8th Grade Social Studies – Mr. Yaworski | Assignment Paper

1. Read "The French and Indian War" worksheet and complete the "Word Scramble."
2. Read "Paul Revere's Ride" worksheet and answer this question with one paragraph: Why do you think Paul Revere's ride was so important to the Americans efforts?
3. Read "The Battle of Lexington" packet and answer this question with one paragraph: What were the British intentions when they were marching to Concord?
4. Read "James Madison" worksheet and answer the three questions.
5. Read "Samuel Adams" worksheet and answer the three questions.
6. Read "Thomas Paine" worksheet and answer the three questions.
7. Read "Patrick Henry" worksheet and answer the three questions.
8. Read "Abigail Adams" worksheet and answer the three questions.
9. Read "Eli Whitney" worksheet and answer the three questions.
10. Read "Robert Fulton" worksheet and answer the three questions.

The French and Indian War

North of the British colonies was New France (Canada), and French Louisiana lay west of the Mississippi River. To the south was Spain's colony, Florida. All three European nations saw the importance of having Native American allies. Algonquins supported the French, the Iroquois backed the English, and Spain's allies were the Seminoles and Creeks. When war broke out among these nations, they would recruit their Native American allies to join their armies as scouts and warriors.

What became known as the French and Indian War broke out in North America in 1754 after a series of incidents in the upper Ohio River Valley. Both the French and British claimed this territory. Skirmishes broke out with the British and French trying to take each other's forts.

In America, the armies did not have as many professional soldiers as in Europe. Local militias were made up of untrained farmers, fur traders, fishermen, or craftsmen, under leaders they elected. These militias, along with Native American allies, were often called on to support the regular army. George Washington was a young major in the Virginia militia.

The governor of Virginia sent Major Washington with a small force to tell the French to remove their forts on the Ohio River. Washington delivered his message to the French commander, but the commander denied the British claims to the region. Governor Dinwiddie then sent more forces back to the region to drive the French out. This included Washington who was promoted to lieutenant colonel. With help from the Native Americans in the area, the French were able to win several early battles against the British. Colonel Washington was forced to surrender his quickly constructed Fort Necessity on July 3, 1754.

By this time, a state of war existed between Britain and France. The French government sent reinforcements to North America, and King George II of England approved a plan to send General Edward Braddock with a larger British force to seize the French forts. However, the British troops were not well-suited to fighting on the American frontier. There were no open fields to line up and shoot at each other face to face. When the army was deep in the forest, the French and their native allies attacked. General Braddock was killed, and Colonel Washington and his men covered the British as they retreated.

While the early battles did not go well for Britain, the next few years were basically a stalemate on the American frontier. In Europe, the war had developed into a widespread conflict that became known as the Seven Years' War. France, Austria, Saxony, Sweden, Russia, and later Spain were allied against Great Britain, Prussia, and Hanover. After 1757, the British began to gain the upper hand. They defeated the French forces in India, and in 1759, the British invaded and conquered Canada. In 1762, the British navy scored a series of victories over Spain in the Caribbean and the Philippines.

The Treaty of Paris ended the war in 1763. The French had to give up all their territory in mainland North America. Spain lost Florida to the British, but the French territory west of the Mississippi was given to Spain.

At first Americans were happy with the victory. They hoped to be able to expand into the territory given up by the French. However, the British government refused to allow the colonists to settle beyond the Proclamation Line of 1863 because they did not want to maintain an expensive military presence on the frontier. The government also began levying new and higher taxes on the colonies to pay for the expenses of the war. This would eventually lead to the colonies rebelling against British rule.

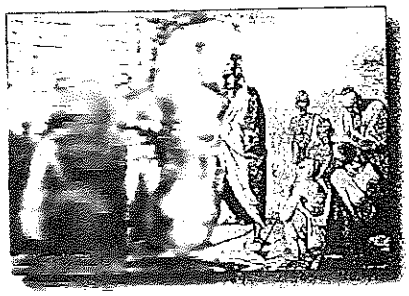
Name: _____ Date: _____

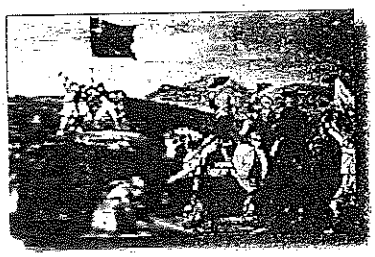
The French and Indian War Word Scramble

Directions: Use the clues below to help you unscramble the words associated with the French and Indian War. Write the unscrambled words on the lines provided.

