Debating the DOCUMENTS

Interpreting Alternative Viewpoints in Primary Source Documents

"A Knack at Contriving"

Why Americans Invented Things

What factors explain American inventiveness during the nation's early industrial decades?

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HS496 v2.0

MindSparks®

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Contents

Teacher Introduction

Using Primary Sources

Primary sources are called "primary" because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their "secondary" accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.

"Multiple, conflicting perspectives are among the truths of history. No single objective or universal account could ever put an end to this endless creative dialogue within and between the past and the present."

From the 2011 Statement on Standards of Professional Conduct of the Council of the American Historical Association.

The Debating the Documents *Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way*. (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

How to Use This Booklet

1. Have students read "Suggestions for the Student" and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. "Debate the documents" as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source's point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

The steamboat, the telegraph, the sewing machine, even false teeth—what made individual Americans so inventive in the 1800s?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay's thesis.
- Pay attention to the overall organization of your essay.

Complete DBQ Scoring Guide

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

Using Primary Sources

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called "primary" because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

How to Use This Booklet

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.

2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image's "content" (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image's meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source's author, that author's reasons for writing, and the likely audience for the source. These considerations give you clues as to the source's historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the "Study the Document" worksheets to take notes on each source. Use the "Comparing the Documents" worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

"DBQ" means "document-based question." A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

"A Knack at Contriving"

Peter Cooper ran the Canton Iron Works in Baltimore when he began to build a new kind of steam locomotive for the Baltimore and Ohio Railroad Company. The B & O's route was too curved and hilly for the British engineers who studied it. Yet in 1830, Cooper's *Tom Thumb* engine made its test run, hauling 24 persons at 12 miles an hour.

Cooper later explained his success: "I had a knack at contriving."

This phrase nicely sums up the spirit of inventiveness for which the young United States was by 1830 becoming known around the world. Starting soon after the American Revolution, a steady stream of new devices began to transform American life—the cotton gin, the steamboat, new kinds of plows, threshing and reaping machines, the telegraph, canals, railroads, the elevator, vulcanized rubber, even porcelain false teeth, along with all kinds of new machine tools for manufacturing a growing variety of goods.

In the late 1700s, a few British immigrants arrived with some of the technical knowledge that had helped launch that nation's Industrial Revolution. Samuel Slater, for example, was able to use what he had learned in Britain to help build the first water-powered textile mill in the United States. Nevertheless, the flood of American-made innovations soon gave the Industrial Revolution here a distinctly local flavor.

This early American Industrial Revolution was based on water power, machine tool innovation, and the steam engine. A more massive industrialization based on steel, oil, electricity, and assembly-line production would drastically alter America after the Civil War. Still, it was this earlier industrial growth that made the later changes possible.

What explains this flowering of America's great "knack at contriving"?

Some stress the new republic's respect for individual effort, practical knowledge, and freedom to experiment. They say the American Revolution strengthened these traits by freeing the individual to strive for a better life in all sorts of ways. Self-trained go-getters like Ben Franklin, Samuel Morse, and Eli Whitney are examples of this spirit.

Others say the causes were more complex. French, British, and other "enlightened" thinkers and doers in Europe played a role. So also did a small but dedicated group of skilled mechanics and machine builders here in America. They were given a big boost by the nation's free-market economy and a new patent system that allowed innovators to benefit from their creations. The nation's vast spaces gave a push especially to innovation in the areas of transportation (roads, canals, railroads, steamboats) and communication (the telegraph). Agriculture fueled innovation in farm tools and machinery.

The dream of "interchangeable parts" long motivated many American innovators. In spite of what historians used to say, Eli Whitney did not develop a system for making muskets in which all parts were identical and interchangeable. Two government-funded armories did most of that work, and they only succeeded in the 1820s and '30s, long after Whitney's efforts. Moreover, machine production in most other areas did not lead to interchangeability before the Civil War.

Yet machinery itself did begin to transform all areas of American life in these years. By the 1850s, Europe's industrial powerhouse, Great Britain, was already trying to understand why the U.S. was catching up with it so quickly. Perhaps the sources in this booklet will help you also understand why this happened.

American Inventions Time Line

1752 Benjamin Franklin's electricity experiments lead him to develop a lightning rod to conduct electricity from lightning safely into the ground.

1794 Eli Whitney patents his cotton gin. He makes very little money off it, since others find it so easy to create their own versions.

