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Course Overview

- **An Emphasis on God and Character:** This course helps youth understand truth and connect history to God and high character.
- **Family Style:** Teach children in Grades K-12 with a 60-minute lesson 2-3 times a week.
- **The Whole Sweep of History with an Emphasis on U.S. History and Principles of Freedom Each Year:** All history courses (Years 1-4) cover ancient times through modern history, but each course stops in different places and time periods to explore in depth. Thus, children see the whole sweep of history and how it fits together during each course. Each of the four history courses places an emphasis on U.S. history, the Founding Fathers, and principles of freedom.
- **Good & Beautiful Style Learning:** Many history courses today are composed of dry facts given from a secular humanistic viewpoint, stripped of meaning, faith, and beauty. The unique approach taken by The Good & the Beautiful history courses promotes truth, beauty, family interaction, and meaningful exploration.
- **No Preparation Time:** Just open the course and follow the instructions each day, learning and exploring along with your child.

Christian Worldview

The Good & the Beautiful curriculum takes a Christian worldview. Rather than focusing on doctrine, the curriculum focuses on Christ-like character and principles of liberty based on the following ideas:

1. God created the world and all people; each individual is precious in His sight and is deserving of liberty.
2. Jesus Christ lived a sinless life and atoned for our sins.
3. Adherence to timeless, core principles of Christ's gospel found in the Bible leads to happiness.

Parents can add in their specific doctrinal beliefs.

Items Needed for the Course

You will need the following items for the course, all of which come with the purchase of the physical course set:

**Physical Items Shipped to You**

1. **Year 3 Course Book**
   This black-and-white, spiral-bound course book guides you through the course.
2. **Year 3 Big Book of History Stories**
   This full-color, spiral-bound book is a compilation of stories, maps, and images. The Year 3 Course Book will indicate when to refer to the maps and images.
3. **Bill of Rights Roundup Game**
   This game helps children understand the Bill of Rights. The Year 3 Course Book will guide you when to play this game.
4. **Year 3 History Timeline Stickers**
   The seven full-color, laminated, 8.5"x11" timeline sheets came with the Year 2 course and are also used in the Year 3 and 4 courses. The Year 3 course set includes stickers that you will add to the timeline. The Year 3 Course Book will tell you when and where to place the stickers on the timeline.

Note: Several lessons direct you to play the Year 1 and Year 2 history games as a review. If you do not have these games, you can purchase them on www.jennyphillips.com, or you may choose not to play the games.
Downloads That You Need to Print

5. **Student Explorers**

Four Student Explorer PDFs are included with the course set: Grades 1–3, Grades 4–6, Grades 7–9, and Grades 10–12. Different assignments are included for the different levels of the Student Explorers; they increase in complexity for the higher grades. Print a Student Explorer for each child you are teaching (based on his or her grade level), and place each Student Explorer in a 3-ring binder. You can download the Student Explorers on www.jennyphillips.com/history3.

Posted Online

6. **Audio Recordings**

Dramatized audio recordings are a major part of the course and can be accessed at www.jennyphillips.com/history3. These engaging audio recordings bring history to life and add variety and power to the course.

How to Teach the Course

If you complete two lessons per week, it will take one school year to complete this course. It is recommended you complete three lessons a week if you are teaching children in Grades 6 or above.

Once you have completed the Year 1, Year 2, Year 3, Year 4, and U.S. Constitution & Government courses, it is suggested that you repeat all of the courses, starting again with Year 1. Children will need the review after 4-5 years. Also, children will then be in the higher levels of the Student Explorers, which contain different assignments and information. You may also choose different read-alouds each time you go through the courses.

Length of Lessons

Each lesson is designed to take around 60 minutes. This includes 20 minutes for a read-aloud book of your choice. Lesson times will vary depending on the amount of discussion and exploration you choose to do. Also, many of the suggested read-aloud books will require you to read outside of lesson times in order to complete the book by the end of the unit.

Because Student Explorers for older grade levels are more advanced and in-depth, older children will need to spend additional time (20–50 minutes per lesson) completing reading assignments and activities in the Student Explorers.

How to Teach Each Day

It is suggested you look ahead at the next few lessons to see if you need to gather any extra items. But no other preparation time is needed.

**Bold text indicates instructions to you.** Regular text is what you read to the children. [Text within brackets are the answers to questions you ask the children.]

Student Explorers

You can download the Student Explorers on www.jennyphillips.com/history3. This *Year 3 Course Book* will indicate when to use the Student Explorers. Not all lessons use the Student Explorers. In some lessons, older grades will use the Student Explorers and younger grades will not. The higher level Student Explorers often include additional readings that delve deeper into the lesson topics or cover additional information that is related to the time period but not covered in the lesson.

To prepare older children for college-level learning, the Grades 10–12 Student Explorer is different than the other explorers. For each unit, the explorer gives students major reading assignments and a page of projects and writing assignments. These are not broken down on a lesson-by-lesson basis, so students can practice planning and managing time.

History Notebook

Students in Grades 7–12 will create a history notebook. This will be created on loose leaf paper that students will put in a binder. The *Year 3 Course Book* and Student Explorers will guide students through creating this notebook.
Audio Recordings

Dramatized audio recordings are included with about half of the lessons. The script comes as a free download with the course set and can be downloaded at www.jennyphillips.com/history3. It is suggested that you do not skip these audio recordings as they contain much of the main instruction. If desired, you can read the script instead of playing the audio recording.

Please note that The Good & the Beautiful U.S. Constitution & Government course has several lessons on the Bill of Rights, going into great detail on this subject.

Items to Always Have on Hand

The following items are used often in the course and are not listed in the "Extra Items Needed" section at the beginning of lessons: Year 3 Big Book of History Stories, Student Explorers, The Good & the Beautiful Timeline, Year 3 stickers, scissors, glue sticks, adhesive tape, and colored pencils or crayons.

Student Timeline Pages

The Student Explorers for Year 2, Year 3, and Year 4 include "timeline pages." If desired, store these completed pages under a separate tab in the child's history binder.

Bill of Rights Roundup Game

Rather than having lessons on the Bill of Rights, children learn about the Bill of Rights through the Year 3 history game, "Bill of Rights Roundup." This game also helps to add variety and family or class interaction. The course book will indicate when to play this game at different points throughout the course. In addition, it is suggested (and directed by the course book) that you play this game occasionally during the Year 4 history course as a review. An instruction card is included with the game. The game may be played by 1–8 players. A card titled "Facts to Know" is included with the game. It is highly suggested that you read this card aloud each time before you play the game. If desired, older children can work on memorizing some of the key amendments each time you play the game.

Please note that The Good & the Beautiful U.S. Constitution & Government course has several lessons on the Bill of Rights, going into great detail on this subject.

Read-Aloud Suggestions

As part of the course, you are encouraged to select and read four books to your children, one from each of the four units in the course. See the document “Read-Aloud Suggestions for Year 3 History” for recommendations on www.jennyphillips.com/history (Year 3 tab). Reading engaging books with high literary, moral, and educational value is a powerful way to teach and instill a love of history. Twenty minutes is allotted in most lessons for the teacher read-aloud, but to finish a book by the end of the unit, most read-aloud books will require that you read outside of lesson time as well.
UNIT 1

Ancient Mesopotamia & Ancient Israel
Lesson 5
THE PHOENICIANS

Map Activity

Turn to the map of Phoenicia on page 233 of the Year 3 Big Book of History Stories. Read to the children: Today we are going to study the Phoenicians, another group of people who lived in Mesopotamia. This map shows where the Phoenicians lived.

- What borders the whole western side of the area where the Phoenicians lived? [water] The Phoenicians lived near the sea. They were wonderful shipbuilders and navigators.
- What sea did Phoenicia border? [The Mediterranean Sea]

Let’s listen to an audio recording to learn more about the Phoenicians.

- Play audio recording Lesson 5 (Year 3) or read the script.

Timeline Activity

1. Lay out the timeline page titled "Page 1 Upper." Below that page, lay out the page titled "Page 1 Lower."

2. Have the children place the timeline sticker "The Phoenicians" on the timeline as shown below.

Timeline Page 1: Lower

<table>
<thead>
<tr>
<th>1600 B.C.</th>
<th>The Phoenicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1046-256 B.C.</td>
<td>Zhou Dynasty</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>Assyrians Conquer Much of Mesopotamia</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>Hammurabi Unites Much of Mesopotamia</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>Hittites Raid Babylon</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>King of Sargon Unites Sumerian Cities</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>Rise of Chinese Civilization</td>
</tr>
<tr>
<td>1500 B.C.–300 B.C.</td>
<td>Civilization in Indus Valley</td>
</tr>
</tbody>
</table>

Optional Activity: Make Purple Dye

Follow the instructions at the end of this lesson.

Student Explorers

Have the children complete the timeline page for Lesson 5.

Unit 1 Read-Aloud

King of Sargon Unites Sumerian Cities
Phoenician Ships

After the Minoan civilization fell (in the area of modern-day Greece) and Egypt declined, the Phoenicians ruled the sea along with the emerging Greek civilization. The Greeks used their ships for conquering new territory, but the Phoenicians, who had been seafarers for a long time, built ships for their flourishing trade business as well as for war.

Two types of Phoenician ships were most commonly built: the round boat, which was a type of merchant ship called the gauloi, and the war-galley.

The earliest gauloi had broad beams and curved sterns. One huge rectangular sail at the center of the ship was turned to catch the wind. An oar-like blade on the port side was used to steer the ship. The gauloi’s rounded hull provided more space for cargo. The most valuable cargo was stowed on the quarterdeck at the rear of the ship where the crew was housed. A large amphora was placed at the bow to hold drinking water, and the front hull was reinforced with iron to protect the wood from being rammed. Later, a second sail was added, along with oars for rowing and a second rudder on the other side.

Early Phoenician war-galleys were like long rowboats with metal beaks in front for ramming. The beaks and fiery arrows were the enemy ship’s worst nightmares. Built for speed and maneuverability, up to 25 rowers might be sitting at each oar. Later ships had sails and multiple levels of oars: the bireme with two decks of oars, and the trireme (invented at Corinth but used by 6th Century BC Phoenicians) with three.

“I think the best and most perfect arrangement of things that I ever saw was when I went to look at the great Phoenician sailing-vessel . . .” said Xenophon, a historian and student of Socrates.

The Old Testament prophet, Ezekiel, was also impressed with how the ships were made (see Ezekiel 27). Sails were quilted and strapped with leather for strength. Carvings and paintings decorated the ships. Eyes were painted on the bow to frighten enemies and help the ship to “see” its way.

The Phoenicians greatly advanced the world’s knowledge of sailing and were likely the first to map the Mediterranean Sea. Although this amazing, seafaring civilization eventually fell, much of their ship-building knowledge has continued to be used to the present day.

Phoenician Ship Carved on the Face of a Sarcophagus

Photo by Elie plus: https://en.wikipedia.org/wiki/User:Elie_plus
Make Purple Dye

How did the Phoenicians make their famous purple dye? They used a kind of shellfish. They took thousands of these little creatures and boiled them in order to get just a small amount of purple dye that was then used to make purple textiles. This was a time-consuming and costly process. Today, you get to try making purple dye in a little different way—with blueberries.

**Materials Needed:**
- 2 cups of blueberries
- A pot to boil water in
- Something made of cotton to dye
- A colander
- A medium-sized bowl

**Instructions:**

Step 1: Boil blueberries in water, on medium heat, for 1.5 hours.

Step 2: Place a colander in a medium-sized bowl.

Step 3: Pour the blueberries into the colander/bowl.

Step 4: Lift the colander out and discard the blueberries. You are left with a bowl of purple dye.

Step 5: Place your cotton item into the dye and let it soak for at least an hour (two hours is suggested). The longer it sits in the bowl of dye, the darker the color will be. Also, the color will fade a little as it dries.