1. UGONNSILQA _____
2. IHOO RRVEI _____
3. NWHNGTSOAI _____
4. AOLISANIU _____
5. KBDCADOR _____
6. SIYSCETNE _____
7. TEARTER _____
8. MTATASLEE _____
9. ADAACN _____
10. NAAEICRBB _____
11. LIOAOCNMAPRT _____
12. XTASE _____

1. Native American allies of the French
2. Valley where the French and British both claimed territory
3. Young leader of a Virginia militia group sent to tell the French to leave
4. French territory west of the Mississippi River that was later transferred to Spain
5. Commander of the large British force sent to seize the French forts
6. Name of the fort that Washington quickly constructed on the frontier
7. After the general was killed, Colonel Washington and his men covered the British _____.
8. A _____ developed between the British and French on the American frontier.
9. The British invaded and conquered _____ in 1759.
10. The British navy defeated Spain in the _____ and the Philippines.
11. After the war, American colonists were not allowed to settle beyond the _____ Line of 1763.
12. The British raised _____ taxes for the war expenses.





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 to 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 somber 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 secret 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 farmyard 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 for evermore!
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 awaken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

The Battle of Lexington

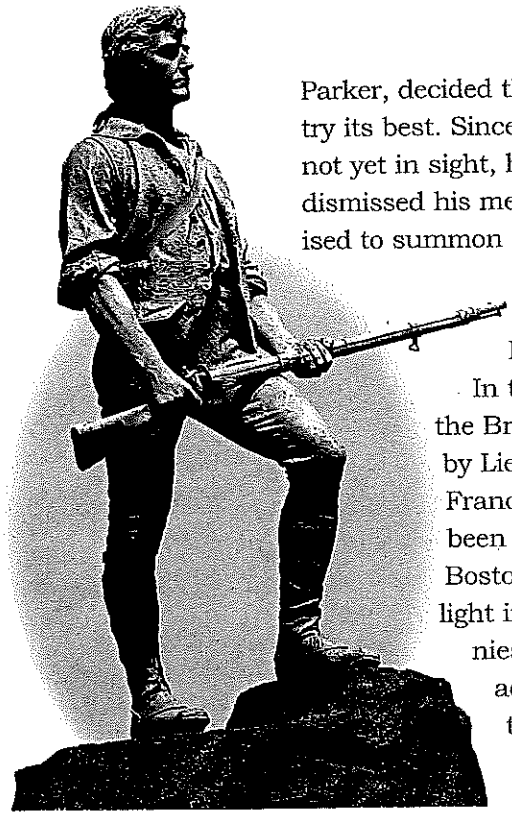
by Stephen Currie

Late in the evening of April 18, 1775, two patriots from Boston rode into Lexington, Massachusetts. The men, William Dawes and Paul Revere, carried dramatic news. They said that a force of seven hundred armed British soldiers was on its way to the village of Concord, just west of Lexington. Once in Concord, the soldiers planned to destroy weapons and other supplies that had been collected by colonial leaders for use in a possible war against England. Dawes and Revere reported that the army was on a path that would take it directly through Lexington.

The news spread quickly. Worried and angry, the members of the Lexington militia hurried to the village green. These militiamen were united in their opposition to the British. They resented the English army's approach and probably organized that night to offer a show of strength.

It was a brave but dangerous notion. The British soldiers far outnumbered the seventy or so militiamen. Still, the militia's commander, forty-five-year-old John

A group of patriots (left foreground) continues to take shots at the British, but the British have clearly gained control of Lexington Green.



A statue of a minuteman on Lexington Green serves as a reminder to visitors of the historic events that took place there.

Parker, decided the group would try its best. Since the British were not yet in sight, he temporarily dismissed his men. Parker promised to summon them back with the beating of a drum when the English arrived.

