

# The Modern Pioneer Celebrates America Curriculum

Comprehensive lesson plans to teach traditional food recipes and celebrate America's 250th anniversary for students K-12

by *Mary Bryant Shrader* with *Jamie O'Hara*





<https://marysnest.com/modern-pioneer-celebrates-america-curriculum/>

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# A Welcome Note from Mary

Greetings to all my Sweet Friends and Future Modern Pioneers in the Kitchen!

I am so delighted to welcome you to this very special curriculum—one that was created to celebrate the 250th anniversary of the United States of America. What a remarkable milestone! Two hundred and fifty years of courage, perseverance, faith, and ingenuity—all woven together to form the fabric of this great nation we Americans call home.

And what better way to celebrate America than right in the heart of the home...the kitchen.

## A Celebration of America Through the Kitchen

From the earliest colonial days to the present, the American kitchen has always been a place of resourcefulness, creativity, and love. It is where families gathered, where traditions were born, and where simple ingredients were transformed into nourishing meals—even in the most challenging times.

In this curriculum, we step back in time together—not just to learn about history, but to experience it. Through traditional recipes and hands-on lessons, we honor the everyday men, women, and children who helped build this country, one meal at a time.

Because history isn't just found in books... It's found in the foods we make and the stories we share.

## A Curriculum for Every Stage of Learning

This curriculum is designed as a three-tiered program for students of all ages:

- Elementary School (Grades K–4)
- Middle School (Grades 5–8)
- High School (Grades 9–12)



Each level offers age-appropriate lessons that work beautifully on their own or together as a family-style learning experience. Whether you are teaching one child or a whole group of different ages, everyone can gather around the same table—learning, cooking, and growing together.

## **No Textbook Needed—Just a Heart for Learning**

Unlike my other curricula, this one does not require one of my cookbooks to be used as a textbook. Everything you need is available right on my website and through my videos, making it simple and accessible for everyone.

All you need is a willingness to learn, a curiosity about the past, and a love for good, wholesome food.

## **Learning Through Food, History, and Hands-On Skills**

Each lesson is centered around a traditional American recipe—simple, time-honored foods that tell a story. As students prepare these recipes, they will also explore:

- Important moments in American history
- The principles that shaped our nation
- Inspiring historical figures
- Geography across our beautiful land
- And the role that everyday families played in building America

This is truly a cross-curricular experience—blending history, civics, math, literature, and life skills—all through the lens of the kitchen.

## **Honoring the Spirit of the American Home Cook**

One of the things I love most about American history is the resilience of the home cook.

Whether it was a colonial mother preserving the harvest, a pioneer baking bread over an open fire, or a family making do during the Great Depression or wartime—these cooks never gave up. They adapted. They persevered. And they nourished their families with whatever they had.

That same spirit lives on today—and it's something we can pass down to the next generation.

## Creating Memories That Matter

When my son Ben was growing up, some of our most treasured moments were spent right in the kitchen. Cooking together wasn't just about making meals—it was about spending time together, learning side by side, and creating memories that would last a lifetime.

And that is my hope for you.

That through this curriculum, you will not only teach valuable skills and meaningful American history—but also create moments of joy, connection, and togetherness that your children will carry with them forever.

## A Grateful Celebration of Our Nation

As we celebrate America's 250th anniversary, my family and I do so with grateful hearts—for the freedoms we enjoy, for the sacrifices made by those who came before us, and for the opportunity to continue building something meaningful for generations to come.

This curriculum is a small way to honor that legacy... and to keep it alive.

## Let Class Begin: A Patriotic Journey in the Kitchen

Thank you so much for joining me on this journey as we celebrate America—through food, through history, and through the timeless traditions of the home.

Now it's time to roll up our sleeves, step into the kitchen, and begin this wonderful adventure together.

Let class begin!

Love and God Bless,

**Mary**

P.S. Once your children, grandchildren, or students have finished the lessons in this curriculum, be sure to print and fill out the Certificate of Completion that's in the Appendix section. It'll be a proud memory of our nation's anniversary for both you and them.

# About *The Modern Pioneer Celebrates America Curriculum*

*The Modern Pioneer Celebrates America Curriculum* was created to highlight the rich history of the United States on the 250th anniversary of the founding of our nation by honoring the contributions of American home cooks and their families throughout the last two and a half centuries. By exploring core American principles, historical events and figures, geography, and more, students will have the opportunity to build their knowledge while also building their skills in the kitchen.

## Who can use *The Modern Pioneer Celebrates America Curriculum*?

*The Modern Pioneer Celebrates America Curriculum* can be used by homeschooling families, parents or grandparents who want to supplement their children's public or private school education, classroom teachers, camp leaders, community educators, self-teaching adults, and anyone in between!

## What is the structure of the curriculum?

*The Modern Pioneer Celebrates America Curriculum* is divided into three parts: drinks, breads, and sweets. It is also divided into three grade bands: K-4, 5-8, and 9-12, for a total of nine lessons. Every lesson features a recipe with a connection to American history, as well as relevant learning activities across subjects.

## Can the curriculum be used for multiple ages at once?

Although the curriculum is structured with three grade band levels, it can also be used "family style." This means that lessons can be facilitated for mixed age groups, with minor adaptations. The K-4 lessons are written like a script for you to read to your students. The 5-8 and 9-12 lessons can be read by either you or your students. Many of the activities can be completed independently by older students, but remember to always supervise your students for the recipe part of the lesson.

## What is the structure of each lesson?

Each lesson consists of a recipe and additional activities to help students explore different aspects of American history. For example, in each lesson students will learn something different about the experience of home cooks through the years.

They will also explore extensions in the following topics:

- Core principles of American government
- Primary sources
- Historical figures
- Geography
- Specific foods in American history
- Literature
- Kitchen math

## How long does it take to complete the curriculum?

There is no required timeline for the curriculum, making it flexible enough to work in different settings and with different schedules. One lesson could be completed in a day, a week, or a month—whatever works best for you and your students. The core of each lesson is the recipe, and the other parts can be completed in any order and on any timeline that is convenient.

## Are the recipes difficult?

The recipes featured in this curriculum are not difficult, although some are simpler than others. Step-by-step directions are provided within the lessons themselves. They are written in a way that makes it easy for you to read aloud as you work together with your students. It also means that all the information you need is in one place. However, each lesson also includes a link to the original recipe at [MarysNest.com](https://MarysNest.com) and a link to a YouTube video demonstration. If you are a beginner in the kitchen, or if you or your student is a visual learner, consider watching the recipe video with your students before starting the recipe part of the lesson.

## Is this curriculum only for the 250th anniversary or Fourth of July?

This curriculum was developed to celebrate the 250th anniversary of the Declaration of Independence, but it will continue to be relevant for years to come. If you discover this curriculum after 2026, or you didn't have time to start it in 2026, no worries— these lessons never “expire”!

## Do I need a copy of *The Modern Pioneer Cookbook* or *The Modern Pioneer Pantry* to use *The Modern Pioneer Celebrates America Curriculum*?

You do not need any cookbooks to use this curriculum. All the recipes you will be following are available for free at [MarysNest.com](https://MarysNest.com).

# About Mary Bryant Shrader

I'm a former New York City Girl, now a Modern Pioneer, living the simple life with my sweet husband in the Texas Hill Country. And I've been a Modern Pioneer in the Kitchen, making Traditional Foods for over 25 years.

I publish traditional nutrient-dense cooking videos on my Mary's Nest YouTube channel at <https://youtube.com/marysnest> and my website at <https://marysnest.com>. I currently have over 1 million subscribers and over 74 million views on my videos.

My bestselling books, The Modern Pioneer Cookbook and The Modern Pioneer Pantry, are published by Penguin Random House under their DK imprint. You can find my cookbooks at your local bookstore, or you can order them on the web from your favorite retailer at <https://marysnest.com/modern-pioneer-cookbook-series>.

Learn more about me at <https://marysnest.com/about>.

## About Mary's Nest

Do you want to be a Modern Pioneer in the Kitchen, and be part of the Traditional Foods Movement? If so, you've found a home at Mary's Nest!

Through detailed video tutorials and recipes, I'll teach you how to make Traditional "Nutrient Dense" Foods, including Bone Broths, Cultured Dairy, Ferments, Sourdough Bread, and More.



# About *The Modern Pioneer Cookbook*

Cooking traditional foods from scratch is easier and less expensive than you might think. In simpler times, people cooked from scratch using seasonal ingredients and traditional techniques like canning, fermenting, and drying to preserve the harvest. Mary Bryant Shrader follows these principles to create delicious, nutrient-dense meals that are affordable, budget-friendly, and additive-free.

Here's what you'll find inside Mary's first bestselling book, *The Modern Pioneer Cookbook*:

- Over 85 traditional, from-scratch recipes for bone broths, cultured dairy, ferments, home-baked breads, including sourdough and baking with ancient grains, as well as recipes for chicken, meats, fish, vegetables, desserts, and much more.
- Beautiful photography, including detailed pictures that will help you learn traditional cooking techniques.
- Detailed instructions and cooking guidance that will help readers of all abilities cook like a pioneer, using traditional techniques.
- Tips for sourcing ingredients and stocking and equipping your own traditional foods kitchen.

Learn more at  
[https://marysnest.com/  
my-cookbook](https://marysnest.com/my-cookbook)



# About *The Modern Pioneer Pantry*

Building upon her bestselling *The Modern Pioneer Cookbook*, Mary Bryant Shrader returns with her second book, *The Modern Pioneer Pantry*, a comprehensive guide to preserving food using time-tested methods.

This book empowers you to create a well-stocked pantry filled with homemade, nutritious staples, reducing reliance on processed foods and embracing traditional preservation techniques.

You'll get recipes and learn about:

- **Canning and Preserving**  
Master water bath and pressure canning to extend the shelf life of your produce.
- **Pickling and Fermenting**  
Explore the art of pickling and fermenting to enhance flavors and boost gut health.
- **Dehydrating and Drying**  
Learn methods to remove moisture from foods, making them lightweight and shelf-stable.
- **Freezing Techniques**  
Understand best practices for freezing a variety of foods while maintaining quality.
- **Four Corners Pantry Approach**  
Implement Mary's unique system to ensure a balanced and nutritious pantry.



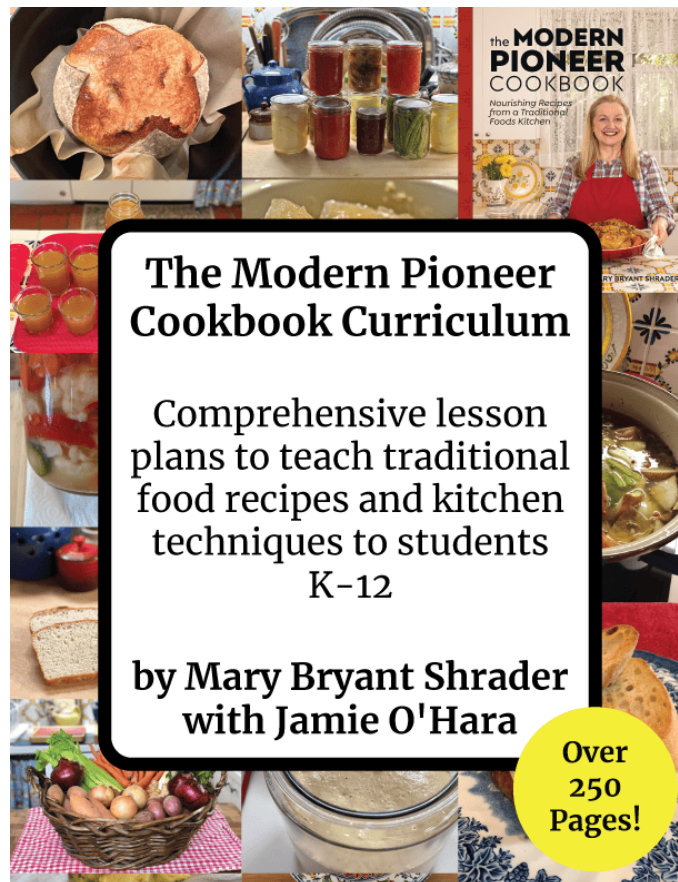
Learn more at  
[https://marysnest.com/  
my-pantry-cookbook](https://marysnest.com/my-pantry-cookbook)

# About *The Modern Pioneer Cookbook Curriculum*

*The Modern Pioneer Cookbook Curriculum* is a free, comprehensive educational companion to *The Modern Pioneer Cookbook*. Each lesson plan in the curriculum features a different recipe from the cookbook, as well as discussion questions, engaging activities, and cross-curricular connections to math, science, history, and more.

Children and adults of all ages will enjoy digging deeper into the topics of *The Modern Pioneer Cookbook*, becoming experts in traditional cooking methods and their health benefits.

Learn more at <https://marysnest.com/cookbook-curriculum/>



**the MODERN PIONEER COOKBOOK**  
Nourishing Recipes from a Traditional Foods Kitchen

**The Modern Pioneer Cookbook Curriculum**

Comprehensive lesson plans to teach traditional food recipes and kitchen techniques to students  
K-12

by Mary Bryant Shrader  
with Jamie O'Hara

Over 250 Pages!

# Stay in Touch with Mary's Nest

1. Subscribe to My YouTube Channel for Traditional Foods Videos (Free) (<https://www.youtube.com/marysnest>) - When you subscribe, be sure to click on the notification bell that will let you know each time I upload a new video.
2. Subscribe to Mary's Traditional Foods Newsletter (Free) (<https://marysnest.com/newsletter>) - Get a free 36-page eBook for signing up: How to Stock Your Essential Traditional Foods Four-Corners Pantry.
3. Join the Traditional Foods Kitchen Academy (<https://marysnest.com/join-the-traditional-foods-kitchen-academy>) - For more detailed videos, and exclusive members-only perks, join my YouTube membership community.
4. Order *The Modern Pioneer Cookbook* (<https://marysnest.com/my-cookbook>) - Get a printed book of Mary's nourishing recipes from a Traditional Foods Kitchen. This bestselling cookbook is published by Penguin Random House with their DK imprint.
5. Order *The Modern Pioneer Pantry* (<https://marysnest.com/my-pantry-cookbook>) - Get Mary's latest hardcover cookbook about preserving food and making delicious meals from your Four Corners Pantry.

I look forward to having you join me in my Texas Hill Country Kitchen!

## Get Notified of Future Curriculum Updates

The current version of each curriculum is available from the Mary's Nest website at <https://marysnest.com>. To be informed of future curriculum updates, subscribe to the free Mary's Nest Traditional Foods Newsletter at <https://marysnest.com/newsletter>. Future issues of the newsletter will have a curriculum section informing you of updated versions you can download.

# Disclaimer

I am not a medical doctor, a medical professional, a dietician, or a nutritionist. All content found in this curriculum, The Modern Pioneer Cookbook, The Modern Pioneer Pantry, Mary's Nest YouTube Channel, and on the MarysNest.com website, including text, images, videos, eBooks or eGuides, social media, or other formats, were created solely for informational purposes only. The content is not intended to be a substitute for professional medical advice, diagnosis, or treatment. Always seek the advice of your physician or other qualified healthcare provider with any questions you may have regarding a medical condition or proper nutritional advice. Never disregard professional medical advice or delay in seeking it because of something you watched or read in the curriculum, The Modern Pioneer Cookbook, The Modern Pioneer Pantry, Mary's Nest website, or Mary's Nest videos. Use caution when following the recipes in the curriculum, The Modern Pioneer Cookbook, The Modern Pioneer Pantry, Mary's Nest website, or Mary's Nest videos. The creator and publisher of the curriculum, The Modern Pioneer Cookbook, The Modern Pioneer Pantry, Mary's Nest website, or Mary's Nest videos will not be held responsible for any adverse effects that may arise from the use of the recipes and methods in the curriculum, The Modern Pioneer Cookbook, The Modern Pioneer Pantry, Mary's Nest website, or Mary's Nest videos.



# Scope and Sequence

		K-4	5-8	9-12
Part 1: Drinks	Recipe	Shrub	Pineapple Mint Shrub	Switchel
	Home Cooks in History	The Open Hearth	US Regional Cuisines	Food Preservation
	American Principles	Independence	Popular Sovereignty	Social Contract
	Primary Source Spotlight	"Join or Die"	Blanket Ballot	Declaration of Independence
	Featured Historical Figure	Benjamin Franklin	George Washington	Thomas Jefferson
	Geography	3 Colonial Regions	Pioneer Trails	US Expansion
	Food Spotlight	Honey	Vinegar	Ginger
	Literature	"How Doth the Little Busy Bee" by I. Watts	<i>The Long Winter</i> by Laura Ingalls Wilder	"The Pumpkin" by John G. Whittier
	Kitchen Math	Recipe Scaling	Recipe Scaling	Pricing
Part 2: Breads	Recipe	<b>Skillet Biscuit Bread</b>	<b>Hardtack</b>	<b>Hot Water Cornbread</b>
	Home Cooks in History	The Wood Stove	Home Economics	Food Boycotts
	American Principles	Natural Rights	Rule of Law	Republicanism
	Primary Source Spotlight	Stars and Stripes	Centennial Exhibition	US Constitution
	Featured Historical Figure	Betsy Ross	Laura Ingalls Wilder	Meriwether Lewis and William Clark
	Geography	State Facts	Civil War Geography	Explorer Routes
	Food Spotlight	Wheat	Fats	Corn
	Literature	"Little Red Hen"	"The Legend of Sleepy Hollow" by W. Irving	"The Hasty Pudding" by Joel Barlow
	Kitchen Math	Recipe Scaling	Recipe Scaling	Recipe Scaling & Cost
Part 3: Sweets	Recipe	<b>War Cake</b>	<b>Peanut Butter Bread</b>	<b>Apple Pandowdy</b>
	Home Cooks in History	High-Tech Kitchens	Immigrants' Influence on American Food	Wartime Rationing
	American Principles	Separation of Powers	Checks and Balances	Federalism
	Primary Source Spotlight	WWI Food Posters	George Washington Carver's Publications	Anti-Federalist vs. Federalist Writings
	Featured Historical Figure	Fannie Farmer	George W. Carver	Abigail Adams
	Geography	Latitude & Longitude	Washington, DC	Pictorial Maps
	Food Spotlight	Molasses	Peanuts	Apples
	Literature	"Gingerbread Boy"	<i>Little Women</i> by Louisa May Alcott	"Wild Apples" by Henry David Thoreau
	Kitchen Math	Recipe Scaling	Recipe Scaling	Recipe Scaling

# Safety and Supervision

Younger students must be supervised in the kitchen at all times. Older students will be able to take on certain tasks independently, but you should always be available to help supervise them.

Teach your students health and safety guidelines for the kitchen. These include:

- Wash hands before preparing food.
- Start with clean surfaces and cooking tools.
- Keep long hair tied back.
- Do not wear scarves or draping fabric.
- Be very careful around hot surfaces and sharp knives.
- Wash hands after working with raw beef, pork, poultry, and fish.

It isn't necessary, but you might consider looking into child-sized tools for smaller hands. For example, you can find chef's knives and finger guards specifically made for students, as well as child-sized oven mitts.

Some of the activities in this curriculum include internet links. Always discuss safe internet practices with your students and/or supervise internet use.





# Part 1: Drinks

## Overview

In Part I of *The Modern Pioneer Celebrates America Curriculum*, students have the opportunity to prepare three different beverages with historical roots in the colonial era and beyond. Elementary students make a basic shrub; middle school students make a pineapple mint shrub; and high schoolers make switchel, also known as “the 18th-century energy drink!”

All three beverage recipes are easy to follow and require no heat or special equipment. They are an excellent, non-intimidating introduction to traditional foods and the early American culinary tradition.

Each drink recipe calls for raw apple cider vinegar, and if you'd like to make these beverages even more traditional, you can make your own vinegar from scratch! However, it takes 30 days, so be sure to plan ahead. If you're interested in making your own apple cider vinegar, you can find the recipe at <https://marysnest.com/how-to-make-homemade-apple-cider-vinegar>.

Students also begin to explore some of the most important principles of the nation's founding. K-4 students are introduced to the concept of colonialism and independence. 5th-8th graders learn about popular sovereignty, and high school students explore the idea of the social contract.



# Grades K–4: Shrub

## Learning Objectives

- Prepare a shrub, following a recipe, and taste it
- Define *colony* and *independence*

## What You'll Need

- Notebook, paper, or board to write on
- Something to write with
- Globe or world map
- Art supplies of choice (optional)
- Masher, pounder, or fork (to mash fruit)
- Quart-size jar with lid
- Wooden spoon
- Strainer
- Pitcher
- Drinking glass, for serving
- 1 cup fresh fruit, such as berries
- 1 cup raw apple cider vinegar
- 1 cup honey (preferably raw)
- Ice, for serving

## Recipe Links

<https://marysnest.com/how-to-make-a-shrub-a-drink-from-the-1700s/>

<https://youtu.be/HaavudZNzxc>



## Vocabulary

**Open hearth:** a large, wide fireplace built of stone or brick used for heating and cooking

**Colony:** a place that is controlled by another country

**Independence:** freedom to make own choices; self-rule

**Primary:** first

**Pen name:** a different name used by an author for publication

**Almanac:** a special calendar that lists the best dates for different farming tasks, as well as other fun facts



# Introduction

Today we are going to start a new series of lessons, and we'll be making something homemade to eat or drink in each lesson. One thing these lessons all have in common is that they're all about the United States of America! Do you know our nation's birthday?

America was founded on July 4, 1776. How old is the country in 2026? In 2026, the United States turns 250 years old! That means that 2026 is the 250th anniversary of our nation. The new lessons we will start today will be a way for us to celebrate America's birthday and learn as much as we can about our great nation.

## Recipe: Shrub

How important do you think home cooking is? Do you think it's more important now or in the past, such as in colonial America? Why?

Have you ever made a homemade drink? What ingredients did you use? How did you make it?

Today we will be making a drink called a shrub! A shrub is a drink made from a sweetened vinegar syrup. It is sometimes called "drinking vinegar." Shrubs were very popular in the American colonies and early United States.

Shrubs can be made from all kinds of different fruits, herbs, and spices. The shrub we will be making uses honey, raw apple cider vinegar, and fruit.

Let's go back in time and imagine we're a colonial American family. We picked baskets and baskets of berries—more than we can eat before they spoil. We don't have a freezer, and jar canning hasn't been invented yet. How can we preserve our berries? Vinegar!

Now, imagine what you could do with a fruit and vinegar mixture. What recipes could you make with that? One easy recipe is a shrub, a refreshing and healthy drink. When you drink a shrub, you get the health benefits of the fruit, the honey, and the vinegar. What do you think it will taste like? Sweet? Tangy? Both?

Let's gather our ingredients and supplies.

Equipment	Ingredients
<ul style="list-style-type: none"> <li>❑ Masher, pounder, or fork</li> <li>❑ Quart-size jar with lid</li> <li>❑ Wooden spoon</li> <li>❑ Strainer</li> <li>❑ Pitcher</li> <li>❑ Drinking glass, for serving</li> </ul>	<ul style="list-style-type: none"> <li>❑ 1 cup fresh fruit (like berries)</li> <li>❑ 1 cup raw apple cider vinegar</li> <li>❑ 1 cup honey (preferably raw)</li> <li>❑ Ice, for serving</li> </ul>

We need 1 cup fresh fruit, 1 cup raw apple cider vinegar, and 1 cup honey. First, we'll measure our fruit and add it to a bowl. Now you can mash it all up! Once it's all mashed, we'll add it to our clear jar. Do you know what size this jar is? This jar is one quart.

Let's measure our honey and vinegar and add them to the jar. Now, mix all the ingredients together with a wooden spoon. I'm going to screw the lid on tight and give the jar a good shake. You can help shake, but we have to be extra careful not to drop the glass jar.



After shaking, we'll pour it out into a strainer over a pitcher. Then we'll pour the pitcher back into the glass jar. Now our syrup is ready, and we can make our shrub drink!

Let's fill a tall glass with ice. Now we'll add ¼ cup of our shrub syrup to the glass. We can add either water or sparkling water to fill up the rest of the glass. Time to stir well and taste!

How would you describe the taste of the shrub?



# History's Home Cooks

## The Open Hearth

In colonial America, the kitchen did not have a modern stove. Instead, everything happened at the open hearth. This was a large, wide fireplace built of stone or brick that acted as the heart of the home. Families used the hearth for warmth, light, and—most importantly—all their cooking.

To make dinner, a home cook would hang heavy iron pots on metal cranes over the flames or tuck small “spider” pans with legs directly into the hot coals. Baking was done in a small “beehive” oven built right into the side of the chimney. Because the fire had to be kept burning all day long, the hearth was the busiest place in the house, where the family gathered to stay warm while the smell of stew and fresh bread filled the air.