Step 6: Wring out any extra dye from your item and rinse it under a running faucet.

Step 7: Lay it out to dry.

You’re done! You can save the dye and dip other things in it if you want. It will go a long way!
Lesson 9
THE PROPHET DANIEL AND REVIEW

Extra Items Needed
None

- Play audio recording Lesson 9 (Year 3) or read the script.
- Ask the children the following review questions from the Year 2 course:
  1. Henry Hudson was from England, but what country was he sailing for when he discovered the Hudson River in modern-day New York? [The Netherlands]
  2. Who discovered the lands in America called New Netherlands that were settled by the Dutch? [Henry Hudson]
  3. What was the name of the small Dutch city in Manhattan? [New Amsterdam]
  4. New Amsterdam was ruled by the Dutch, but the people did not like the way they were being ruled. Which country came and easily took over rule of New Amsterdam? [Britain/England]
  5. When the British gained rule, they changed the name of the colony New Netherlands to what? [New York]
  6. What are the three branches of government? [legislative, judicial, executive]
  7. Fill in the blank. The main job of Congress is to make ______. [laws]
  8. The Supreme Court is part of which branch of government? [judicial]
  9. The president of the United States is part of which branch of government? [executive]

- Play the Year 1 "Keys of History" game or the Year 2 "Explorers & Settlers" game.
- Unit 1 Read-Aloud
Lesson 10
CYRUS THE GREAT

- **Extra Items Needed**
  - None

- Play audio recording Lesson 10 (Year 3) or read the script.

- Read the story Prince Cyrus & the Shepherd, starting on page 23 of the Year 3 Big Book of History Stories. Have the children explain what they learned.

- Play the "Bill of Rights Roundup" Game.

- Unit 1 Read-Aloud

- **Student Explorer/History Notebooks: Grades 7+**

  In preparation for the next lesson, have the children in Grades 7+ read Lesson 10 in their Student Explorers and define the following terms in their history notebooks (this may take more than one lesson time to complete):
  - Darius 1
  - Zoroaster
  - Xerxes
  - Royal Road
  - Cyrus the Great
  - Achaemenid Empire
  - Ten Thousand Immortals
Lesson 16
THE STORY OF THE JEWS /
CHRIST'S LIFE TO MASADA

Extra Items Needed
A wrapped present (with nothing inside)

Optional Activity
Show the children the wrapped present. Read to the children: Let's imagine that this is a birthday present and you are sure you know what is in it. Everything your parents have said has made you think that you'd be getting it on your birthday, and it is what you want more than anything. You are so excited! But when you open it, the item you thought was inside is not there. Instead, the present you got was different—not worse, at all, in fact, it was even better than what you thought you were getting—but it was not what you had in mind. Even though you know you should be excited and grateful for the present, you are thinking about what you thought it was going to be.

Sometimes we can get so fixed on the thing we think we should be getting that we miss the even greater blessings God has in store for us. This is what happened to the Jews with the Messiah. For generations, they had believed that God would send a liberator, someone to destroy their enemies on the battlefield and lead them to glory. But God sent something even better—a King who would defeat greater enemies than the Romans or the Greeks. He would defeat what comes to us all—sin and death—and give us a way to return to Heaven. This is a much greater gift than any military success.

But the Jews rejected the gift. They wanted so much for a leader to rise up and save them from the Romans that they missed the Messiah who rose to save everyone—the Romans included.

Jesus came as a little child, not an avenging warrior. Right away, the kings of the earth did not want Him around. When the wise men came from the East, bringing gifts to the Savior, King Herod asked them where the child was. He told them he wanted to worship the child, but what he really wanted was to kill Him, so Jesus could not grow up to be king in Herod's place. The wise men were going to return to tell Herod where Christ was after they found Him, but they did not because they were warned in a dream not to go back to Herod but return home. God warned Joseph and Mary in a dream and had them flee to Egypt. This kept Jesus safe.

When He was very young, Jesus showed that He was different. One time, when Jesus was twelve years old, He went with his parents to Jerusalem for a festival. They were there for several days. When it was time to go home, Joseph and Mary thought He was in the company, somewhere, perhaps walking with friends or another family. But after a while, they realized He was not there. No one had seen Him. They hurried back to Jerusalem to look for Him, but for three days they could not find Him. How do you think your parents would feel if they lost you for three days?

But Jesus was not lost. In fact, He was in the temple. In those days, the temple had two different spaces—the outer court and the inner building. Only Jews of the priesthood could enter the inner building, but anyone could go into the outer court. It was often a place of discussion about the scriptures and debating of religious topics. There they found Jesus, surrounded by men of learning, discussing the
scriptures with them. They were amazed at all Jesus knew—He was teaching them!

Years later, the time came for Jesus to begin his work of teaching the people. He went to John the Baptist, His cousin, to be baptized in the River Jordan. When He was baptized, the Holy Ghost descended on Him like a dove. Jesus then went into the desert for 40 days, fasted and prayed, and was tempted by the devil.

We are going to explore the life of Christ through the artwork of a great master painter named Carl Bloch. He was a Danish painter who lived from 1834–1890. He is famous for the art he created depicting the life of Christ. Today, if you visit Frederiksborg Castle in Hillerod, Denmark, you can see displayed 23 of Carl Bloch’s paintings of the life of Christ. In Bloch’s day, art critic Karl Madsen said that Carl Bloch “reached higher toward the great heaven of art” than anyone else.

☐ Read the story The Ministry of Christ Through the Art of Carl Bloch starting on page 43 of the Year 3 Big Book of History Stories.

☐ Read to the Children:

Jesus eventually went back to Heaven and left His apostles to care for His church. They preached and taught all over the ancient world and had great success, but one by one they were killed as well. Two of them—Peter and Paul—taught the Gospel in Rome, the capital city of the Roman Empire.

The good news of the Gospel would, over the next few hundred years, bless many converts among the Romans. Jesus had conquered the Romans after all.

Before then, however, the Roman government had gotten tired of having the Jews revolt and complain all the time. In 66 A.D., a group of Jews defeated the Roman garrison in Jerusalem and took over the city, but by 70 A.D. the Romans were back, and this time they were through with the Jews. In a long, bloody siege, they destroyed Jerusalem. Jesus had prophesied that the temple would be destroyed, and His prophecy was fulfilled. The Romans totally destroyed the second temple, knocking down the walls, burning it, and taking away all the sacred things inside. It was never rebuilt.

This time, Jerusalem did not recover. The Jews, along with all the other tribes of Israel, were scattered to other nations. It would be thousands of years before they would be able to return and once again have a homeland in Jerusalem.

☐ Unit 1 Read-Aloud

You will need to finish the Unit 1 read-aloud by the end of Lesson 18.
Lesson 17
THE STORY OF THE JEWS FROM THE DESTRUCTION OF JERUSALEM TO MODERN TIMES

It is recommended that you skip this lesson, due to complexity and interest level, if you are teaching only Grades 5 and under.

Extra Items Needed
None

☐ Read to the Children:

The Bible is clear: Israel will be scattered and hated of all nations. In 70 A.D., the Romans destroyed Jerusalem and wiped out the Jewish state. For nearly two thousand years, the Jews had no homeland. (If desired, read the following applicable scriptures: Leviticus 26:33, Deuteronomy 4:27, Deuteronomy 32:26.)

This did not mean that there was no fighting over Jerusalem and the Holy Land. On the contrary, the Promised Land continued to be one of the most battled-over pieces of land in the world. After a long period of rule by various groups, Europeans and Muslims began to fight over the holy city. These fights were called the Crusades. In one form or another they went on for 400 years. We will study the Crusades in the Year 4 history course, but here is a summary:

- **Saladin, a great Muslim conqueror**, took Jerusalem after a great battle in 1186 or 1187 A.D. He gave the Christians in the area 40 days to leave in peace, or offered them a chance to stay if they laid down their arms. Most Christians left. Saladin also made a proclamation that all Jews were welcome to return to Jerusalem if they wished. Some compared his mercy to that of Cyrus the Great, whom we learned about in an earlier lesson.

- **Richard the Lionheart** came to take Jerusalem from Saladin about this time, with a large army of Europeans. He failed in his attempt, and died of a wound before he could get home to England.

Further crusades followed, though they were mostly not successful. But they did allow trading to resume along the Silk Road, bringing Chinese goods and spices, such as cinnamon and pepper, into Europe.

Christopher Columbus, looking for a way to raise gold to fund a new crusade to take back the Holy Land, sailed west, trying to find a trade route to the east, and discovered the New World.

The Jews had a small population in Jerusalem, probably 10,000 or less—a few thousand fewer people than come to modern professional basketball games—until the late Middle Ages, when groups of Jews began to migrate to what they still thought of as their home, sometimes due to inquisitions and exiles.
from European nations. Still, no large groups came until the Russians began driving the Jews out of their country in the late 1800s.

A beautiful and very popular play called Fiddler on the Roof shows some of what this was like. Jews in Russia were hated by the people there, and the Czar (the King of Russia) thought they were dangerous because they believed in different things than the Christians. He had his cossacks (mounted soldiers) force them to leave. Thousands of them moved to the Holy Land, and the Jewish population there began to grow.

World War I broke the power of the Ottomans and put the British in charge of a big section of the Holy Land. They invited more Jews to return to their homeland. That led to a flood of Jewish people fleeing persecution during World War II.

The Germans had a policy of rounding up Jews and forcing them into concentration camps. Since Germany took over most of Europe from 1937 to 1944, they destroyed most of the Jewish communities. Hundreds of thousands of people fled the Nazis, and many of them went to Jerusalem to be protected by the British. They began to argue that they should have a country of their own, and not just be a part of British Palestine.

The Palestinians—Arabs and other groups living there—argued that there was already a country in that region and that the Jews should be fine with being a part of Jordan, Syria, and Egypt. But many Jews argued that they should have a homeland, a place for the Jews, or the horrors of Russia and Germany would continue to happen. British diplomats tried to find a solution, but they could not find one that made everyone happy.

In 1949, the United Nations recognized Israel as a country. It was set up as a constitutional republic, with universal voting rights and freedom of religion—mostly. Hundreds of thousands of Arabs left the territory, but many hundreds of thousands remain, and many of them prefer living in Israel to any of the surrounding countries.

The Arab countries tried twice more to push the Jews out.

- In June 1967, Egypt amassed its army on the Israeli border and cut off southern Israel from the north. Israel felt she had no choice but to attack. In response, Iraq, Jordan, and Syria all attacked Israel. They had been waiting for a chance to do it. But Israel was victorious again, this time in only six days, defeating all its enemies. This is called the Six-Day War.

- On Yom Kippur, 1973, one of the holiest days of the Jewish year, Egypt and Jordan again attacked Israel, but in the month-long battle, Israel was victorious. This is called the Yom Kippur War.

Today, Israel prospers, though she is always on alert. Relations between Arabs and Jews in the area are not good, and there is the continual threat of fighting between the groups. Israel still does not have peace with her neighbors.

☐ **Unit 1 Read-Aloud**

You will need to finish the Unit 1 read-aloud by the end of the next lesson.
Lesson 18
JUDAISM

Extra Items Needed
None

☐ Read to the Children:
Judaism is one of the oldest monotheistic religions in the world. Monotheistic means belief in one God, not in many gods like the Greeks believed in. In ancient times, Jewish people were called Israelites or Hebrews. Eventually the word Jew came to be associated with people of the Jewish faith. Jewish history begins with the covenant established between God and Abraham over 3,000 years ago. The Torah is the primary document of Judaism and was given to the Jews by the Prophet Moses. The word "Torah" usually refers to the five books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. These are among the books known to Christians as the Old Testament, but the Jewish faith does not use that term.