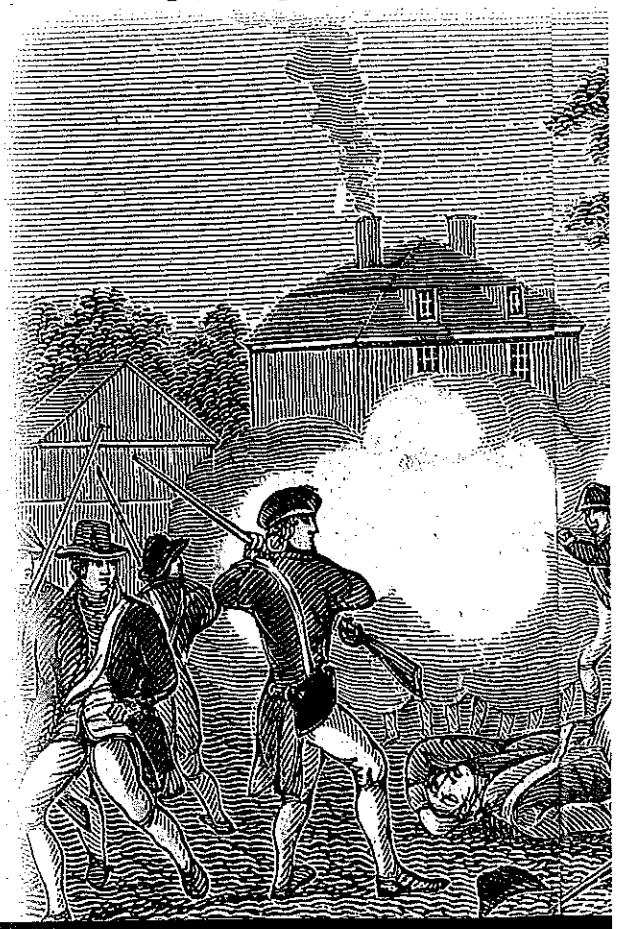
In the meantime, the British soldiers, led by Lieutenant Colonel Francis Smith, had been delayed leaving Boston. Smith sent six light infantry companies ahead as the advance guard. As those soldiers neared Lexington in the early morning hours of April 19, the head of the column was some distance in front, with the highly respected Major John Pitcairn in charge.

Near dawn, Parker heard the soldiers approaching. Sixteen-year-old William Diamond drummed out the warning signal to the patriots. The militiamen nervously gathered on Lexington Green in military formation. Their weapons were ready.

Pitcairn soon arrived with his troops. He could see that the militia was no match for his soldiers. Still, Pitcairn decided not to provoke the colonists by attacking. According to British accounts, Pitcairn cried out, "Disperse, ye rebels! Lay down your arms and disperse!" The militiamen, however, remembered his words differently. As they reported it, he also had called them "villains."

Realizing that he had no chance of stopping the British troops, Parker reluctantly gave the order to disband. Slowly his men lowered their weapons and began to leave the green. Suddenly, a shot rang out in the morning stillness.

No one knew who fired. With tensions high, though, each side



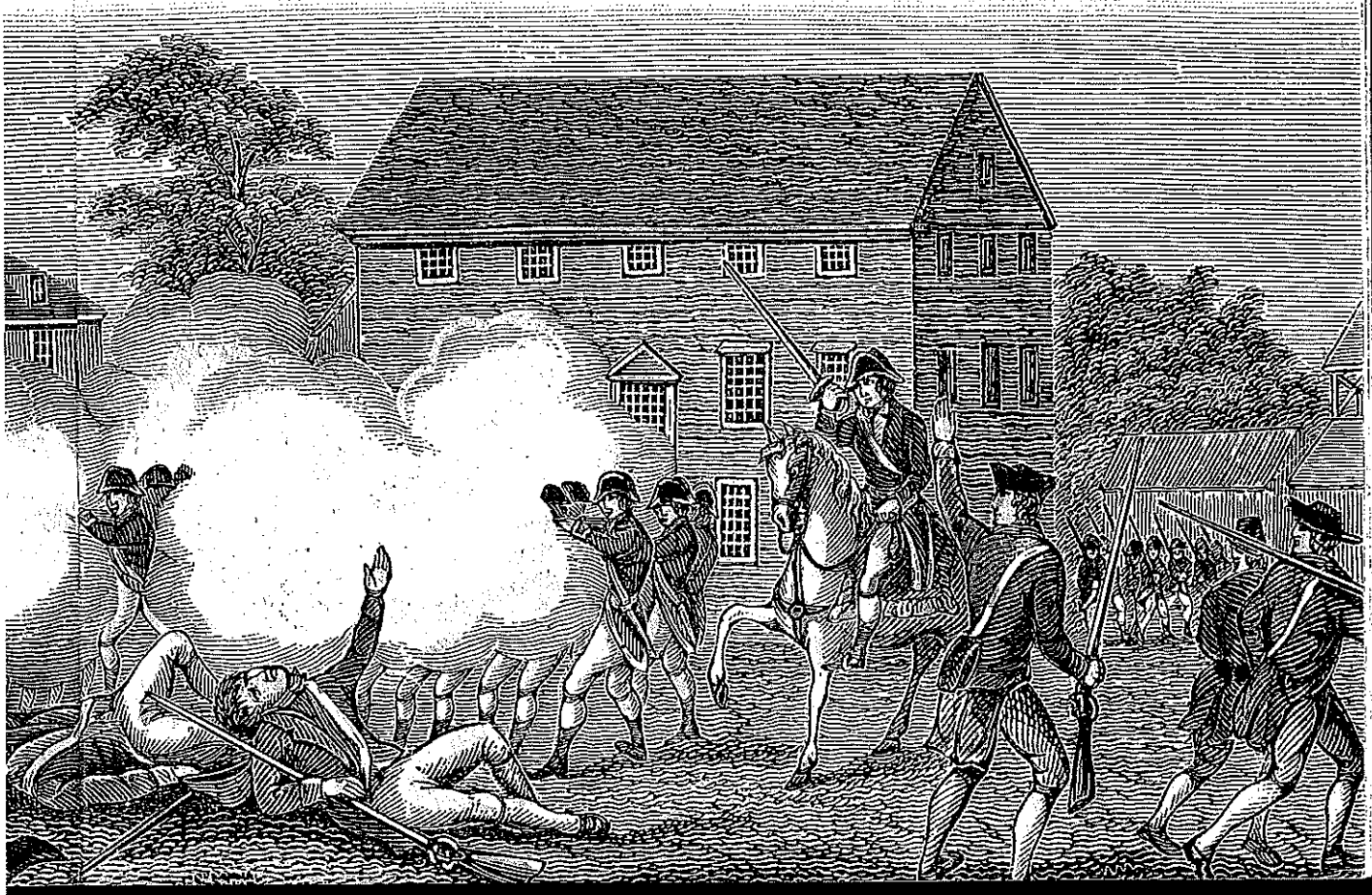
The Lexington meeting house is in the background in this view of British troops sending a volley of bullets at the Americans as they try to disperse.