# Core Principles

## Independence

The official name of our country is the United States of America. But it wasn't always a nation! Before the United States became an independent nation, there were thirteen British colonies along the Atlantic coast. A colony is a place that is controlled by another country. A colony is made when people from one country settle in a new land. Let's write the word colony.

Do you know what country controlled America before 1776? America was controlled by Great Britain, a country all the way across the ocean in Europe. Let's find Great Britain on a map or globe. Can you trace your finger across the ocean from Europe to North America? Great!

Imagine that someone across the world was in charge of your home. Would they know what was best for your family? Why or why not? Do you think it's fair to be controlled by someone across a gigantic ocean?

So, we have learned that the American colonies were controlled by Great Britain. Do you know if Great Britain still controls the United States today? No, it does not. The colonies became an independent nation!

Do you know what independence means? If you can do something independently, it means you can do it all by yourself. If a country is independent, it means the country rules itself and is not controlled by another country. An independent nation is free to make its own choices with its own government. A government is a group of people that makes laws and ensures that people follow them.

Can you think of any holidays with the word Independence in their name? Independence Day, celebrated on July 4, is a holiday to celebrate American independence from Great Britain, when the colonies became a real nation. Let's try writing the word independence!

Great work! We learned what a colony is and what independence is. Those are two very important ideas in American history. What questions do you have?



# Activity

## Make a Birthday Card for the USA!

**Directions:** Make a “Happy 250th Birthday!” card for the USA. In your card, congratulate the nation on becoming independent and no longer being a colony. Put your message into your own words! Older students should write a few sentences explaining why it's important for the United States to be independent. Use the space below to brainstorm.

A large, empty rectangular box with a dotted border, intended for students to brainstorm ideas for their birthday card.



# Primary Source Spotlight

## "Join or Die," 1754

When we study history, we are learning about the past. But how do we find out about what things were like many years ago? We can learn about history by looking at what people left behind. These can be objects, buildings, newspapers, letters, and other writings.

Have you ever heard the word *primary* before, such as "primary colors" or "primary school"? What do you think it means? Primary means "first." When we study history, we want to look at the first, or primary, sources. Primary sources are written, made, or used by people living in the time being studied. If we're looking at someone's writing from when the United States became independent, that primary source is at least 250 years old!

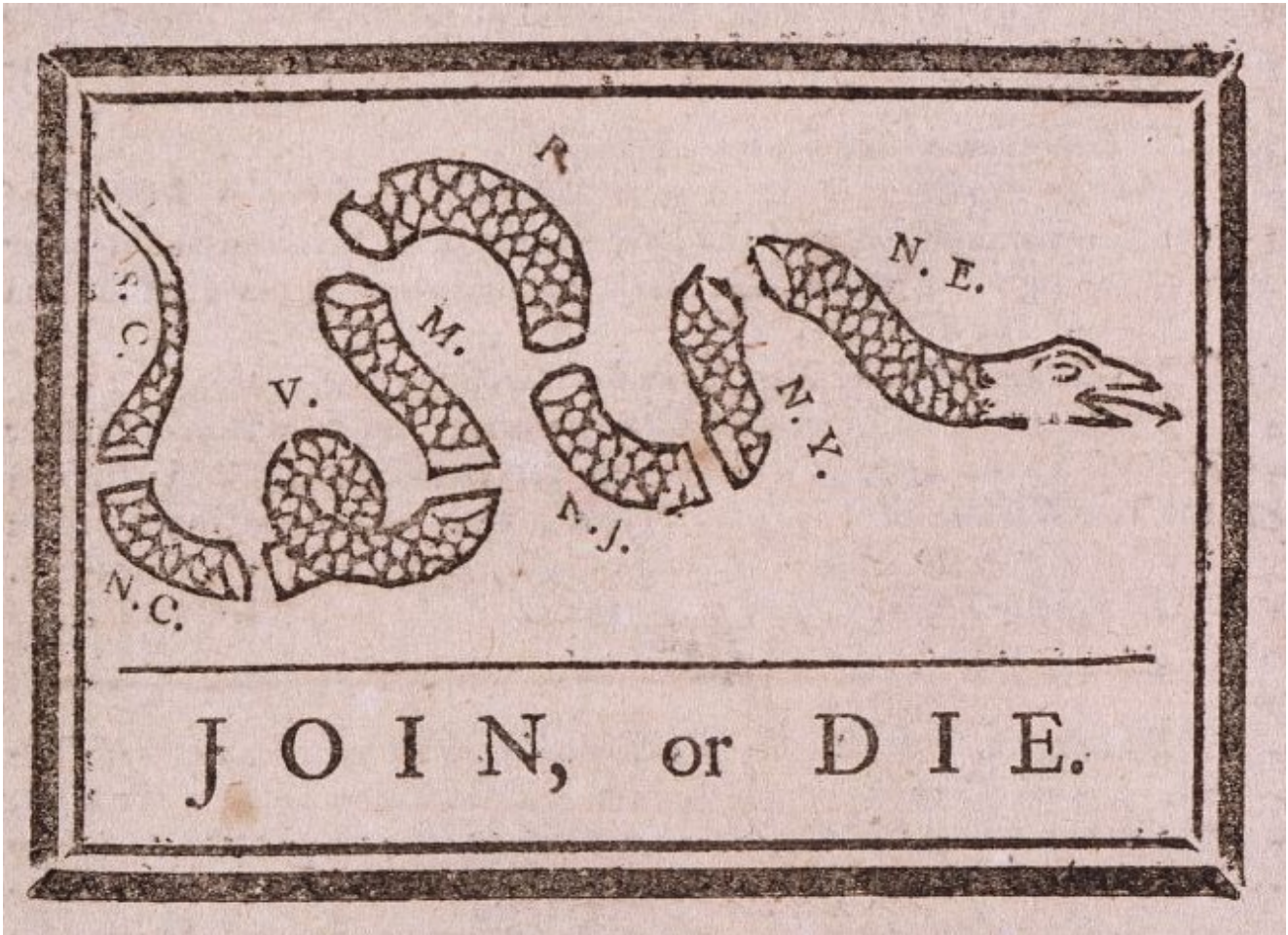
Let's examine a primary source right now. Take a look at the image on the next page. This cartoon was drawn by Benjamin Franklin and published in a newspaper called *The Pennsylvania Gazette* in 1754.

What do you see? It's a picture of a snake broken up into eight parts. Each part is labeled with letters. What do you think those letters stand for? They stand for some of the colonies at the time:

- N.E.: New England (Massachusetts, Rhode Island, Connecticut, New Hampshire)
- N.Y.: New York
- N.J.: New Jersey
- P.: Pennsylvania
- M.: Maryland
- V: Virginia
- N.C.: North Carolina
- S.C.: South Carolina

At the bottom, it says "Join or Die." What do you think that means? Benjamin Franklin drew this picture as a war was beginning in the American colonies. He wanted all the colonies to join together to defend their land. He thought the colonies were strong together, but weak by themselves.

**Teacher's Note:** N.E. stands for New England, which represented several colonies together. Franklin's cartoon also did not include Georgia and Delaware as segments.

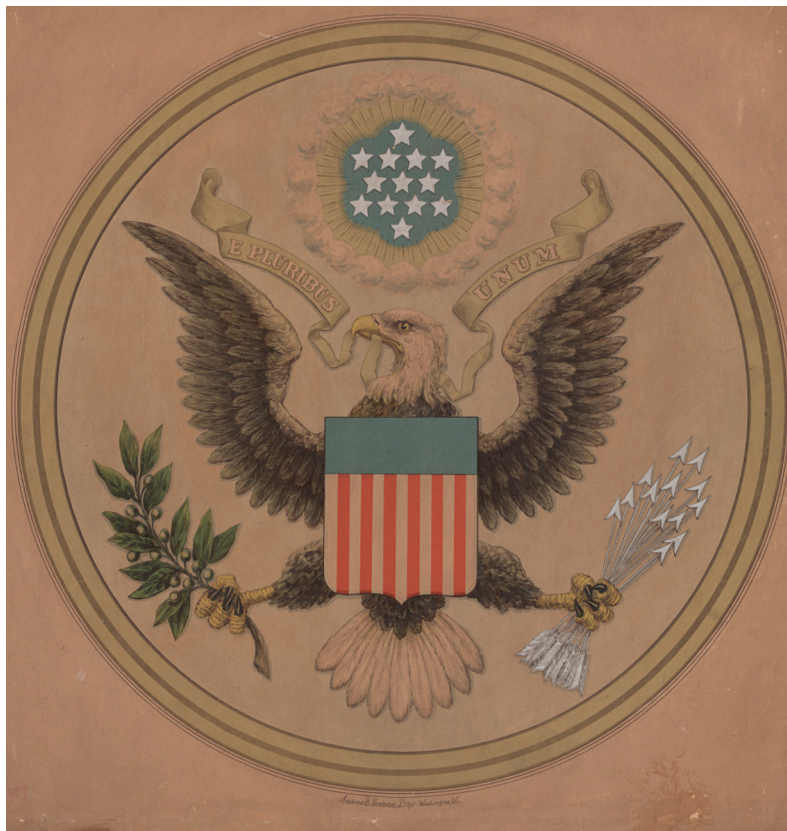


# Activity

## E Pluribus Unum: Out of Many, One

The idea of uniting or joining together is so important that it's become a motto of the United States: E Pluribus Unum, which is Latin for "out of many, one." This motto can be found on the Great Seal of the United States, shown below. (Note that the official national motto is "In God We Trust.")

**Directions:** On a separate piece of paper, draw your own picture inspired by Benjamin Franklin's snake drawing! Instead of colonies, we will represent the members of our family. You will pick an object or symbol and draw it broken up into pieces. It will have the same number of pieces as the number of people in your family. You can label each piece with each family member's name. On the back of your paper, draw the same thing, but not broken up. Underneath, write *E Pluribus Unum* or "Out of Many, One." [Teacher's Note: Assist younger students with writing. If older students are participating, invite them to choose their own concept if they'd like, such as their local community, sports team, or extracurricular club.]





# Featured Historical Figure

Benjamin Franklin was born in Boston, Massachusetts in 1706. He only went to school until he was 10 years old. When he was 12, he started working at his older brother's printing shop. Franklin loved to write and wanted to be published in a newspaper, but no newspaper would print his writing. So, when he was 16, he created a "pen name," or a different author name for his writing. This pen name was "Silence Dogood." It worked! The newspaper started printing his writing.

When Franklin was 17, he moved to Philadelphia. There, he started publishing his own newspaper and other writings. One of his most famous publications is *Poor Richard's Almanack*, which he wrote using another pen name, "Richard Saunders." An almanac is a special calendar that lists the best dates for different farming tasks, as well as other fun facts. *Poor Richard's Almanack* also included Franklin's words of wisdom. You may have heard some of his advice before, such as "Early to bed and early to rise, makes a man healthy, wealthy, and wise."

In addition to being a writer, Franklin was an inventor! His inventions include bifocal glasses, an improved wood stove, the odometer (which measures how far you travel and can be found in cars today), and a musical instrument made of glass bowls. He also studied electricity and invented the lightning rod, which helped protect homes and buildings from lightning.

Franklin is an important American Founding Father. He helped write the Declaration of Independence and he signed the Constitution. Both of those documents helped shape our nation.





# Activity

**Directions:** Using Benjamin Franklin's inventions as inspiration, draw a picture of an invention you would like to create. What problem might your invention solve? Then, like Franklin did when he was young, make up a pen name, or two or three!

<u>Invention Ideas</u>	
<u>Problem Solved</u>	<u>Pen Name Ideas</u>



# Geography

There were 13 original American colonies that became the United States. These 13 colonies are grouped into three different areas: the New England Colonies, the Middle Colonies, and the Southern Colonies.

New England Colonies	Middle Colonies	Southern Colonies
New Hampshire Massachusetts Rhode Island Connecticut	New York New Jersey Pennsylvania Delaware	Maryland Virginia North Carolina South Carolina Georgia

Visit the link below to play with an interactive map and learn more about each of the three colonial areas.

[https://www.gilderlehrman.org/themes/custom/gilderlehrman\\_theme/templates/maps/colonialamerica\\_single.php](https://www.gilderlehrman.org/themes/custom/gilderlehrman_theme/templates/maps/colonialamerica_single.php)

Is your state one of the 13 original colonies?

YES NO

# Food Spotlight

Can you think of a tool for survival that families could make right in their own backyards, and that tastes delicious, too? If you guessed honey, you're right!

Many early Americans kept beehives or gathered wild honey instead of buying expensive sugar that had to be shipped from other countries.

Because honey never spoils, it was a perfect storable food that could be taken along on a pioneer trail. Honey was even used to help soothe coughs and heal cuts and burns. Beeswax was also used to make hand-dipped candles, which provided light before electricity.



For early Americans, a busy beehive meant a pantry full of food, a cabinet full of medicine, and a house filled with light!

# Literature

In 1715, Isaac Watts wrote a poem called "How Doth the Little Busy Bee." This poem was widely taught to colonial and early American children. Read the poem below, and then answer the questions.

## How Doth the Little Busy Bee by Isaac Watts

How doth the little busy bee  
Improve each shining hour,  
And gather honey all the day  
From every opening flower!

How skilfully she builds her cell!  
How neat she spreads the wax!  
And labors hard to store it well  
With the sweet food she makes.

In works of labor or of skill,  
I would be busy too;  
For Satan finds some mischief still  
For idle hands to do.

In books, or work, or healthful play,  
Let my first years be passed,  
That I may give for every day  
Some good account at last.



What do you think the poem means?

Do you think children should still learn this poem today? Why or why not?



# Grades 5–8: Mint Pineapple Shrub

## Learning Objectives

- Prepare a shrub, following a recipe, and taste it
- Define *popular sovereignty*

## What You'll Need

- Something to write with
- 2 half-gallon glass jars
- 1 tight-fitting jar lid
- Pounder or wooden spoon
- Mesh strainer
- Bowl or large measuring cup
- 2 cups pineapple, cubed
- 1 cup fresh mint leaves
- 1 cup raw honey
- 2 cups raw apple cider vinegar
- Water or sparkling water, for serving
- Ice, for serving

## Recipe Links

<https://marysnest.com/how-to-make-a-pineapple-mint-shrub-mocktail/>

<https://youtu.be/biOG2V6XsKM>



## Vocabulary

**Popular sovereignty:** the idea that the people are the source of political power

**Civic participation:** when people take an active role in the political process



# Introduction

Can you think of anything special about the year 2026? What about 1776? How many years are between those two dates?

2026 marks the 250th anniversary of the founding of the American republic. That means our nation is 250 years old! We're certainly not the oldest country, but we have two and a half centuries of rich history behind us!

One way to honor this history is with *The Modern Pioneer Celebrates America Curriculum*. By completing three (or up to nine!) lessons, we will learn how to prepare recipes that were important for families and home cooks at different points in American history. We will also learn about some important principles of American governance, meet a historical figure in each lesson, explore some geography, and more.

For example, each lesson contains a section called Primary Source Spotlight. Do you know what a primary source is? It's anything that was written, made, or used by someone who was living in the historical period being studied. (If someone writes about an event years later or across the world from where it happened, that's a secondary source, not a primary source.)

It's important to understand what primary sources are and get used to working with them so we can learn about history and form our own opinions about the things that happened in the past, based solely on the facts.

Overall, you will have a well-rounded experience as you progress through this curriculum, explore history through food, and celebrate America's 250th birthday!

Let's get started!



# Recipe: Pineapple Mint Shrub

Imagine you're living in one of the 13 colonies before the United States became an independent nation. What kinds of drinks do you think you would enjoy?

One popular beverage at the time was a *shrub*. A shrub is a beverage made with drinking vinegar, or vinegar that has been sweetened and mixed with fruit. Today we're going to try making our own shrub! The recipe we'll be following calls for pineapple. Do you think pineapple grew in the thirteen colonies? No, pineapple grows in a tropical (or subtropical) climate. So, do you think early Americans ever ate pineapple?

Perhaps surprisingly, in the 13 colonies, some people did have access to pineapple. Because it was imported from the Caribbean, it was a luxury item that not everyone could afford.

Would you be surprised to learn that pineapple was George Washington's favorite tropical fruit? He tasted it while in Barbados, and he often requested pineapples from ship captains who were bringing goods to the West Indies. A few times, he asked for two or three dozen! Once, when his wife Martha was sick, she was gifted two dozen pineapples, among other exotic foods, by a Mrs. Martha Mortier. But George Washington refused to accept the gift because Mrs. Mortier's husband was on the British side of the Revolutionary War.

Besides pineapple, the other ingredients in our shrub recipe are apple cider vinegar, honey, and fresh mint leaves. Do you think these ingredients were readily available in the 13 colonies?

Apples grew in all 13 original colonies, so apple cider vinegar was easy for colonists to make at home. Honey could be harvested from wild bees even by families who weren't beekeepers. And mint grows very well throughout the 13 colonies; in fact, it can take over! So, overall, this particular shrub recipe could have been enjoyed by your favorite colonial figure.

Now, let's gather our ingredients and supplies.

Equipment	Ingredients
<ul style="list-style-type: none"> <li>❑ 2 half-gallon glass jars</li> <li>❑ 1 tight-fitting jar lid</li> <li>❑ Pounder or wooden spoon</li> <li>❑ Mesh strainer</li> <li>❑ Bowl or large measuring cup</li> </ul>	<ul style="list-style-type: none"> <li>❑ 2 cups pineapple, cubed</li> <li>❑ 1 cup fresh mint leaves</li> <li>❑ 1 cup raw honey</li> <li>❑ 2 cups raw apple cider vinegar</li> <li>❑ Water or sparkling water, for serving</li> <li>❑ Ice, for serving</li> </ul>

First, we'll add the pineapple to one of the jars. With the pounder or wooden spoon, mash the pineapple. Once the pineapple's juices have been released, we add the mint and mix well. Then, we add the honey and mix well. If possible, we should put the jar in the refrigerator to let the flavors get a bit stronger. But, if needed, we can skip this step and move right to straining.

To strain, we place a mesh strainer over a bowl or a large measuring cup. Pour the mixture into the strainer. Press the mixture against the strainer to release as much liquid as possible. Now pour the liquid into the clean jar.

Our shrub base is ready! To drink, we will mix with water or sparkling water, and serve over ice. (If we're not ready to taste, we can place a lid on the jar and store the shrub mixture in the refrigerator until we're ready.)

To serve, fill a drinking glass with ice. Then add  $\frac{1}{4}$  cup of the shrub mixture, and fill the rest of the glass with water or sparkling water.

How would you describe the taste of the shrub?



# History's Home Cooks

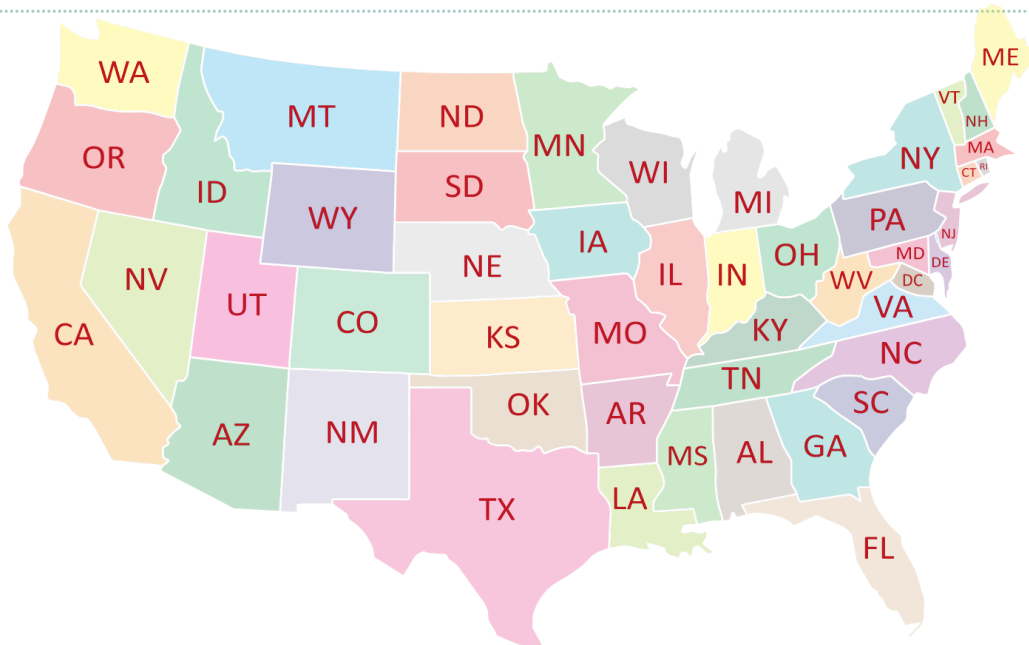
## American Regional Cuisines

American regional cuisines emerged as home cooks in different regions developed practical responses to geography and available resources.

- ▷ In the 1700s, New England's rocky soil forced a reliance on the Atlantic coast, leading to preserved salt cod and clam chowder.
- ▷ The Lowcountry of South Carolina developed a unique rice-based economy.
- ▷ By the 1800s, Cajun cuisine formed in Louisiana as Acadian refugees adapted French techniques to ingredients like crawfish and bell peppers.
- ▷ In the Southwest, Tex-Mex originated from Tejanos blending Spanish livestock with Indigenous staples like corn and chiles.
- ▷ The Midwest became defined by influences from Europe, such as Germany and Scandinavia, reflecting the cultures of those who settled there.

These distinct foodways remained largely separated until the Transcontinental Railroad allowed for the mass transport of ice and fresh produce in the late 19th century.

Can you identify the region of the US where each food belongs?  
Draw a line from the food to a state where the food is an important part of regional culture.





# Core Principles

## Popular Sovereignty & Civic Participation

The American Revolution paved the way for the Founding Fathers to design a new form of government based on important principles. One of these principles is *popular sovereignty*.

Popular sovereignty is the idea that the people are the source of political power. Today, we might sometimes take popular sovereignty for granted, but under history's kings and queens, regular people didn't have any political power. So we can be thankful that popular sovereignty is an important part of United States governance.

The idea of popular sovereignty sounds great. But how is it carried out in practice? The answer is *civic participation*. Civic participation happens when people take an active role in the political process. This includes voting, attending public hearings, serving on juries, and possibly even running for office.

Even if you're too young to vote or run for office, there are still things you can do to practice civic responsibility. You can prepare for your future as a voter by learning about the issues in your community and asking thoughtful questions. You can learn to identify your local leaders, from the town, city, or county level up to the national level. It's also important to show respect for others' opinions, even when you disagree. Helping out with neighborhood service projects, writing letters about causes you care about, and participating in local groups are all ways to get involved. Civic participation means caring about your community and taking small steps to improve it.





# Activity

## Civic Participation

**Directions:** Consider two options for civic participation: volunteering with a local service project or writing a letter to someone in government. Use the space below to write down some ideas for each option. Then, discuss with a parent how to follow through with one of your ideas.

### Ideas for Volunteering / Service Projects

### Ideas for Writing to a Politician

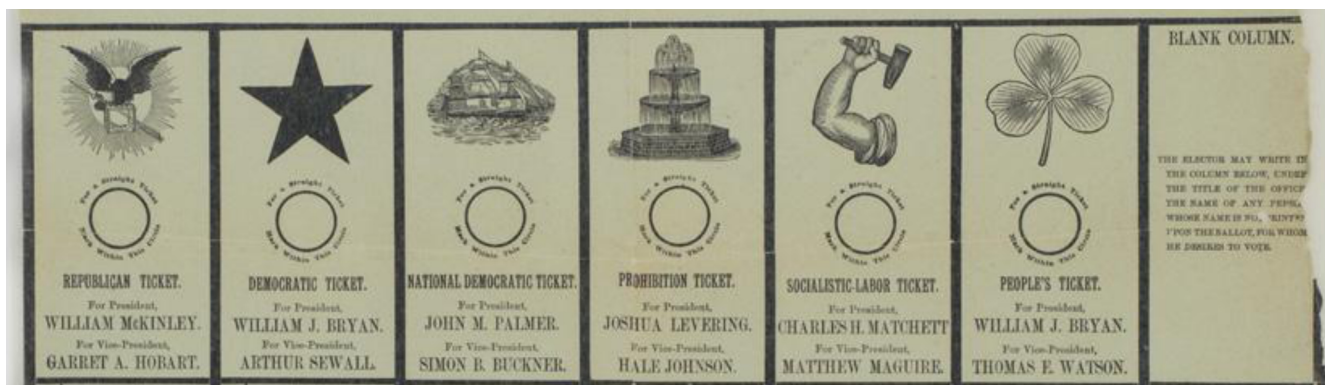
# Primary Source Spotlight

## Blanket Ballot, 1898

Have you ever accompanied an adult to the voting booth? Perhaps you remember a large piece of paper with all the candidates for the different offices listed on it. But did you know that this kind of ballot was not always used in elections in the United States?