☐ Play audio recording Lesson 18 (Year 3) or read the script. As you play the recording, have the children identify the items that the recording talks about on page 242 of the Year 3 Big Book of History Stories.

☐ Activity
Have the children read the facts on the next page, which contain some common beliefs and practices among some sects of Jewish believers.

☐ Lesson 18 Student Explorers
☐ Finish the Unit 1 Read-Aloud.

☐ Year 2 History Review Activity
Have the children look at the map on this page as you read the following information and ask the questions.

Point to the colony where the first permanent English settlement was established, [Virginia] What was the name of the settlement? [Jamestown] When was Jamestown founded? [1607]

Point to the colony where the Pilgrims settled in 1620, [Massachusetts] What was the name of their colony? [The Plymouth Colony] What is another name for the Pilgrims? [Separatists]

Point to the colony settled by Roger Williams, [Rhode Island] Point to the colony settled by persecuted Catholics, [Maryland] Point to the colony established by James Oglethorpe, [Georgia]
UNIT 2

Ancient Africa / Native North Americans

Note: This course book covers ancient African history. The Grades 10–12 Student Explorer covers modern African history. If you would like to incorporate modern African history into your unit, refer to the Grades 10–12 Student Explorer.
Lesson 20
ANCIENT AFRICAN CULTURE:
FAMILY LIFE

Extra Items Needed (Optional)
- Egg carton (one dozen size)
- 48 marbles or pebbles
- 2 small bowls or containers

☐ Read to the Children:

In today's lesson we will discuss some aspects of life in ancient Africa. Note the similarities and differences compared with the way we live.

Food

If we had no grocery stores or vehicles, how would we get food? **Pause for answers.**

There were no grocery stores, cars, or appliances in ancient Africa. The people hunted, gathered, grew crops, and raised animals. The men and boys usually did the hunting, which sometimes took them great distances from their villages. The women and girls stayed home and tended to the gardens. When it was time to harvest, everyone helped.

Ancient Africans ate yams, figs, plantains, nuts, grains, and other fruits and vegetables. "Monkey bread," the fruit of the baobab tree, was a major part of their diet. Wealthy families were fortunate enough to have beef, chicken, and mutton. In areas with lakes or rivers, fishing provided meat. Palm oil, extracted from the red palm fruit, was used to fry foods and make bread. Eto is a traditional dish made from mashed yams or sweet potato mixed with eggs and palm oil. A common meal was green bell peppers stuffed with rice, milk, fruit, and meat.

If we had no appliances, how would we cook our food? **Pause for answers.**

In ancient Africa, meals were usually eaten raw or cooked over an open fire outside.

Homes

Round mud or stone homes were often built in clusters with a wall surrounding them to keep wild animals out. There were usually no windows in the homes, and the roofs were made of sticks and grasses.

Have the children count the number of major pieces of furniture in their homes. The amount of furniture you have in your home today is very different from many other parts of the world. Most ancient African homes simply had rugs to cover the dirt floor, a wooden stool or two, a sleeping mat for each family member, and oil lamps for light.
Clothing

With temperatures frequently around 100 degrees Fahrenheit, ancient African people typically wore very light-weight and minimal clothing. Using cotton fibers or grasses and a weaving loom, they were able to weave beautiful light-weight fabric. Before they had the weaving loom, people wove grasses, palm leaves, or other leaves by hand. Some Africans were able to obtain cloth through trade with people from Asia as well. Children usually wore just a cloth wrapped around their waists. Mothers made slings with pieces of cloth to wrap their babies around their backs or fronts, making it easier to care for the babies while still getting work done. Fabric would also be worn to cover the face during sand and dust storms.

Have the children count or estimate how many pairs of shoes each of them owns. If you could only keep one pair of shoes, which would you keep? Discuss why you wear shoes and how they are each useful in different ways, such as working, running, hot weather, cold weather, and fashion. In ancient Africa, most people did not even wear shoes at all, but if they did, they wore very simple sandals.

People

Ancient African men and women were equally respected in their roles. Children were so valued that women and their fertility (the ability to have babies) were celebrated. Whenever a child was born, the village would rejoice with feasting, dancing, and singing. The size of a family was one measure of wealth. At the age of 12, a child was considered an adult. A girl was often married at 12 or 13 to a husband who was chosen by her father.

The African people lived together in clans. A clan was a group of families that was led by the oldest member of the group. Often a clan specialized in a specific trade, such as fishing, hunting, metal-working, tool making, or even in providing kings and leaders. The occupations were passed down from one generation to the next. Clans joined together to form villages with one ruler. When that ruler had enough power, he would unite other villages to form a kingdom. Some of the strongest kings conquered other kingdoms and created large empires.

In the 1300s, a famous Moroccan scholar named Ibn Battuta traveled through Africa and wrote about his travels. Many of his writings are still around today, which has increased modern understanding of the ancient African people. Specifically, he wrote about the fairness and good nature of the West Africans and how they could not stand injustices. One of the laws they lived by required that a clan be responsible for the actions of their people. They believed in using good deeds to make amends for their wrong-doings, instead of physical punishments. For example, if a related family lost their father or the head of the household in a battle, another clan would provide for the needs of that family.
Entertainment

Ancient African people worked hard to provide for their needs but still made time to rest and play. They loved to spend time reciting poetry, making music, and playing games. Using resources around them such as gourds, seed pods, and shells, the people were able to make many different games and musical instruments. For example, drums were made from animal skins and wood. The thumb piano was made with a board that had metal or wooden strips attached. These instruments were used for ceremonies, celebrations, and storytelling.

Favorite sports included fencing, dancing, and gymnastics. Some games that are still played today, such as Chess, Mancala, Hopscotch, and Tic-tac-toe, were played hundreds or even thousands of years ago in Africa.

☐ Optional Activities

- Play Hopscotch
- Play Tic-tac-toe using 4 sticks and rocks, leaves, or other pieces that can be found outside or around the house.
- Make and play your own Mancala game (instructions on this page)

☐ Unit 2 Read-Aloud

Mancala

Mancala is a two-player game of strategy. The objective is to have the most marbles at the end of the game.

Game set up:

Remove the top portion of a one dozen egg carton so that only the bottom with 12 cups remains. Place four marbles (or pebbles) in each of the 12 cups. Then place a bowl or small container by each end of the carton to create a catch basin.

How to play:

Players sit on opposite long sides of the egg carton, using the bowl to their right. The six egg cups nearest to them are their cups. The first player removes all of the marbles from ONE of his own egg cups. Moving counter-clockwise from the empty cup, the player drops one marble into each of the cups until he runs out of marbles.

If he reaches his own bowl, he will drop a marble there and continue on to the opponent’s side. If he reaches his opponent’s bowl, he will skip it and go on to his own cups. If he ends in his own bowl, he wins another turn. If he ends in an empty cup on his own side, he captures that marble and all marbles in the opponent’s cup directly opposite and places them in his bowl. It is then the opponent’s turn. The game is over when all 6 of one player’s cups are empty. The player who still has marbles left on his side captures those and adds them to his bowl. Both players count their marbles. The winner is the player with the most marbles.
Lesson 25
NATIVE NORTH AMERICANS: OVERVIEW AND GEOGRAPHY

Extra Items Needed

None

☐ Read to the Children:
Long before Christopher Columbus and his ships landed in "the new world," there were many tribes of indigenous people scattered around North America. Do you know what "indigenous" means? Pause for answers. Indigenous is another word for native, aboriginal, or an original inhabitant. The indigenous people lived in America long before colonists came to make new homes.

Native Americans are commonly called Indians, but the name "Indian" is a little confusing. When Columbus landed on the shores of various Caribbean islands, not yet comprehending that he had discovered a "new world," he supposed he had landed in the East Indies. He wrote a letter in 1493 in which he called the natives of the land "Indios." The misnomer (inaccurate name) has been passed on through several centuries, and now Indian is a common term used for Native Americans and their impressive range of clothing, food, lodging, lore, and culture. Have you ever heard of Indian corn, Indian summer, or Indian sitting? These names are all based on Native American culture.

There was another nickname given to Native Americans by European settlers. It is believed that fur traders coined the term "Red Man" because they met some tribes who used red oxide to paint their bodies. The real skin color of Native Americans varies from fair to dark brown, or even olive or yellow tinted. Their hair may be black or brown, coarse or fine.

Likewise, the Native Americans commonly called the European settlers "White Man." So-called "White Men" come in all colors and shades, shapes and sizes. Each individual person was created by God with characteristics uniquely his or her own!

☐ Play audio recording Lesson 25 (Year 3) or read the script.

☐ Read to the Children:
There are many reasons European settlers first began traveling to America. Some came seeking religious and political freedom, some came for adventure, some came as missionaries, and others came in the hope of becoming land owners. The journey from Europe to America took at least 6–8 weeks, sometimes lasting 3 months or longer, and was often fraught with danger, illness, and even death.

For those who made it across the ocean, new rewards and challenges awaited. Among those rewards and challenges were the valuable friendships and terrible battles with the Native Americans. In the Year 2 History Course, we learned about two influential Native Americans. Samoset was the first Native American known to make contact with the Pilgrims. Squanto was a friendly Native American who taught the Pilgrims how to survive in North America.

During the next few lessons, we will learn about many different Native American tribes by the culture area where they lived or, in some cases, still live.

☐ Map Activity
Look at the map on page 244 of the Year 3 Big Book of History Stories. Read with the children the name of each Native American culture area as you point to it. Read the names in this order: Arctic, Subarctic, Northwest Coast, Plateau, Great Plains, Eastern Woodlands, California, Great Basin, Southwest, and Southeast.

☐ Optional: Play the Native American Name Game on the next page.

☐ Have the children complete Lesson 25 in their Student Explorers.

☐ Unit 2 Read-Aloud
Native American Name Game

In many tribes a name was earned by how a person lived his or her life rather than given to a newborn child. This is simply a game and is not how Native Americans received their names. There are two ways to play:

**BY YOUR FIRST NAME**

1) From Column 1, use the first letter of your first name to determine the first part of your Native American name.

2) From Column 2, use the last letter of your first name to determine the second part of your Native American name.

(For example, if your first name is Matthew, your Native American name is Blue Arrow.)

**BY CHOICE**

1) Choose a name from Column 1 and a name from Column 2 that you feel represent you somehow and put the two names together.

2) Explain why you feel that this name would be a good Native American name for you.
UNIT 3

Westward Expansion and Industrialization
Lesson 36
ROBERT FULTON AND
THE INVENTION OF THE STEAMBOAT

Extra Items Needed (for Younger Children)
- Pencil with eraser
- Hole punch
- Scissors
- Push pin

☐ Read the story Robert Fulton and the Invention of the Steamboat starting on page 121 of the Year 3 Big Book of History Stories.

☐ Read to the Children:
How were boats propelled before the invention of the steamboat? [oars and sails]
The steamboat became a primary mode of transporting people and goods and led to the use of steam engines in other machines.

☐ Review Activity for Younger Children
Read to the children:
Steam comes from water that is so hot it changes form into a gas. The gas, or steam, rises quickly. The steam can be used to set objects into motion. Steam is what Robert Fulton used to make his steamboat go. We are going to make a pinwheel, which is also set into motion by the movement of air.

With the children, make a pinwheel with the pattern and instructions at the end of this lesson. Follow the steps to review the information learned in this lesson.

☐ History Notebooks:
Grades 7+
Have the children in Grades 7+ write a summary of Robert Fulton and the invention of the steamboat.

☐ Have the children complete the Lesson 36 timeline page in their Student Explorers.

☐ Unit 3 Read-Aloud

Bust of Robert Fulton by Jean-Antoine Houdon (c. 1828)
Clermont (c. 1909 by the Hudson-Fulton Commemoration Commission)
Pinwheel, page 1

Note: If you are doing this activity with more than one child, you may choose to make a front and back copy of the pinwheel pattern for each child to have his or her own pinwheel.