immediately assumed that it was the other. Reacting more quickly than the retreating Americans, the British lifted their weapons and sent a volley of bullets into the militia. Pitcairn frantically tried to stop his troops, but they paid no attention. Indeed, one colonist later claimed that an English officer shouted, "Fire, fire, damn you, fire!" at his soldiers. As one patriot observer put it, the British "seem[ed] to thirst for BLOOD."

Several militia members shot back, but most scattered in panic. British soldiers fired again and again until Parker's men had been driven off the green. Though the battle lasted only a few minutes, American casualties were high. Eight colonial patriots — more than a tenth of the militia — were dead. Nine more were wounded. The English lost one man, and another was injured. Pitcairn's horse also was hit. The battle had been a one-sided rout.

The victorious British gathered together and continued on their path to Concord, leaving the dead and wounded colonists behind. The Battle of Lexington was over, but it was just the beginning of other events.

Stephen Currie is a writer and a teacher who lives in Poughkeepsie, New York. He is a regular contributor to *COBBLESTONE*.



NAME _____ DATE _____ CLASS _____

AMERICAN BIOGRAPHY 10

JAMES MADISON 1751–1836

"Resolved, . . . the United States of America . . . constituted a general government . . . whensoever [it] assumes undelegated powers, its acts are . . . void, and of no force."

At a Glance

In a lifetime of many accomplishments, perhaps James Madison's most important one occurred from 1787 to 1789, when he played a leading role in formulating the Constitution. He convinced his contemporaries that a strong representative government could be prevented from abusing the rights of the people through a system of checks and balances.

James Madison contributed much of lasting importance to the fledgling United States. His career began in the early 1770s, immediately after he completed his education. In his first active political role, Madison marked himself as a Patriot, opposing the Parliamentary policies that eventually caused the colonies to declare independence.

At the Virginia Convention to draft a constitution for the newly independent state, the young Madison emerged as a notable defender of individual rights. Adding the words "liberty of conscience for all" to the religious freedom clause, he took a position far in advance of most of his contemporaries. In 1780 Madison announced his Federalist leanings when, elected to the Continental Congress, he allied himself with those who wanted a stronger national government than that proposed in the Articles of Confederation.

The Constitutional Convention of 1787 displayed some of Madison's most outstanding accomplishments. He formulated the "Virginia Plan" and created a government powerful enough to function effectively, yet still limited from becoming tyrannical by its three-part division—each part having a check on the other two. He authored many compromises that won acceptance of his plan. Finally, Madison maintained careful, complete notes of the Convention's proceedings, thus preserving for posterity the only full record of the Convention.