Originally, elections were local affairs, so ballots in different places didn't all look the same. Generally, the different parties printed their own ballots, listed with their party's candidates. Beginning in the late 1800s, state and local governments began adopting an Australian-style ballot, printed by the government and listing candidates from all parties on one ballot—the kind of ballot we see today. This is called a “blanket ballot,” meaning that all candidates are listed on the same ballot regardless of the party they're running under.

Take a look at the top portion of a blanket ballot below, from 1898. Can you think of any benefits of switching to the blanket ballot?





# Featured Historical Figure

George Washington was born in Virginia on February 22, 1732. By the age of 17, he was the official surveyor for Culpeper County, Virginia, meaning he was in charge of measuring land. When he turned 20, he joined the Virginia militia, and a few years later, he became the commander of all Virginia troops and fought in the French and Indian War. He also served as a representative in the Virginia House of Burgesses.

As George Washington got older and more experienced, he soon found the king's policies in the American colonies too unfair. In 1774 and 1775 he was a representative in the Continental Congress, where he was chosen to command the Continental Army in the American Revolution. His leadership skills helped the struggling army survive difficult times, including a harsh winter at Valley Forge.

After the British surrendered, George Washington was seen as a hero, but he retired from the military. A few years later, he was elected president of the Constitutional Convention, the meeting that ultimately led to the creation of the US Constitution. In 1789, he was elected the first president under the new Constitution.

George Washington stands out as a great leader because of his character. Today, presidential candidates put a lot of effort into convincing us to vote for them. But George Washington was reluctant to become president, and only accepted the office out of a sense of duty. In other words, he was extremely humble. Do you think his humility was partly why he was elected unanimously by the Electoral College for his two terms of the presidency?

Do you think a US president will ever be elected unanimously again? Why or why not?



*Washington Crossing the Delaware* by Emanuel Leutze, 1851  
Interact with and explore the painting in detail at <https://stories.state.gov/washington-crossing-the-delaware/>

# Geography

In the 1800s, many Americans were leaving the eastern part of the nation for the new opportunities of the west. Do you know about any of the trails they took? Visit the link below and explore the map.

<https://education.nationalgeographic.org/resource/trails-west/>

**If you were a pioneer traveling westward, which trail would you like to follow? Why?**

- |   |  |
|---|--|
| <input type="checkbox"/> Oregon Trail     | <input type="checkbox"/> Old Spanish Trail |
| <input type="checkbox"/> Mormon Trail     | <input type="checkbox"/> Santa Fe Trail    |
| <input type="checkbox"/> California Trail | <input type="checkbox"/> Gila Trail        |

# Food Spotlight

In early America, vinegar was a household essential that required patience and chemistry to produce. The word itself comes from French and means “sour wine.” While we can buy it instantly today, colonial families had to wait months for fruit juice or cider to ferment in large wooden barrels until it reached a 5% acetic acid level. Home cooks used vinegar to pickle vegetables, creating a high-acid environment that stopped dangerous bacteria from growing so the harvest would last through the winter.

Beyond the pantry, vinegar was a staple in the family medicine cabinet, used in various remedies to treat everything from seasonal coughs to cooling down fevers. For the early American home cook, a well-stocked barrel of vinegar was a sign of a prepared and healthy household.





# Grades 9–12: Switchel (18th-Century Energy Drink)

## Learning Objectives

- Prepare switchel, following a recipe, and taste it
- Define *social contract*

## What You'll Need

- Something to write with
- Half gallon jar with lid
- Spoon with long handle
- 1 tbsp ginger, ground
- 1/4 cup raw apple cider vinegar
- 1/2 cup molasses
- Filtered water
- Ice, for serving

## Recipe Links

<https://marysnest.com/switchel-the-18th-century-energy-drink/>

<https://youtu.be/CvIAdrnFtMM>



## Vocabulary

**Social contract:** the idea that people agree to give up some individual freedoms in exchange for protection of their natural rights and the benefits of living in an organized society



# Introduction

Welcome to *The Modern Pioneer Celebrates America Curriculum*! These lessons will be a great way to celebrate the 250th anniversary of the United States in 2026, or simply to celebrate American history and heritage at any point in time.

You will learn to make at least three hands-on recipes, each of which can teach us something important about American history. In addition, you will have the opportunity to investigate the ideas and principles of our Founding Fathers, learn about a few historical figures, and explore American geography. You will also get the chance to review a primary source in each lesson. (A primary source is anything that was written, made, or used by people who lived in the historical context being studied.)

By the time you complete this curriculum, you will feel more confident in your knowledge about American history and principles. Hopefully, this experience will renew your sense of appreciation for this great nation and all the hard work it took to shape it into what it is today.

## Recipe: Switchel

Have you ever heard the word *switchel* before? What do you think it is? Take a moment to sketch a quick drawing of something you imagine would be called “switchel.”

By any chance, did you draw something to drink? If so, you’re right! Switchel is a beverage that was very popular in the 18th and 19th centuries. You might call it an “old-fashioned energy drink”! Most energy drinks today are loaded with unwanted ingredients like high fructose corn syrup and artificial colors. Fortunately, switchel was developed before these ingredients were invented. It contains the traditional ingredients of apple cider vinegar, molasses, ginger, and water. That’s it!

Switchel was sometimes called haymaker’s punch. A haymaker, or someone who made hay out in the fields, would work long days in the hot sun swinging a heavy scythe. Switchel was perfect in those conditions. Containing sodium, potassium, magnesium, and iron, it prevented dehydration and even helped with digestion.

Today, we'll be making our own switchel, and you'll find that it's super easy. Let's gather our ingredients and supplies.

### Equipment

- Half-gallon glass jar with lid
- Spoon with long handle

### Ingredients

- 1 tbsp ground ginger
- 1/4 cup raw apple cider vinegar
- 1/2 cup molasses
- Filtered water
- Ice, for serving

For this simple recipe, all we need to do is combine all the ingredients in a jar.

First, we'll add the ginger and a small amount of water. Mix thoroughly. Then, we'll add the apple cider vinegar and molasses. Fill the rest of the jar with water and stir.

The switchel is ready to taste! Fill a glass with ice, pour some haymaker's punch, and enjoy!

How would you describe the taste of your homemade switchel?



# History's Home Cooks

## Food Preservation Timeline

**1600s–1700s:** Home cooks rely almost entirely on seasonal cycles and manual labor. In the autumn, families hang herbs and apples near the warm hearth for drying. Meat is preserved in a heavy wooden barrel where pork or beef is packed in layers of coarse salt to draw out moisture and prevent rot.

**1700s:** Fermentation is a daily necessity in the colonial pantry. Using large stoneware crocks, home cooks submerge shredded cabbage or cucumbers in salty brine to create sauerkraut and pickles. This process uses good bacteria to create a natural acid that keeps vegetables crisp and safe to eat through the long winter months.

**1820s:** The arrival of glass jars and early canning methods begins to change the kitchen. Home cooks start using bottling techniques, heating glass jars in boiling water to kill germs and sealing them with wax or corks to keep air out. This allows families to enjoy the taste of summer berries and peaches even in the middle of January.

**1858:** John Landis Mason patents the Mason jar. This invention is a game-changer for the American home cook because the reusable glass jar and screw-on metal lid make at-home canning much easier and more reliable.

**1920s:** The transition from the icebox to the electric refrigerator begins. Before this, families received deliveries of giant blocks of ice which were placed in a wooden cabinet to keep it cold. As electricity reaches more homes, the refrigerator allows cooks to keep fresh milk, eggs, and meat for days without the constant mess of melting ice.





**1930s:** During the Great Depression, home preservation becomes a vital survival skill. The government encourages canning centers where women gather to process thousands of jars of food. At the same time, the first commercial frozen foods appear in stores, though most home cooks still rely on their own basement pantries for the majority of their winter meals.

**Build Your Own Great Depression Pantry!**  
<https://marysnest.com/how-to-build-your-great-depression-pantry>

**1940s:** World War II brings a massive revival of home preserving. To save supplies for the war effort, the government encourages Victory Gardens. Home cooks produce over 4 billion jars of food in a single year, ensuring their families stay fed while commercial canned goods are shipped overseas to soldiers.

**1950s:** The “deep freeze” enters the suburban home. Large chest freezers allow cooks to move away from the high heat and heavy lifting of canning. Now a home cook can simply blanch vegetables and pop them into the freezer, preserving the fresh color and nutrients with much less effort than canning.

Which methods of food preservation have you tried before?  
Which ones would you like to try in the future?

If you're interested in learning more about home preservation, be sure to get a copy of *The Modern Pioneer Pantry* (<https://marysnest.com/my-pantry-cookbook/>), where you'll get insights and recipes for traditional preservation techniques from home canning to fermenting and pickling.





# Core Principles

## Social Contract

There are many important foundational principles of the United States and our constitutional government. One of these principles is the *social contract*.

The social contract is the idea that people agree to give up some individual freedoms in exchange for the protection of their natural rights and the benefits of living in an organized society. Under the social contract, the legitimacy of the government comes from the people it seeks to govern. This contrasts with the idea of kings having a divine right to rule, as well as the idea that “might makes right” where the people can be forced to accept a particular ruler or system. In other words, a crucial part of social contract theory is the consent of the governed.

As you can tell from the term “contract,” the social contract is an agreement between the people and the government, and both sides of the contract have important roles to play.

While the government has the responsibility to protect our rights, protect our safety, and work towards the common good, citizens have responsibilities as well. These include obeying laws, paying taxes, voting, serving on juries if called, and respecting the rights of our fellow citizens. The idea of the social contract is reflected in the Declaration of Independence and the structure of the Constitution, which establishes limited government, checks and balances, and accountability to the people.



The Declaration of Independence. Mural at the National Archives Building by Barry Faulkner, 1936.



# Activity

## Rights and Responsibilities

**Directions:** Write down some of the rights and responsibilities you have within your home and in another setting of your choice, such as school, the library, or a public park. Then, reflect. Are your rights respected within these contexts? Are you fulfilling your responsibilities to the best of your ability?

Setting: Home

Rights	Responsibilities

Setting: \_\_\_\_\_

Rights	Responsibilities



# Primary Source Spotlight

## Declaration of Independence

The first step towards becoming an independent nation and no longer a colony of Great Britain was to communicate that independence to both the king and the world at large. That's what Thomas Jefferson and other Founding Fathers did when they wrote the Declaration of Independence. Read the excerpt from the Declaration of Independence below, and highlight any wording that has to do with the idea of the social contract.

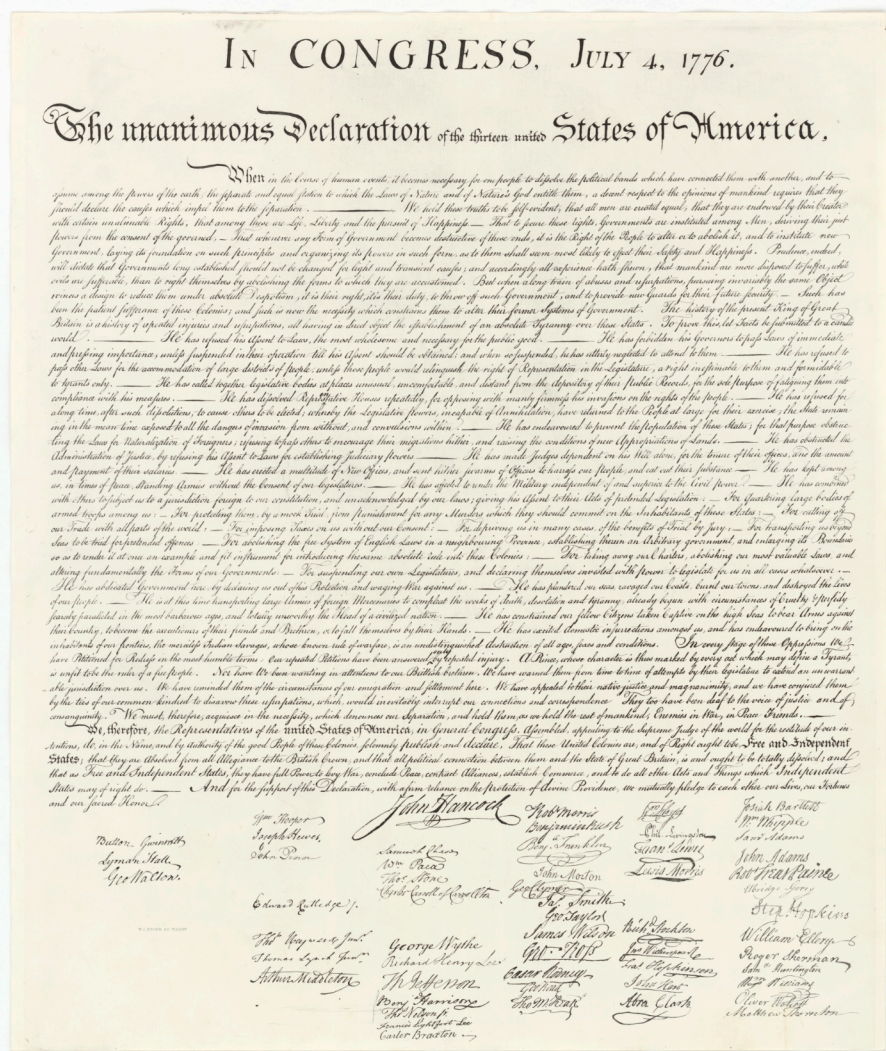
The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, 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.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the

establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

[...]

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.





# Featured Historical Figure

## Thomas Jefferson

Thomas Jefferson was born in Virginia in 1743 and became a lawyer when he was 24 years old. In 1769, he was elected to Virginia's colonial legislature and was sent to the Second Continental Congress as Virginia's delegate. In 1776, he wrote the Declaration of Independence (with help from John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston). After that, he became Virginia's governor and then US minister to France. Jefferson served as the first secretary of state under President George Washington and as vice president under President John Adams. Finally, in 1800, he became the third US president.

One of the most important actions Jefferson took as president was the Louisiana Purchase in 1803, which doubled the amount of the United States' land. Looking westward towards this new territory, Jefferson sponsored the Lewis and Clark expedition to explore the new land. The expedition led to the discovery of new plants and animals, as well as meetings with Native American groups. Passionate about agriculture, Jefferson examined, catalogued, and shared the seeds, plant specimens, animal skins, and scientific notes brought back by the expedition, helping distribute some of the materials to researchers and encouraging further study of the West.

A large part of Jefferson's legacy is his ideas. He was a strong believer in a limited federal government and strong state rights. He also advocated for individual liberties, such as religious freedom. His words and actions played a major role in shaping the early republic, and his influence can still be seen in American government and political thought today.



Thomas Jefferson presenting the Declaration of Independence to the Second Continental Congress. Painting by John Trumbull, 1818.

# Geography

What state do you live in? Do you know how your state became an official part of the United States? Take a look at the map at the link below and find your state. When and how did the United States acquire it? What are the different ways that the United States has expanded?

<https://www2.census.gov/programs-surveys/sis/resources/territorial-acquisitions.pdf>

My State, \_\_\_\_\_, became part of the US in \_\_\_\_\_, as part of the:  
[state name] [year]

- |   |  |
|---|--|
| <input type="checkbox"/> Original 13 Colonies | <input type="checkbox"/> Oregon Territory  |
| <input type="checkbox"/> Louisiana Purchase   | <input type="checkbox"/> Mexican Cession   |
| <input type="checkbox"/> British Cession      | <input type="checkbox"/> Gadsden Purchase  |
| <input type="checkbox"/> Spanish Cession      | <input type="checkbox"/> Alaska Purchase   |
| <input type="checkbox"/> Texas Annexation     | <input type="checkbox"/> Hawaii Annexation |

# Food Spotlight

Ginger root is a versatile spice widely used in cooking, known for its distinctive flavor and aroma. In the culinary world, it can be used fresh, dried, powdered, or pickled and is commonly added to dishes like stir-fries, soups, and baked goods. Beyond its delicious taste, ginger offers numerous health benefits, including anti-inflammatory properties and the ability to help relieve nausea and digestive issues. It is rich in antioxidants and has been linked to improved immune function. Ginger has been used for thousands of years in traditional medicine and was once so valuable that it was traded as currency!





# Literature

The pumpkin is native to North and Mesoamerica and became an important part of colonial and pioneer diets. It remains a symbol of the harvest even today! John Greenleaf Whittier, born in Massachusetts in 1807, wrote a poem dedicated to the gourd. Read the poem and look for examples of imagery, metaphor/simile, alliteration, allusion, rhetorical question, and personification.

## The Pumpkin by John Greenleaf Whittier (1846)

Oh, greenly and fair in the lands of the sun,  
The vines of the gourd and the rich melon run,  
And the rock and the tree and the cottage enfold,  
With broad leaves all greenness and blossoms all gold,  
Like that which o'er Nineveh's prophet once grew,  
While he waited to know that his warning was true,  
And longed for the storm-cloud, and listened in vain  
For the rush of the whirlwind and red fire-rain.

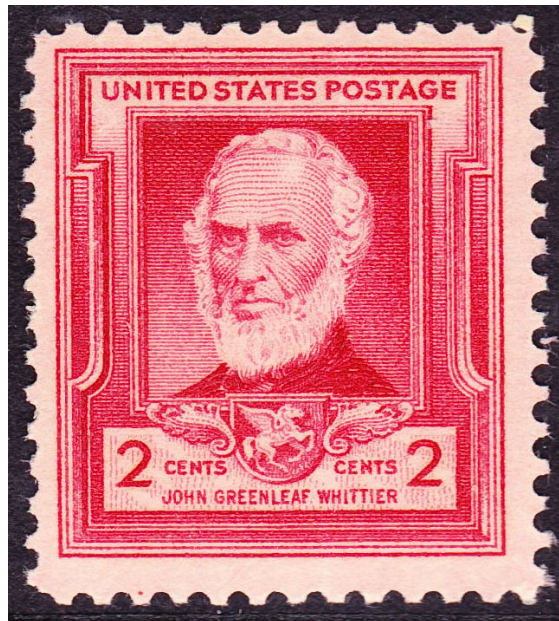
On the banks of the Xenil the dark Spanish maiden  
Comes up with the fruit of the tangled vine laden;  
And the Creole of Cuba laughs out to behold  
Through orange-leaves shining the broad spheres of gold;  
Yet with dearer delight from his home in the North,  
On the fields of his harvest the Yankee looks forth,  
Where crook-necks are coiling and yellow fruit shines,  
And the sun of September melts down on his vines.

Ah! on Thanksgiving day, when from East and from West,  
From North and from South comes the pilgrim and guest;  
When the gray-haired New Englander sees round his board  
The old broken links of affection restored,  
When the care-wearied man seeks his mother once more,  
And the worn matron smiles where the girl smiled before,  
What moistens the lip and what brightens the eye?  
What calls back the past, like the rich Pumpkin pie?

Oh, fruit loved of boyhood! the old days recalling,  
When wood-grapes were purpling and brown nuts were falling!  
When wild, ugly faces we carved in its skin,  
Glaring out through the dark with a candle within!  
When we laughed round the corn-heap, with hearts all in tune,  
Our chair a broad pumpkin,—our lantern the moon,  
Telling tales of the fairy who travelled like steam  
In a pumpkin-shell coach, with two rats for her team!

[Continued on next page]

Then thanks for thy present! none sweeter or better  
E'er smoked from an oven or circled a platter!  
Fairer hands never wrought at a pastry more fine,  
Brighter eyes never watched o'er its baking, than thine!  
And the prayer, which my mouth is too full to express,  
Swells my heart that thy shadow may never be less,  
That the days of thy lot may be lengthened below,  
And the fame of thy worth like a pumpkin-vine grow,  
And thy life be as sweet, and its last sunset sky  
Golden-tinted and fair as thy own Pumpkin pie!



John Greenleaf Whittier featured on a US Postage Stamp, 1940





# Part 2: Breads

## Overview

In Part II, students will experiment with different kinds of breads that played important roles in different eras of American history. Elementary students make biscuit bread in a skillet, which would have been practical for pioneers who needed to cook over open fires on the trail; middle school students make hardtack, an important survival food used by soldiers and sailors; and high schoolers make hot water cornbread, a recipe with Native American roots that became popular during the Great Depression.

Although all three lessons have students making bread, only one of the recipes (Hardtack) makes use of the oven. The Skillet Biscuit Bread and Hot Water Cornbread will both be prepared on the stovetop.

The 5–8 recipe for hardtack requires minimal ingredients but longer waiting times. The 9–12 recipe calls for lard, and the K–4 recipe allows you to be flexible and use the traditional fat of your choosing (ghee, bacon grease, butter, lard, or tallow). If you'd like to render your own fat, check out any of the links below:

- <https://marysnest.com/importance-of-cooking-with-traditional-fats-butter-and-ghee/>
- <https://marysnest.com/how-to-make-lard-the-right-way/>
- <https://marysnest.com/how-to-make-beef-tallow/>

Students also begin to explore some of the most important principles of the nation's founding, beginning with the concept of natural rights and moving to rule of law for 5th–8th graders and finally the idea of republicanism for high school students.

# Grades K–4: Skillet Biscuit Bread

## Learning Objectives

- Prepare biscuit bread, following a recipe
- Define *natural rights*



## What You'll Need

- Something to write with
- Timer
- 10-inch cast iron skillet, well seasoned
- Large spatula
- 2 cups all-purpose flour
- 1 tbsp baking powder
- 1 tsp salt, fine ground
- 1–1 1/2 cups heavy whipping cream
- 2 tbsp ghee (or bacon grease, butter, lard, or tallow)

## Vocabulary

**Natural rights:** freedoms that everyone is born with

## Recipe Links

<https://marysnest.com/how-to-make-skillet-biscuit-bread/>

<https://youtu.be/A2nS3Gwl09Q>



# Recipe: Skillet Biscuit Bread

What are your favorite kinds of breads? What kinds of breads have you made before? What kind of bread do you think early Americans ate?

Today we're going to make biscuit bread! Instead of making a batch of individual biscuits, we'll be making one giant biscuit that can be shared among the whole family! And instead of baking, we'll be making these biscuits in a skillet on the stovetop.

This extra large biscuit bread is sometimes called hoecake in the southern United States. Why? Because it was cooked over an open fire on the end of a hoe!

Let's go back in time and imagine we're a pioneer family traveling west in a covered wagon. Why might we eat skillet biscuit bread with many of our meals? We could easily cook skillet biscuit bread over an open fire. Other kinds of bread need to rise, but skillet biscuit bread can be made quickly.

Are you ready to make biscuit bread? Let's gather our supplies and ingredients.

Equipment	Ingredients
<ul style="list-style-type: none"><li>□ Timer</li><li>□ 10-inch cast iron skillet, well seasoned</li><li>□ Large spatula</li></ul>	<ul style="list-style-type: none"><li>□ 2 cups all-purpose flour</li><li>□ 1 tbsp baking powder</li><li>□ 1 tsp salt, fine ground</li><li>□ 1-1 1/2 cups heavy whipping cream</li><li>□ 2 tbsp ghee (or bacon grease, butter, lard, or tallow)</li></ul>

We will need measuring cups and spoons, a mixing bowl, a whisk, a skillet, and a spatula. We will need flour, baking powder, salt, cream and a fat like butter for frying.

First, let's measure the dry ingredients and add them to the bowl. Whisk the dry ingredients together. When they're all mixed, make a "well" or a hole in the middle of the dry ingredients. Now we can add 1 cup of the cream to our well. Mix the dry and wet ingredients together. Our goal is to make a shaggy dough. We can add more cream if it's too dry.



Let's dust a clean surface with flour and turn the dough out onto it. We're going to shape it into a large round biscuit shape. Make sure our biscuit is still smaller than the pan.

Now we're going to work on the stovetop. Let's make sure we're not wearing any loose fabric, and that long hair is tied back. The pan will get very hot. Be sure not to touch it, and to follow instructions carefully.



We're going to place our skillet over medium heat and add our cooking fat. When it's melted, we'll use the large spatula to help us carefully place our shaped dough into the skillet. Now we'll cover the skillet with a lid that can allow steam to escape (either through vents or by tilting the lid).