1. Cut out the box along the dashed lines.
2. Cut the diagonal dashed lines (do not cut all the way to the center of the box).
3. Use a hole punch to punch the five small circles.
4. Have a child choose a flap (Who? What? Where? or When?). Read or have the child read the back of the flap out loud. Then fold the small circle on the flap to overlap the small circle in the center of the box. Repeat with the other three flaps.
5. Insert a push pin through the holes and into the eraser of a pencil, as shown.
Robert Fulton was an American artist and inventor. Robert Fulton was born in 1765 and died in 1815. In the year 1807, he successfully launched the Clermont in New York. Robert Fulton was born in Pennsylvania. He traveled extensively to France and England, but came back to America, where he created the Clermont.
Lesson 42
THE FIRST TRANSCONTINENTAL RAILROAD

Extra Items Needed
None

☐ Read The Story of Railroads starting on page 141 of the Year 3 Big Book of History Stories.

☐ Ask the children the following review questions about what was learned in the story:

1. The idea of the miner's tramway was used to move freight and passengers in wagons pulled by what? [horses]

2. What was the ride like for passengers of the earliest trains? [uncomfortable; sparks and burning embers landed on them; they sometimes had to walk up the hills; they were sometimes knocked out of their seats]

3. When trains first started traveling by night, how did the engineer light the way? [He built a bonfire on a small handcar at the front of the train.]

4. During which war did generals from both sides first use railroads to transport troops and supplies? [the Civil War]

5. In 1866 two companies began building a transcontinental railroad from opposite sides of the continent. What were the names of these two companies? [the Central Pacific, which started at the Pacific Coast and worked eastward; and the Union Pacific, which went from Omaha, Nebraska, westward]

6. Where and when did the two railroads meet? [Promontory Point, Utah, on May 10, 1869]

7. Describe the final spike placed in the first transcontinental railroad. [a golden spike]

☐ Timeline Activity
Complete the instructions and read the questions to the children.

1. Lay out the timeline page titled "Page 5."

2. Have the children place the timeline sticker "1869 The Golden Spike" on the timeline as shown below.

3. Look at the timeline. What are some other significant events that were happening in the United States between 1840 and the completion of the first transcontinental railroad in 1869? [The Oregon Trail was widely used from the 1840s–1860s, Abraham Lincoln became the 16th U.S. President in 1860, and the Civil War lasted from 1861 to 1865.]

☐ Have the children complete the Lesson 42 timeline page in their Student Explorers.

☐ Unit 3 Read-Aloud
UNIT 4

World War II
Lesson 48
THE RISE OF NAZISM

Extra Items Needed
None

☐ Read to the Children:
The United States was founded on the idea that God has given us rights, and that those rights belong to everyone, no matter their money or color or religion. It was one of the first nations to try that idea, and it proved very successful. The United States became among the most prosperous, equal, and free countries on earth. Other countries, especially in Europe, adopted some of these ideas as well, and they also prospered. That freedom was threatened during World War I, as we learned in the Year 2 History Course.

Many European countries wished to be larger and more powerful than they were. They made alliances and tried to gain territory from others. Eventually, war could not be avoided, and World War I—the Great War—was the terrible result. Millions of people lost their lives and when the war came to an end, Germany was judged to have been the loser. The peace treaty, called the Treaty of Versailles, punished Germany severely.

The German economy collapsed after World War I. The German people believed they had been treated unfairly and became angry at their neighboring countries. They wanted someone to bring them back to power and punish the countries that they believed had unfairly punished them. The result was an even bigger war than the first one: World War II. In this unit, we are going to learn about this second world war and how it impacted the world.

☐ Ask YOUNGER children the following review questions about what was learned in the audio recording:

1. What was the name of the man who took over Germany before World War II? [Adolf Hitler]
2. Who was Adolf Hitler? [An Austrian who joined the German army, then went into politics and was good at giving speeches]
3. Did Hitler come to power peacefully? [No. He had people arrested. He threatened them. He had many people killed.]

☐ Play audio recording Lesson 48 (Year 3) or read the script.
Ask OLDER children the following review questions about what was learned in the audio recording:

1. What were the factors that allowed Hitler to rise? [Economic depression, anger over the treaty that ended World War I, racism, and Hitler’s boldness]

2. How could Hitler gain so much power? [People were angry and looking for someone to blame. They wanted to follow someone who promised to make things better for them. They were also afraid of Hitler and what he might do to them.]

3. What do we call the governmental system that takes all the power from the people and collects it in the hands of a single ruler, or group of rulers, usually by force? [Fascism]

4. What did Hitler do that gave clues to the kind of brutal, racist man he truly was? [He wrote a book talking about how Germany’s problems were really caused by Jews. He supported rioting and violence. He led rallies and had people that didn’t support him executed. He shut down all other political parties.]

5. What can we learn from the story of Germany and the Nazi party? [We need to be active in our country’s political life and support those people who will work for freedom. We need to be watching for those who wish for power and stand up to them. We must be prayerful and vigilant concerning temptations to act vengefully or as a mob when facing national problems and take to heart the lessons of history.]

Read to the Children:
The Nazi Party is the name we give to the German party of national socialism. Socialism is a system in which the government owns and controls the means of production and distribution on behalf of the people. Some people believe this would be a better way to live because it is better for the people as a whole; businesses would not fail; some people would not become rich while others had nothing; the government would help those in need. However, socialism takes away the freedom of people to make decisions for themselves and to improve by learning from their mistakes.

It is important to understand that a democratic republic and socialism are very different things. In a democratic republic, the government is designed to protect the rights of individuals so that they may control their own wealth and possessions; they are acknowledged as stewards of what they possess; they are not forced to be charitable. In a socialistic nation, wealth and possessions are regulated and redistributed by the government; the people have less stewardship, choice, and control of their lives.

For decades many democratic nations have been drifting and even speeding towards socialism by such things as heavily regulating businesses and redistributing wealth. Socialism takes away the rights of the people. Remember, a democratic republic protects the rights and property of individuals. Socialism is concerned about the good of the whole, and, rather than protecting the liberty and property of individuals, socialism forcefully takes the property of some individuals and chooses how to delegate the property. Ultimately, liberty is taken from all individuals.

Begin Unit 4 Read-Aloud.
Remember that you may also need to read on days that you do not have lessons, depending on the length of the book you chose to read aloud.

History Notebooks: Grades 7+
Have the students define the following terms in their history notebooks.

- Adolf Hitler
- Anti-Semitism
- Aryan
- Fascism
- Socialism
- Benito Mussolini (Hitler's idol)
Lesson 51
CAUSES OF WORLD WAR II
/ PEARL HARBOR

Extra Items Needed
None

☐ Read to the Children:

In the first lesson in this unit, we introduced Hitler, a German dictator ruling at the same time as the Russian dictator Stalin. With Germany's military increasing in strength under Hitler, and the other nations of Europe willing to undergo almost any sacrifice to prevent war from breaking out, almost nothing stood in Adolf Hitler's way.

- First, he seized Austria (March 1938)—a country that had no powerful military to oppose Hitler's designs. The two countries spoke similar languages, and many Austrians were pleased to join Germany because it was big and powerful. Hitler promised to restore Austria's empire.

- Then, Hitler took over the Sudetenland (October 1938), an area of Czechoslovakia that had many German-speakers among the people.

These two moves threatened to cause war, and most other countries in Europe, especially France and Britain, began threatening Hitler. Hitler pretended innocence, saying he only wanted to protect Germans, not start a war. The other countries believed him, especially after he signed a treaty that said he would not go after more land.

Unfortunately, Hitler broke that treaty as his tanks rolled into Poland in 1939, officially starting World War II. Two days later, France and Britain declared war on Germany. Sixty nations would enter the war before it ended six years later.

World War II was fought between two groups of countries. On one side were the Axis Powers, including Germany, Japan, Italy, and six other countries. On the other side were the Allies. They included Britain, France, Canada, the Soviet Union, China, the United States of America, and over 40 more countries. Many countries wanted to stay neutral, not entering the war or even taking sides. However, many of them were attacked and forced into the war. Only a small number of countries remained totally neutral and stayed out of the war.
Activity

With the children, explore the chart at the end of this lesson titled "Participants in World War II."

Have the children look at the map titled "World War II Axis vs Allied Powers" on page 248 of the Year 3 Big Book of History Stories. Discuss the map.

Read to the Children:

There were two major places where the actual fighting of World War II took place: Europe and the South Pacific. In warfare, a theater is an area in which a major military event takes place.

The European theater included many countries in Europe and the Soviet Union. Other battles took place in Northern Africa and the Middle East. The majority of fighting in the European theater took place in Germany, France, Italy, Poland, and the Soviet Union.

The South Pacific theater included fighting in Japan, China, Korea, the Philippines, and other islands in Asia. Japan was trying to expand its empire and take over other countries. Japan attacked the United States at Pearl Harbor, trying to destroy its navy to prevent the United States from interfering with Japan's plans to take over other countries.

Play audio recording Lesson 51 (Year 3) or read the script.

Optional Video Activity: Grades 6+

If still available, watch the video "Remembering Pearl Harbor" (8:03) on YouTube.com (search for "Remembering Pearl Harbor CBS Sunday Morning").

Lesson 51 Student Explorers

Have the children follow the instructions to finish the "World War II Axis vs Allied Powers" map.

Unit 4 Read-Aloud

Burials at Sea

U.S. Military Boat in the Pacific Theater
## Participants in World War II

### The Axis

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<th>NATION</th>
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<tbody>
<tr>
<td>Albania</td>
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### The Allies

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### Mainly Neutral Countries

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The Big Book of History Stories

Includes Maps and Images

Year 3
THE BIG BOOK OF HISTORY STORIES

YEAR 3
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If you lived in Mesopotamia, your name definitely would not be Tom or Susan. Your name might be Yashub, Jushur, Atab, Dungi, Beli-Ashared, Amare, Lilith, or Ninki. If you lived before 2300 B.C., you would be considered an Akkadian if you lived in the northern part of Mesopotamia, and a Sumerian if you lived in the south. You would be part of a city-state, which was a city and its surrounding area. You would be constantly fighting with other city-states.

About 2300 B.C. a ruler named Sargon of Akkad, also known as Sargon the Great, came to power and conquered all of the Sumerian city-states. For the first time, northern and southern Mesopotamia were united under one ruler.

If you lived in ancient Mesopotamia, you would see cuneiform, one of the oldest writing systems. Cuneiform means “wedge-shaped,” and you can see why from the picture. All cuneiform writing was done by using a wedge-shaped stylus to punch characters into a wet clay tablet, which was then dried. Most of ancient Sumerian writings were about
mundane things like who sold to whom how many cows, but other things have survived as well, like the Epic of Gilgamesh, the Code of Hammurabi, and poetry.

Cuneiform characters were created in Sumeria, but Sargon adapted cuneiform for use with the Akkadian language, which was the official language of his empire.

Akkadians took the simple cuneiform characters and, using the same type of wedge-shaped tools, made them much more complex, almost like decoration. In fact, early archaeologists thought they were decorations. It wasn’t until the Rosetta Stone was dug up in Egypt that historians could read the cuneiform script.
Prince Cyrus & the Shepherd

Written by Chris Jones, Illustrated by Dan Burr
The story we are about to read is a story that was written by the ancient historian Herodotus. How much of it is true? We do not know, but it is a fascinating story.

Once upon a time, there lived a king. He was very powerful and very rich, although his kingdom was surrounded by enemies. He was also a hard king who ruled with anger and harshness, so that the people feared him.

One night he had a dream about his daughter, that from her body came forth water, and it filled the whole earth. He woke in a cold sweat and summoned his wise men to tell him what this dream meant. They looked worried and said, “O King, we hate to tell you this, but it means that your daughter will have children that will be dangerous to you.”