With Alexander Hamilton and John Jay, Madison wrote the Federalist Papers supporting ratification of the Constitution. Once the new government was established, Madison, elected to the House of Representatives, worked to remedy a chief defect of the Constitution: lack of a Bill of Rights.

Madison's contributions continued throughout the eighteenth century's last decade and well into the first half of the nineteenth century. He helped establish the Democratic-Republican party to oppose the policies of Secretary of the Treasury Alexander Hamilton. He wrote the Virginia Resolutions, decrying the Alien and Sedition Acts, which he deemed a threat to civil liberties. He served as secretary of state to President Thomas Jefferson, then followed Jefferson as president. Madison's terms of office were dominated by foreign affairs, particularly the War of 1812. The war ended with no loss of territory and a heightened sense of American nationalism.

In retirement, Madison attended the 1829 convention to draft a new Virginia constitution, then served in an administrative post at the University of Virginia. With his death in 1836, America lost the last of the republic's Founders.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** What was Madison's important contribution at the Constitutional Convention of 1787?
2. **Understanding Information** How did Madison's actions at the Continental Congress of 1780 point to his actions at the Constitutional Convention?

Thinking Critically

3. **Making Inferences** Why might many see Madison's contributions at the Constitutional Convention of 1787 as his most important?

NAME _____ DATE _____ CLASS _____

SAMUEL ADAMS 1722–1803

"From the day on which an accommodation takes place between England and America, on any other terms than as independent States, I shall date the ruin of this country."

At a Glance

An agitator and propagandist, Samuel Adams convinced fellow colonists to defy parliamentary policies in the 1760s and 1770s. Through speeches and newspaper essays, Adams kept the torch of colonial protest burning from 1764 to 1776. Through Committees of Correspondence, Adams spread his message of radical resistance to, and ultimately, independence from, Great Britain.

Samuel Adams was 42 years old in 1764, when the British Parliament passed the Sugar Act in an attempt to extract more money from its North American colonies. Adams led the protest against the British action, and from that time until 1776, he never relinquished his position at the forefront of Patriot resistance. Prior to 1764, Adams had engaged in a number of unsuccessful careers and failed business ventures. The Sugar Act provided the floundering Adams a fresh opportunity for achievement. Adams attacked the new taxes on sugar as an unreasonable law that violated every person's natural right to be taxed only by legally elected representatives. In shaping the protest argument as he did, Adams set the tone for colonial resistance to parliamentary policies.

When Parliament passed the Stamp Act in 1765, Adams expanded his protest activities. Through a steady stream of fiery newspaper essays, he inspired patriots in Massachusetts to hang stamp officials in effigy and even to destroy the home of the royal governor. He also helped organize the Sons of Liberty to oppose the obnoxious act.

Parliament's repeal of the Stamp Act temporarily ended colonial protests, but the Townshend Acts of 1767 revived resistance, giving Adams a new opportunity to protest against taxation without representation. Adams seized the opportunity to organize an effective boycott of British-made goods imported into the colonies.

Repeal of the Townshend Acts in 1770 did little to diminish Adams's rebellious activities. He led the demand for the removal of British troops from Boston following the Boston Massacre. In 1772 he was instrumental in forming Boston's Committee of Correspondence to coordinate and communicate with Patriots in other locations. When Parliament passed the Coercive (Intolerable) Acts in response to the Boston Tea Party, Adams organized another boycott of British goods and called for an intercolonial congress.

A participant in both Continental Congresses, Adams by this time had become such a leader of anti-British activity that he—along with John Hancock—was singled out by the British as exempt from any future amnesty.

After the achievement of independence, Samuel Adams remained active in public life. He served in the Massachusetts convention called to ratify the new Constitution and later held the offices of lieutenant-governor and then governor. But he never again found a role so well suited to him as the one he played as America's foremost agitator.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** How did the Sugar Act of 1764 prove beneficial to Samuel Adams?
2. **Understanding Information** How did the Stamp Act and the Townshend Acts further Adams's career as an agitator?

Thinking Critically

3. **Drawing Conclusions** After the Revolutionary War, why did Adams never again find "a role so well suited to him" as that of "America's foremost agitator"?

THOMAS PAINE 1737–1809

"These are the times that try men's souls. The summer soldier and the sunshine patriot, will . . . shrink from the service of his country; . . . Tyranny ... is not easily conquered; yet . . . the harder the conflict, the more glorious the triumph."