Set the timer for 15 minutes. When the timer goes off, it's time to check the biscuit bread. The underside should be browning, but if it's browning too quickly, we'll lower the heat all the way. Next, we re-cover the skillet and set the timer for 5 more minutes.

When the timer goes off, we'll use the large spatula to flip the biscuit bread and let the other side brown. We'll set the timer for another 5 minutes.

Now we'll turn off the heat and use the spatula to put the biscuit bread onto a serving plate. It's ready to eat! We can tear pieces off and add some butter, honey, molasses, or jam.

How would you describe the taste of your skillet biscuit bread?



# History's Home Cooks

## The Wood Stove

The American kitchen changed forever when families moved away from the open hearth to the wood stove. This new invention was a large iron box that held the fire safely inside. It was inspired by the Franklin stove, which was a clever iron fireplace created by Benjamin Franklin to keep rooms warm and cozy. Inventors took his idea and added a flat top and an oven so people could use the heat for cooking, too.

For a home cook, this was amazing because they could finally control the temperature of their pans and bake bread much more evenly. The wood stove made the kitchen cleaner and safer, turning it into the warm heart of the American home where many different meals could be cooked at the exact same time.





# Core Principles

## Natural Rights

Have you ever had someone take something away from you, such as a toy or a snack or your school supplies? These kinds of things can be easy to grab or take away from someone. But is there anything that people can never take away from you? Think about things that can't be snatched or grabbed.

Examples of things that can't be taken away from you include your emotions, your beliefs, and your relationships—or what you feel in your heart, the things you know are right, and the people you love. Something else that can't be taken away from you are your rights.

Rights are freedoms that everyone has, like freedom of speech and freedom of religion. Where do you think rights come from? Some people think that rulers give us our rights. But the United States of America is based on the idea that we are born with our rights. This idea is called natural rights. (Natural rights are also called *unalienable rights*, which the United States Declaration of Independence says we are endowed by our Creator.)

Let's write the words "natural rights" below. Around the words, write or draw things that you think are natural rights—freedoms that every person is born with.

# Activity

## Natural Rights

**Directions:** Match each picture to the correct natural right in the middle. Cross out anything that is not a natural right.



Right to my feelings



Right to be served



Right to choose my friends



Right to my thoughts



Right to personal property

Right to free money



Right to speak my mind



Right to the latest tech

Right to my beliefs





# Primary Source Spotlight

## Stars and Stripes

Take a look at the photo of the flag below. Does it look exactly like the flag you're used to seeing? Try counting the stars on this flag. How many are there? What does that number mean?

There are 36 stars on this flag, standing for the first 36 states to officially join the USA. The number of stars on the flag changed many times as more states entered the union. This flag was made in 1864, just after Nevada became the 36th state.

What about the stripes? Count them. Did the number of red and white stripes change throughout the years? No, there are always 13 stripes on the flag. Do you know what they stand for? They stand for the original 13 colonies.

How many stars were on the flag when your state officially joined the union?



# Featured Historical Figure

## Betsy Ross

Have you ever heard of Betsy Ross? Many people recognize the name as the person responsible for the first “stars and stripes” US flag. This information comes from Betsy Ross’s grandson, who shared family stories with the public in 1870—almost 100 years after the first flag was made in 1776. Unfortunately, there are no primary sources that prove that Betsy Ross designed the flag, so some people doubt whether she really made it. However, there are some things we do know about Betsy Ross. After learning these facts, you be the judge! Do you think Betsy Ross really made the flag?

- ▷ She was a professional upholsterer, or someone who sewed fabric furnishings.
- ▷ She had family members involved in the American Revolution, including one who was a member of the Flag Committee.
- ▷ In 1774, she sewed bed hangings for George Washington.
- ▷ In 1777, the Pennsylvania Navy paid her lots of money for flag making. About two weeks later, the Stars and Stripes became the official US flag.
- ▷ She made flags for many years, and there are historical records of her work for the government and military.
- ▷ During wartime, many upholsters switched to war-related projects, sewing soldiers’ uniforms, military tents, and flags.



# Geography

What facts do you know about the state you live in? What facts do you know about some of the other 50 states? Navigate to the link below and learn more about your state and any other state you want!

<https://www.census.gov/programs-surveys/sis/resources/data-tools/state-facts.html>

## 3 Facts About My State:

- 1.
- 2.
- 3.

# Food Spotlight

The flour you used to make your skillet biscuit bread was made from wheat. What do you know about wheat? Use one of the resources below to learn more!

<https://www.homebaking.org/wp-content/uploads/2024/08/story-of-wheat16.pdf>

<https://www.shawnee.k-state.edu/schoolenrichment/school-enrichment/wheatbreadscience/Wheat-Kids-Connection-Magazine.pdf>





# Literature

Are you familiar with the story "The Little Red Hen?" It was first published in the United States in 1874 in *St. Nicholas Magazine*. Read the 1874 version below and compare it to versions you have heard before!

680

FOR VERY LITTLE FOLKS.

[SEPTEMBER,

## THE STORY OF THE LITTLE RED HEN.

ABOUT twenty-five years ago my mother told me the story of the little red hen. She told it often to me at that time; but I have never heard it since. So I shall try to tell it to you now from memory:

There was once a little red hen. She was scratching near the barn one day, when she found a grain of wheat.



She said, "Who will plant this wheat?" The rat said, "I wont;" the cat said, "I wont;" the dog said, "I wont;" the duck said, "I wont;" and the pig said, "I wont." The little red hen said, "I will, then." So she planted the grain of wheat. After the wheat grew up and was ripe, the little red hen said, "Who will reap this wheat?" The rat said, "I wont;" the cat said, "I wont;" the dog said, "I wont;" the duck said, "I wont;" and the pig said, "I wont." The little red hen said, "I will, then." So she reaped the wheat. Then she said,

"Who will take this wheat to mill to be ground into flour?" The rat said, "I wont;" the cat said, "I wont;" the dog said, "I wont;" the



duck said, "I wont:" and the pig said, "I wont." The little red hen said, "I will, then." So she took the wheat to mill. When she came back with the flour, she said, "Who will make this into bread?"

The rat said, "I wont;" the cat said, "I wont;" the dog said, "I wont;" the duck said, "I wont;" and the pig said,

“I wont.” The little red hen said, “I will, then.” So she made it into bread. Then she said, “Who will bake this bread?” The rat said, “I wont;” the cat said, “I wont;” the dog said, “I wont;” the duck said, “I wont;” and the pig said, “I wont.” The little red hen said, “I will, then.” When the bread was baked, the



little red hen said, “Who will EAT this bread?” The rat said, “I WILL;” the cat said, “I WILL;” the dog said, “I WILL;” the duck said, “I WILL;” and the pig said, “I WILL.” The little red hen said, “No, you WONT, for I am going to do that myself.” And she picked up the bread and ran off with it.



**What lesson can be learned from the story?**



# Grades 5–8: Hardtack Biscuits

## Learning Objectives

- Prepare hardtack, following a recipe
- Define *rule of law*

## What You'll Need

- Something to write with
- Timer
- Oven
- Baking sheet or baking stone
- Parchment paper
- Large mixing bowl
- Rolling pin
- Pizza cutter or sharp knife
- Fork
- Glass jar for storage
- 3 cups all-purpose flour (or bread flour)
- 2 tsp salt
- 1 cup water



## Vocabulary

**Rule of law:** the idea that everyone's rights are equally protected and everyone is equally accountable under the law

**Semiquincentennial:** 250th anniversary

## Recipe Links

<https://marysnest.com/how-to-make-hardtack-or-ships-biscuits/>

<https://youtu.be/SUTr3tmCvKc>

# Recipe: Hardtack

Have you ever heard of hardtack? What does it sound like to you? If you're not already familiar with it, you might be surprised to learn that it's a food. Another name for hardtack is ship's biscuits—what does that make you picture? If you imagined something that sailors might have eaten, you're right.



Hardtack was a common food for sailors because it's a "forever food." It never spoils, as long as it doesn't get wet. On long ship voyages, sailors would rely on hardtack when other provisions were limited. Military soldiers also ate hardtack for the same reason, and hardtack was an important food during the American Civil War.

Hardtack was eaten out of necessity, not because it was delicious. In fact, it was so hard that it was difficult to eat without soaking it in liquid. Some soldiers even called hardtack crackers "molar breakers" or "tooth dullers" because they were so hard on their teeth.

Nonetheless, it's still worth making some hardtack to store in your pantry for emergencies. And that's just what we're going to do today!

Let's gather our ingredients and supplies.

## Equipment

- ❑ Timer
- ❑ Oven
- ❑ Baking sheet or baking stone
- ❑ Parchment paper
- ❑ Large mixing bowl
- ❑ Rolling pin
- ❑ Pizza cutter or sharp knife
- ❑ Fork
- ❑ Glass jar for storage

## Ingredients

- ❑ 3 cups all-purpose flour (or bread flour)
- ❑ 2 tsp salt
- ❑ 1 cup water





Part 2: Breads  
5-8

We'll start by preheating the oven to 350°F (177°C) and lining our baking sheet with parchment paper. Put the 3 cups of flour and the salt into a large bowl and mix. Next, make a hole or "well" in the center of the flour, and pour the water into the well. Mix the water and flour together (it will be stringy).

The next step is kneading. Form the mixture into a ball, place it on a flat surface, and knead until the ball is smooth. If it sticks to our surface, we can dust it with flour. Once the ball is nice and smooth, we will use a rolling pin to flatten it out on our surface. We want it to be about ½ inch thick.



Now it's time to cut the dough with a pizza cutter or sharp knife. We will cut it into thirds in both directions (lengthwise and crosswise) to make 9 biscuits. Place the 9 biscuits on the baking sheet. Use a fork to poke little holes or indentations in the crackers.

Time to place the baking sheet on the middle rack of the oven and set the timer for 30 minutes. When the timer goes off, we'll take the hardtack out and let it cool completely. Once it's completely cool, it goes back into the preheated 350°F (177°C) oven, and we'll set our timer for an hour.



This time, when our timer goes off, we will turn off the oven, but we will not take the hardtack out. Once the oven has cooled completely, the hardtack is ready to be stored indefinitely in a glass jar!

Are you ready to take a bite out of your homemade hardtack? Wait! No! Remember what sailors and soldiers sometimes called it? "Molar breakers"! "Tooth dullers"! Do NOT try to bite dry hardtack. Ever! First, we have to reconstitute it.

"Reconstitute" means to reconstruct or build up again. All the water we baked into our

hardtack evaporated in the oven, and to reconstitute the biscuits we have to add water back in. But there are a few options for how to reconstitute hardtack. Depending on what was available, soldiers and sailors often had to get creative.

Here are some of the ways hardtack was reconstituted by soldiers, sailors, and pioneers:

- Dip the hardtack in any liquid, hot or cold, until it softens
- Smash it with a tool and suck on tiny pieces over spans of hours
- Make “skillygally” by adding water, mashing, and frying in leftover grease
- Make “hardtack coffee” by blackening hardtack in fire before grinding it up and mixing it with hot water

Discuss whether you want to try making skillygally or just want to dip some hardtack in your favorite liquid. For skillygally, you can add sweeteners, chopped fruit, or anything else you have handy. That’s how the pioneers did it! For dipping, consider warm liquids like broth, tea, or hot cocoa, as well as cold liquids like water, milk, or juice.

How would you describe the taste of your hardtack?



# History's Home Cooks

## The Rise of Home Economics

In the late 1800s, the Home Economics or Domestic Science movement transformed American kitchens by treating housework like a laboratory experiment. Led by reformers like Ellen Swallow Richards (the first woman admitted to MIT), this movement professionalized the role of the home cook.

Before this, recipes were often vague, using measurements like a “teacup” of flour or a “knob” of butter, which led to inconsistent results. Domestic Science introduced standardized measuring cups and spoons, ensuring that a recipe turned out the same way every time. By the early 1900s, this evolved into Home Economics courses in schools, where students studied chemistry, bacterial safety, and scientific nutrition. This shift changed the experience of the home cook from traditional guesswork to a disciplined practice focused on sanitation and efficiency.

Why do you think this approach is especially beneficial for young people and other beginners with little cooking experience?



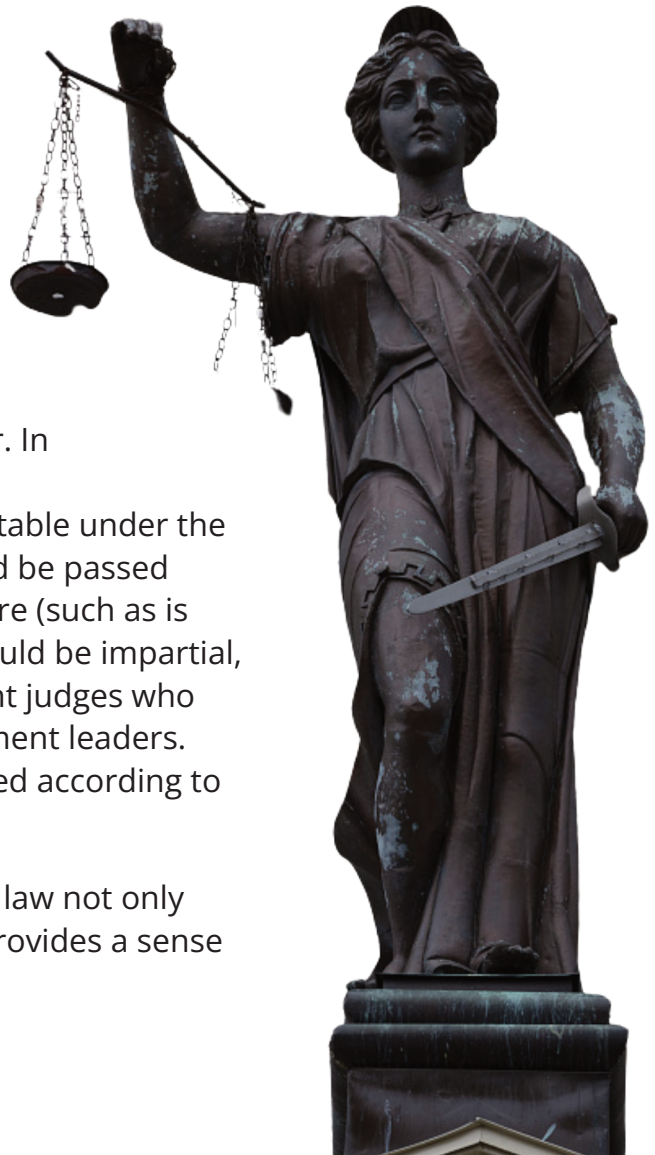
# Core Principles

## Rule of Law

What do you think it would be like to live under a monarchy, or the rule of a king or queen? One thing you might notice is that the monarch can do whatever they want. You might also notice that laws can unpredictably change from one monarch to the next. That's because a king or queen is not bound by the *rule of law*.

Rule of law is the idea that laws should be public and applied equally to everyone, including the people in power. In other words, everyone's rights are equally protected, and everyone is equally accountable under the law. Rule of law also holds that laws should be passed openly and according to a certain procedure (such as is laid out in the US Constitution). Justice should be impartial, meaning neutral and fair, with independent judges who don't feel pressured to agree with government leaders. Punishments for crimes can only be enacted according to what the law allows.

Living in a system that respects the rule of law not only helps to guarantee our rights, but it also provides a sense of stability in our everyday lives.



# Activity

## Rule of Law

**Directions:** Draw a line from each scenario that shows rule of law to the image of the justice scales in the center.

A high-ranking government official is accused of stealing taxpayer funds and is charged in court.

The governor admits to committing fraud but is not charged with a crime because other government workers are afraid to lose their jobs.

A driver gets pulled over for speeding, and the police officer is their neighbor. The driver gets a ticket anyway.

A nation has a constitution that serves as the supreme law of the land.



Rich and famous people are not judged as harshly as other citizens.

A judge is convicted of a serious crime but uses their connections in the legal system to avoid prison.

The rights of everyday citizens are protected, even if they can't afford to hire expensive lawyers.

When the president and vice president are in office, they cannot be charged with any crimes.

# Primary Source Spotlight

## Centennial Exhibition Advertisements

2026 marks the *Semiquincentennial*—or 250th anniversary—of the United States. In 1876, the country celebrated its Centennial—or 100th anniversary. Philadelphia hosted the Centennial Exhibition, the first world’s fair held in the United States. Over 200 buildings were built to showcase everything from arts to new foods to new inventions. Attendees were some of the first people to experience the telephone, the typewriter, popcorn, ketchup, and root beer! Exhibits featured trains, machines, firearms, art, architecture, and the largest fork and knife in the world! Visitors could also see the



Statue of Liberty’s arm and torch, and those who paid a fee to climb up helped fund the building of Lady Liberty’s pedestal, which still stands today. In addition, a replica of George Washington’s revolution headquarters, the Ford Mansion, allowed people to experience a colonial kitchen and traditional crafts and skills. It’s fun to reflect on how people in 1876 must have thought their technology was so advanced compared to 1776, and then compare how different kitchens are today!

With a friend or family member, have a discussion about the Centennial Exhibition images on the next page. Here are some prompts to get you started:

- What do you see in the image?
- What does the text say?
- What do you think the image is trying to say?
- Are there any symbols in the image? What might they mean?
- How do you feel about the image? Why?

Now, make your own poster to promote or celebrate the Semiquincentennial (250th anniversary). Think about what you want to communicate, and whether there are any symbols you can use to get your message across.





# Featured Historical Figure

## Laura Ingalls Wilder

Laura Ingalls Wilder was born in 1867 in Wisconsin, during a time when many American families were moving west to build new lives on the frontier. Throughout her life, she moved from Wisconsin to Kansas, back to Wisconsin, then to Minnesota, Iowa, South Dakota, Minnesota, Florida, and South Dakota, before finally moving back to Missouri.

As a child, she lived in log cabins, small prairie houses, and dugouts made from earth. Her family faced long winters, grasshopper plagues, crop failures, and the constant challenge of finding enough food. As pioneers, they depended on hunting, farming, preserving, and careful planning to survive. Laura Ingalls Wilder learned how to help with chores, gather fuel, sew clothing, and stretch simple ingredients into filling meals.

As an adult, she turned those childhood memories into her series of *Little House* books. Through her writing, she showed readers that pioneer life required hard work, family cooperation, courage, and gratitude. Her stories preserved the everyday skills that helped settle the American frontier: planting crops, churning butter, smoking meat, grinding wheat, and building homes by hand. She documented these traditional skills, showing how ordinary families persevered with determination and resourcefulness.

There are nine books in the Little House series. Have you read any of them?

- ▷ *Little House in the Big Woods* (1932)
- ▷ *Farmer Boy* (1933)
- ▷ *Little House on the Prairie* (1935)
- ▷ *On the Banks of Plum Creek* (1937)
- ▷ *By the Shores of Silver Lake* (1939)
- ▷ *The Long Winter* (1940)
- ▷ *Little Town on the Prairie* (1941)
- ▷ *These Happy Golden Years* (1943)
- ▷ *The First Four Years* (1971)

Learn how to make the Little House on the Prairie Cookbook Pumpkin Pie—Just Like Ma Ingalls Made!

<https://youtu.be/MIYF300cB-E>

<https://marysneest.com/how-to-make-the-little-house-on-the-prairie-cookbook-pumpkin-pie/>



# Geography

Take a look at the interactive Civil War map at the link below. First, notice which states were part of the Union, which were part of the Confederacy, which were border states, and which states were not yet states but territories. Then, adjust the timeline to see what happened with the individual Civil War battles. What did you find surprising?

<https://www.arcgis.com/apps/mapviewer/index.html?webmap=bd513e724e0e4a81b09790c6a47a072a>

MY STATE:

During the Civil War, my state was

- |   |   |
|---|---|
| <input type="checkbox"/> part of the Union.       | <input type="checkbox"/> a United States territory. |
| <input type="checkbox"/> part of the Confederacy. | <input type="checkbox"/> not yet part of the US.    |
| <input type="checkbox"/> a border state.          |   |

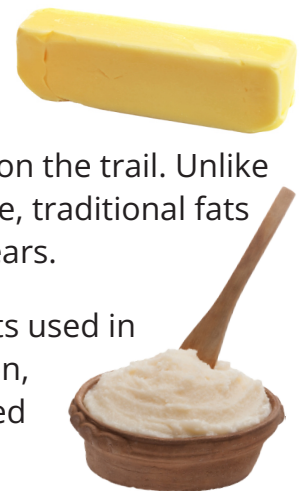
# Food Spotlight

You can probably imagine that having some fat on hand to make hardtack into skillygally would be a delicacy for pioneers on the trail. Unlike modern-day processed vegetable oils found at the grocery store, traditional fats like tallow, lard, and butter have been used for thousands of years.

For early Americans and pioneers, one of the most common fats used in cooking were drippings saved from cooking meat, such as bacon, beef, or poultry. Nothing was wasted! Has your family ever saved fat drippings from meat you cooked at home?

Keep in mind that fat with tiny bits of meat in it has a lower smoke point, or the temperature at which the oil begins to smoke. So, if you want to cook your drippings at a higher temperature, be sure to strain thoroughly first.

Take a look at the educational posters on the next two pages. They were published in 1942. Are they still useful today?



DOCUMENTS  
ROOM  
1000 call

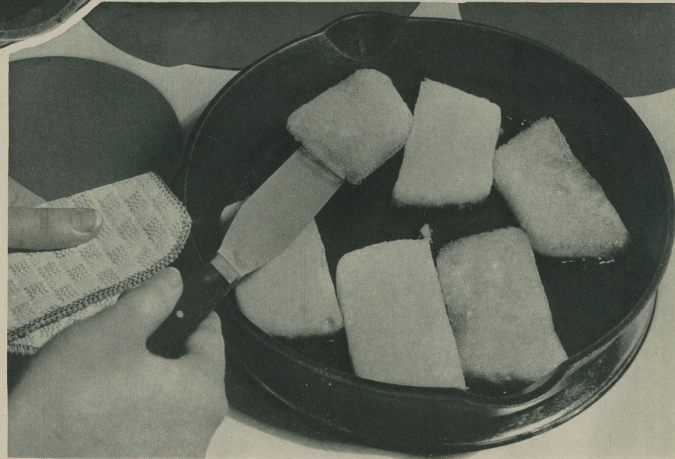
U. S. Agriculture dept  
Home economics bureau

Northwestern University  
APR 27 1944  
LIBRARY

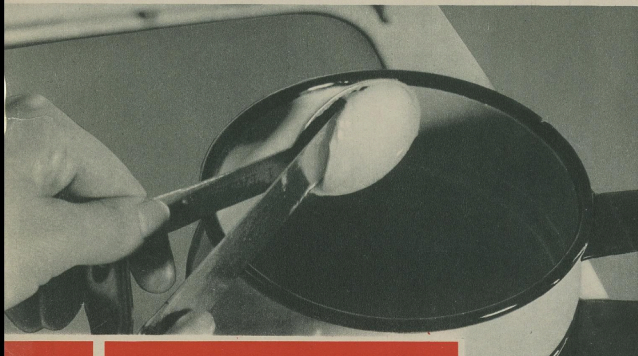
# Get the Good... FROM FATS



- Keep heat moderate....
- x Don't let fat smoke and burn.... Burned fat is harder to digest.



- When frying in deep or shallow fat, brown lightly.



- Melt butter or other table fats over hot water for sauce.
- x Don't let bubble and boil.... the vitamins can't take it.