1797 Eli Whitney agrees to make 10,000 muskets for the U.S. Army using "interchangeable parts." Some historians mistakenly claim he did this. In fact, the ability to produce interchangeable parts was developed slowly by the War Department at its Springfield and Harpers Ferry armories.

1797 Steam is used to run a pumping station providing water for Philadelphia.

1805 Oliver Evans builds a steam-powered engine to dredge waters near the Philadelphia docks.

1807 Robert Fulton's steamboat the *Clermont* makes its first voyage upstream to Albany from New York City.

1825 The 363-mile Erie Canal opens. It connects the Hudson River with Lake Erie.

1827 The Baltimore and Ohio Railroad is chartered to run from Baltimore to the Ohio River in Virginia. At first, it uses sails and horses to haul cars on its tracks.

1829–1830 Peter Cooper of New York builds the *Tom Thumb*, for the Baltimore & Ohio Railroad. It carries its first passengers in August 1830.

1831 Cyrus McCormick develops his reaper. It cuts grain much faster than by hand. However, he sells few reapers until after the Civil War.

1834 John and Hiram Pitts get a patent for a threshing machine that automatically separates grain from chaff.

1842 Crawford Williamson Long performs the first operation using an ether-based anesthesia.

1844 Charles Goodyear gets a patent for his discovery of the sulfur-based "vulcanization" of rubber, a process to keep the rubber elastic in both hotter and colder temperatures. He never makes any money from his discovery. Samuel Morse introduces his telegraph by sending the message "What hath God wrought?" from Washington, D.C., to Baltimore.

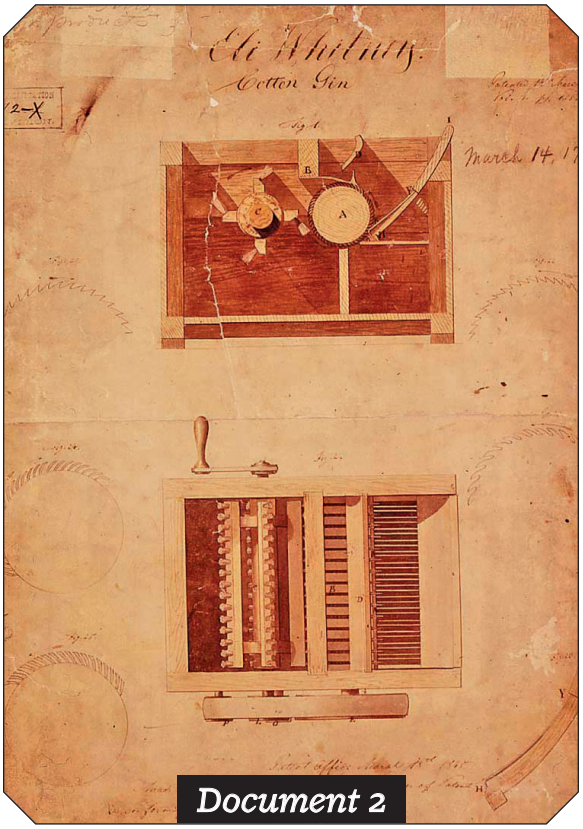
1857 Elisha Graves Otis demonstrates his passenger elevator at the Crystal Palace Exposition in New York. Its braking system keeps the elevator from falling.

1859 Edwin Drake drills his oil well at Titusville, Pennsylvania, touching off the world's first oil boom.

1860 Working for Oliver Fisher Winchester's arms company, B. Tyler Henry turns a breech-loading rifle into a new lever-action repeating rifle. The rifle soon becomes famous as "the Winchester."

