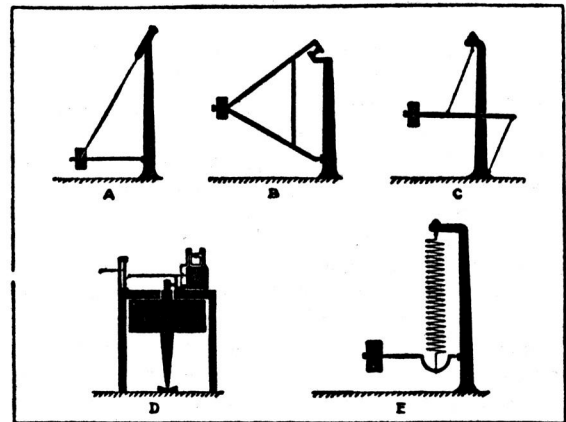
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My name is _____ **Charles Richter** _____.



The face of a statue slowly corrodes; its eyes and nose become invisible. The decorative metal on a historic building changes color as it is silently eaten away. Fish and other aquatic organisms die in ponds and streams. Dense green forests of spruce and fir turn yellow and die. All because of acid rain and other pollution in the air.



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My name is **Dr. Gene E. Likens** .



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My name is **Ivan Petrovich Pavlov** .