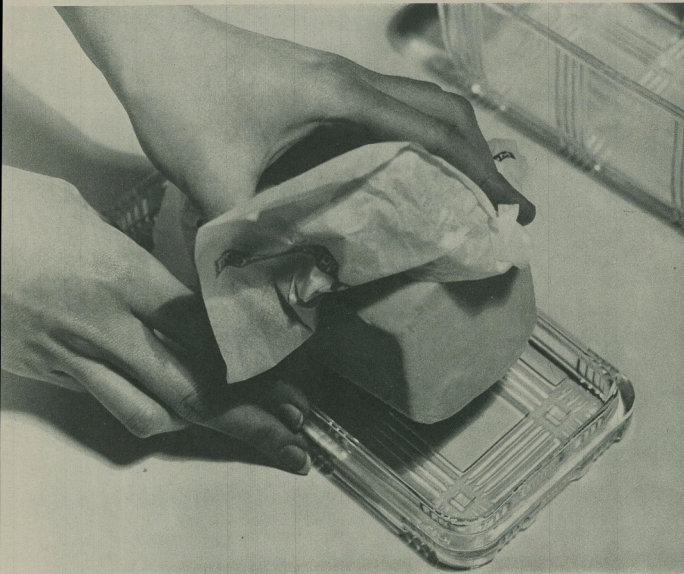
10

BUREAU of HOME ECONOMICS  
U.S. DEPARTMENT of AGRICULTURE



For sale by the Superintendent of Documents, Washington, D. C. Price 25c per set of 10 charts  
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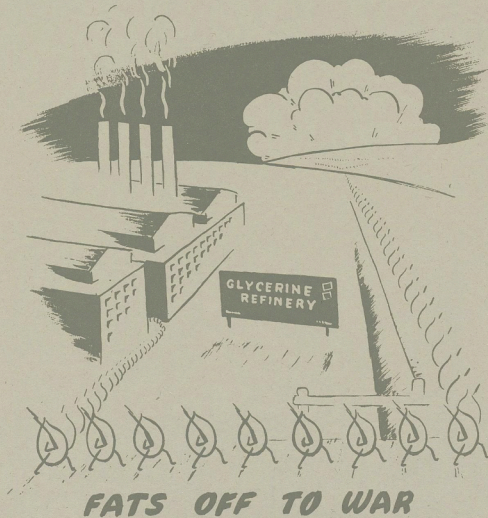
# SAVE EVERY DROP OF OIL OR FAT



- Put table fats in covered dish.
- Store in cold, dark place.... away from strong odors.



- Keep cooking fats in cool.... dry.... dark place.
- Strain fat drippings to remove food particles...store in clean jars.
- ✗ Don't let stand on back of stove.



**FIGHT FOOD WASTE** *in the home*

**BUREAU OF HOME ECONOMICS**  
U. S. DEPARTMENT OF AGRICULTURE

**5**

# Literature

Read Washington Irving’s short story “The Legend of Sleepy Hollow,” available at the link below, and pay close attention to the foods described at the Van Tassels’ feast. What can we learn about Dutch American culinary traditions from Irving’s description?

<https://archive.org/details/legendofsleepyho07irvi>



*"There was the doughty doughnut, the tender oly koek, and the crisp and crumbling cruller; sweet cakes and short cakes, ginger cakes and honey cakes, and the whole family of cakes. And then there were apple pies, and peach pies, and pumpkin pies; besides slices of ham and smoked beef; and moreover delectable dishes of preserved plums, and peaches, and pears, and quinces; not to mention broiled shad and roasted chickens; together with bowls of milk and cream, all mingled higgledy-piggledy, [...] with the motherly teapot sending up its clouds of vapor from the midst..."*

Washington Irving,  
"The Legend of Sleepy Hollow" (1820)



# Grades 9–12: Hot Water Cornbread

## Learning Objectives

- Prepare hot water cornbread, following a recipe
- Define *republicanism*

## What You'll Need

- Something to write with
- Timer
- Stovetop
- Large bowl (avoid plastic because we will be adding boiling water)
- Long-handled spoon or whisk
- Glass liquid measuring cup
- Tea kettle or small pot for boiling water
- Frying pan
- 1/4-cup measuring cup
- Turner or spatula
- Paper towel-lined plate
- 2 cups cornmeal
- 1 teaspoon salt
- 2 tablespoons lard
- 2 cups boiling water
- Additional lard for frying



## Vocabulary

**Republicanism:** a system of government in which political power rests in the people through their elected representatives

## Recipe Links

<https://marysnest.com/how-to-make-hot-water-cornbread/>

<https://youtu.be/7D1QzLZ4IKU>



# Recipe: Hot Water Cornbread

Have you eaten cornbread before? How do you like it best—sweet or savory? Plain or with corn kernels or jalapenos? Many of us have tried different kinds of cornbread before, but have you ever tried hot water cornbread?

Hot water cornbread is a simple version of cornbread that can be made without flour or eggs. All that is needed is cornmeal, salt, lard, and boiling water. Although this style of cornbread was originally made by Native Americans, the recipe became popular during the Great Depression, when people could not afford ingredients like eggs, butter, or flour.

This kind of cornbread is made in a skillet rather than an oven, so it could even be prepared outside over a campfire. During the Great Depression, many people traveled the country on foot looking for work. After a long day of walking and earning little to nothing, a meal of hot water cornbread around the fire would likely have been a welcome end to a difficult day.

Today, we'll have the chance to make our own hot water cornbread!

Let's gather our ingredients and supplies:

## Equipment

- ❑ Timer
- ❑ Stovetop
- ❑ Large non-plastic bowl
- ❑ Long-handled spoon or whisk
- ❑ Glass liquid measuring cup
- ❑ Tea kettle or small pot
- ❑ Frying pan
- ❑ 1/4-cup measuring cup
- ❑ Turner or spatula
- ❑ Paper towel-lined plate

## Ingredients

- ❑ 2 cups cornmeal
- ❑ 1 teaspoon salt
- ❑ 2 tablespoons lard
- ❑ 2 cups boiling water
- ❑ Additional lard for frying

Our first step is to add the cornmeal and salt to the large bowl, and mix well.

Now let's make sure our water is boiling. We will add 1½ cups of boiling water and 2 tablespoons of lard. Mix well until the cornmeal is completely saturated.

Now we will slowly add the remaining boiling water (about ½ cup) until we get the texture of a loose batter, about the consistency of pancake batter.

Time to move to the stovetop. We're going to heat about 2 tablespoons of lard in our frying pan over medium heat. We want to watch the fat melt and sizzle, but catch it before it starts to smoke.

Once it's sizzling, we'll add four dollops of batter into the pan using a ¼-cup measuring cup. We're going to fry each "pancake" for about 5 minutes, flip, and then fry for 5 more minutes on the other side.

When each cornbread circle is done, we'll transfer it to a paper towel-lined plate. Then we'll continue adding ¼-cup dollops of batter to the pan until we've used up all the batter.

Now they're ready to taste! Let's take a plain bite first, and then see if we'd like to try with butter, jam or maple syrup.

How would you describe the taste of your hot water cornbread?



# History's Home Cooks

## Food Boycotts

In early American history, food boycotts served as a strategic tool for political and economic leverage, turning the domestic kitchen into a space for civic action. This tradition began in the 1760s and 1770s, when colonists protested British taxation without representation by refusing to buy imported staples like sugar and tea (the Boston Tea Party took this a step further by dumping tea into the harbor!). Patriotic households took a stand by substituting British East India Company products with “Liberty Teas” brewed from local mint leaves or other herbs.

This strategy of economic pressure evolved in the 1800s through the Free Produce Movement, which boycotted produce made with slave labor. By choosing to purchase sugar or cotton from sources that used free labor, families used their household spending to exert pressure against the institution of slavery.

Even today, the deliberate choice to avoid certain products allows Americans to influence policy and defend their interests through their daily shopping habits. Have you ever boycotted a product or company? Why?





# Core Principles

## Republicanism

The American system of government is a constitutional republic. What exactly is a republic? The word comes from Latin *res publica*, meaning “public matter.” That means that political power rests in the hands of the people, or the public. But in contrast to a direct democracy, in which citizens vote directly on laws and policies, a republican government consists of elected representatives. Because our republic has democratic elements, all citizens have the right to vote for their representatives in free and open elections.

There are a few benefits to a republican form of representative government. For example, it makes things run more efficiently. In a country as large as the United States, it would take a lot of effort and coordination for every citizen to vote on every decision. Elected representatives can dedicate their time to studying the issues carefully and listening to their constituents.

In addition, representative governments can help prevent what is sometimes called “the tyranny of the majority.” In a direct democracy, 51% of voters could dictate the lives of the other 49%. Within a republic, the rights of minority groups are better protected, and there is less risk of extreme swings in stability.

What makes the United States a constitutional republic is that the powers of government and the rights of the people are clearly defined in the US Constitution. The Constitution establishes how representatives are chosen, separates power among three branches, and places limits on what government officials can do. It also protects individual rights through amendments such as the Bill of Rights. In this way, the Constitution adds structure, limits, and safeguards to the basic idea of a republic, ensuring that the government remains accountable to the people while also restrained by law.



# Activity

## Identify Your Local Representatives

**Directions:** Do you know who represents you in the US Senate and the House of Representatives? What about at the state level? Are you familiar with any of your local officials, such as a mayor, councilperson, or judge?

Using a website like <https://www.usa.gov/elected-officials>, try to identify as many of your elected officials as you can, and write their names in the space below.

US Senators:

US Congressperson:

State Senator:

State Representative:

Governor:

Mayor (or other local official):



# Primary Source Spotlight

## United States Constitution

Drafted in 1787, ratified in 1788, and in effect beginning in 1789, the United States Constitution is the supreme law of the land. Its primary purpose is to outline the structure of government, which is divided into three separate branches, and to clarify the relationship between the federal government and the states. The Constitution also contains the Bill of Rights and other amendments that protect Americans' rights as individuals.

Many people are familiar with most of the Bill of Rights. But what about the rest of the Constitution? What does it say about each branch's responsibilities and limitations? Read the excerpts from Article I of the Constitution below and reflect on the enumerated powers of Congress. Do you think there are any powers that Congress should have that are not listed in the Constitution? Do you think any of the Congressional powers listed in the Constitution are unnecessary? Why or why not?

### Article I

#### Section 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

[...]

#### Section 8.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

# We the People

of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## Article I.

Section 1. All legislative Powers herein granted, shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such Enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina six, and Georgia three.

When vacancies happen in the Representation from any State the Executive Authority thereof shall issue Writs of Election to fill such Vacancies. The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Clases. The Seats of the Senators of the first Class shall be vacated at the Expiration of their second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Course of the Legislature of any State, the Executive Authority thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided. The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is Chief Justice, shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present. Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of Honor, Trust, or Profit under the United States; but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment, and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday of December, unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties, as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any Question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three Days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States which shall have been created, or the Emoluments whereof shall have been increased during such Term; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills. Every Bill which shall have passed the House of Representatives, and the Senate, shall, before it become a Law, be presented to the President of the

United States Constitution



# Featured Historical Figure

## Meriwether Lewis & William Clark

In 1803, President Thomas Jefferson chose Meriwether Lewis and William Clark to lead an expedition across the newly acquired Louisiana Territory. Meriwether Lewis was a former army officer and Jefferson's private secretary, known for his scientific curiosity and careful record-keeping. William Clark, who was also an experienced soldier and mapmaker, helped manage the men and maintain discipline within the Corps of Discovery. Both men understood that the success of their journey would depend not just on navigation and diplomacy, but on securing a reliable food supply in unfamiliar territory.

When the expedition set out in 1804, they carried preserved foods such as salted pork, flour, and hardtack. However, these supplies quickly became insufficient as the journey stretched on. The explorers relied heavily on hunting, fishing, and foraging. They consumed large quantities of game, including deer, elk, and buffalo, sometimes eating several pounds of meat per person per day. Along the Missouri River and later in the Pacific Northwest, fish—particularly salmon—became a staple. The men also traded with Native American tribes for corn, beans, squash, dried berries, and roots. Without Indigenous knowledge of local plants and preservation methods, the expedition likely would not have survived.

The expedition left a lasting impact on United States history. Beyond mapping the Louisiana Territory and documenting its plants, animals, and geography, Lewis and Clark's careful records of food, trade, and survival strategies provided valuable knowledge for future settlers and explorers. Their journey strengthened relationships with many Native American nations and demonstrated the importance of adapting to new environments. Overall, the expedition helped open the West to expansion and set a model for scientific observation, resource management, and exploration that influenced generations of Americans.

Lewis and Clark kept regular journals recording their experiences on the trek west. You can explore them here: <https://lewisandclarkjournals.unl.edu/journals>.

# Geography

Do you know who explored your state or region? When was your state first explored? Visit the link below and find the area where you live. Zoom in to view the explorer name on the route nearest to your home. Then trace the entire route from start to finish. What do you think it was like to travel and explore the region in centuries past?

<https://ccd1.claremont.edu/digital/collection/p15831coll14/id/74/>

MY STATE'S EXPLORERS:

# Food Spotlight

Corn has played an important role throughout American history. It was first domesticated in southern Mexico and soon spread throughout the Americas. Native American farmers developed an ingenious companion planting system by growing corn, beans, and squash together. This trio of plants was called the “Three Sisters.” Each crop benefits the others: corn provides a sturdy stalk for beans to climb, beans enrich the soil with nitrogen, and squash spreads along the ground, suppressing weeds and conserving moisture. The method not only maximized yields but also supplied a nutritionally balanced diet, combining carbohydrates, protein, and essential vitamins and minerals. European settlers quickly adopted these techniques, and the Three Sisters influenced agricultural practices throughout the colonies and later across the United States.







# Part 3: Sweets

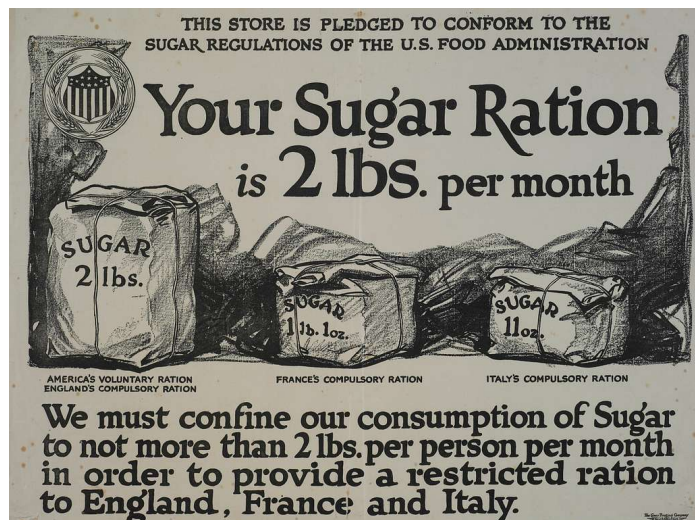
## Overview

In Part III, students will make sweets, each of which takes us back to a different period in American history! Elementary students make the War Cake that Fed Millions during World War I; middle school students make Great Depression-Era Peanut Butter Bread; and high schoolers make Apple Pandowdy, a popular dessert from the colonial and early years of America.

If you're making the Apple Pandowdy, consider the following notes and tips:

- To be historically accurate, you can use 1/4 cup molasses instead of sugar.
- This pie dough is easiest to make if using a food processor, but if you want to be historically accurate, you can use a pastry cutter, two knives, or two forks.
- It is best to use white sugar for the topping as other whole sugars may burn.
- Apple sizes vary. 3 large and 3 small apples usually weigh between 2-3 pounds.
- It may be helpful to watch the recipe video for guidance on making the disc.
- The dough needs to be refrigerated for an hour, so plan ahead to use your time wisely. For example, maybe you make the dough first, and while it's cooling, you work on other parts of the lesson.

In Part III, students will continue to explore important principles of the nation's founding, beginning with the concept of separation of powers and moving to checks and balances for 5th–8th graders and finally the idea of federalism for high school students.



# Grades K–4: War Cake

## Learning Objectives

- List the three branches of government
- Prepare a "war cake," following a recipe

## What You'll Need

- Something to write with
- Timer
- Oven
- 1 medium saucepan
- 1 Large mixing bowl
- 2 loaf pans (or 1 tube pan or 1 bundt pan)
- 2 cups molasses (or honey)
- 1/2 cups water
- 2 cups raisins (dark or golden)
- 1/2 cup fat (bacon grease recommended for WWI authenticity)
- Additional fat to grease the pan(s)
- 1 tsp salt
- 1 tsp cinnamon
- 1/2 tsp cloves
- 1/2 tsp nutmeg or allspice
- 3 cups rye flour (or 2 cups rye flour and 1 cup old-fashioned rolled oats)
- Additional flour for dusting the pan
- 1/2 tsp baking soda
- 2 tsp baking powder
- Powdered sugar, optional



## Vocabulary

**Legislative branch:** the branch of government that makes laws

**Executive branch:** the branch of government that enforces or carries out laws

**Judicial branch:** the branch of government that makes sure that laws are allowed by the Constitution

## Recipe Links

<https://marysnest.com/how-to-make-the-war-cake-that-fed-millions/>

[https://youtu.be/5ey9\\_hs6Y4Y](https://youtu.be/5ey9_hs6Y4Y)

# Recipe: War Cake

How do you think living through difficult times would affect what you could eat? Challenging times can often mean that we can't get the ingredients that are easy to buy when times are good. These difficult times might include a natural disaster such as a hurricane, or a conflict such as a war.

But even through difficult times, Americans have always risen up to meet the challenge. This includes getting creative and changing how certain foods are made. For example, let's say you wanted to make a cake, but you couldn't get any eggs, butter, or sugar. How could you make your cake?

Today we will learn to be creative with ingredients by making "the war cake that fed millions!" Let's gather our ingredients and supplies.

## Equipment

- Timer
- Oven
- 1 medium saucepan
- 1 Large mixing bowl
- 2 loaf pans (or 1 tube pan or 1 bundt pan)



## Ingredients

- 2 cups molasses (or honey)
- 1/2 cups water
- 2 cups raisins (dark or golden)
- 1/2 cup fat (bacon grease recommended for WWI authenticity)
- Additional fat to grease the pan(s)
- 1 tsp salt
- 1 tsp cinnamon
- 1/2 tsp cloves
- 1/2 tsp nutmeg or allspice
- 3 cups rye flour (or 2 cups rye flour and 1 cup old-fashioned rolled oats)
- Additional flour for dusting the pan
- 1/2 tsp baking soda
- 2 tsp baking powder
- Powdered sugar, optional

First, we will add the molasses, water, raisins, fat, salt, cinnamon, cloves, and nutmeg to the saucepan. We will mix everything together and bring it to a boil over high heat. The stove will be hot, so let's be extra careful. Double check to make



sure we don't have any loose clothing or hair that could catch on fire. Once the mixture is boiling, we'll set the timer and boil for 5 minutes.

While our timer is running, let's preheat the oven to 325°F (163°C). Now we'll grease our cake pans, dust them with flour, and set them aside.

In the large mixing bowl, let's whisk together the flour, baking soda, and baking powder.

When our timer goes off, we'll set the mixture aside to cool. We have to make sure we put it on a heatproof surface that won't get damaged.

When our mixture has cooled, we make a "well" or hole in the middle of the flour and pour our mixture into the well. Now it's time to mix! We don't want to over mix, but we also have to make sure that we don't see any dry flour spots in our batter.

Now we'll add our batter to our cake pan(s). If we're using two pans, we will need to divide the batter equally in half. When the pans are full, we smooth the tops.

It's time to put our cake pan(s) into the oven! We'll place them on the middle rack and set our timer for 1 hour. When our timer goes off, we will check to see if the cake is ready by inserting a toothpick into the cake. If the toothpick comes out clean, the cake is ready! If you see batter on the toothpick, we will put the cake back into the oven for a few more minutes and check again.



When the cake is ready, we'll let it cool for 10 minutes before removing it from the pan(s). Now it's ready to taste! Let's try it plain first, and then we can try some with a dusting of powdered sugar if we have any on hand.

If we wrap the cake well, we can save it for 3–4 days in the fridge or 2 months in the freezer.

How would you describe the taste of your war cake? How do you think it would feel to be able to eat a cake like this after a period of not having your favorite sweets and treats?

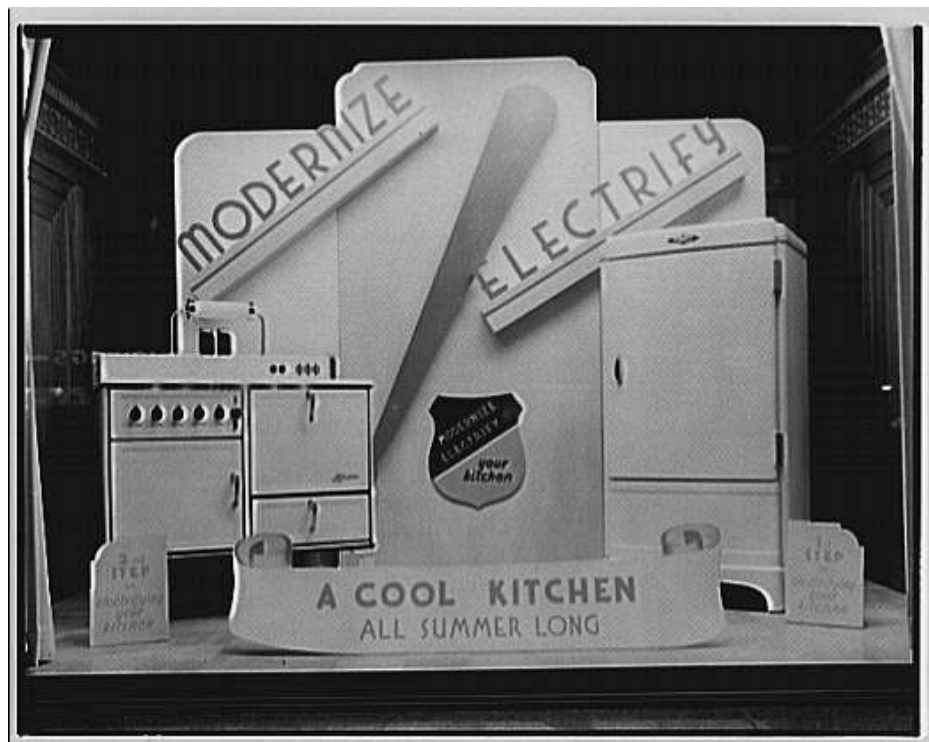
# History's Home Cooks

## High-Tech Kitchens

As the 20th century began, the American kitchen underwent a massive high-tech makeover. By the 1920s and 1930s, many homes started replacing old wood stoves with gas and electric ranges that allowed cooks to turn a dial for instant, steady heat. This was a huge shift from the 1800s, when a home cook had to chop wood and wait hours for a stove to get hot.

Another game-changer was the electric refrigerator, which became popular in the 1930s to replace the “icebox”—a wooden cabinet that relied on actual blocks of ice to stay cool. These new appliances meant that fresh food stayed safe to eat for longer.

By the 1940s and 1950s, small electric inventions like the stand mixer and the toaster arrived, using powerful little motors to do the heavy arm-work of stirring and whisking. This era of “push-button” cooking saved hours of labor every day, moving the American kitchen from a place of constant hard work to a modern room filled with helpful machines. Which kitchen appliances do you think are most helpful? Which ones are not really needed?





# Core Principles

## Separation of Powers

You've probably heard the word "government" before. Do you know what it means? A government is the group of people who make laws and make sure that people follow them. But not all governments are the same. For example, many governments throughout history had a king or queen. Does the United States of America have a king or queen? No, we do not. When we stopped being a colony and became independent from Great Britain, we stopped being ruled by a king.

As an independent nation, the United States had to create its own government. Early Americans wanted a different system. They didn't want one person to control everything. They wanted something more fair. So, they wrote a document that showed exactly how the new government should be set up and exactly what the government was allowed to do.

The American Founding Fathers decided that the government should be divided into three parts, or three branches. These three branches of government are called the legislative branch, the executive branch, and the judicial branch. Those are three big words! Let's see what they mean, and what each branch of the government's job is.

The job of the legislative branch is to make laws. We can remember this because "laws" starts with L, and "legislative" starts with L. All the laws that we have to follow as citizens of the US were passed by the legislative branch. There is a legislative branch for the whole nation, and there is a legislative branch for each state.

The executive branch is in charge of carrying out and enforcing laws. Members of the executive branch are often more visible or "famous" than the members of the other two branches. For example, the highest member of the executive branch is the President of the United States! On a local level, executive branch members include your state's governor and your city or town's mayor. To help you remember the name of the executive branch, try to recall that E is for both "executive" and "enforce."

The judicial branch's job is to make sure that the laws that are passed are allowed. For example, imagine the legislative branch passes a law that says everyone has to have the same religion. The judicial branch would review that law and decide that it's not allowed because the Constitution says we have freedom of religion. Have you ever heard of the Supreme Court? That's the most important part of the judicial branch. We can remember the word "judicial" by picturing judges in court. Both "judicial" and "judges" start with J.

Dividing the government into three branches is called separation of powers. Each branch's power is separate from the other's.