“What should I do?” the King said. “My daughter is not even married yet!”

“Send her away,” they said. “If she marries one of the children of the other kings, the ones that pay tribute to you, her children will be inferior and cannot be a threat.”

The King thought this was good advice. He sent his daughter to marry the son of one of his weaker subject kings and slept well for a long time, safe in his kingdom. He did not even worry when the news came that his daughter was pregnant. How could her child be a threat to him?

But then he had another dream. In this dream, a vine came from his daughter’s belly that grew until it shaded the whole of his kingdom, and others as well. He was terrified that it meant something awful again, and he summoned the wise men. They confirmed that this was so. “It means that your daughter’s child is destined to become a king and rule over all he sees,” they said.

“That can never be,” the King said. “The child will have to die.” He sent men to take the child from its mother. When the child arrived, it was only a few days old. The King called his general and ordered him to take the child out and leave it on the hillside.
The Ministry of Christ
Through the Art of Carl Bloch

Written by Chris Jones, Jesse Lyman Hurlbut, and Logan Marshall
Jesus Tempted

When Jesus began his work as Messiah, he started by fasting for a long time. Satan saw him hungry, and thought he might be weak, and give in to temptation.

Satan stood before Jesus and said, “Here are stones. You are hungry. You can change them into bread.” But Jesus answered, “Man shall not live by bread alone, but by every word that proceeds from the mouth of God.” Satan tried again, telling Jesus to throw himself from the top of the temple, to show God would save him. But Jesus replied that scripture says not to test God, asking for a sign.

In a last, desperate attempt to get Jesus to do wrong, Satan showed Jesus all the kingdoms and wealth of the earth, and promised that Jesus could have it all if he would just bow and worship Satan. Jesus replied triumphantly, “Leave, me Satan! For it is written that thou shalt worship the Lord thy God, and him only shalt thou serve!” Jesus passed the test. He never did sin, not then, or ever after.
Miracles

Jesus performed a number of miracles for the people. At a wedding in Cana, He turned water into wine. He healed blind men and made them see. He cured people who were lame, or paralyzed. He fed five thousand people with two loaves of bread and five fishes. He walked on the Sea of Galilee, and when the sea raged, He calmed the wind and waves. Three times He raised people from the dead. He showed that He could command everything on earth. He used His powers to help others.
“Healing of the Blind Man,”
1871
This is the story of a fictional character named Efe from the ancient kingdom of Ghana, which existed from around 700 A.D. to 1240 A.D.

Efe watched as the items of the donkey caravan were unloaded. It was not a special camel caravan, unfortunately—that was a special event and didn’t happen every day. But donkey caravans arrived in the city daily, bringing things such as honey, metal, rare birds, tools, leather goods, and cloth. Today, Efe had been sent by her mother to get some honey. Efe gave a very small chunk of salt—just the size of a dime—to pay for the large pot of honey she had picked out.

Paying with salt? Yes! In the ancient kingdom of Ghana, salt was so important that it was used to buy things. It was literally worth its weight in gold. But there was no lack of salt and gold in the land. In the northern part of the kingdom lay great gold mines. The gold mines were so valuable that the exact location of the mines was a well-guarded secret. In the southern part of the kingdom lay huge salt mines. The salt and gold made the kingdom rich.
After passing fine houses made of acacia wood and stone near the market, Efe came to the village of sun-dried mud homes where her family lived. Efe's mother and sister were outside making baskets. Most of the work and activity happened outside the home; inside the home was mainly for sleeping and storage. The sorrowful look on her mother's face made Efe feel that she might have made the right choice to take the pendant. Things had been much harder since Father was taken away three weeks ago.

Efe quickly went into the home. Like a typical home in the village, the only items of furniture in the house were sleeping mats, a rug, a stool, and a little wooden chest. Quickly, Efe opened the chest and buried the pendant deep underneath the cloth inside.
A GRIOT’S TALE
The Story of Triumphant Sundiata

An African Legend retold by Katie Powell
Illustrated by Carolina Sagebin
Hundreds of years ago, in a land where the desert fades in the distance and the green trees radiate along the dry, brown background, there lived King Maghan. This king, though his kingdom was small compared to others around him, was very important, for he would one day have a son that would change the kingdom.

One day while speaking with a hunter who was passing through, King Maghan of Mali was given a prophecy. The prophecy said that if he was willing to do what was asked of him, the kingdom would flourish. The hunter explained that, although he was already married and had a son, the king was to marry again. In choosing his new wife, he should seek an unattractive woman who would bear another son. This child would be the heir to the throne and achieve amazing things.

The days continued, and finally two other hunters arrived at the kingdom with a rather repulsive woman. “We have brought this woman, Sogolon, and wish for you to marry her,” they told the king anxiously. As he looked thoughtfully at Sogolon, he thanked the hunters and agreed that she would be his bride. All of Mali was invited to witness the marriage celebration. Not long after, Sogolon gave birth to Sundiata, a son, followed by two daughters.
For years King Maghan had trained his first son, Dankaran, to be the heir to the throne. Dankaran’s mother, the king’s first wife, did not like that there was a new child who would take her son’s place. She was quickly overcome with anger and jealousy as she quietly watched the king give all of his attention to Sogolon and Sundiata.

It wasn’t long before everyone noticed that Sundiata was different. As he grew, he did not learn to do the things that other children learned. At the age of three, he could not walk, he could not talk, and he had an awkward look about him. He would hit and throw things at other children when his mom would invite them over to play, and he would ravage the food pantry when she was away.

While Dankaran and his mother rejoiced in Sundiata’s weakness, King Maghan began to worry. He could tell his time on Earth was coming to an end, and he didn’t know if Sundiata could become the great leader he was destined to be. Before he died, the king appointed the griot Balla Fasseke to care for and teach Sundiata, to ensure that the kingdom would reach its full potential.
SITTING BULL

Great Medicine Chief of the Sioux

Written by Mary Hazleton Blanchard Wade | Illustrated by Dan Burr
A little Indian papoose was cooing softly to himself in a tent of buffalo skins far out on the western plains. Like the rest of his people, the child had sun-tanned skin and high cheek bones. Yet, strange to say, his hair was not black like that of other children of his tribe—it was of a dark brown color. His mouth was beautiful, and when his mother bent down to kiss her little one in Indian fashion, she thought, "I have a baby of whom anyone may well be proud."

An Indian kiss is very quiet and gentle. When Sitting Bull's mother wished to caress him, she pressed her lips close to his cheek without moving them or making any noise whatever. It was her way of saying, "You are very dear to me, and I love you."

The child was not given a name at once. "We must let him grow for a while. When he does some special thing, or shows some special quality, we shall know better what to call him," said his parents.

They belonged to the powerful nation of the Sioux, or Dakotas, as they called themselves. Many brave and fierce tribes were banded together in this nation. They often went to war against their enemies and hunted the vast herds of buffalo that roamed over the western plains. It was no wonder that in this buffalo country the baby came to be called "Sitting Bull."
ROBERT FULTON and the INVENTION OF THE STEAMBOAT

Written by Frank P. Bachman and Edward Eggleston • Illustrated by Milena Vitorovic
THE FIRST BOATS

The first boat used by man was probably the trunk of a fallen tree, moved about by means of a broken branch or pole. Then someone likely saw that a better boat could be made by tying a number of logs together to make a raft. But rafts are hard to move, so the heart of a log was hollowed out by means of a stone ax or fire, to make a still better boat, or strips of birch bark were skillfully fastened together to form a graceful canoe. Boats were also constructed of rough-hewn boards.

The Phœnicians were the first great sailors. Their boats, called galleys, were sometimes two to three hundred feet long. In enormous sail-and-oar vessels the Phœnicians crossed the Mediterranean in every direction, pushed out into the Atlantic Ocean, and went as far north as England. The chief improvement in boat making, from the time of the Phœnicians until the first trip of the Clermont steamboat, was to do away with oars and to use sails only.
It was not until about fifty years before the time of Columbus that oars were generally discarded and large boats were propelled entirely by sails. Sailboats were, to be sure, a great improvement over oar boats. Yet at best they were slow and unreliable, held back alike by calm and storm. The Pilgrims were ten weeks in crossing the Atlantic, and the regular trip, in the time of Washington, required six weeks.
Many, many years ago in the small town of Diamond, Missouri, a baby boy was born in a small log cabin to a woman named Mary. The baby’s skin was dark—just like his mother’s and father’s and big brother Jim’s. Surely the baby had no idea that at the time of his birth a war was being waged for his family’s freedom—and for the freedom of all African Americans. Although many people in America owned slaves and believed it was their right to do so, particularly in the Southern states where many workers were needed on the large plantations, the belief that slavery was morally wrong was starting to spread. Many Northern states had already passed laws against slavery, and now they were determined to free all slaves in every state.

Missouri was a slave state, which meant that it was still legal for people who lived there to own slaves. Mary, the mother of the newborn baby, had been a slave since she was 13 years old, when she was bought by Moses and Susan Carver. The Carvers were from Germany, but hoping for a better life, they had immigrated to America and bought a farm. They built a small cabin and worked hard on their farm. Soon the Carvers built themselves a bigger house, and when Mary was expecting her first baby, Jim, they gave her the small cabin to live in.
TESSA
AND THE TULIP FARM

Written by Jenny Phillips
Illustrated by Rebecca Sorge
This story takes place from 1940 (when Germany attacked the Netherlands during World War II) through 1945, the five years that Germany occupied and ruled the Netherlands. Tessa and her family are fictional, but the events and circumstances in the book are based on facts.

Ten-year-old Tessa sat on the grassy bank of the canal that bordered her family’s tulip farm in the northern part of the Netherlands. As the white clouds floated lazily above her, she watched the windmills moving in the distance and let her bare feet dangle in the cool water. Finally, she picked up her wooden shoes and started to head back home across the flower fields, humming as she went, feeling tempted to chase the white butterflies that occasionally fluttered up from the flowers.

When she saw her older brother, Jasper, running across the field toward her, yelling her name, her heart dropped. What was wrong?
In a few seconds, Jasper stood before her panting. "Tessa!" he cried as he pointed north. "Look! Look at the smoke!"

Faintly in the far distance, Tessa did, indeed, see smoke. "What is it from?" she asked, trying to push down her feelings of alarm.

"The Nazis! They’ve invaded the Netherlands. Father just heard it on the radio."

"But . . . " Tessa stammered, "but when the war started eight months ago, the Netherlands proclaimed neutrality, just like it did in World War I."

"Well, Hitler decided to invade our country anyway. Father says Hitler wants us to be a part of Germany, but he also wants our air bases and ports and the use of our canals and rivers to help them fight other countries around us. Come on, Father said we should stay inside until we know what is happening."

The two siblings ran across the field towards their home.

Tessa and her family did not go out much as the battle continued. They sat around the radio listening for news. The fighting seemed to be getting closer and closer to their farm. Then they received the news: after just five days, the Netherlands had surrendered. The Dutch government and the royal family escaped and went into exile in London.

Tessa’s father gathered the family. "Do you know what this means now? We are under German occupation. I don’t know exactly how this is going to change the way we live, but it will."

He pulled the Bible off the shelf and read Psalms 115:11—"Ye that fear the Lord, trust in the Lord: he is their help and their shield."
He took Tessa on his knee and spoke quietly. "No matter what happens, we will trust in God."
Ishtar Gate of Babylon

(Reproduction)

Photograph by Radomir Vrbovsky
Write and/or illustrate facts you learned about Babylonians and Assyrians.

Hints: **Babylonians**—had a code of laws, wrote letters on tablets that teach us much about the time period, greatly expanded the empire | **Assyrians**—fierce, had battering rams, destroyed the northern kingdom of Israel, the time of Jonah | **Cut out and store the completed timeline page in chronological order.**
Color the picture of the Phoenician ship.
History Hero

ESTHER
A Woman of Faith

Esther displayed the following noble traits: courage, humility, faith, and loyalty to God. On the line below, write the two traits that impressed you most.