Visual Primary Source Documents 1 & 2

Library of Congress: Prints and Photographs Division, LC-USZ62-96739



Patent Drawing, 1794. Courtesy of the National Archives

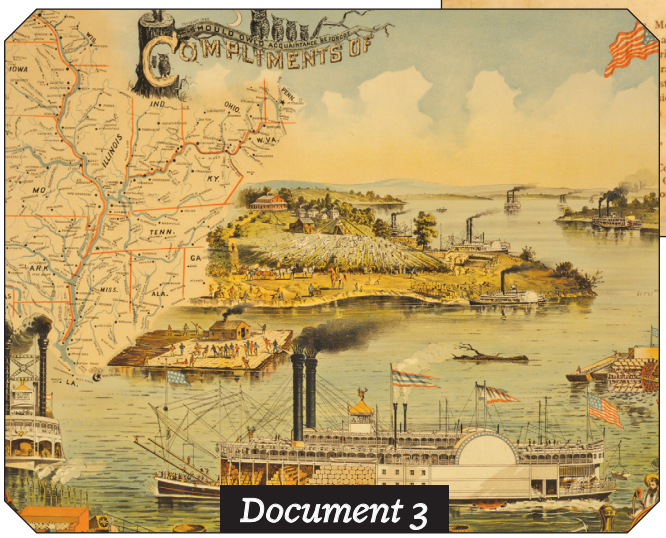
Information on Documents 1 & 2

Document 1. A painting from the early 1800s shows Benjamin Franklin and an assistant conducting his famous kite experiment to learn more about lightning and electricity. The experiment led to the invention of the lightning rod. For many Americans, Franklin became the greatest example of an open-minded, independent American inventor.

Document 2. Eli Whitney was another example of the lone, independent inventor. Whitney's cotton gin easily removed seeds from cotton. The drawing on the right is part of Whitney's 1794 patent application for his cotton gin. As the drawing shows, the gin was a very simple machine, but its impact on life was huge. In the U.S., the cotton gin was operated mainly by slaves on cotton plantations throughout the South. It made cotton much cheaper to produce. As a result, cotton spread through the South, and slavery spread with it.

Visual Primary Source Documents 3 & 4

Library of Congress: Prints and Photographs Division, LC-USZC4-9044



Library of Congress: Prints and Photographs Division, LC-USZC4-9893

Information on Documents 3 & 4

Document 3. In the early 1800s, America's rivers were the main ways to reach deep into the country. Water transportation was key to the young nation's growth. It is not surprising that one of the earliest uses of the steam engine was to power boats on rivers. Robert Fulton's *Clermont* was not the first steamboat. However, starting in 1807, it was the first to run well enough to earn a profit. In time, larger and more powerful steamboats appeared. As this print shows, they were soon making their way up and down the Ohio, the Mississippi, and all of the nation's other great rivers.

Document 4. In 1831, the engine shown here hauled five stagecoach bodies on railroad wheels from Albany to Schenectady in New York (only two coaches are shown). The print says this was the first steam railroad passenger train in America. However, in 1830, a steam locomotive called *Tom Thumb* hauled 36 passengers at 18 miles per hour for the Baltimore & Ohio Railroad. Whichever train was first, the railroad age had begun. Railroads would become the biggest industrial businesses of the nineteenth century.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1

Sum up what you know about the story of Franklin's kite experiment. What, supposedly, did he learn from it?

It is in fact unlikely that Franklin ever carried out this kite experiment in the way shown here. Even so, why do you think this story became so famous?

2 Main Idea—Doc. 2

Many people made their own copies of Eli Whitney's cotton gin. Whitney himself never made money selling them. From what you see here, can you explain why?

3 Background Information

The cotton gin would have been an important invention for any country. But it was especially important for the United States in the 1800s. Can you explain why?

4 What Else Can You Infer?

What is suggested or implied in the documents? For example, what can you tell about how hard it was to invent things in America in the 1700s and early 1800s compared with today?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

It is the 1880s. Your boss asks you to use this illustration in an advertisement for his steamboat line. Write copy to accompany this image in your ad.

2 Main Idea—Doc. 4

Do the same task with this illustration as you did with the steamboat illustration above.

3 Understanding the Context

Think about the geography of the U.S. and its technology in the early 1800s. How do these things help explain why American inventors were especially interested in improving the nation's means of transportation?

4 Compare and Contrast

The cotton gin was invented by one individual acting alone. Explain why you think that could or could not still be the case with regard to the inventions shown in Visual Source Documents 3 & 4.

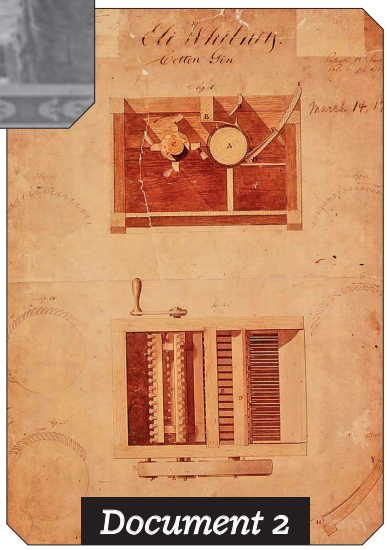
Comparing the Documents

The Visual Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary sources would be most useful to a historian trying to understand the nature of invention and technical innovation in America in the early 1800s?