At a Glance

Paine's pamphlet *Common Sense* persuaded countless colonists to support American independence. Paine convinced many Americans that the king no longer deserved their loyalty, thus severing their last emotional link to Britain. Paine had an unswerving faith in the human ability to use reason to achieve freedom, peace, and justice.

For the better part of two decades, Thomas Paine was a world-renowned figure, a master phrasemaker who used the power of his pen to help free people on two continents from despotism. Yet his life presents ample evidence that great talent and achievement do not always lead to happiness and satisfaction.

Born and raised in England, Paine quit school at the age of 13. For the next 24 years he tried a variety of jobs: corsetmaker, sailor, teacher, and tax collector. All made him unhappy. Then, in 1774, Paine met Benjamin Franklin, the American colonial representative to Great Britain. Franklin encouraged Paine to emigrate to the American colonies. Arriving in Philadelphia with Franklin's letters of introduction, Paine got a job at the *Pennsylvania Magazine,* but remained almost unknown until January 1776, when his pamphlet *Common Sense* appeared. Paine's remarkable publication proved a sensation, selling more than 100,000 copies in three months.

Filled with memorable phrases and persuasive arguments, *Common Sense* called on Americans to cease trying to change Parliament's policies and instead declare independence immediately. Paine ridiculed King George III, making the idea of monarchy seem outdated and pointless. After the publication of *Common Sense,* many colonists who had viewed the king as the last hope for protection of their rights supported independence.

During the Revolutionary War, Paine served in the Continental Army, writing a pamphlet series entitled *The Crisis* to bolster the sagging spirits of the weary American soldiers.

After the war Paine continued to inflame people with his writings, often with unhappy consequences to himself. Returning to England in 1787, he authored *The Rights of Man,* praising the French Revolution. Paine went so far as to call for the overthrow of the English monarchy. He was forced to flee to France to avoid being jailed for treason.

In Paris Paine helped draft the new French constitution but was imprisoned when he opposed the execution of King Louis XVI. While in jail, he began writing *The Age of Reason,* an attack on organized religion. Returning to the United States in 1802, Paine was ostracized for his criticism of Christianity. Even death in 1810 brought Paine no peace. Refused burial at the cemetery of his choice, his remains were laid to rest on his New York farm. They were later disinterred and shipped to England, where they disappeared forever.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** What was Paine's life like prior to his meeting Franklin in 1774?
2. **Understanding Information** How was Paine's pamphlet *Common Sense* instrumental in furthering the cause of colonial independence?

Thinking Critically

3. **Identifying Cause and Effect** How was Paine's talent for persuasion also a major cause of his unhappiness?

PATRICK HENRY 1736–1799

" . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!"

At a Glance

From 1765 to 1775, Patrick Henry's criticisms of British policies galvanized the colonists to support the American Revolution. Throughout his public career, Henry championed the interests of ordinary Americans and fought against abuses of individual rights. He opposed tyranny by government, whether the government of Great Britain or of the new American government proposed by the Constitution.

In an age that revered oratory and its power to excite the human spirit, Patrick Henry had few rivals—and probably no peers—as a speaker. His powerful speeches in a 1763 trial so overwhelmed the jury that he was carried in triumph from the courtroom.

Henry was at his strongest when he used his gift for public speaking to defend the liberty of ordinary people against the abuses of government. He entered politics, was elected to the House of Burgesses in 1765, and quickly became enmeshed in the Stamp Act crisis. An ardent advocate of colonial rights, he presented the Virginia legislature with seven anti-British resolutions. In a speech defending his resolves, Henry seemed to threaten King George III, prompting cries of "Treason!" from his less-radical colleagues. Henry allegedly replied: "If this be treason, make the most of it."

For the next 10 years Henry led the Virginians in protesting parliamentary policies. He urged his fellow legislators to defy Virginia's royal governor, and when the governor dissolved the House of Burgesses in 1774, Henry presided over the convention that met in its place.

In March 1775, when war between the colonies and Great Britain seemed inescapable, Henry made his most famous speech—"Give me liberty, or give me death!"—calling on Virginia to arm itself for the coming conflict. During the War of Independence, Henry served as Virginia's first state governor. He continued as governor after the war for two additional terms, then served as a representative in the Virginia Assembly.