Color the picture of Esther.
Saul becomes the king of Israel.

David is crowned the first king of Israel.

Israel is split into two nations—Israel in the North and Judah in the South.

The Assyrians conquer the Northern Kingdom. Babylon, ruled by Nebuchadnezzar II, conquers Judah, destroys the temple, and takes many Israelites captive.

Cyrus the Great, King of Persia, conquers Babylonia. He allows the Jewish people to return home.

The Greeks, led by Alexander the Great, conquer Israel. The Maccabean revolt brings independence to the Jews.

Greek Rule & Maccabean Revolt

Return & Rebuild

Captive

Conquered

Split

David

Saul

The Greeks, led by Alexander the Great, conquer Israel. The Maccabean revolt brings independence to the Jews.
Color the picture.
1. Have the children draw a whale in the upper left-hand box.
2. Have the children draw an igloo in the upper right-hand box.
3. Have the children draw a fur coat in the lower left-hand box.
4. Have the children draw a dogsled in the lower right-hand box.
5. Have the children cut out the 4 squares on the dashed lines. Make sure they do not cut off the flaps. The center square should be cut out.
6. Have the children cut out the box on the next page, along the dashed lines.
7. Have the children glue or tape the flaps of the squares (with the drawn images) onto the sheet as shown here:
8. As a group, read the information behind each flap.
Inuit

To hunt large prey like whales, Inuit hunters worked cooperatively. At least 20 hunters would go out to sea on a large boat, armed with harpoons. Attached to the harpoons were seal-skin balloons filled with air to keep the whale from diving deep into the water. Each time the whale would come to the surface for air, the hunters would harpoon it again. Once the whale died, the hunters would tie it to the boat and tow it back to shore. The Inuit used every part of the whale, including the meat, blubber, skin, oil, and bones. The meat and blubber from one large whale could feed a small community for a year.

The Inuit needed thick, warm clothing to survive the cold climate of the Arctic. They made shirts, pants, boots, hats, and anoraks—large pull-on hooded jackets without zippers or buttons—from caribou and seal skin. During the coldest times of the year, the Inuit would line their clothing with furs from animals like polar bears, rabbits, and foxes.

Typical materials for building shelters, such as wood, canvas, and mud, are difficult to find in the frozen tundra of the Arctic. The Inuit learned to make warm homes out of snow and ice for the winter. During the summer they would make homes from animal skin stretched over a frame made from driftwood or whalebones. The Inuit word for home is "igloo."

To travel across the harsh Arctic landscape of snow and ice, the Inuit built dogsleds out of whale bones and wood. They domesticated a strong, hardy breed of dog from wolves to pull the sleds. To travel by water, the Inuit built small single-passenger boats called kayaks. They also built larger, faster boats called umiaks that were used for transporting people, dogs, and goods.
Lesson 38

1. Trace the California Trail with a yellow crayon.
2. Fill in the numbers.
3. Color the map and the gold panner.

California was admitted as a state in 18___.

In the short period of two years, the population of California increased to more than ___ ___ ___ ___ people!

The California Gold Rush began in 18___.

Utah Territory

California
Copy or summarize your favorite quote by George Washington Carver.

Draw a picture of something you learned about George Washington Carver.
History Hero

ESTHER
A Woman of Faith

Esther displayed the following noble traits; on the line below, write the two traits that impressed you most: courage, humility, faith, and loyalty to God.

Read the following definition of COURAGE from the Webster’s 1828 Dictionary. (http://webstersdictionary1828.com)

COURAGE, noun [Latin, the heart.] Bravery; intrepidity; that quality of mind which enables men to encounter danger and difficulties with firmness, or without fear or depression of spirits; valor; boldness; resolution. It is a constituent part of fortitude; but fortitude implies patience to bear continued suffering.

Be strong and of good courage - Deuteronomy 31:6

Summarize the definition of COURAGE in your own words.

Notice that the Webster’s 1828 Dictionary cited Deuteronomy 31:6. Copy the scripture in cursive, if possible.

Be strong and of a good courage, fear not, nor be afraid of them: for the Lord thy God, he it is that doth go with thee: he will not fail thee, nor forsake thee.
 TERMS & DEFINITIONS

Copy each of the following review terms and definitions. Use cursive handwriting if possible.

**Griot:** a person responsible for keeping an oral record of tribal history using music, poetry, and storytelling

**Savanna:** open grasslands, usually with scattered bushes or trees

**Sahel:** the arid area between the Sahara Desert and the more southern rainforest areas of Africa

**Clan:** a group of families led by the oldest member of the group

**Caravan:** a group of travelers, usually merchants, journeying together for safety
1. Refer to the map on page 246 of the Year 3 Big Book of History Stories.
2. On your map, label the Pacific Ocean and the Atlantic Ocean.
3. Trace Lewis and Clark’s expedition route in red.
4. Color the “Louisiana Territory” yellow.
5. Color the “United States” green.

The land west of the Louisiana Territory was largely unknown and considered “wild!”

1803-1806
1. With a red crayon or colored pencil, trace the Pony Express route.
2. With a green crayon or colored pencil, color the eight states through which the Pony Express route traveled.
3. Name the eight states out loud.

Pony Express Route April 3, 1860–October 24, 1861

- California
- Nevada
- Utah
- Colorado
- Nebraska
- Kansas
- Missouri
- St. Joseph
- San Francisco
- Great Salt Lake
- Wyoming
Write or illustrate about the things you learned in this lesson. Ideas include light bulb, phonograph, electricity distribution, newspapers, and homeschool. **Cut out and store the completed timeline page in chronological order.**
1. Cut out the booklet pages on the dashed lines (do not cut off the tabs at the bottom of each timeline page) and staple at the top.

2. Complete the timeline pages by filling in the blanks. Refer to the WWII Timeline Key on page 158 of the course book.
1919: After WWI the Treaty of __________________ set out very harsh terms for Germany's punishment, causing anger and resentment in Germans.

1924: Benito __________________ becomes dictator in Italy, and Josef _________ becomes dictator in the Soviet Union.

1933: Adolf Hitler becomes Chancellor of ________________. His Nazi Party takes power during a time called the Third Reich.

1936: Germany and ______________ sign a pact of friendship.

1936: Germany and ______________ sign a pact against communism and Russia.

1937: Japan invades ________________.

1938: Hitler takes over ________________ and makes it part of Germany.

Timeline: Events Leading Up to WWII

1939: World War II begins when Germany invades ________________. France and Great Britain quickly declare war on Germany. The United States declares its ________________. Canada, Great Britain, France, Australia, and New Zealand declare war on Germany. Soviet troops invade Finland. Italy occupies Albania. Hitler and Stalin divide Poland.

1940: Germany invades much of western Europe, including the Netherlands, Denmark, Norway, Belgium, Luxembourg, and France. Japan begins to occupy French ________________ in the Pacific. Italy invades Greece and Egypt. Germany launches an air attack on Great Britain. ____________________________ becomes Prime Minister of Great Britain. Germany, Italy, and Japan sign the Tripartite Pact, creating the Axis alliance of power.

1941: The Axis Powers invade the ________________ with over three million troops. Germany sinks a United States warship in the Northern Atlantic.
Color the picture of Sargon the Great and write his name. Write notes and/or draw pictures about the things you learned in this lesson. Ideas include the first empire in Mesopotamia, irrigation, ziggurat, and the Epic of Gilgamesh. Cut out and store the completed timeline page in chronological order.
Copy each of the following terms and definitions into your history notebook. Use cursive handwriting if possible.

**Monotheism:** belief in one God

**Polytheism:** belief in many Gods

**Exodus:** escape of the Jewish people from slavery in Egypt

**Judaism:** the religion of the Jews

**Maritime:** bordering the sea or related to the sea

**Phonetics:** the study and classification of speech sounds

**Tyrian purple:** a valuable purple dye used by ancient Phoenicians as early as 1570 B.C., made from sea snails

**Gauloi:** "round ships" built by the Phoenicians with rounded hulls and curved sterns and a giant rectangular sail in its center
The Blind Poet

Read the following excerpt from *The Story of the Greeks* by H.A. Guerber.

Three or four centuries after the siege of Troy, there lived a poor old blind poet who wandered about from place to place, playing upon his lyre, and reciting wonderful verses which told about the adventures of the Greek heroes, and their great deeds during the Trojan War.

We are told that this old man, whose name was Homer, had not always been poor and blind, but that, having embarked by mistake upon a vessel manned by pirates, he not only had been robbed of all his wealth, and blinded, but had been left upon a lonely shore.

By some happy chance, poor blind Homer found his way to the inhabited parts of the country, where he soon won many friends. Instead of spending all his time in weeping over his troubles, Homer tried to think of some way in which he could earn his living, and at the same time give pleasure to others. He soon found such a way in telling the stories of the past to all who cared to listen to them.

As the people in those days had no books, no schools, and no theaters, these stories seemed very wonderful.

Little by little Homer turned them into verses so grand and beautiful that we admire them still; and these he recited, accompanying himself on a lyre, which he handled with much skill. As he wandered thus from place to place, old and young crowded around him to listen to his tales; and some young men were so struck by them that they followed him everywhere, until they too could repeat them. This was quite easy to do, because Homer had put them into the most beautiful and harmonious language the world has ever known. As soon as these young men had learned a few of the tales, they too began to travel from place to place, telling them to all they met; and thus Homer’s verses became well known throughout all Greece.

The Greeks who could recite Homer’s poems went next to the islands and Asia Minor, stopping at every place where Greek was spoken, to tell about the wrath of Achilles, the death of Patroclus, Hector, or old Priam, the burning of Troy, the wanderings of Ulysses, and the return of the Greeks. Other youths learned the poems; and so, although they were not written down for many a year, they were constantly recited and sung, and thus kept alive in the memory of the people.

As for Homer, their author, we know but little about him. We are told that he lived to be very old, and that although he was poor as long as he lived, and forced to earn his living by reciting his songs, he was greatly honored after his death.

His two great heroic poems—the *Iliad*, telling all about the Trojan War, and the *Odyssey*, relating how Ulysses sailed about for ten years on his way home from Troy—were finally written down, and kept so carefully that they can still be read to-day. Such was the admiration felt for these poems, that some years after Homer’s death an attempt was made to find out more about him, and about the place where he was born.

Fifty cities claimed the honor of giving him birth; but, although it was never positively found out where he was born, most people thought the Island of Chios was his birthplace. The Greek towns, wishing to show how much they admired the works of Homer, used to send yearly gifts to this place, the native land of the most famous poet the world has ever known.
Esther displayed the following noble traits; on the line below, write the two traits that impressed you most: courage, humility, faith, and loyalty to God.

______________________________________________________________________________
______________________________________________________________________________

Read the following definition of COURAGE from the Webster’s 1828 Dictionary (http://webstersdictionary1828.com/):

COURAGE, noun [Latin, the heart.] Bravery; intrepidity; that quality of mind which enables men to encounter danger and difficulties with firmness, or without fear or depression of spirits; valor; boldness; resolution. It is a constituent part of fortitude; but fortitude implies patience to bear continued suffering.

Be strong and of good courage - Deuteronomy 31:6.

Summarize the definition of COURAGE in your own words.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Notice that the Webster’s 1828 Dictionary cited Deuteronomy 31:6. Copy the scripture in your best handwriting onto a sheet of paper. Hang the scripture in your room or somewhere you will see and read it each day for at least one week.

Be strong and of a good courage, fear not, nor be afraid of them: for the Lord thy God, he it is that doth go with thee; he will not fail thee, nor forsake thee.
Timbuktu

Through the rise and fall of the ancient African kingdoms, there was one city that continued to grow and flourish. The name of the city was Timbuktu—a city with a fascinating history.