# Activity

## Separation of Powers

**Directions:** Label each of the three branches of government and write its job.



The job of the

\_\_\_\_\_ branch is to



The job of the

\_\_\_\_\_ branch is to



The job of the

\_\_\_\_\_ branch is to



# Primary Source Spotlight

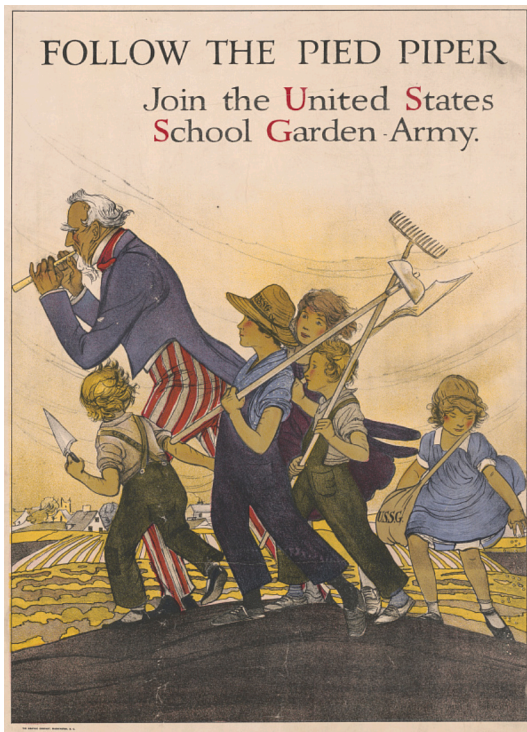
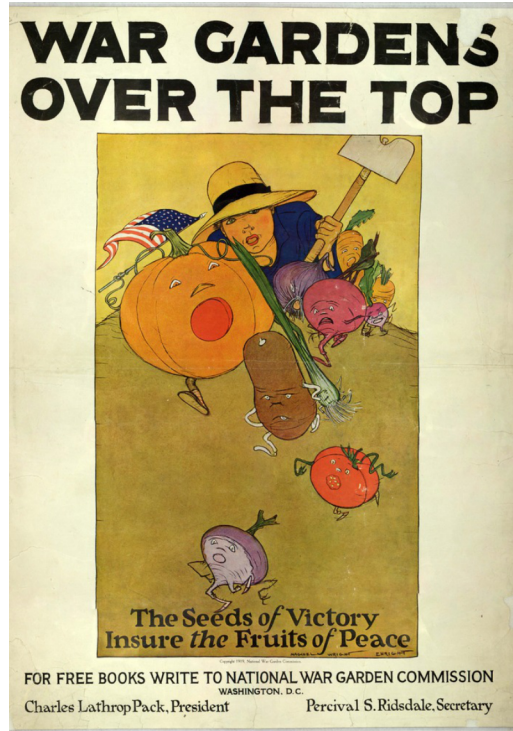
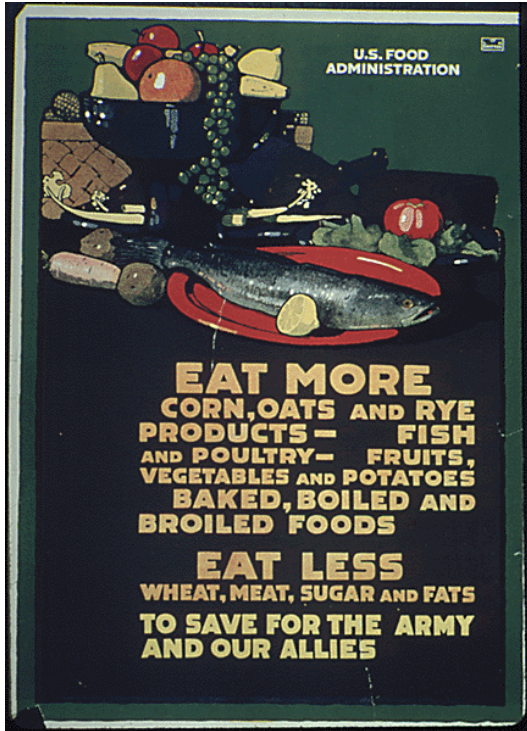
## World War I Food Posters

Remember when you made “the war cake that fed millions”? We talked a little bit about how difficult times could make it hard to get your usual ingredients. During World War I, this was the reality for many American families. The government urged families to conserve certain ingredients—especially wheat, meat, sugar, and fats—so more food could be sent to soldiers and allies overseas. And sometimes, because of war needs, you simply couldn't find these ingredients on the grocery store shelves!

The recipe for the cake you baked in this lesson was originally developed during World War I. Flour, butter, eggs, and sugar, which are usually the base ingredients for making a cake, were harder for families to use freely because Americans were encouraged to conserve these foods for the war effort. Families adapted by using ingredients such as molasses, raisins, and alternative flours whenever they could.

It must have been challenging to adjust to these wartime needs. One thing the government did to encourage people was to make posters reminding everyone why conservation mattered and sharing practical tips. Take a look at some of these posters, and then try drawing one of your own!





# Featured Historical Figure

## Fannie Farmer

Fannie Farmer was born in 1857 in Boston, Massachusetts. A great student, Fannie was unable to attend college because she became paralyzed at age 16. Confined to her home, she focused on learning how to cook, and she soon became famous for her delicious meals. Fannie Farmer became able to walk once again at the age of 30. That's when she started attending the Boston Cooking School. She did so well that she started working there, becoming principal in 1891. A few years later, she started publishing her own cookbooks, including a special cookbook with recipes for people with illnesses.



Perhaps the most important thing Fannie Farmer accomplished is being the first cookbook author to use standardized measurements. This means that her cookbook recipes had the exact measurement of each ingredient. Before that, many cookbook measurements were not exact. Imagine following a cake recipe that tells you to add “enough flour to make a stiff dough,” but you’ve never made any kind of dough before! You might add too much, or it might take you a long time to keep adding flour, little by little, until you get the right texture. Fannie Farmer solved this problem by using the same measurement units in every recipe. She also encouraged people to ensure that their ingredients were level in their measuring cups and spoons. This is a practice we use today, and we can thank Fannie Farmer for it!





# Geography

How do we identify or label locations, like our home or a local park? One way is to use an address, which includes a building number, street name, town or city name, state name, and zip code. Another way to identify or label a location is to measure where it is on the earth in terms of latitude and longitude.

Latitude and longitude are invisible lines that run across the globe. Longitude lines run north to south (up and down, or vertically on a globe), while latitude lines run from east to west (side to side, or horizontally on a globe).

Do you know the latitude and longitude of your city or town? You can find out by visiting <https://geocoding.geo.census.gov/geocoder/locations/onlineaddress?form> and typing in an address.

MY LATITUDE AND LONGITUDE:

# Food Spotlight

Molasses is a sweetener with a somewhat strong flavor. Molasses is a sugar byproduct, meaning it gets made as part of the process of making white sugar. When the sugarcane juice is boiled, molasses is left over. Molasses has health benefits because it contains calcium, iron, vitamin B6, and more. It was a common sweetener in American history, and can be found in everything from gingerbread to baked beans.



# Literature

One recipe that calls for molasses is gingerbread. Are you familiar with the story of "The Gingerbread Boy" or "The Gingerbread Man"? The story was originally published in *St. Nicholas Magazine* in 1875. Read the original printing below. Why do you think there are so many hyphens (dashes)? What do all the words with hyphens have in common? Do the hyphens make it easier to read, or more difficult?

448

FOR VERY LITTLE FOLKS.

[May,

## THE GIN-GER-BREAD BOY.

Now you shall hear a sto-ry that some-bod-y's great, great-grand-moth-er told a lit-tle girl ev-er so ma-n-y years a-go :

There was once a lit-tle old man and a lit-tle old wom-an, who lived in a lit-tle old house in the edge of a wood. They would have been a ver-y hap-py old coup-le but for one thing,—they had no lit-tle child, and they wished for one ver-y much. One day, when the lit-tle old wom-an was bak-ing gin-ger-bread, she cut a cake in the shape of a lit-tle boy, and put it in-to the ov-en.

Pres-ent-ly, she went to the ov-en to see if it was baked. As soon as the ov-en door was o-p-ened, the lit-tle gin-ger-bread boy jumped out, and be-gan to run a-way as fast as he could go.

The lit-tle old wom-an called her hus-band, and they both ran aft-er him. But they could not catch him. And soon the gin-ger-bread boy came to a barn full of thresh-ers. He called out to them as he went by, say-ing :

“ I 've run a-way from a lit-tle old wom-an,  
A lit-tle old man,  
And I can run a-way from you, I can ! ”



Then the barn full of thresh-ers set out to run aft-er him. But, though they ran fast, they could not catch him. And he ran on till he came to a field full of mow-ers. He called out to them :

“ I 've run a-way from a lit-tle old wom-an,  
A lit-tle old man,  
A barn full of thresh-ers,  
And I can run a-way from you, I can ! ”



Then the mow-ers be-gan to run aft-er him, but they could n't catch him. And he ran on till he came to a cow. He called out to her:



“ I've run a-way from a lit-tle old wom-an,  
A lit-tle old man,  
A barn full of thresh-ers,  
A field full of mow-ers,  
And I can run a-way from you, I can!”

But, though the cow start-ed at once, she could n't catch him. And soon he came to a pig. He called out to the pig:

“ I've run a-way from a lit-tle old wom-an,  
A lit-tle old man,  
A barn full of thresh-ers,  
A field full of mow-ers,  
A cow,—  
And I can run a-way from you, I can!”



But the pig ran, and could n't catch him. And he ran till he came a-cross a fox, and to him he called out:



“ I've run a-way from a lit-tle old wom-an,  
A lit-tle old man,  
A barn full of thresh-ers,  
A field full of mow-ers,  
A cow and a pig,  
And I can run a-way from you, I can!”

Then the fox set out to run. Now fox-es can run ver-y fast, and so the fox soon caught the gin-ger-bread boy and be-gan to eat him up.

Pres-ent-ly the gin-ger-bread boy said: “ O dear! I'm quar-ter gone!” And then: “ Oh, I'm half gone!” And soon: “ I'm three-quar-ters gone!” And at last: “ I'm all gone!” and nev-er spoke a-gain.



# Grades 5–8: Peanut Butter Bread

## Learning Objectives

- Define *checks and balances*
- Prepare Great-Depression-era peanut butter bread, following a recipe



## What You'll Need

- Something to write with
- Timer
- Oven
- 9" x 5" loaf pan
- Large bowl
- Whisk
- Medium bowl or large liquid measuring cup
- Toothpick
- Aluminum foil (if needed)
- Cooling rack
- 2 cups all-purpose flour or Einkorn flour
- 1/2 tsp salt, such as fine ground sea salt
- 4 tsp baking powder
- 1 1/4 cups whole milk
- 1/2 cup chunky peanut butter
- 1/4 cup plain unsulphured molasses
- Fat to grease the loaf pan such as butter, bacon grease, or lard

## Vocabulary

**Checks and balances:** the Constitutional guideline that each branch of government should be able to prevent the others from becoming too powerful

## Recipe Links

<https://marysnest.com/how-to-make-depression-era-peanut-butter-bread/>  
<https://youtu.be/G5RTXrWSW5s>



# Recipe: Peanut Butter Bread

Let's imagine it's the Great Depression, the decade following the stock market crash of 1929. After the prosperous 1920s, most people suffered great financial losses and had to drastically alter their lifestyles to be able to adapt. For example, when certain foods became too expensive or unavailable, people adapted recipes to use what they could afford.

Butter and eggs were ingredients in lots of recipes but were expensive. If you wanted to bake and didn't have any butter or eggs, what could you replace them with?

How about peanut butter? Today, we'll be making Depression-Era Peanut Butter Bread, just like families did in the 1930s.

Let's gather our ingredients and supplies.

<b>Equipment</b>	<b>Ingredients</b>
<ul style="list-style-type: none"><li>□ Timer</li><li>□ Oven</li><li>□ 9" x 5" loaf pan</li><li>□ Large bowl</li><li>□ Whisk</li><li>□ Medium bowl or large liquid measuring cup</li><li>□ Toothpick</li><li>□ Aluminum foil (if needed)</li><li>□ Cooling rack</li></ul>	<ul style="list-style-type: none"><li>□ 2 cups all-purpose flour or Einkorn flour</li><li>□ 1/2 tsp salt, such as fine ground sea salt</li><li>□ 4 tsp baking powder</li><li>□ 1 1/4 cups whole milk</li><li>□ 1/2 cup chunky peanut butter</li><li>□ 1/4 cup plain unsulphured molasses</li><li>□ Fat to grease the loaf pan such as butter, bacon grease, or lard</li></ul>

First, we'll preheat the oven to 325°F (163°C) and grease our loaf pan.

Next, we'll add the flour, baking powder, and salt to the large bowl and whisk the ingredients together.

In a separate bowl or liquid measuring cup, add the peanut butter, molasses, and milk, and whisk to fully combine.

Now make a well or crater in the dry mixture, and pour the milk mixture into the well.

Gently mix until there is no more dry flour visible, but do not over mix.

Next, we'll transfer the batter to the greased loaf pan and spread it out evenly.

Time to put the pan in the oven! We'll place it on the middle rack. Then, set the timer for 50 minutes.

When the timer goes off, we'll check to see if the bread is done by sticking a toothpick in the middle and seeing if it comes out clean. If the toothpick is clean, the bread is ready. If not, we'll put the bread back in the oven for 10 minutes and check again.

If the bread looks like it's getting too dark, but it's still not done, we can use aluminum foil to create a "tent" over the pan and continue baking. When the bread

is finished, place the pan on a heatproof surface to cool for a few minutes. Then we'll remove the bread from the pan and place it on a cooling rack to finish cooling.

Once the bread has cooled, it's time to slice it and taste! How would you describe the flavor of your homemade Depression-Era Peanut Butter Bread?



# History's Home Cooks

## Immigrants' Influence on American Food

The American menu has been constantly rewritten by the traditions and survival strategies of the people who moved here. In the 1700s and 1800s, West Africans brought essential agricultural knowledge and seeds for crops like okra and black-eyed peas, which became the backbone of Southern cooking.

During the late 19th-century wave of immigration, Italian and Eastern European families in Northern cities established the first pizzerias and delicatessens, making pasta and rye bread into national staples.

On the West Coast, Chinese and Japanese laborers adapted their traditional recipes to satisfy local American tastes, creating fusion styles like Chop Suey and Teriyaki.

Rather than staying separate, these cultural foodways merged over centuries, proving that American food is partly a collection of global traditions that found a new home.





# Core Principles

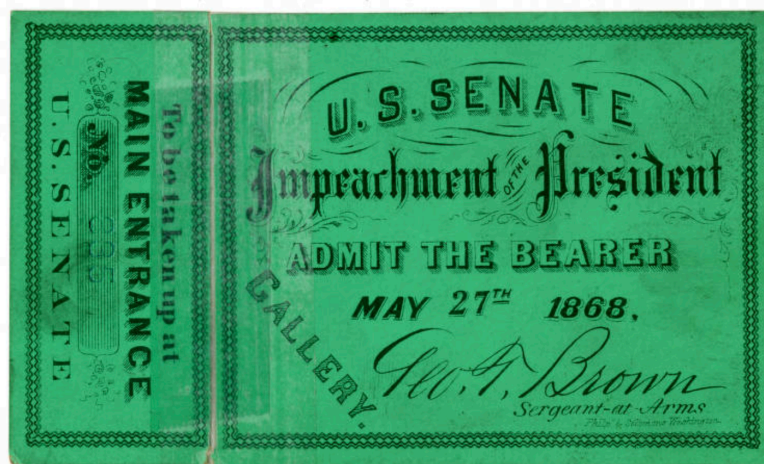
## Checks and Balances

The United States government is made up of three separate branches: the legislative, the executive, and the judicial branch. Do you know the job of each branch? (The legislature makes laws, the executive enforces laws, and the judiciary interprets laws.) Giving each branch its own separate powers is a way to prevent one part of government from getting too powerful.

Another way to prevent an imbalance of power is the constitutional system of *checks and balances*. This means that each branch has a way to “check” or “balance out” the power of each other branch.

For example, the president (executive branch) has the power to veto (reject or block) laws passed by Congress (legislative branch). But Congress also has the power to override presidential vetoes. Similarly, the Supreme Court (judicial branch) can overturn laws passed by Congress and executive orders signed by the president by ruling that they are unconstitutional. In addition, the executive branch appoints justices to the judiciary, and the legislative branch confirms those choices. Congress has the power to impeach both the president and Supreme Court justices. Impeachment means the government officials are brought to trial and charged with some kind of misconduct.

Why do you think checks and balances are such an important part of the US Constitution?





# Activity

## Checks and Balances

**Directions:** In the space below, draw a diagram illustrating how each branch of government can “check” and “balance” one another.



# Primary Source Spotlight

## The Work of George Washington Carver

Browse George Washington Carver's famous 1917 publication "How to Grow the Peanut and 105 Ways of Preparing It for Human Consumption" at the link below. What stands out to you? Do any of his recipes catch your eye?

<https://archive.org/details/CAT31355406/mode/2up>

Note: If you have a peanut allergy, consider reading one of Carver's bulletins about sweet potatoes. You can find several options here:

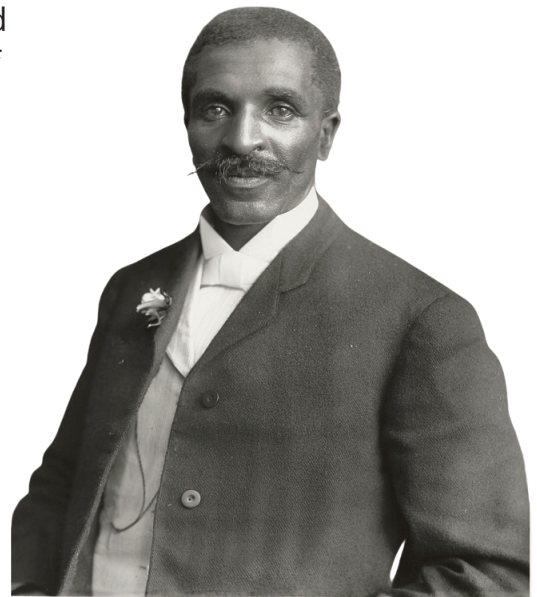
<https://www.nal.usda.gov/exhibits/ipd/carver/exhibits/show/bulletins/carver>

## Featured Historical Figure

### George Washington Carver

George Washington Carver was born in Missouri just before the end of the Civil War. As he grew up, he became a homesteader and planted almost a thousand trees as well as fields of corn, rice, and vegetables. He collected rocks, minerals, and fossils, and he maintained a greenhouse with over 500 plants.

In addition to his scientific interests, George Washington Carver was also a talented artist. He played piano, crocheted, and painted. In fact, when his art teacher noticed how precisely he painted flowers, she suggested he attend Iowa State Agricultural College to study botany. He became the first African American student there, and after he graduated, he earned a Master of Science degree as well. He then accepted a teaching



position at Alabama’s Tuskegee Institute, which was dedicated to providing educational opportunities to former slaves in the South. He taught farming methods like crop rotation and composting, introduced students to new ideas for profitable crops, and encouraged farmers to aim for self-sufficiency by preserving a variety of foods.

It is often said that George Washington Carver invented peanut butter! But peanut butter has been around longer than the scientist. However, he did publish a series of agricultural bulletins, one of which documented more than 100 uses for peanuts! He also recorded many uses for sweet potato, including dyes, candies, flours, molasses, and vinegars. But his most important contribution may be the scientific methods of farming he developed—crop rotation for soil health is still in use today!

In 1922, George Washington Carver wrote a thank-you letter to the Tuskegee Institute and included a list of eight virtues:

1. Be clean both inside and out.
2. Who neither looks up to the rich nor down on the poor.
3. Who loses, if needs be, without squealing.
4. Who wins without bragging.
5. Who is always considerate of women, children and old people.
6. Who is too brave to lie.
7. Who is too generous to cheat.
8. Who take his share of the world and lets other people have theirs.

Do you agree with these virtues? Try putting them into your own words.



# Geography

Have you ever visited our nation’s capital?

Washington, DC, is located on the east bank of the Potomac River, between the states of Maryland and Virginia. The city covers about 68 square miles and includes both low-lying areas along the river and gentle hills inland. The National Mall stretches east to west between the US Capitol and the Lincoln Memorial, forming the city’s symbolic center. Several waterways, including the Anacostia River, flow through the city,



and man-made features like the Tidal Basin help manage water and provide scenic views. DC’s location along major rivers and its flat-to-gently-rolling terrain made it easy to design the capital with wide avenues, public squares, and monument space.

The National Mall in Washington, DC, is home to some of the most important sites and monuments in the country. At one end stands the US Capitol, where Congress meets to make the nation’s laws. West across the Mall rises the 555-foot Washington Monument, and beyond it sits the Lincoln Memorial, with a more than 2,000-foot-long reflecting pool between them. North of the monument is the White House, the president’s home and workplace. Around the Tidal Basin are the Jefferson Memorial and the Japanese Cherry Trees. The area also includes the World War II Memorial, the Vietnam Veterans Memorial, and the Korean War Veterans Memorial, as well as Smithsonian museums like the National Museum of American History, the National Air and Space Museum, and the National Museum of Natural History. Take a look at the map at the link below and identify the sites you would most like to visit.

[https://maps.lib.utexas.edu/maps/national\\_parks/washington\\_dc\\_parks98.pdf](https://maps.lib.utexas.edu/maps/national_parks/washington_dc_parks98.pdf)

## MY TOP 3 WASHINGTON, DC, TRAVEL DESTINATIONS:

- 1.
- 2.
- 3.

# Food Spotlight

Peanuts, which are not nuts but legumes, have been grown in the Americas for hundreds of years, but they became an important crop in the United States in the 19th century, especially in the South. After the Civil War, Southern farmers needed crops that were easy to grow and could improve the soil, and peanuts were perfect because they return nitrogen to the ground.



Even presidents have been interested in peanuts. Thomas Jefferson, the third president, grew peanuts before they became a popular crop. Peanuts have come a long way in the US over the years!

Georgia, Texas, Florida, and Alabama are the top peanut-growing states in the US. If you live in or have visited the Southeast, you may have tried boiled peanuts, which are very different from the roasted peanuts most Americans are used to. These boiled peanuts are soft and moist, almost like beans, and eaten warm. What is your favorite way to eat peanuts?

# Literature

Borrow a copy of Louisa May Alcott's 1868 novel *Little Women* from your local library. What can you learn about food and family life from the March family's experiences? How would you have reacted if your mother asked you to give away your Christmas breakfast?





# Grades 9–12: Apple Pandowdy

## What You'll Need

- Something to write with
- Timer
- Oven
- Food processor (or a pastry cutter, or 2 knives, or 2 forks)
- Small or medium bowl
- Plastic wrap
- Pizza cutter or sharp knife
- Parchment paper
- Baking sheet
- Cast iron/ovenproof skillet
- Pastry brush
- Cooling rack
- For the Dowdy Pie Dough -
- 2/3 cup all-purpose flour
- 1 tsp dried sugar cane juice (Sucanat) or light or dark brown sugar
- 1/2 tsp salt
- 6 tbsps unsalted butter, cut into small pieces, kept frozen until ready to use
- 1 tsp vanilla extract flavoring
- 3 tbsps ice water
- 1 tbsp sour cream
- For the Apple Filling -
- 2-3 pounds apples (any variety) peeled, cored, and cut into 1/2" slices
- 1/4 cup dried sugar cane juice (Sucanat) or light brown or dark brown sugar
- 1/2 tsp ground cinnamon
- 1/4 tsp salt
- 3 tbsps butter, unsalted
- 3/4 cup apple juice (or water)
- 1 tbsp cornstarch (or tapioca flour)
- 1 medium lemon, juice and zest
- For the Dowdy Pie Dough Topping -
- 1 tbsp white sugar
- 1/2 tsp ground cinnamon
- 1 large egg, lightly beaten



## Learning Objectives

- Define *federalism*
- Prepare apple pandowdy, following a recipe

## Vocabulary

**Federalism:** a system of government in which political power is shared between a central government and local governments

## Recipe Links

<https://marysnest.com/how-to-make-old-fashioned-apple-pandowdy/>  
<https://youtu.be/gtY7rXSP8Sw>



# Recipe: Apple Pandowdy

Have you ever heard the word “dowdy” before? It’s not very common in today’s usage, but it refers to an appearance that is not fashionable or neat. What if the word “dowdy” were used to describe a dessert? Do you think an untidy appearance would make a dessert less delicious? Some people might even find a messy-looking dessert to be more fun than a perfect-looking one!

Today, we’ll have a chance to make apple pandowdy, which is a type of apple pie that looks a little messier or “dowdier” than usual. But it still tastes just as delicious, if not better!

Apple pandowdy was a favorite dessert of Abigail Adams, the wife of the second American president, John Adams. The Adams family were the first presidential family to live in the White House, and we can imagine how often apple pandowdy was on the menu!

Time to make our own apple pandowdy! Let’s gather our ingredients and supplies.

