

America's History Begins

What is BJU Press Heritage Studies?

The BJU Press Heritage Studies materials present social studies from a biblical worldview. History, civics, culture, economics, and geography are taught in light of Creation, Fall, and Redemption—the three prongs of a biblical worldview.

The biblical worldview presentation is reinforced with stories of people using their abilities to make a difference in the world. It is our hope that students will be inspired to use their abilities to make a difference too.



Welcome to *History of America*

Heritage Studies 5: History of America is an exciting study of the United States. You will learn about American history, economics, government, culture, religion, and technology. This book includes special features, engaging photos and illustrations, historical maps, and infographics. Answering essential questions and reading check questions will help you learn about the United States of America. And applying new skills will teach you how to be a good historian.

Using Your Book

Chapter questions help you identify the focus of each chapter.

Timelines list chapter events in chronological order.

1

America's First People

Chapter Question: Who lived in North America before Europeans discovered the land?

The history of America is a fascinating story. It is a story of courage, faith, love, and faith. It is also a story of sin and suffering. It is a story about people. And as a true story of all history, it is a story guided by God. God is the one who creates governments and nations to rule and feed. He works all things together to bring about His plans. God alone accomplishes His work through people—not only great people, but ordinary people too.

CLOSER LOOK

The Story of America: Themes

Freedom	The privilege to make choices within proper boundaries
Individuality	The significance of each person and his or her importance to others
Equality	The reality that all people have the same value because they are created in God's image
Growth	The ability of a person, culture, or nation to improve
Religion	The way people relate to and respond to who or what they worship

As we journey through American history, we will examine the themes of freedom, individuality, equality, growth, and religion. We will learn why these values were important to our

Founders. We will see how they shaped our young nation. We will also discover how these values influenced America as it grew. And we will discuss how they relate to American culture today.

A Closer Look expands on chapter concepts.

America's Story Begins

Chapter Question: How did Native Americans live out the Creation Mandate?

The Earliest Americans

The story of America begins with its earliest people. The ancestors of these early people were part of the civilization that tried to build the Tower of Babel. God scattered the builders by causing them to speak different languages. Each language group moved away from the others. Slowly the groups spread out to fill the earth as God had planned. Some descendants of these people found their way to North America.

The earliest Americans did not call their land America. It did not look like the America we know today. It did not have cities and towns bustling with activity. It did not have road systems or railroads. The land that the earliest Americans found was filled with mountains and rivers and wide-open spaces. It had forests and treeless plains where wild animals roamed freely. The first people developed their own way of life in this new and untamed land. Today we refer to these people as Native Americans.



Essential questions help you identify important ideas in each lesson.

Reading check questions help you check your understanding of what you have just read.

Maps help you locate important places and events.

How Did the First People Come?

Historians have various ways to explain how the first people came to America. One popular view is that people walked across the Bering Strait between Russia and Alaska. The Flood produced many changes in the earth and its climate. These changes caused ice to form in various parts of the world. The ice sheets took many years to melt. Because so much water had frozen across the land, the water level in the Bering Sea may have been low after the Flood. People may have been able to cross the Bering Strait on dry land. Historians who hold this view call the dry land the Bering Land Bridge or *Beringia*.

Another view is that people sailed across the oceans on ships. God had instructed Noah to build an ark to survive the Flood. Historians point out that Noah and his sons could have taught following generations how to build ships. Therefore, after the Flood, people could have traveled across the oceans by boat. Some of these people could have navigated their way to North America.

In what two ways could people have first come to North America?



5

The Chinook people were skillful traders. Their location at the mouth of the Columbia River allowed them to control many trade routes. They traded with tribes from Alaska to California and the Great Plains. Since all these tribes spoke different languages, a common trade language was needed. Chinook jargon was formed by using words from the Chinook language and the languages of other nearby tribes. Chinook jargon allowed traders from different tribes and languages to trade with each other.

How It Was

A tall boy crouched on a rock overlooking the Snake River. Water droplets clung to his dark hair, and the roar of the river filled his ears. He glanced over at his father standing on a nearby rock. He clutched his long spear in one hand, just as his father was doing, and shaded his eyes with the other. Like a hawk he watched the current rushing past beneath his perch.