Located just 12 miles north of the Niger River and near several salt mines in the Sahara Desert, Timbuktu was established as a trade city along the west African trade routes. Because of its proximity to the river and salt mines, it made a perfect gathering place for merchants to exchange their goods and rest before moving on or turning around.

Historians and archaeologists believe that Timbuktu may have been settled as early as 200 A.D., but there are historical records that show that it was a well established trade hub by 1100 A.D. Timbuktu grew for well over 400 more years.

After functioning for many years as a trade center in Ghana, Timbuktu began a transformation. Around 1330 A.D., shortly after the fall of Ghana, Timbuktu became part of the Mali kingdom. At that time Mansa Musa ruled over the kingdom. After his return from Mecca, he set out to build up the Islamic religion and his kingdom. He built a very large mosque in the southern part of Timbuktu, which attracted scholars from all over Africa, Europe, and the Middle-East. Filled with prosperous businesses and an abundance of educated men, Timbuktu was a place where many longed to go and improve their lives. At its peak Timbuktu had a population of as many as 100,000 people.

A second large mosque, the Sankore mosque, was constructed on the north end of the city and ultimately became part of the world’s largest university at the time. Many scholars living in the area also taught out of their homes and had extensive libraries. Most had well over 1600 books. Numerous books were written in Timbuktu, and there were even more imported and reprinted using advanced printing technology. Eventually, two more universities and about 180 schools were built, providing a place for students to study the Arabic language, the Qur’an, Islamic history, mathematics, and sciences. An old African proverb said, “Gold comes from the South, salt from the North, but learning comes from Timbuktu.”

Shortly after Mansa Musa’s death, Mali was taken over by Songhai and Timbuktu became part of the Songhai kingdom. When the sultan of Morocco sent his troops in to conquer Songhai, in 1590 A.D., Timbuktu struggled to protect itself and, as a result, the city began to decline and lose favor among scholars and travelers. It never regained its status, and the population in present-day Timbuktu is now only about one-fifth of what it once was. Thousands of the manuscripts that were written and printed over 500 years ago can now be found in museums and special collections, though thousands more have been destroyed and lost through the years due to weather, termites, and other detrimental events.
The United States was created as a sovereign nation at the time its Constitution was ratified. There were many tribes of natives, called Indians by the Europeans, which had been treated as sovereign nations by Britain. Each of these tribes was still considered sovereign in the midst of the new nation. This was a cause of debate and sometimes fighting over which land would belong to the different tribes and which land would belong to the United States' settlers.

Each tribe eventually entered into peace treaties with the Americans and each other. The land was divided and each tribe reserved land to itself. This is why the land belonging to each tribe is called their reservation.

The earliest reservations were formed and recognized by the states in which they were located. After the formation of the federal government, the establishment of a reservation was accomplished by official federal recognition of a tribe and its land. It was expected that the tribal members would create their own laws, govern themselves and manage their land, and respect the laws and security of the United States outside of their lands. It was expected that, likewise, the Americans would respect the reservations as a tribal nation.

The relations between United States government officials, the settlers, and the Indian nations were often difficult and the treaties were broken. There were tragedies among natives and settlers alike. Histories recounting the violence of Indians against settlers, settlers against Indians, and one tribe against another are common. The Powhatan natives attacked the Virginia colonies, killing, among others, John Rolfe, the husband of Pocahontas and father of Thomas Rolfe, the chief’s grandson. At Wounded Knee many of the Sioux Indians were killed by U. S. Army soldiers. Red Tomahawk, a respected Lakota leader who wanted to make peace and find unity, shot and killed Sitting Bull, another beloved Lakota who led others to rebel against the reservation and difficult changes in their way of life. Red Tomahawk said, “Sitting Bull was my friend. I killed him...” Red Tomahawk, who had given up his warring against the “white man” and had become a Christian and an officer in the Indian Police, felt that he had to put down Sitting Bull’s rebellion to uphold the law and preserve peace and lives. Sitting Bull, convinced that a rise of Lakota spirituality and liberation required rebellion, fought and died for his convictions. These are just some of many tragic conflicts.

Individuals in government positions devised policies regarding the Indians and their reservations, some of which were cruel and shameful, and some of which were well-intentioned but faulty. In several cases, a tribe was moved from the choice lands of their heritage and given land that was alien to them. It was not uncommon to hear tales of natives being left to starve on land that was unsuitable for producing food in their customary ways or in any way at all. While there were many diligent
and conscientious Indian agents, who loved and served the Indian people, the system tended to attract unscrupulous agents. Supplies meant to help the people on the reservation were too often diverted, stolen, or sold. Regulations were imposed to forbid the natives from speaking their languages or celebrating their culture. Native children were forced into government schools to be taught to abandon their family traditions. When asked why he did not want government schools on the reservation, Chief Joseph replied, "They will teach us to quarrel about God. . . We may quarrel with men sometimes, but we never quarrel about God. We do not want to learn that." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])

General Oliver Otis Howard, called by all "the Christian General," was a Civil War hero of the United States army who was known for his charitable character through his honorable leadership and his work with the former slaves and the founding of Howard University on their behalf.

Chief Joseph was the leader of the Nez Perce Tribe. There was a war when Joseph and a band of his followers refused to live on the government-appointed reservation for his people. General Howard was sent against him. He wrote this about his experience.

The official accounts characterize that as "one of the most extraordinary Indian wars of which there is any record, because of the courage and skill displayed by the Indians. They abstained from scalping, let the captive women go free, did not commit indiscriminate murder of peaceful families, as was usual in such warfare, and fought with rear guards, skirmish lines and field fortifications."

General Howard said, "There are no people we honor more than we do the Indians. You will say, 'But didn't you fight the Indians?' Yes. I am an army officer. I would fight you if you rose up against the flag. I want it understood that when I fought with Joseph I was ordered by the government at Washington to take Joseph and his Indians to the reservation that was set aside for them. Joseph said he would not go on any reservation. A majority of the band had agreed to leave and go to the place designated. But Joseph and White Bird and Looking Glass were left out. They did not understand that a majority rules. They would not agree to be ignored and left out in the division of land when the best of it was to go to someone else. After the Indians accepted the reservation, the government of the United States reduced it and reduced it again, and the Indians rebelled, and I was sent to carry out the government’s instructions. I could not do otherwise. I did my best to perform the duty. Some would not come. I understood the reason then. But it is all past. It took a great war. I would have done anything to avoid the war, even to giving my life. But the time had come when we had to fight. There come times when a fight is a mighty good thing and when it is over let's lay down all our feelings and look up to God and see if we cannot get a better basis on which to live and work together." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])

Complex and difficult circumstances led good men of both the United States and the Indian nations to be against each other. It can be
appreciated that each in turn had integrity and sympathy in their cause.

Later in their lives, General Howard and Chief Joseph made their peace and became friends. They came together at the Indian Industrial School in Carlisle, Pennsylvania, and Joseph spoke, saying, "Friends, I meet here my friend, General Howard. I used to be so anxious to meet him. I wanted to kill him in war. Today I am glad to meet him, and glad to meet everybody here, and to be friends with General Howard. We are both old men, still we live and I am glad. We both fought in many wars and we are both alive. Ever since the war I have made up my mind to be friendly to the whites and to everybody. I wish you, my friends, would believe me as I believe myself in my heart in what I say. When my friend, General Howard, and I fought together, I had no idea that we would ever sit down to a meal together, as today, but we have and I am glad. I have lost many friends and many men, women and children, but I have no grievance against any of the white people, Gen. Howard or any one. . . I repeat again I have no enmity against anybody. I want to be friends to everybody. I wish my children would learn more and more every day, so they can mingle with the white people and do business with them as well as anybody else." IBID

Circumstances within the tribes on the reservations were sometimes troublesome as well. Tribal leaders at times exerted undue control or lived well, while others on the reservation lived poorly. Sometimes, members of the tribe sold reservation land to outsiders leaving a patchwork of reservation scattered among lands owned by strangers.

There were misunderstandings or mistakes among decent individuals who sought peaceful existence with their Indian neighbors. Settlers often found themselves in situations like Charles Ingalls, the father of Laura Ingalls Wilder, who homesteaded on the Osage reservation based upon misinformation about the land being open.

He chose to abandon all his works, buildings, cleared land, and crops there and move away, when his trespass upon Native lands was brought to his attention.

In spite of the many problems of the past, many tribes have been able to overcome and successfully make good use of their reservations. There are 326 reservations in the United States today. Altogether, these reservations comprise 87,800 square miles. Some of the reservations are larger than states in the Union.

Native Americans have many choices relating to their reservations. Individuals may choose to live in the traditional tribal ways and practice their cultural heritage. Many natives have developed and modernized their lifestyles and their land and prosper in the world’s economic system. With few limits, the Tribal Councils make the laws of their reservations and are independent of United States state and federal governments. Recently, when there were controversies and rulings in the United States against the posting of the Ten Commandments of God on public and government property, Councilwoman Angela Kephart of the Cherokee declared, “We are a sovereign nation and we can pretty much post anything we want in our council chambers.” She said the tribe should display the Ten Commandments out of respect and devotion to God. The motion passed unanimously. (www.worldnetdaily.com, Oct. 2005)

Many Native Americans no longer live on their tribal reservations. Many have embraced an identity as a citizen of the United States as well as of their tribes. Still, each tribe and its reservation serve as a family anchor of history, culture, and identity. There have been great Native American patriots and spiritual leaders who have loved and served and inspired the people of the United States.
1. Refer to the map on page 246 of the Year 3 *Big Book of History Stories*.  
2. On your map, label the Pacific Ocean and the Atlantic Ocean.  
3. Trace Lewis and Clark's expedition route in red.  
4. Color the "Louisiana Territory" yellow.  
5. Color the "United States" green.  

The land west of the Louisiana Territory was largely unknown and considered “wild!”
Write or illustrate about the things you learned in this lesson. Ideas include the golden spike, the Central Pacific and Union Pacific, the Civil War, and Abraham Lincoln.

Cut out and store the completed timeline page in chronological order.
Using the map on page 248 of the Year 3 *Big Book of History Stories* as a reference, color the map and the key.
Propaganda during World War II

**Propaganda**

Biased or one-sided information used to sway someone’s thoughts or opinions is called propaganda. Propaganda is often presented through various forms of media, including books, newspaper articles, movies, cartoons, education systems, and television. Propaganda was used on all sides of the conflict during WWII.

**Nazi Propaganda**

Adolf Hitler understood how important it would be to shape the minds of the German people if he was to accomplish his ambitious mission. He is quoted as saying, “By the skillful and sustained use of propaganda, one can make a people see even heaven as hell or an extremely wretched life as paradise.”

He carefully selected Joseph Goebbels to be the head of Nazi Germany’s Ministry of Public Enlightenment and Propaganda. Goebbels was persuasive and ruthless. He used public speeches, newspapers, posters, radio, and film to influence the minds of the German people. Various forms of Nazi propaganda portrayed Hitler as kind, peace-loving, and heroic. The Nazi movement was glorified. Jews were dehumanized and shown as greedy trouble-makers in society. Goebbels enlisted secret police that worked undercover to discover how the public responded to the propaganda. For the most part, the responses were positive, although many people throughout Germany were still able to discern the evil and error in these messages. It became illegal to listen to non-German broadcasts. Offenders caught listening to international radio programs could be killed. Once the fighting arrived within Germany’s borders and the people were exposed to suffering, media was used to rally the morale of the people, to call them to endurance and sacrifice.