Unlike those who saw the weaknesses in the nation's first government, Patrick Henry supported the Articles of Confederation. An Anti-Federalist, Henry refused to be a delegate to the Constitutional Convention of 1787, fearing that the values of a simple republic would be threatened by the establishment of a powerful central government. He maintained his Anti-Federalist position at the Virginia Convention for constitutional ratification. Opposing James Madison, he charged that the new government could prove more of a threat to individual liberty than George III had been. He pointed with alarm to the absence of guarantees of specific rights in the Constitution. Henry reconciled himself to ratification, but continued to demand amendments guaranteeing individual rights, a campaign which succeeded with the adoption of the Bill of Rights.

During the 1790s, Henry aligned himself with the Washington administration. He won a seat in Virginia's state senate in 1799, but died before his term began.

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Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** Under what circumstances were Patrick Henry's oratorical skills used to the fullest?
2. **Understanding Information** How did Henry's Anti-Federalist beliefs influence his career?

Thinking Critically

3. **Drawing Conclusions** How was Patrick Henry's talent for oratory particularly suited to his times?

ABIGAIL ADAMS 1744–1818

"Remember all Men would be tyrants if they could . . . put it out of the power to use us with cruelty and indignity . . . Men of Sense . . . abhor those customs which treat us only as the vassals of your Sex."

At a Glance

Self-educated, Abigail Adams provided valuable counsel and support for her brilliant but often insecure husband, John, and nurtured the political career of her eldest son, John Quincy. Of the approximately 150 letters of hers that survive, many give a vivid account of life in America before, during, and after the American Revolution. She has also been a source of inspiration to all who sought equal rights for women.

The wife of the second president and mother of the sixth, Abigail Adams received no formal schooling, something she always regretted. She educated herself, however, by reading books, and even taught herself to read French.

In 1764 Abigail married John Adams, a young lawyer. During the first decade of their marriage, Abigail had five children (one daughter died), and the family alternated between homes in rural Massachusetts and Boston, where John worked on behalf of the revolutionary cause.

Between 1774 and 1783, Abigail and John Adams were apart much of the time. John's work for the new American republic took him to Philadelphia, and later, Europe. During John's long periods away from home, Abigail developed into a mature, sensitive letter-writer. Despite faulty spelling and handwriting (she later laughed at the notion of having her letters published), she brought to life the political and personal events that shaped the lives of herself, her family, and her fellow Americans during and after the War of Independence.

Abigail Adams also lost no opportunity to express her point of view. She called for American independence long before public opinion supported such a radical step. She often wrote critically of the lack of rights given to women, and she did not hide her hatred of slavery and racial discrimination. She even told John of her feelings about his fellow patriots from Virginia who expressed a "passion for Liberty" while they "have been accustomed to deprive their fellow Creatures of theirs."

When American independence was secured in 1783, Abigail joined her husband in Paris. In 1785, when John was appointed the first American minister to the court of George III, they moved to London. Her letters home captured much of the excitement of European society as seen through the eyes of a woman from rural Massachusetts.

The Adams family returned to the United States when John was elected vice president in 1789. When the nation's leaders divided into political parties during the 1790s, Abigail vigorously backed her husband's Federalist views. After John was elected president in 1796, she supported prosecutions under the Alien and Sedition Acts. Following her husband's presidency and later, his death, Abigail Adams lived out the remainder of her life at the family home in Quincy, Massachusetts. She continued to write letters—many to her son John Quincy as he made rapid strides forward in his own political career.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** How was Abigail Adams educated?
2. **Understanding Information** Why are Adams's letters valuable to students of history?

Thinking Critically

3. **Making Inferences** How might Adams's letters have influenced her husband and son?

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ELI WHITNEY 1765–1825

" . . . I made [a machine] which required the labor of one man to turn it and . . . which . . . will clean ten times as much cotton as . . . in any other way before known."

At a Glance

The cotton gin was Eli Whitney's first and most significant invention, but of greater long-term importance was his development, imperfect though it was, of the system of interchangeable musket parts and the promotion of mass production. The emergence of the United States as a great industrial nation in the nineteenth century was due in part to Whitney's pioneering efforts at his Connecticut arms factory.

Eli Whitney was the inventor of the cotton gin and a leading developer of mass manufacturing. Almost the perfect example of the ingenious Yankee, Whitney launched his first business making and selling nails as a young boy during the American Revolution. Always inventive, he switched to making hat pins and other items when profits in the nail business fell.

Whitney intended to study law and to finance his legal studies, he agreed to tutor children on a South Carolina plantation. Before he went there, however, he stopped to see a friend, Phineas Miller, in Georgia. Miller's employer, Catherine Greene, told Whitney of the problems separating cotton fibers from the plant's sticky green seeds.