Document 1



Document 2

Document 3

Document 4

Documents 1 & 2 ☐ *Documents 3 & 4* ☐

Comparison Essay

I chose Documents _____ because:

_____

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I did **not** *choose Documents _____.*
However, a historian still might use the documents in the following way:

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Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Documents 1 & 2

Information on Documents 1 & 2

Document 1. J. Hector St. John Crèvecoeur (1735–1813) was born in France, but he settled on a farm in New York. In 1782, he wrote his famous *Letters from an American Farmer,* an effort to explain the new American republic to readers in Europe. Other letters of his were later published as *Sketches of Eighteenth Century America.* The two passages in Document 1 are from that collection.

Document 2 is from an 1855 letter by Josiah Quincy to Daniel Treadwell, quoted in a book by Morrill Wyman titled *Memoir of Daniel Treadwell* (Cambridge, 1888), p. 463. Quincy was a member of the House of Representatives, a judge, mayor of Boston, and President of Harvard College. Treadwell was an engineer who became a science professor at Harvard.

Document 1

Part A

Does either his plough or his cart break, he runs to his tools; he repairs them as well as he can. Do they finally break down, with reluctance he undertakes to rebuild them, though he doubts of his success. This was an occupation committed before to the mechanic of his neighbourhood, but necessity gives him invention, teaches him to imitate, to recollect what he has seen.

Part B

The truly economical farmer has always what we call a shop, that is a house big enough to contain a loom. There, in the weaving season, our wives can either weave themselves, or else inspect the management of the yarn. There we keep also our seasoned timber, our tools. For most of us are skillful enough to use them with some dexterity in mending and making whatever is wanted on the farm. Were we obliged to run to distant mechanics, who are half farmers themselves, many days would elapse, and we should always be behindhand with our work.

Document 2

Among the causes which gave the impetus to the great improvements by which this nineteenth century has been distinguished, the principle has been, in my judgment, the American Revolution. The common mind of the time was set free to think, particularly in the United States, where the mind was not hampered by the prejudices and unwieldy habits of former ages. . . . An open field and fair competition have been the causes of the singular success in improving the useful arts which has distinguished the period.

Written Primary Source Documents 3 & 4

Information on Documents 3 & 4

Document 3 is from a 1785 letter from Thomas Jefferson in France to John Jay. Jefferson describes a new system for manufacturing muskets by making and using "interchangeable parts." Eli Whitney was long thought to have put these ideas into practice by 1801. He did not. This goal was not realized until much later in the 1800s, and even then not perfectly.

Document 4. In the 1850s, the British Parliament investigated American manufacturing methods, especially the way small arms were made at the two federal armories in Springfield, Massachusetts, and Harper's Ferry, Virginia. It was at these two places above all that a system of machine manufacturing of interchangeable parts was developed. This passage is from the 1855 British "Report of the Committee on Machinery of the United States of America."

Document 3

An improvement is made here in the construction of muskets, which it may be interesting to Congress to know, should they at any time propose to procure any. It consists in the making every part of them so exactly alike, that what belongs to any one, may be used for every other musket in the magazine. The government here has examined and approved the method, and is establishing a large manufactory for the purpose of putting it into execution. As yet, the inventor has only completed the lock of the musket, on this plan. He will proceed immediately to have the barrel, stock, and other parts, executed in the same way. Supposing it might be useful in the United States, I went to the workman. He presented me the parts of fifty locks taken to pieces, and arranged in compartments. I put several together myself, taking pieces at hazard as they came to hand, and they fitted in the most perfect manner. The advantages of this, when arms need repair, are evident. He effects it by tools of his own contrivance, which, at the same time, abridge the work, so that he thinks he shall be able to furnish the musket two livres cheaper than the common price. But it will be two or three years before he will be able to furnish any quantity.

Document 4

The two national armories of Springfield and Harper's Ferry, the private establishment of Colonel Colt, Robbins and Lawrence, and Sharpe's Rifle Company, are all conducted on the thorough manufacturing system, with machinery and special tools applied to the several parts. . . . Besides the machinery and tools . . . there are hundreds of valuable instruments and gauges that are employed in testing the work through all its stages, from the raw materials to the finished gun, others for holding the pieces whilst undergoing different operations, such as marking, drilling, screwing, etc., the object of all being to secure thorough identity in all parts.