## Ingredients

### *For the Dowdy Pie Dough*

- 2/3 cup all-purpose flour
- 1 tsp dried sugar cane juice (Sucanat) or light or dark brown sugar
- 1/2 tsp salt
- 6 tbsp unsalted butter, cut into small pieces and kept frozen until ready to use
- 1 tsp vanilla extract flavoring
- 3 tbsp ice water
- 1 tbsp sour cream

### *For the Apple Filling*

- 2-3 pounds apples (any variety) peeled, cored, and cut into 1/2" slices
- 1/4 cup dried sugar cane juice (Sucanat) or light brown or dark brown sugar
- 1/2 tsp ground cinnamon
- 1/4 tsp salt
- 3 tbsp butter, unsalted

- 3/4 cup apple juice (or water)
- 1 tbsp cornstarch (or tapioca flour)
- 1 medium lemon, juice and zest

### *For the Dowdy Pie Dough Topping*

- 1 tbsp white sugar
- 1/2 tsp ground cinnamon
- 1 large egg, lightly beaten

## Equipment

- Timer
- Oven
- Food processor (or a pastry cutter, or 2 knives, or 2 forks)
- Small or medium bowl
- Plastic wrap
- Pizza cutter or sharp knife
- Parchment paper
- Baking sheet
- Cast iron skillet/ovenproof skillet
- Pastry brush
- Cooling rack



There are three parts to this recipe. First, we will make the dowdy pie dough. Then we will make the apple filling. Finally, we will make the dowdy pie dough topping.

For our dough, we're going to use a food processor if possible. It makes things much easier. We'll add the flour, Sucanat, and salt, and then pulse the food processor for a few seconds to mix.

Next we will add the butter and pulse again until the flour mixture and butter appear like small peas (about 8 pulses).

To a small bowl, we'll now add the sour cream, ice water, and vanilla extract. We'll mix these together and then add the mixture to the food processor. Then we pulse until the dough comes together in clumps and all the flour has been moistened.

Now we're going to line a flat surface with plastic wrap and place the dough on top. Using the plastic wrap, shape the dough into a disc of about 4 to 5 inches. Then wrap the disc with the plastic wrap and refrigerate, setting the timer for 1 hour.

When our timer goes off, we can remove the dough and place it on a floured surface. Using a rolling pin, roll out the dough into a 10-inch circle.

Now we need to use a pizza cutter or sharp knife to cut the dough into 2-inch pieces. They won't be perfect when we cut along the curve of the circle, and that's okay.

Our pandowdy pie dough is done! Time to place the pieces onto a parchment-lined baking sheet, cover with plastic wrap, and refrigerate.

Now we will make our apple filling. We'll start by tossing the apples, Sucanat, cinnamon, lemon juice, lemon zest, and salt together in a large bowl. Then we set this aside.

Time to melt the butter in our skillet, over medium heat. Once the butter has melted, we add the apple mixture. We'll cook the apples for approximately 10 to 12 minutes until they release their juices and begin to soften.

Now we mix the apple juice and corn starch together until there are no lumps, and we add this to our apple mixture in the skillet. We'll bring everything up to a boil,



then immediately turn the heat down to medium-low and simmer until the sauce is thickened (about 2-3 minutes).

Once the sauce is thickened, we remove the skillet from the heat and place it on a heatproof surface. We'll press on the apples with the back of a wooden spoon to flatten them into an even layer. Then we set this aside.

At this point, we preheat the oven to 400°F (204°C) and remove the dough pieces from the refrigerator. We'll place the dough pieces on top of the apple mixture in the skillet, in no particular pattern. They can overlap, and there can be openings where you can see down into the apple mixture.

In a small bowl, we mix the cinnamon and sugar and set aside. Now we'll beat our egg, if we haven't already, and brush the dough with the egg. Then we sprinkle the dough with the cinnamon and sugar mixture.

It's baking time! We'll place the skillet on the middle rack of the preheated oven and bake for 15 minutes. When our timer goes off, we carefully remove the skillet from the oven and place it on a heatproof surface. Using the back of a spoon, we'll press down on the crust, breaking it in different places, allowing the apple juices to seep up on top of the crust. Then we return the skillet to the oven and continue to bake



until the crust turns a golden brown and puffs up slightly (about 15 minutes). We'll transfer the skillet to a wire rack and allow it to cool for at least 10 minutes.

Time to taste! Scoop out a portion of the apples along with the crust and enjoy! Optionally, top your apple pandowdy with some vanilla ice cream. How would you describe the taste of your apple pandowdy?

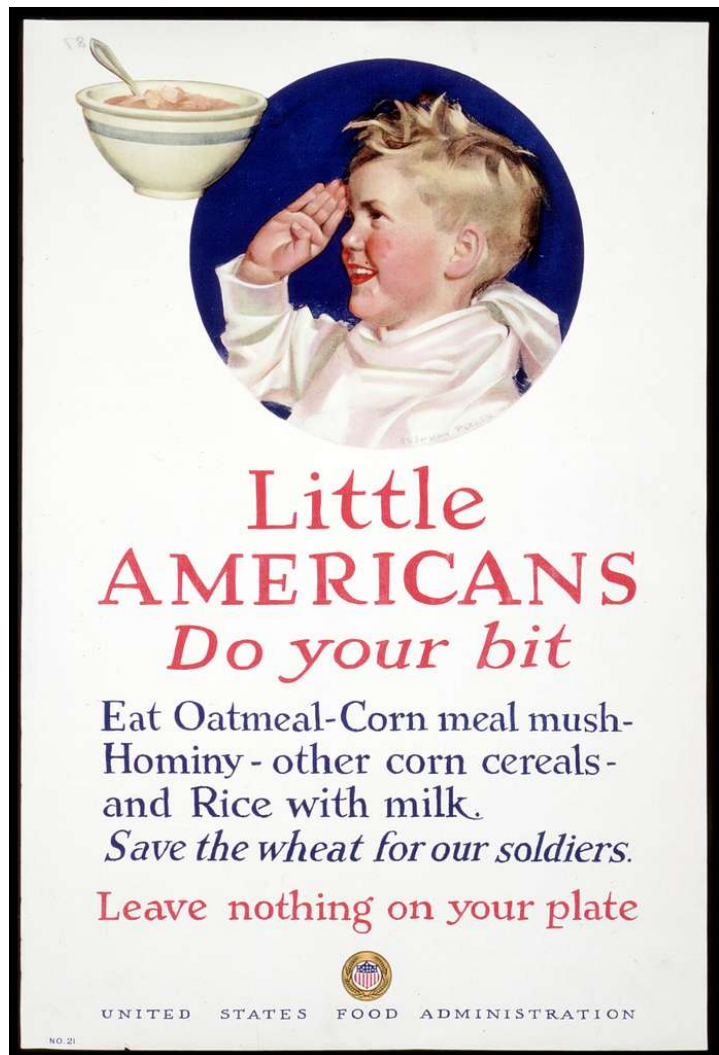
# History's Home Cooks

## Wartime Rationing

Would you ever think that the domestic kitchen could become a home front and meal planning could become a matter of national security? In many ways, that's just what wartime rationing did. During World War II, the Office of Price Administration introduced a complex system of point-rationing to manage shortages caused by the global need to feed millions of soldiers. Home cooks were issued ration books containing color-coded stamps: red stamps were required for meat, butter, and cheese, while blue stamps were used for processed foods like canned soup.

Wartime rations forced families to become extremely resourceful; since sugar was strictly limited to roughly a half-pound per person per week, many cooks turned to corn syrup or honey as substitutes in their baking.

To supplement these tight quotas, the government encouraged the planting of Victory Gardens, which eventually produced nearly 40% of the nation's fresh vegetables. These restrictions fundamentally changed the American diet, as families shifted away from heavy meat-and-butter dishes toward extended meals like casseroles and meatloaves that used breadcrumbs and homegrown vegetables to make small portions last longer.



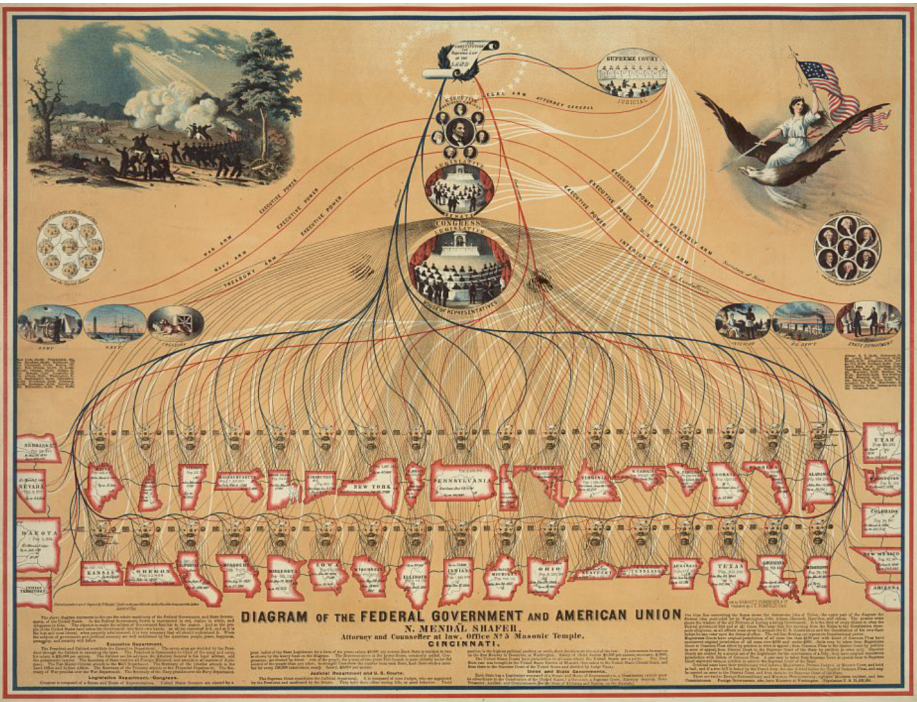
# Core Principles

## Federalism

An important element of American government is *federalism*. Under a federalist system, political power is shared between a central (national) government and local (state) governments. This division of power allows each state to retain a certain degree of sovereignty to determine their own state constitution and decide on their own laws and policies. The Tenth Amendment to the Constitution protects the states as follows: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

There is an exception to state sovereignty, though. State constitutions and laws must not violate the US Constitution. For example, if a particular state wanted to outlaw freedom of speech, this would not be allowed. To ensure this, Article VI, Clause 2 of the Constitution specifically says: “This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.” This clause is referred to as the Supremacy Clause because it establishes the supremacy of the federal government over the states.

In a way, the Supremacy Clause and the Tenth Amendment create a form of checks and balances, just like the checks and balances among the three branches of government. The Supremacy Clause prevents states from violating citizens' rights as guaranteed by the US Constitution and defined by US Federal Law, and the Tenth Amendment prevents the federal government from becoming all-powerful.





# Activity

## Federalism

**Directions:** Under a federalist system, there can be arguments between the national government and the governments of the individual states. Read the scenarios in the first column below. Then, decide whether that scenario is allowed according to the Constitution, and check the box next to “Yes” or “No” in the middle column. Finally, in the third column, check the box next to “Tenth Amendment” or “Supremacy Clause” to support your decision.

Scenario	Allowed?	Constitutional Basis
A state passes a law requiring all public schools to teach a particular curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
A state passes a law requiring all residents to practice a certain religion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
A state sets its own speed limits on highways.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
A state bans all ownership of personal firearms.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
A state makes it illegal for everyday people to publish websites or newsletters.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
A state implements a sales tax that is different from another state's sales tax.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause
The federal government bans all alcohol.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Tenth Amendment <input type="checkbox"/> Supremacy Clause

# Primary Source Spotlight

## Federalist vs. Anti-Federalist Debates

Before the US Constitution was ratified in 1789, the United States was governed by the Articles of Confederation. Most Founding Fathers agreed that the document wasn't strong enough to enforce law on a federal level. As part of the process of preparing to write a new Constitution, debates took place about how much power the federal government should have.

Those who supported a strong federal government were called Federalists and included James Madison and Alexander Hamilton. Those who wanted a weaker federal government and stronger states were called Anti-Federalists and included Patrick Henry and Brutus I (a pseudonym). Read the excerpts from these Founding Fathers' writings on the next page. What is each writer's argument? Which points do you most agree with, and why?



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 1125 NASSAU ST. NEW YORK

**“GIVE ME LIBERTY, OR GIVE ME DEATH !”**  
 PATRICK HENRY delivering his great speech on the Rights of the Colonies, before the Virginia Assembly, convened at Richmond, March 23<sup>rd</sup> 1775. Concluding with the above sentiment, which became the war cry of the Revolution.

### **Brutus I - October 18, 1787**

History furnishes no example of a free republic, anything like the extent of the United States. The Grecian republics were of small extent; so also was that of the Romans. Both of these, it is true, in process of time, extended their conquests over large territories of country; and the consequence was, that their governments were changed from that of free governments to those of the most tyrannical that ever existed in the world.

...The territory of the United States is of vast extent; it now contains near three millions of souls, and is capable of containing much more than ten times that number. Is it practicable for a country, so large and so numerous as they will soon become, to elect a representation, that will speak their sentiments, without their becoming so numerous as to be incapable of transacting public business? It certainly is not.



### **Alexander Hamilton - Federalist 1**

It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force.



### **James Madison - Federalist 45**

The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite. The former will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce; with which last the power of taxation will, for the most part, be connected. The powers reserved to the several States will extend to all the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the people, and the internal order, improvement, and prosperity of the State.

The operations of the federal government will be most extensive and important in times of war and danger; those of the State governments in times of peace and security. As the former periods will probably bear a small proportion to the latter, the State governments will here enjoy another advantage over the federal government. The more adequate, indeed, the federal powers may be rendered to the national defense, the less frequent will be those scenes of danger which might favor their ascendancy over the governments of the particular States.

# Featured Historical Figure

## Abigail Adams

Abigail Adams was born in 1744 in the colony of Massachusetts where she was educated at home within a family that was active in politics. When she was a teenager, she met future president John Adams, and they were married when she was 20. The couple had five children, one of whom, John Quincy Adams, would become US president like his father.

As a White House archive explains, “Abigail Adams was the first woman to serve as Second Lady of [the] United States and the second woman to serve as First Lady.” In other words, she was the wife of the first vice president and the second president. She was also the first First Lady to live in the White House, as it was still being built when George Washington served his terms as president. In fact, it wasn’t completely finished when the Adams family moved in! Nonetheless, the First Lady devoted herself to making the presidential home a regular destination for official entertaining.



Perhaps Mrs. Adams’s greatest contribution to American history is the wealth of primary sources she created in the form of her letters. John Adams had to travel often, and Abigail wrote him frequently. Her letters provide accounts of wartime experiences during the revolution, including adapting to food shortages and having to make do with what was available. It is also well known that Abigail served as an unofficial advisor to her husband, advocating for the rights of women and African Americans in addition to independence from Britain.

Today, it is easy to explore the Adams family correspondence online. Visit <https://www.masshist.org/digitaladams/archive/> and search for some terms that interest you to see what Abigail and John might have said about that topic!

# Geography

Below you'll find three maps created in 1946 that each depict a different aspect of American geography. The first is called *America: Its Soil*, by Paul Sample, and shows the different crops that can be grown in the soil of different US regions. What crops are grown in your region?

The second map was painted by artist Aaron Bohrod and is titled *America: Its History*. For each state, the artist depicted a historical event or figure important to that region. What is shown on your state?

The third map, by William Gropper, is called *America: Its Folklore*. Each region is decorated with figures that play an important role in local legends. What legends are depicted in your region? As you scan the map as a whole, consider doing some research on any names you've never heard before. What can these legends teach us about each part of our country?







# Food Spotlight

## Timeline of Apples in American History

**1625:** Reverend William Blaxton plants the first apple orchard in North America on Boston's Beacon Hill, introducing the fruit to the colonies.

**1700s:** Most colonial apples are "spitters" (too bitter to eat), so farmers grow them primarily for hard cider, which is a safer alternative to local water.

**1759:** Benjamin Franklin has barrels of Newton Pippin apples shipped to him while in London. He introduces them to the English royal court, making them one of the first American apple exports.

**1770s:** Abigail Adams perfects her Apple Pandowdy recipe, a favorite of her husband John. This deep-dish dessert is a perfect example of early American baking.

**1790s:** President John Adams begins every morning with a tankard of hard cider, believing a "jill of cyder" helps settle his stomach and promotes good health.



**1800s:** John Chapman, known as Johnny Appleseed, travels through Ohio and Indiana building fenced-in nurseries to sell seedlings to pioneers. These orchards are essential because frontier laws require settlers to plant 50 trees to legally prove their land claims.

**1838:** Andrew Stevenson, the American minister to Great Britain, presents a gift basket of Newton Pippin apples to Queen Victoria. She enjoys them so much that she later requests the British Parliament lift the import tax specifically for them.

**1904:** At the St. Louis World's Fair, horticulture expert J.T. Stinson gives a speech where he introduces the modern phrase "an apple a day keeps the doctor away" to promote fruit consumption.

**1920:** The 18th Amendment bans alcohol, including hard cider. To save their industry, apple growers pivot their marketing entirely, rebranding the apple as the ultimate health food rather than a source of drink.

**Present Day:** Apples are the second most-consumed fruit in the US, having evolved from a bitter frontier necessity into a national symbol of American health and heritage.



# Appendix





# America 250 Celebrations

Congratulations! You've completed *the Modern Pioneer Celebrates America Curriculum*. Keep the celebration going by visiting the link below to explore the official website of the U.S. Semiquincentennial Commission!

[america250.org](https://america250.org)

## Share Your Story

You can share your own personal story or reflections about America in the form of a short video, an image, an audio recording, or a written testimony at the link below.

<https://america250.org/share-your-story/>

## Time Capsule

Have you ever participated in creating a time capsule for future generations to discover? The America 250 Commission will be burying one on July 4, 2026 at Independence National Historical Park. What do you think should be added to the time capsule? You can learn more about it at the link below.

<https://america250.org/time-capsule/>

## Volunteering

America Gives is part of the America 250 celebration, and its goal is to be the biggest organized volunteer movement in American history. You can find volunteer opportunities near you at the link below.

<https://america250.org/america-gives/>

## Local Events

Towns and cities across the country are participating in the America 250 celebration! To find local events in your area, visit the link below.

<https://america250.org/calendar/?view=map&date=allFutureEvents>

# Field Trip Idea

Have you ever visited a colonial village or living history site? Visit the website of the Association for Living History, Farm, and Agricultural Museums at [alhfam.org](http://alhfam.org). Navigate to the "About Us" dropdown and select "Regions." Then select the region where you live and see if there's a site nearby that you'd like to visit!



# Puzzles: Wordsearch

R A P P L E P A N D O W D Y F O F E D E R A L I S M  
 U M E A B T A W G B C O O R E I R D B W X M I V E H  
 G E E Q U H D A D T H R E E B R A N C H E S B J T O  
 L R E G S C E R M D R E R I T N K M A R Y S N E S T  
 P I O R W N I C D E U D W N H E A U T I O N A L O W  
 C C O N I Y L A P A L D B R O B S W A T E R Y V I A  
 H A R D T A C K Z B E N J A M I N F R A N K L I N T  
 E R E R C H A E N G O A E F A R E Q U P I O E C A E  
 C A P B H O G T W I F L T E S V P R E S I D E T T R  
 K L U R E M A S H R L Y E I J U D I C I A L D O U C  
 S A B E L T L E G I A S L V E B R N C O H B U R R O  
 A I L A R H F R E G W O L E F R E E D O M E N Y A R  
 N T I L J U D I C L A I R L F A M L Y N I T E G L N  
 D O C D E R E V I T U C E X E T A E I S C S T A R B  
 B H A W A M R C A E L Y L U R E C O L O N Y S R I R  
 A C N A B I G A I L A D A M S C O N G T I R E D G E  
 L G I P L J E F F R Q U I Z O R N B A P L O W E H A  
 A W S A T E I T V S Y O W O N P S E H V A S H N T D  
 N O M N S T A O P E A N U T B U T T E R L S A S S E  
 C I B R E A F D O L R P L O T M I G H T E L P I G F  
 E C I N H O M E M A D E S L L E T D O R G H A P S T  
 S O N T Y G A B I L O K S E R B U H X H I S T O R Y  
 P O P U L A R S O V E R E I G N T Y E C S A R B H A  
 O K A G B E C N E D N E P E D N I S A F L E I R E Z  
 Y I G E O R G E W A S H I N G T O N M E A R O F F P  
 U N I T E D S T A T E S A H T I N G A L T A T L X E  
 N G A P L E E R S D W E R E O Y C O K P I O N E E R  
 S E M I Q U I N C E N T E N N I A L R I V E R T S N  
 A C O N B H M D A E R B T I U C S I B T E L L I K S

## Word List

Abigail Adams	Cooking	Homemade	Patriot	Skillet Biscuit Bread
America	Executive	Hot Water	Peanut Butter	Switchel
Apple Pandowdy	Federalism	Cornbread	Popular Sovereignty	Thomas Jefferson
Benjamin Franklin	Flag	Independence	Republicanism	Three Branches
Betsy Ross	Freedom	Judicial	Rule of Law	United States
Checks and	George Washington	Legislative	Semiquincentennial	Victory Gardens
Balances	GW Carver	Mary's Nest	Separation of	Warcake
Colony	Hardtack	Pioneer	Powers	
Constitution	History	Natural Rights	Shrub	

# Puzzles: K-4 Crossword



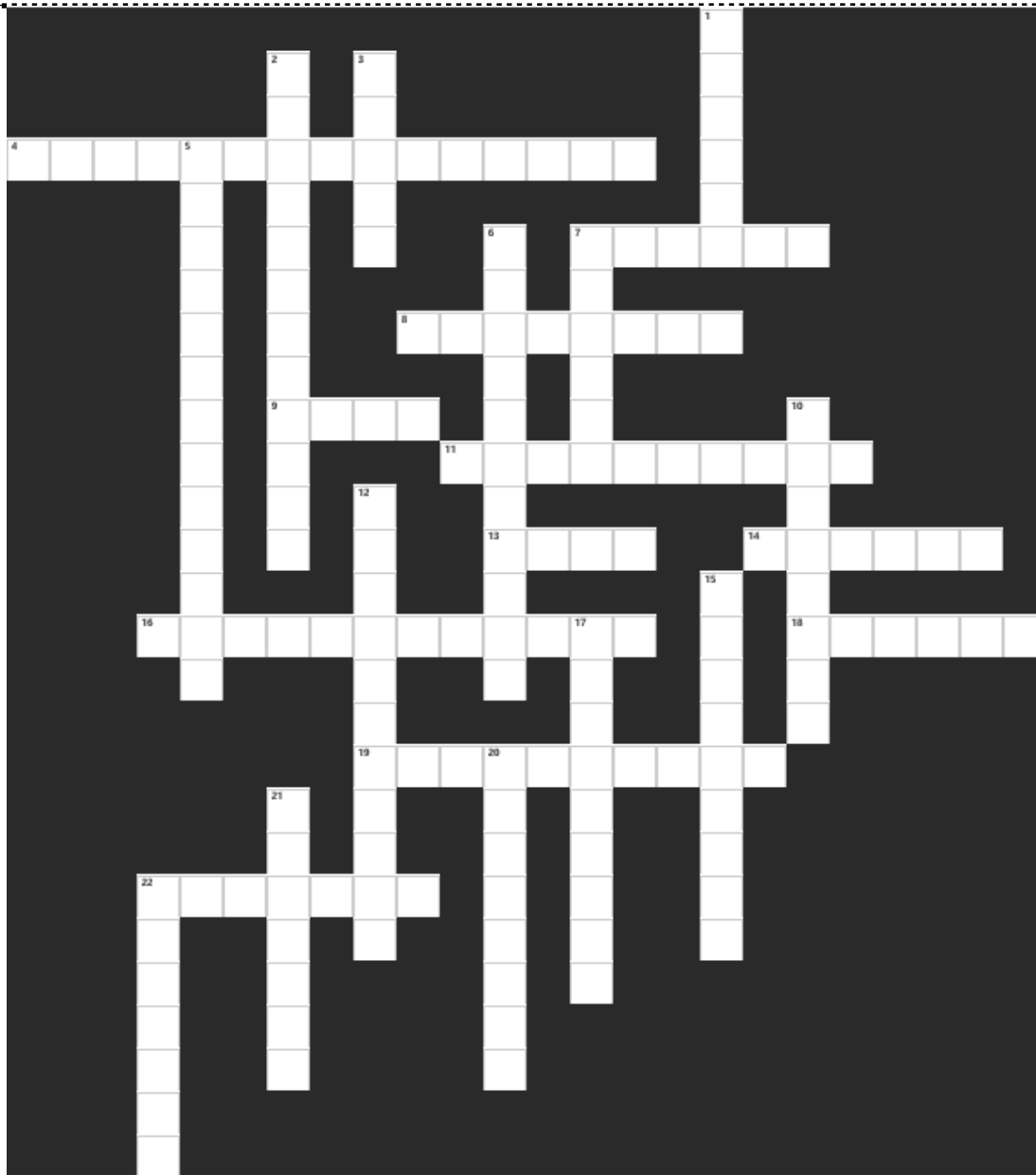
## Across

4. What we celebrate on the 4th of July
5. A tasty drink made with vinegar
6. The \_ branch of the government that makes sure laws are allowed by the US Constitution.
9. The \_ Boy thinks he can run away from everyone!
12. Invisible lines that run north to south on a globe.
13. "How doth the little busy \_"
14. A sweetener that never spoils
15. The US used to be a \_ of Great Britain.
18. The real last name of "Poor Richard"
20. Invisible lines that run east to west on a globe.
21. Colonial cooking spot
22. You can make biscuit bread in a \_.
23. Stars and \_

## Down

1. The separation of \_ is an important part of American government.
2. \_ Farmer encouraged home cooks to use measuring cups and spoons.
3. The \_ branch of the government that makes laws.
7. The northernmost colonial region
8. \_ Ross may have made the first US flag.
10. The \_ branch of the government that enforces laws.
11. Benjamin Franklin wanted the colonies to \_ together.
16. "The \_ Red Hen"
17. A sweetener made as a byproduct of white sugar
19. Our \_ rights cannot be taken away.