Within 10 days of hearing about the cotton-cleaning problem, Whitney had designed the machine that would solve it: the cotton gin. Although his gin still needed a few refinements, within a year he had a model that could clean 50 pounds of cotton a day. By comparison, the best one person could do by hand was one pound a day. Whitney's invention helped increase cotton production tenfold by 1800.

Whitney and Miller formed a partnership to manufacture cotton gins, and Whitney returned to the North to obtain a patent and start making his machines. Although he received a patent in 1794, Whitney was never able to stop the many pirated versions of his invention. He took some of the imitators to court, and in 1807 won a decisive victory. It was not the cotton gin, however, that provided Whitney with wealth, even though it did give birth to the Cotton Kingdom in the American South.

Whitney's prosperity came largely from his method of making muskets for the United States government. By 1799 he had government contracts for 10,000 muskets. He set up a factory in Connecticut, but rather than hiring craftsworkers to make the guns by hand, he installed a new system that relied on machines to produce large quantities of interchangeable musket parts.

By using machines to produce uniform parts, workers could assemble the muskets very quickly. Although Whitney missed his deadline for the government muskets, he promoted and popularized the new manufacturing method called mass production. In so doing, Whitney gave a gigantic boost to what came to be called the "American system" of manufacturing. This system would eventually allow relatively unskilled workers to produce enormous quantities of goods quickly, efficiently, and relatively cheaply.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. **Remembering the Details** What idea, started by Whitney, led to mass production in manufacturing?
2. **Understanding Information** Why did Whitney fail to pursue a law career?

Thinking Critically

3. **Identifying Cause and Effect** Why was Whitney unable to make much money from his cotton gin?

NAME _____ DATE _____ CLASS _____

ROBERT FULTON 1765–1815

"My steamboat voyage to Albany and back . . . has been performed wholly by the power of the steam engine. I overtook many sloops and schooners . . . and passed them as if they had been at anchor."

At a Glance

Robert Fulton was the first inventor to produce a commercially successful steamboat, as well as make important contributions to canal travel and submarines. His steamboat demonstrated that people were no longer dependent on the wind for water travel and thus transformed water commerce—first on inland waterways, and after his death, across the oceans.

When Robert Fulton first became fascinated with engineering design, he had been living in England for 20 years, earning his living as a painter. As he watched the construction of new roads, bridges, and factories during the early years of the Industrial Revolution, he decided to refocus his career. In 1793 Fulton turned from art to concentrate instead on inventions.

Canal development was his first field of interest, and for four years he turned his talents to canal equipment. He designed new canal boats, as well as a new system to replace canal locks. He also invented a machine to cut canal channels.

Then, around 1797, submarines took hold of his imagination. For nearly a decade he worked to develop an underwater vessel, and he designed a craft that could both dive and surface. Underwater propulsion, however, proved to be a problem. His experiments interested France and Great Britain, but both countries refused to grant him financial assistance.

Disappointed at the lack of interest in his submarine, Fulton turned his full attention to steamboats. Fulton had been working on steamboats since 1802; in 1803 he launched an experimental craft on the Seine River in Paris. The steam engine powering the boat was so heavy, however, that the boat broke in half. Fulton then designed and built a stronger boat that moved a short distance slowly against the current. Encouraged by this success, he ordered a steam engine from the leading British manufacturer of the day and returned to the United States in 1806 to experiment further.

By August 1807, Fulton had his steamboat assembled and ready for its first voyage. Long and narrow in design, the *Clermont,* as it was later named, had its steam engine toward the front with a large boiler directly behind. Two giant paddlewheels 15 feet in diameter were mounted on each side to propel the boat through the water.

On August 17 the *Clermont* left New York City on its way up the Hudson River to Albany. Averaging about 5 miles per hour, it made the round trip in 62 hours of actual travel time spread out over 5 days. With this voyage Fulton provided the first practical demonstration that people and goods could be transported over water great distances against the current and without wind. Before his death in 1815, he built 17 more steamboats. Within the next 20 years, steam-powered navigation took over America's inland waterways and began to replace sailing vessels on the oceans.

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Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

1. Remembering the Details Why did Fulton decide not to pursue an art career?

2. Understanding Information Why did Fulton abandon his work on submarines?

Thinking Critically

3. Drawing Conclusions What was the historical significance of the *Clermont's* round trip between New York City and Albany?