Study the Documents: Written Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1

What main point about farmers in America does Crèvecoeur make in these passages?

2 What Else Can You Infer?

For example, what does this passage suggest about why Americans were so good at inventing and innovating in the early 1800s?

Would Crèvecoeur agree with Josiah Quincy (Written Source Document 2)? Why or why not?

3 Author, Audience, Purpose

What do you know about J. Hector St. John Crèvecoeur and the main audience for his writings on America? What do you think Crèvecoeur's purpose was in writing his books about America?

4 Bias

What bias, or point of view, about America do each of these documents express? Do you agree with this bias, or point of view? Why or why not? Are both documents biased in the same way? Is one more biased than the other? Briefly explain your answers.

Study the Documents: Written Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Explain briefly what a system of "interchangeable parts" is and why Jefferson and so many other Americans in the early 1800s dreamed of it and worked hard to develop it?

2 Main Idea—Doc. 4

In your own words, sum up what the national armories had to do to reach the goal of producing small arms with interchangeable parts.

3 Compare and Contrast

First, what do Written Source Documents 1 and 2 tell you about the causes of innovation and industrial development in America in the early 1800s?

Next, how do Written Source Documents 3 and 4 add to or change your view of what those causes might be? Which of the four documents do you think sheds the most light on the question of what led to rapid innovation in America in the first half of the nineteenth century?

Comparing the Documents

The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary sources would be most useful to a historian trying to understand the nature of invention and technical innovation in America in the early 1800s?

Some passages from J. Hector St. John Crèvecoeur's letters in Sketches of Eighteenth Century America, *and part of an 1855 letter by Josiah Quincy to Daniel Treadwell.*

Documents 1 & 2 ☐

Part of Jefferson's 1785 letter from France on a system promising to make muskets using interchangeable parts, and a passage from an 1855 British report on America's system of machine manufacturing of interchangeable parts.

Documents 3 & 4 ☐

Comparison Essay

I chose Documents _____ because:

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I did **not** *choose Documents _____.*
However, a historian still might use the documents in the following way:

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Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on American inventiveness in the early republic. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

Document-Based Question

The steamboat, the telegraph, the sewing machine, even false teeth—what made individual Americans so inventive in the 1800s?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
  Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?

- *The Internal Paragraphs—1*
  Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?

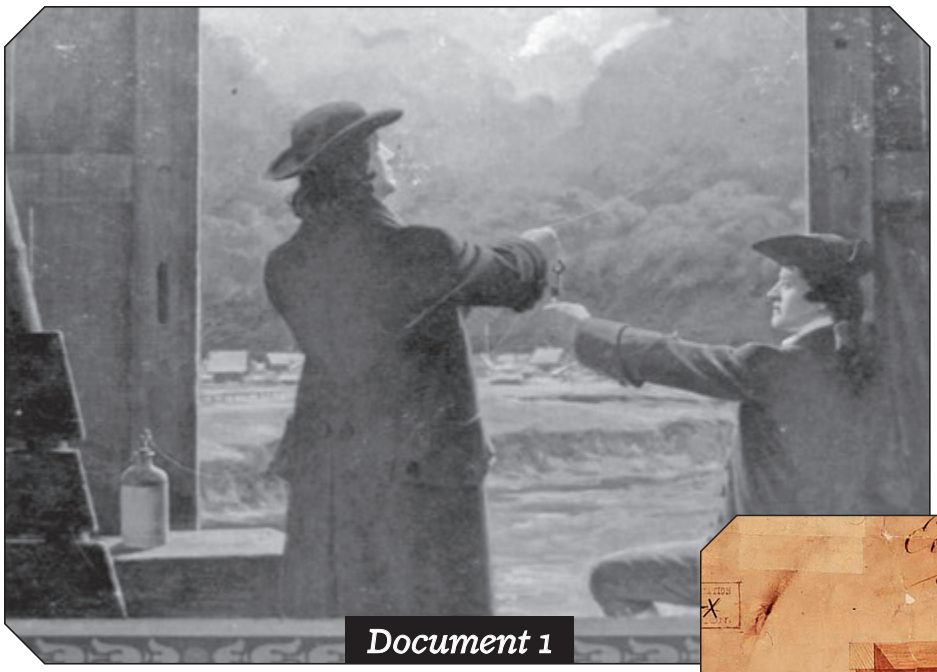
- *The Internal Paragraphs—2*
  Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?