Suddenly a flash of silver glined beneath the water. He paused for a split second to take aim. Whooosh! His spear found its mark. He lifted the spear with a large salmon still thrashing about on the end of it.

"Father!" he yelled. "I caught one!"

"Very good, son," his father smiled at him. "Now we will eat well tonight."



11

How It Was shows you what life was like during a certain time in history.

People of California

Many different Native American tribes lived in what is now California and the Baja California peninsula (part of Mexico). This region includes the Pacific coast and numerous mountain ranges. It also contains valleys, wetlands, grasslands, forests, and deserts.

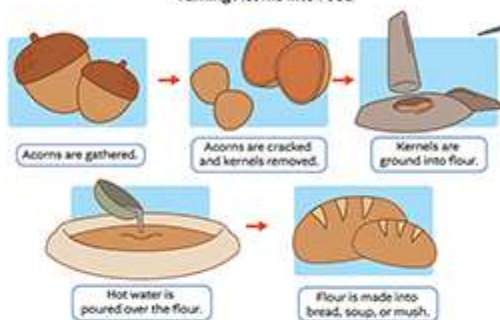
Many California tribes depended on the acorn for food. The people would crack acorns and remove the kernels. Then they would grind the kernels into flour. The flour contained a harmful substance, so the people would use hot water to remove this substance. Once the flour was no longer harmful, it was used to make bread, soup, or mush.

How did California tribes remove the harmful substance from acorns?

The Pomo and Chumash were two California tribes that lived off the land. They hunted deer, elk, bear, and small game. They gathered acorns, nuts, berries, and edible roots. They collected clams and mussels and fished for bass, trout, and salmon. They also hunted seals, otters, and sometimes even sharks and whales.

Like many other Native American tribes, the Pomo and Chumash used tree bark or animal skins to make clothing. In the winter, men wore shirts, leggings, robes, and coats made from deer, elk, squirrel, or other animal hides. Women wore skirts and blouses, dresses, aprons, and robes. Both men and women decorated their clothing with fringes, feathers, and quills.

Turning Acorns into Food



Artwork and infographics clarify concepts.

Did You Know?

The Washoe carried their babies in cradleboards until they could walk.



▲ Baby in a cradleboard

The Washoe

The Washoe gathered each summer around Lake Tahoe. The lake and nearby rivers supplied the people with fish and freshwater clams.

The Washoe were purposeful hunters. For them, hunting was not a sport; it was only carried out to meet their needs. Hunters made sure they did not cause any species to become extinct. They left plenty of animals alive each year to provide for the tribe's needs in the coming years.

How did the Washoe hunt with the future in mind?

Older Washoe tribe members, or elders, were always treated with respect. Elders received the first servings of food at a feast. If a person walked past an elder, a kind word was always spoken. When the elders were young, they had been taught the Washoe culture by their elders. Now, as the elders, they were considered the "keepers of fire." They were responsible to pass on their culture and heritage to the next generation.

▼ Honoring elders



Digging into History provides a clue about the primary source activity.

Fun Fact provides an interesting detail for your enjoyment.

Around AD 1200 the Ancestral Pueblo became cliff dwellers. They chose secluded spots high on steep cliff walls. There they carved out dwellings or used stones and mortar to build their villages. Some cliff dwellings contained hundreds of rooms and homes up to four stories tall. An average room measured six by eight feet. This provided enough space for two or three people to sleep. Fires were used for cooking and for providing warmth. Kivas continued to be used for ceremonies.

How many rooms and stories could a large cliff dwelling contain?

Cliff dwellings provided protection from enemies. The only way to reach some villages was to climb a steep cliff wall. Some people reached their dwellings by rock climbing, but others used ropes or rope ladders to help them climb the steep cliffs. At night, the ropes and ladders were pulled up to prevent enemy attacks.