# Puzzles: 5-8 Crossword



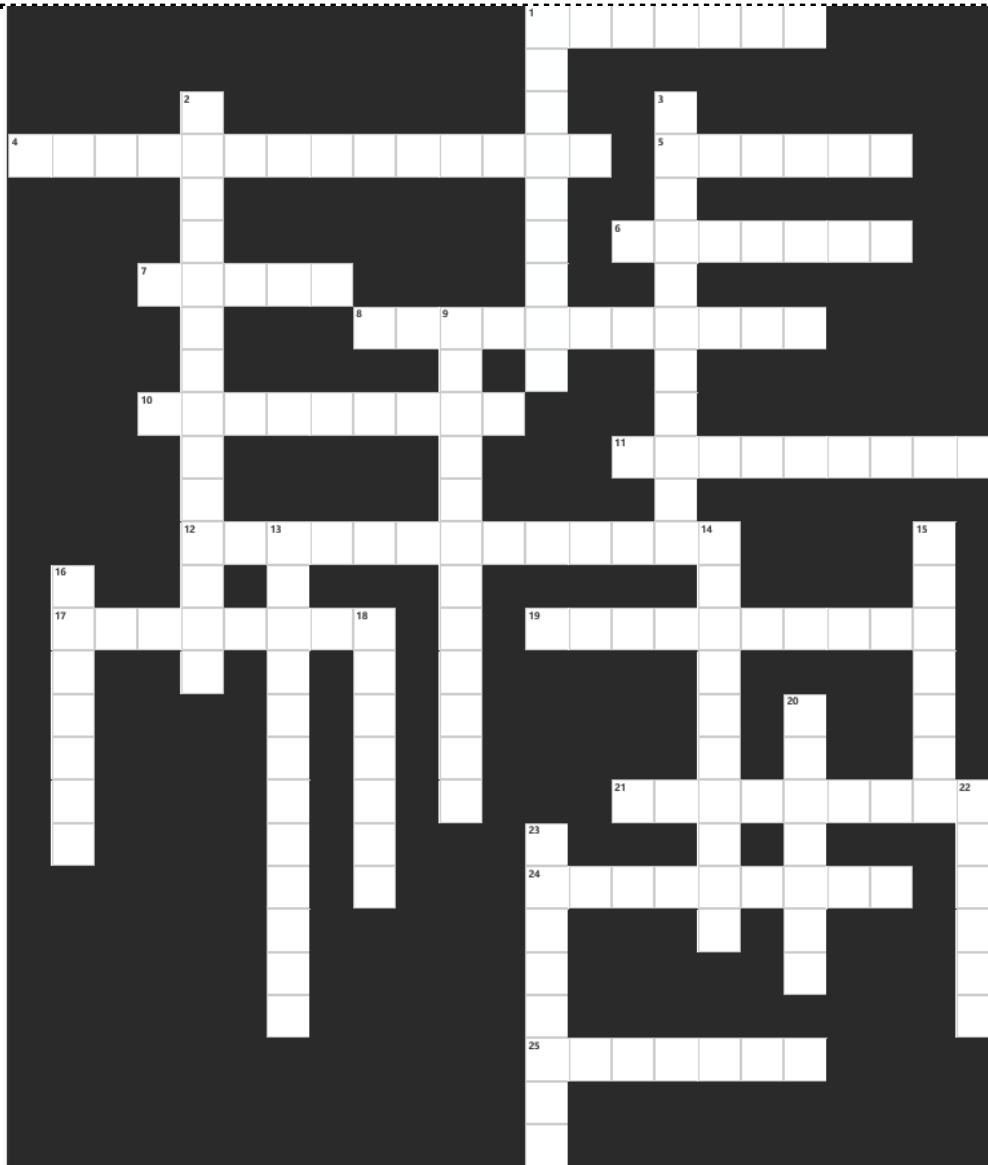
## Across

4. The period following the 1929 stock market crash
7. A traditional cooking fat made from cream
8. A conflict that took place in the US in the mid-1800s
9. A traditional cooking fat made from pig fat
11. 100-year anniversary
13. A traditional cooking fat made by clarifying butter
14. A traditional cooking fat made from cow fat
16. A main ingredient in a popular Great Depression bread
18. George Washington \_ studied the peanut extensively.
19. George \_ was reluctant to become president but was elected unanimously.
22. Someone who followed a trail west in the 1800s

## Down

1. A legume that adds nitrogen to soil
2. The setting of a story by Washington Irving
3. A tasty drink made with vinegar
5. A book by Laura Ingalls Wilder
6. Popular \_ is the idea that political power comes from the people.
7. A piece of paper used to cast a vote
10. Checks and \_ are built into the US Constitution.
12. A book by Louisa May Alcott
15. The idea that everyone is protected under the law and accountable to the law
17. Home \_ is a scientific approach to cooking and domestic work.
20. A survival food that must be reconstituted
21. Ingredient that was fermented in barrels
22. Washington, DC, is located on the \_ River.

# Puzzles: 9-12 Crossword



## Across

1. A method of food preservation that developed in the 1800s
4. A way to be more self-sufficient during World War II
5. The predecessor to the refrigerator
6. The \_ Cession was an instance of US expansion.
7. A type of corn mush pudding written about by poet Joel Barlow
8. The \_ of Independence announced that the US would no longer be a colony.
10. The \_ Purchase was an instance of US expansion.
11. Last name of the third US president
12. The idea that political power rests in the people through their elected representatives
17. Refusals to buy certain products for political reasons
19. When political power is shared between a central government and local governments
21. The practice of limiting certain foods and resources during wartime
24. John Chapman was also known as Johnny \_.
25. \_ Clark was instrumental in exploring the western US.

## Down

1. Hot water \_ can be made without flour or eggs.
2. An agreement between the government and its citizens
3. Alternatives to British teas during the Revolutionary era boycott
9. The supreme law of the land
13. A famous anti-federalist
14. \_ Lewis was Thomas Jefferson's private secretary.
15. The subject of a poem by John Greenleaf Whittier
16. First name of the first Second Lady and the second First Lady
18. The three \_ are corn, beans, and squash.
20. Henry David \_ wrote a nature essay about wild apples
22. A spicy root with anti-inflammatory properties
23. A messy-looking pie

# Puzzles: Rebus

A rebus is a message that is written at least partly in pictures or symbols. The rebus below says "I love America."



On the next page is a rebus written by Mary Daryl in 1778 with a message from America to Great Britain. It is much more difficult to decipher. Can you figure out what it says?

To get you started, let's look at the first line. The first picture represents America. The second picture is a toe, which stands for the word "to." The third picture is a young woman, or "Miss," which becomes a prefix for the word "taken," making "mistaken." The fourth picture is a moth, a word that gets attached to the suffix "er," making "mother." Thus, the first line reads: "America to her mistaken mother."

The answer key for the full rebus is at the bottom of this page.

**Note:** If you find it too difficult to decode the 1778 rebus, make your own rebus instead!

**ANSWER KEY:** America to her mistaken mother. You silly old woman, that you have sent a dove to us is very plain, to draw our attention from our real interests, but we are determined to abide by our own ways of thinking. Your five children you have sent to us shall be treated as visitors and safely sent home again. You may trust them and admire them, but you must not expect one of your puppets will come home to you as sweet as you sent him. 'Twas cruel to send so pretty a man so many thousand miles and to have the fatigue of returning back after bobbing his coat and dirtying those red-heeled shoes. If you are wise, follow your own advice you gave to me. Take home your ships [and] soldiers. Guard well your own trifling and leave me to my self, as I am at age to know my own interests without your foolish advice, and know that I shall always regard you and my brothers as relations but not as friends. I am your greatly injured Daughter Amerik.



her taken ex.  
 I have sent a us is very  
 draw our attention from our re-ntrests we are  
 determined abide by our own ways of thinking  
 I have sent us sh<sup>d</sup> be treated as Visitors,  
 & safely sent home again I may t<sup>t</sup> them & admire them,  
 I must expect I of s<sup>s</sup> will home as  
 sweet as I sent them, was cruel send so pretty a so many  
 1000 miles & have the fatigue of re-ing after  
 & departing t<sup>t</sup> red - are  
 we follow our own so I gave me take home  
 solo guard own t<sup>t</sup> & leave me  
 my self as am at age know my own ntrests.  
 without sh<sup>d</sup> & know t<sup>t</sup> sh<sup>d</sup> ways.  
 regard I & my Brothers as relations as friends.  
 I am ty injured  
 Daughter Amer<sup>k</sup>.





# Additional Resources

Guide: Analyze a Written Document <https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-a-written-document-novice.pdf>

Poor Richard's Almanac <https://archive.org/details/poorrichardsalma00franrich/mode/2up>

Common Sense by Thomas Paine <https://archive.org/details/commonsenseright00pain>

The Federalist Papers <https://guides.loc.gov/federalist-papers/full-text>

American Cookery by Amelia Simmons <https://tile.loc.gov/storage-services/service/rbc/rbc0001/2015/2015amimp26967/2015amimp26967.pdf>

Homelife in Colonial Days <https://dn720304.ca.archive.org/0/items/homelifeincoloni00earl/homelifeincoloni00earl.pdf>

Early Cooking Hearths <https://gregorylefever.com/pdfs/Cooking%20Hearths%202.pdf>

Colonial Revival Kitchen (National Park Service) <https://www.nps.gov/media/photo/gallery.htm?pg=8072454&id=8D0BD549-A1B8-412A-9719-EF0575071CF7>

The American Kitchen, 1700 to Present <https://archive.org/details/americankitchen100plan/page/n1/mode/2up>

The Adventures of Johnny Appleseed [https://archive.org/details/adventuresofjohn0000henr\\_d7n4/mode/2up](https://archive.org/details/adventuresofjohn0000henr_d7n4/mode/2up)

War Economy in Food With Suggestions and Recipes for Substitutions in the Planning of Meals, United States Food Administration 1918 [https://www.google.com/books/edition/War\\_Economy\\_in\\_Food/\\_m1CAAAYAAJ](https://www.google.com/books/edition/War_Economy_in_Food/_m1CAAAYAAJ)

Victory Recipes of the Great War (recipe cards) [https://www.pbs.org/wgbh/americanexperience/media/filer\\_public/df/0f/df0fef2b-9d4b-4464-94f7-86551fa86b43/amex\\_tgw\\_cookbook\\_f2.pdf](https://www.pbs.org/wgbh/americanexperience/media/filer_public/df/0f/df0fef2b-9d4b-4464-94f7-86551fa86b43/amex_tgw_cookbook_f2.pdf)



# Additional Resources

## Books

*George Washington and the General's Dog* by Frank Murphy

*Rescuing the Declaration of Independence* by Anna Crowley Redding

*The House That George Built* by Suzanne Slade

*George vs. George: The American Revolution as Seen from Two Sides* by Rosalyn Schanzer

*Revolutionary Friends: General George Washington and the Marquis de Lafayette* by Selene Castrovilla

*George Washington's Breakfast* by Jean Fritz

*Dear Mr. Washington* by Lynn Cullen

*Take the Lead, George Washington!* by Judith St. George

*Dolley Madison Saves George Washington* by Don Brown

*Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud* by Suzanne Tripp Jurmain

*Ben's Revolution: Benjamin Russell and the Battle of Bunker Hill* by Nathaniel Philbrick

*Abigail and John Adams* (interactive online book) <https://www.amrevmuseum.org/interactives/abigail-and-john-adams/app/abigail-and-john-adams-2/1>

*A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent* by Anne Rockwell

*Revolutionary Poet: A Story about Phillis Wheatley* by Maryann N. Weidt

*Anna Strong: A Spy During the American Revolution* by Sarah Glenn Marsh

*Rebellion 1776* by Laurie Halse Anderson

*American Girl* series

*Dear America* series

*My Name is America* series

*Young American Adventures* series

*Boy with a Fife* by Elizabeth Raum

*Johnny Tremain* by Esther Forbes

*Hazardous Tales* graphic novel series

*1776* by David McCullough



# Additional Resources

## Multimedia

*Ben and Me* (1953)

*Johnny Tremain* (1957)

*1776* (1972)

*Liberty! The American Revolution* (1997)

*Felicity: An American Girl Adventure* (2005)

*National Treasure* (2004)

Liberty's Kids (TV series) <https://www.youtube.com/@LibertysKids>

Drive Thru History: Discovering America's Founders [https://www.youtube.com/playlist?list=PL2Tn2MhKrkJPy8845s63PrCzkT\\_EKpCWM](https://www.youtube.com/playlist?list=PL2Tn2MhKrkJPy8845s63PrCzkT_EKpCWM)

Banners of Liberty: Online Exhibit <https://www.amrevmuseum.org/virtualexhibits/banners-of-liberty>

Mission US interactive games <https://www.mission-us.org/>

iCivics games: <https://ed.icivics.org/games>

Timeline of the 1776 Loyalties (interactive) <https://www.amrevmuseum.org/interactives/season-of-independence/app/1776/january>



For links to these and more resources, visit <https://marysnest.com/modern-pioneer-celebrates-america-curriculum/resources/>

# Certificate of Achievement

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FOR SUCCESSFUL COMPLETION OF

THE MODERN PIONEER CELEBRATES AMERICA  
CURRICULUM



\_\_\_\_\_ *Mary Bryant Strader*

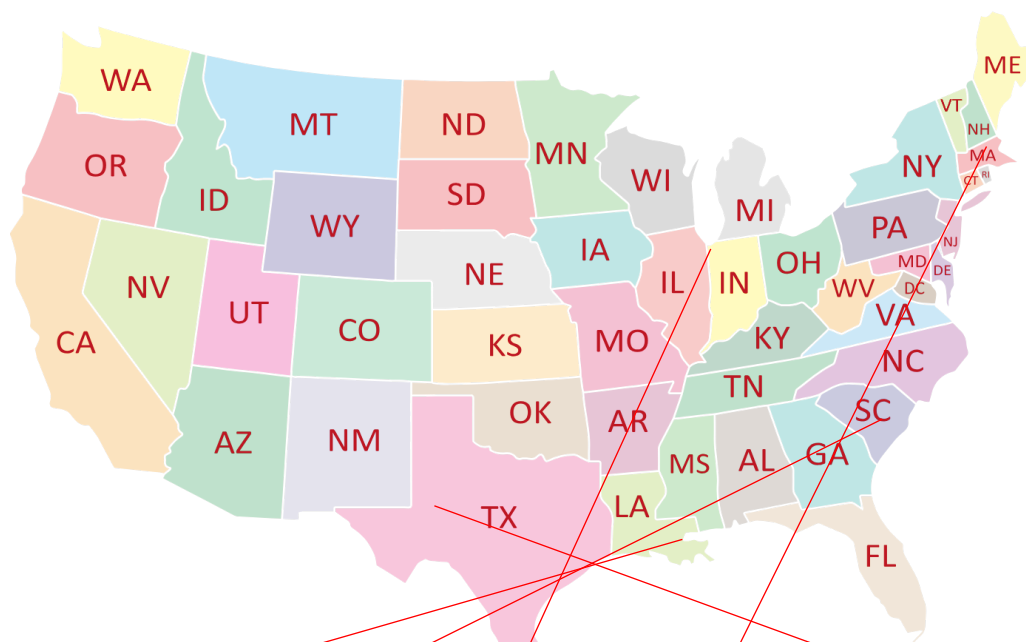
\_\_\_\_\_ DATE

\_\_\_\_\_ PARENT/TEACHER



# Answer Keys

## Answer Key: American Regional Cuisines (5-8):



Crawfish -  
*Louisiana*



Rice -  
*South Carolina*



Sausage  
- *Midwest*



Clams -  
*New England*



Chili -  
*Southwest*

**Answer Key: Natural Rights (K-4):**



Right to my feelings



Right to be served



Right to choose my friends



Right to my thoughts



Right to personal property

Right to see money



Right to speak my mind

Right to the latest tech



Right to my beliefs





**Answer Key: Rule of Law (5-8):** A high-ranking government official is accused of stealing taxpayer funds and is charged in court. A nation has a constitution that serves as the supreme law of the land. The rights of everyday citizens are protected, even if they can't afford to hire expensive lawyers. A driver gets pulled over for speeding, and the police officer is their neighbor. The driver gets a ticket anyway.

(Not Rule of Law: A judge is convicted of a serious crime but uses their connections in the legal system to avoid prison. When the president and vice president are in office, they cannot be charged with any crimes. Rich and famous people are not judged as harshly as other citizens. The governor admits to committing fraud but is not charged with a crime because other government workers are afraid to lose their jobs.)

**Answer Key: Separation of Powers (K-4):** The job of the legislative branch is to make laws. The job of the judicial branch is to make sure laws are allowed according to the Constitution. The job of the executive branch is to enforce laws.

**Answer Key: Federalism (9-12):**

- A state passes a law requiring all public schools to teach a particular curriculum. — Yes, allowed, 10th Amendment.
- A state passes a law requiring all residents to practice a certain religion. — No, not allowed, Supremacy Clause.
- A state sets its own speed limits on highways. — Yes, allowed, 10th Amendment.
- A state bans all ownership of personal firearms. — No, not allowed, Supremacy Clause.
- A state makes it illegal for everyday people to publish websites or newsletters. — No, not allowed, Supremacy Clause.
- A state implements a sales tax that is different from another state's sales tax. — Yes, allowed, 10th Amendment.
- The federal government bans all alcohol. — No, not allowed, 10th Amendment. (Note: The Eighteenth Amendment to the US Constitution established Prohibition, which banned the sale, manufacturing, or transportation of alcohol. The Twenty-first Amendment repealed the Eighteenth Amendment, giving alcohol regulation back to the states.)



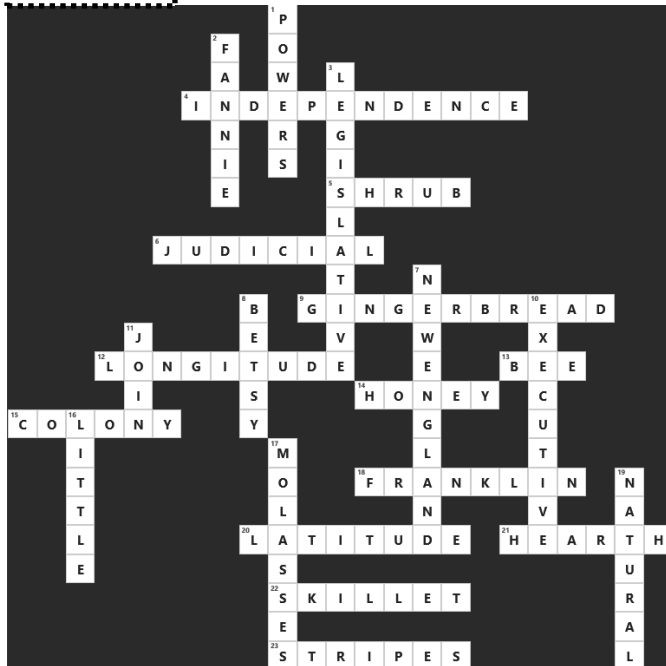
## Answer Key: Wordsearch

	A	P	P	L	E	P	A	N	D	O	W	D	Y			F	E	D	E	R	A	L	I	S	M		
	M						W																		H		
	E						A		T	H	R	E	E	B	R	A	N	C	H	E	S				O		
	R			S			R		R							M	A	R	Y	S	N	E	S	T			
	I			W			C		U																W		
C	C			I			A		L														V	A			
H	A	R	D	T	A	C	K		B	E	N	J	A	M	I	N	F	R	A	N	K	L	I	N	T		
E		E		C			E		O														C	A	E		
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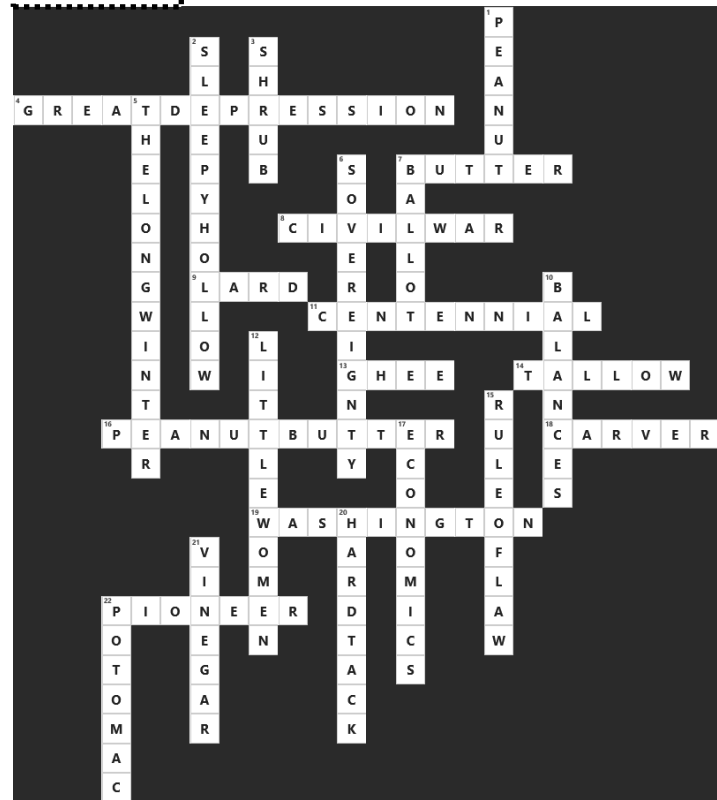


## Answer Key: Crosswords

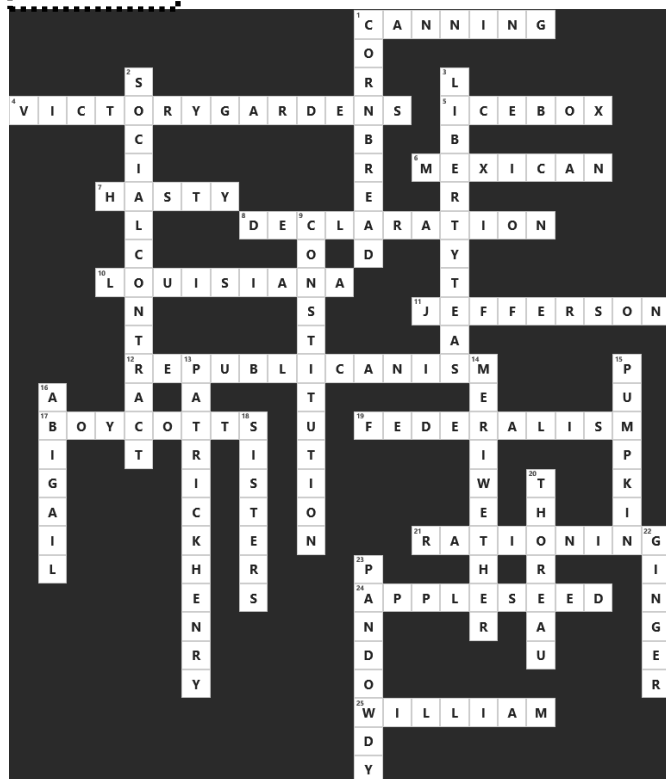
K-4



5-8



9-12





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