- *Use of Primary Source Documents*
  Are they simply mentioned in a "laundry list" fashion? Or are they used thoughtfully to support main ideas and the thesis?

- *Concluding Paragraph*
  Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

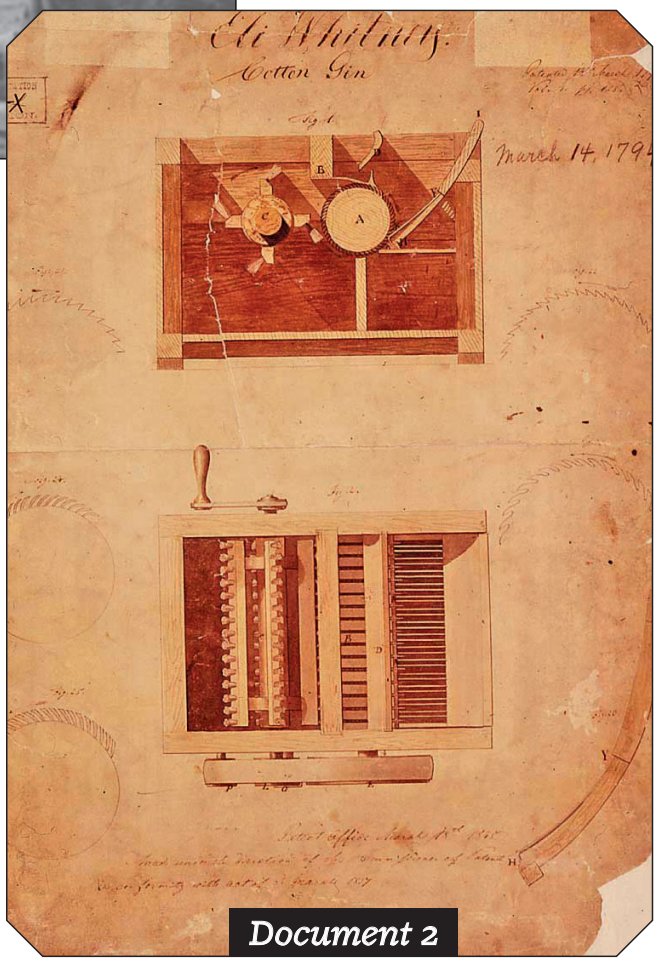
Visual Primary Sources

First Group—Documents 1 & 2



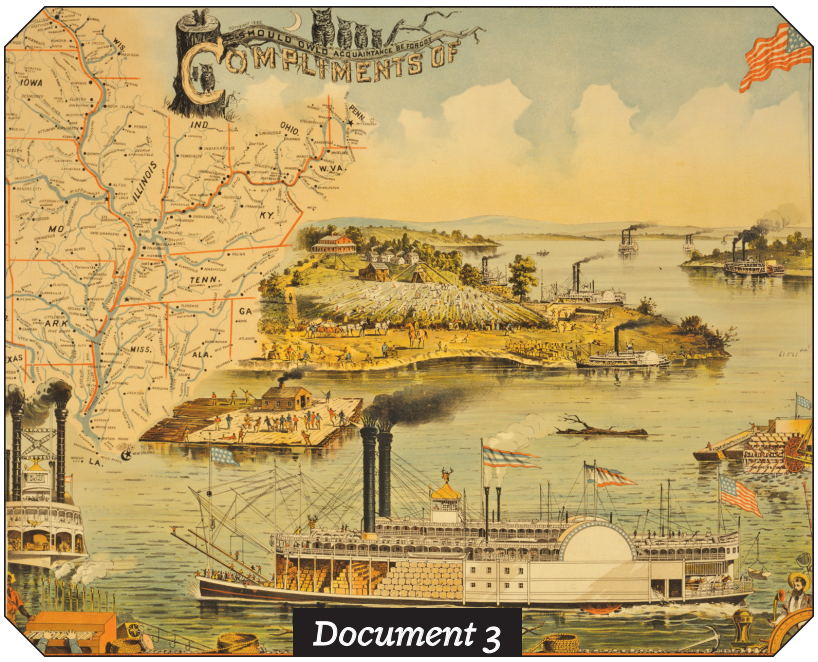
Document 1

Library of Congress: Prints and Photographs Division, LC-USZ62-96739



Patent Drawing, 1794. Courtesy of the National Archives

First Group—Documents 3 & 4



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