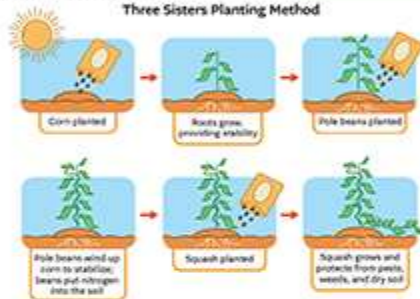
To raise crops to eat, the people who lived in the cliff dwellings, the Ancestral Pueblo, used a special method called the "Three Sisters" method. Corn, beans, and squash were critical to the people's survival. Adapting to the dry, hot climate, the people created irrigation systems to water their crops. They built canals, reservoirs, and low stone walls to collect the limited rainwater. To supplement their crops, the people gathered fruits and nuts. They also hunted deer and small game, such as rabbits, prairie dogs, and squirrels.



▲ Cliff Palace, an Ancestral Pueblo cliff dwelling in Mesa Verde National Park, Colorado

ACTIVITY
What were the advantages of living in cliff houses?

Three Sisters Planting Method



19



▲ Mount Vernon, Washington's home in Virginia

Fun Fact
The founders suggested several different songs of addressing the president. These included titles like "Your Elective Majesty," "Your Majesty," and "Your Excellency." George Washington chose "Mr. President."

Washington needed to meet with foreign leaders. He welcomed messengers from other countries as well as representatives of Native American tribes. He knew that he needed to treat each of these people as his equals.

Washington wrote a simple daily list for most of his public appearances. He wanted to look dignified but not too austere. He also set a precedent about his schedule. He worked through the day and named social events, such as dinner parties, for the evenings. The seat of government was in New York and later Philadelphia while he was president. But sometimes he went back to Mount Vernon for a few days of rest.

Washington and Native Americans

Many Americans moved westward while Washington was president. The United States made treaties with the Native American nations. The treaties promised payment for lands the native people gave up. They also promised to protect the lands Native Americans still owned. Washington wanted to treat the Native Americans justly.

But this is not always what happened. Settlers and states often refused to acknowledge the treaties. Fighting broke out between settlers and Native Americans.

In the 1790s, a treaty with seven southern tribes was ignored. These tribes exacted against American settlers, using force to try to protect their land. Washington ordered the American military to respond. In 1794 General Anthony Wayne led the U.S. Army against these tribes and defeated them at the Battle of Fallen Timbers.



142

The effects of the battle were important. The defeated tribes signed another treaty. They gave much of the land that is now Ohio and Indiana to the United States. The British, who had kept a fort in this area and supported these tribes, left the United States entirely.

Washington's Last Precedent

Washington set one more precedent at the end of his second term as president. He had been elected twice and served for eight years. Many people wanted him to continue as president for another four years. But he decided not to serve a third term. He believed the country was capable of moving forward with a new leader. He retired permanently to Mount Vernon.

Most other presidents followed this example of serving a maximum of two terms. Only Franklin D. Roosevelt served more than two terms. After his death, an amendment to the Constitution placed a two-term limit on the presidency.



▲ Statue of George Washington

George Washington

First president	
Term	1789–1797
Spouse	Maria Parsonage Custis
Religion	Anglican
Parents	Augustine Washington, Mary Ball Washington (along with several other branches of the family)

George Washington inherited Mount Vernon when he was only twenty years old. He had no children of his own, but he raised two stepchildren. He later adopted two of his wife's grandchildren after their father died.



143

Presidential Biography provides interesting facts about US presidents.

Biography

Pocahontas

Around 1595, a daughter was born to Powhatan, a powerful Algonquian chief. Her name was Matoaka, but her father called her Pocahontas, meaning "playful one." She was one of the first Native Americans to become friendly with European settlers. She met the colonists of Jamestown in 1607 and became good friends with Captain John Smith. A few years later Smith was badly injured and returned to England.

When Pocahontas was about eighteen, she was kidnapped by an English captain named Samuel Argall. He wanted Pocahontas to release all the English captives and return stolen tools and weapons. Pocahontas returned only some captives and some weapons. So, Argall took Pocahontas to Jamestown. There she learned to live like the colonists and met John Rolfe.

Pocahontas finally returned the stolen items, but Pocahontas chose to stay in Jamestown. She adopted the name Rebecca and married John Rolfe. The next year, her son, Thomas, was born.

In 1614, she, John, and little Thomas sailed to England to promote the Virginia Colony. Pocahontas attended parties, formal dinners, and other events. She even met King James I and Queen Anne. But Pocahontas grew ill. To help her recover, she, John, and Thomas moved to the country. It was there that John Smith went to visit her. Sadly, Pocahontas did not recover, and in the spring of 1617, she died.



John Rolfe buried his wife in England, left Thomas with relatives, and sailed to Virginia. Thomas eventually returned to Virginia when he was twenty years old. But by then, both his father and grandfather had died. Thomas did reunite with his mother's family but chose to live among the colonists in Virginia.

Biography gives more information about people in history.

People Making a Difference

John Eliot

John Eliot was a Puritan pastor who was born in England in 1604. John graduated from Jesus College at Cambridge in 1622. In 1635 he sailed to Boston.

A year after arriving in the Massachusetts Bay Colony, John began pastoring a church in Roxbury. He spent the rest of his life there, serving as a pastor and a missionary to Native Americans.

John met an Algonquian man named Cockenoe. Cockenoe had learned to speak English while serving in an English home after being captured. He taught John his native language by saying Algonquian words and giving their English meaning. Eventually, John was able to write short works in Algonquian. By 1643, he had translated and printed the whole Bible in Algonquian. This was the first Bible ever published in America.

Early in his ministry John became interested in the Narragansett people. He made friends with them and other tribes who spoke Algonquian languages. John worked long and hard for the Algonquians' salvation. He walked or rode a horse to take the gospel to them. John created settlements where the Algonquians were taught English. They were also trained to make crafts so they could support their families. John trained some of the men to teach and preach the gospel. He spoke up for the Algonquians in court so they could continue to use the water and land in Massachusetts. He also fought to keep native peoples from being sold as slaves. Because of John's service to Native Americans, he became known as the Apostle to the Indians.

John Eliot preaching the gospel to Native Americans



People Making a Difference highlights important people who used their abilities to help others.

Communication

The Postal Service

Benjamin Franklin had helped organize the nation's postal service. At the time the Constitution was written, the nation had about seventy-five post offices. But by the 1820s, nearly every town had its own post office. As roads, canals, and railroads were built, the postal service became more efficient. Letters could finally be sent to faraway places by stagecoach and steamboat. Frontier settlements could receive mail and feel more connected to the rest of the country.



The Pony Express

By the middle of the 1800s, many people had moved west due to the California gold rush or the promise of good land to settle. This created a need for a faster way to carry the mail. To meet this need, the Pony Express was started in April 1860. The Pony Express route ran between St. Joseph, Missouri, and Sacramento, California. It covered over 1,600 miles and had close to 190 relay stations. Riders and their horses traveled up to 100 miles a day before swapping out with fresh horses and riders. It took ten days to cover the entire trail. The Pony Express provided speedy and dependable mail delivery during its short time in business. But the service was costly and was soon replaced by the development of a coast-to-coast telegraph system in October of 1861.

Skill Review
Route Map
A route map is used to show a path from one location to another. This route map shows the path the Pony Express riders traveled between St. Joseph, Missouri, and Sacramento, California.



Skill Review reinforces skills you may already be familiar with.

The final event that drew America into war was the sinking of the USS Maine. On February 15, 1898, the battleship mysteriously exploded in Havana, Cuba. Over 250 men aboard died. There was no proof of Spain's involvement, but yellow journalists claimed Spain was responsible for the explosion. Demanding the United States act, Americans cried, "Remember the Maine!"



▲ The USS Maine in Havana Harbor

New Skill

Writing a Persuasive Article

A persuasive article is written to inspire its readers to act. During the Spanish-American War, persuasive articles encouraged Americans to support the war.

Poems, songs, and newspaper articles told how the Cubans were being mistreated by the Spanish. They urged Americans to support Cuba's struggle for freedom.

A good persuasive article has four parts.

- | | |
|--|---|
| 1 Purpose
states what readers should do, think, or feel | 3 Facts and Examples
support the reasons |
| 2 Reasons
explain why readers should act, think, or feel that way | 4 Conclusion
encourages readers to act, think, or feel a certain way |

ACTIVITY

How did people use writing to draw support for war with Spain?

New Skill introduces literacy skills.