**Japanese Propaganda**

Like the Nazis, the Japanese promoted nationalism through films, cartoons, newspapers, and education. Elementary school children were taught that it was heroic to die for the emperor. Japan was portrayed as being superior to every other nation. Japanese propaganda was also used to influence Japan’s enemies. For example, Tokyo Rose was a nickname given to a network of female radio broadcasters who had the assignment to weaken the morale of American soldiers stationed in Japan by playing music from home and creating a sense of nostalgia and homesickness for the States.

**American Propaganda**

War propaganda was also used in the United States. While some American propaganda was government sponsored, private enterprises also engaged in creating and distributing propaganda. The aim of the government was to educate people about the war as opposed to attempting to sway public opinion as they had done during WWI. They kept their messages upbeat and positive. Common themes were patriotism and industry,
calling on the people to sacrifice and assist in the cause of the war. Beautiful and clever posters were donated by volunteer artists that encouraged the planting of victory gardens, the contribution of women in the workplace, frugality, honor, and loyalty. Animated cartoons were created that portrayed the enemy as inferior. Cartoon strips that showed the hardships of the soldiers were used to encourage support from those at home. Airplanes dropped leaflets providing information about the war in rural areas and even abroad in war zones. Radio was used more than any other resource to spread war propaganda. Families gathered around their radio receivers in the evening to listen to war reports and programming.

**A Powerful Tool**

It’s fascinating the way media was used to disperse propaganda on all sides of the conflict during World War II, and how effective it was at framing the way people thought and felt about the war. Propaganda is still used today to sway public opinion regarding many issues. The things we choose to watch, read, and listen to influence the way we see the world around us. Kevin J. Worthen said, “It is both important and possible for us to be able to discern, apply, and internalize truth.” If we want to see things as they really are and not allow modern-day propaganda to shape our thinking, it is important to choose our media sources wisely and to seek God’s guidance to truth.
How the Grades 10–12 Student Explorer works for the Year 3 Course

The Student Explorer extends knowledge of what was learned in the lessons, and it includes topics not covered in the course lessons.

Section 1
Section 1 includes all of the sheets needed to go along with the individual lessons. These are the same lessons included in Grades 1–3, 4–6, and 7–9 Student Explorers. The student should do the pages in section 1 on the same day the lesson is taught, as directed in the course book.

Section 2
Section 2 includes unit projects, which are additional projects to be completed outside of lesson time. Ideally, all the projects for each unit should be completed by the time the lessons for the unit are completed.

The time needed to complete unit projects will vary widely by student. It is suggested that the student make a schedule for each unit. This will not only help him or her stay on track, but it will also teach him or her self-governing skills, organization, and planning skills.

"Honors" assignments are optional and are given to challenge students who are advanced academically. Honors assignments are not included with every unit.
Write and/or illustrate facts you learned about Babylonians and Assyrians.

Hints: Babylonians—had a code of laws, wrote letters on tablets that teach us much about the time period, greatly expanded the empire | Assyrians—fierce, had battering rams, destroyed the northern kingdom of Israel, the time of Jonah | Cut out and store the completed timeline page in chronological order.
Terms & Definitions

Copy each of the following terms and definitions into your history notebook. Use cursive handwriting if possible.

**Monotheism**: belief in one God

**Polytheism**: belief in many Gods

**Exodus**: escape of the Jewish people from slavery in Egypt

**Judaism**: the religion of the Jews

**Maritime**: bordering the sea or related to the sea

**Phonetics**: the study and classification of speech sounds

**Tyrian purple**: a valuable purple dye used by ancient Phoenicians as early as 1570 B.C., made from sea snails

**Gauloi**: "round ships" built by the Phoenicians with rounded hulls and curved sterns and a giant rectangular sail in its center
The Blind Poet

□ Read the following excerpt from *The Story of the Greeks* by H.A. Guerber.

Three or four centuries after the siege of Troy, there lived a poor old blind poet who wandered about from place to place, playing upon his lyre, and reciting wonderful verses which told about the adventures of the Greek heroes, and their great deeds during the Trojan War.

We are told that this old man, whose name was Homer, had not always been poor and blind, but that, having embarked by mistake upon a vessel manned by pirates, he not only had been robbed of all his wealth, and blinded, but had been left upon a lonely shore.

By some happy chance, poor blind Homer found his way to the inhabited parts of the country, where he soon won many friends. Instead of spending all his time in weeping over his troubles, Homer tried to think of some way in which he could earn his living, and at the same time give pleasure to others. He soon found such a way in telling the stories of the past to all who cared to listen to them.

As the people in those days had no books, no schools, and no theaters, these stories seemed very wonderful.

Little by little Homer turned them into verses so grand and beautiful that we admire them still; and these he recited, accompanying himself on a lyre, which he handled with much skill. As he wandered thus from place to place, old and young crowded around him to listen to his tales; and some young men were so struck by them that they followed him everywhere, until they too could repeat them. This was quite easy to do, because Homer had put them into the most beautiful and harmonious language the world has ever known. As soon as these young men had learned a few of the tales, they too began to travel from place to place, telling them to all they met; and thus Homer's verses became well known throughout all Greece.

The Greeks who could recite Homer's poems went next to the islands and Asia Minor, stopping at every place where Greek was spoken, to tell about the wrath of Achilles, the death of Patroclus, Hector, or old Priam, the burning of Troy, the wanderings of Ulysses, and the return of the Greeks. Other youths learned the poems; and so, although they were not written down for many a year, they were constantly recited and sung, and thus kept alive in the memory of the people.

As for Homer, their author, we know but little about him. We are told that he lived to be very old, and that although he was poor as long as he lived, and forced to earn his living by reciting his songs, he was greatly honored after his death.

His two great heroic poems—the *Iliad*, telling all about the Trojan War, and the *Odyssey*, relating how Ulysses sailed about for ten years on his way home from Troy—were finally written down, and kept so carefully that they can still be read to-day. Such was the admiration felt for these poems, that some years after Homer's death an attempt was made to find out more about him, and about the place where he was born.

Fifty cities claimed the honor of giving him birth; but, although it was never positively found out where he was born, most people thought the Island of Chios was his birthplace. The Greek towns, wishing to show how much they admired the works of Homer, used to send yearly gifts to this place, the native land of the most famous poet the world has ever known.
History Hero

ESTHER
A Woman of Faith

Esther displayed the following noble traits; on the line below, write the two traits that impressed you most: courage, humility, faith, and loyalty to God.

________________________________________    _________________________________________

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Summarize the definition of COURAGE in your own words.

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In spite of the many problems of the past, many tribes have been able to overcome and successfully make good use of their reservations. There are 326 reservations in the United States today. Altogether, these reservations comprise 87,800 square miles. Some of the reservations are larger than states in the Union.

Native Americans have many choices relating to their reservations. Individuals may choose to live in the traditional tribal ways and practice their cultural heritage. Many natives have developed and modernized their lifestyles and their land and prosper in the world’s economic system. With few limits, the Tribal Councils make the laws of their reservations and are independent of United States state and federal governments. Recently, when there were controversies and rulings in the United States against the posting of the Ten Commandments of God on public and government property, Councilwoman Angela Kephart of the Cherokee declared, “We are a sovereign nation and we can pretty much post anything we want in our council chambers.” She said the tribe should display the Ten Commandments out of respect and devotion to God. The motion passed unanimously. (www.worldnetdaily.com, Oct. 2005)

Many Native Americans no longer live on their tribal reservations. Many have embraced an identity as a citizen of the United States as well as of their tribes. Still, each tribe and its reservation serve as a family anchor of history, culture, and identity. There have been great Native American patriots and spiritual leaders who have loved and served and inspired the people of the United States.
1. Refer to the map on page 246 of the Year 3 *Big Book of History Stories*.
2. On your map, label the Pacific Ocean and the Atlantic Ocean.
3. Trace Lewis and Clark’s expedition route in red.
4. Color the "Louisiana Territory" yellow.
5. Color the "United States" green.

The land west of the Louisiana Territory was largely unknown and considered “wild!”
Sam Houston

Read the following excerpt from *Stories of Later American History* by Wilbur F. Gordy.

The most prominent man in the events connected with our getting Texas was Sam Houston.

He was born, of Irish descent, in 1793, in a farmhouse in Virginia. When he was thirteen years old the family removed to a place in Tennessee, near the home of the Cherokee Indians. The boy received but little schooling out in that new country. In fact, he cared far less about school than he did for the active, free life of his Indian neighbors.

So when his family decided to have him learn a trade, he ran away from home and joined the Cherokees. There he made friends, and one of the chiefs adopted him as a son. We may think of him as enjoying the sports and games, the hunting and fishing, which took up so much of the time of the Indian boys.

On returning to his home, at the age of eighteen, he went to school for a term at Marysville Academy. In the War of 1812, he became a soldier and served under Andrew Jackson in the campaign against the Creek Indians. In the battle of Horseshoe Bend, he fought with reckless bravery. During that fearful struggle, he received a wound in the thigh. His commander, Jackson, then ordered him to stop fighting, but Houston refused to obey and was leading a desperate charge against the enemy when his right arm was shattered. It was a long time before he was well and strong again, but he had made a firm friend in Andrew Jackson.

Later Houston studied law and began a successful practice. He became so popular in Tennessee that the people elected him to many positions of honor and trust, the last of which was that of governor. About that time he was married, but a few weeks later he and his wife separated. Then, suddenly and without giving any reason for his strange conduct, he left his home and his state and went far up the Arkansas River to the home of his early friends, the Cherokee Indians. The Cherokees had been removed to that distant country, beyond the Mississippi, by the United States Government.

About a year later Houston, wearing the garb of his adopted tribe, went in company with some of them to Washington. His stated purpose was to secure a contract for furnishing rations to the Cherokees.

But another purpose was in his mind. He had set his heart on winning Texas for the United States. Perhaps he talked over the scheme with his friend, President Jackson. However that may be, we know that some three years afterward, Houston again left his Cherokee friends and went to Texas to live. His desire to secure this region for his country was as strong as ever.

At that time Texas was a part of Mexico. Already before Houston went down to that far-away land many people from the United States had begun to settle there. At first they were welcomed. But when the Mexicans saw the Americans rapidly growing in numbers they began to oppress them. The Mexican Government went so far as to require them to give up their private arms, which would leave them defenseless against the Indians as well as bad men.
Then it passed a law which said, in effect, that no more settlers should come to Texas from the United States, so that the few thousand Americans could not be strengthened in numbers.

Of course, the Texans were indignant, and they rebelled against Mexico, declaring Texas to be an independent republic. At the same time, they elected Houston commander-in-chief of all the Texan troops. This began a bitter war. The Mexican dictator, Santa Anna, with an army four or five thousand strong, marched into Texas to force the people to submit to the government.

The first important event of this struggle was the capture of the Alamo, an old Texan fortress at San Antonio. Although the garrison numbered only one hundred and forty, they were men of reckless daring, without fear, and they determined to fight to the last.

Among these hardy fighters was David Crockett, a pioneer and adventurer who had led a wild, roving life. He was a famous hunter and marksman and, like some of our other frontiersmen, was never happier than when he was alone in the deep, dark forests.

Born in eastern Tennessee, in 1786, he received no schooling, but he was a man of good understanding. His amusing stories and his skill with the rifle had made him many friends, who chose him to represent their district in the Tennessee Legislature and later in Congress.

Like Sam Houston, he had served under Andrew Jackson in the war with the Creek Indians, and when the struggle with Mexico broke out, he was one of the many brave backwoodsmen who left their homes and went down to help the Texans.

After a long journey from Tennessee, in which more than once he came near being killed by the Indians or wild beasts, he at last reached the fortress of the Alamo. He knew he was taking great risks in joining the small garrison there, but that did not hold him back. In fact, he liked danger.

The Mexican army, upon reaching San Antonio, began firing upon the Alamo. Their cannon riddled the fort, making wide breaches in the weak outer walls through which from every side thousands of Mexicans thronged into it. The Americans emptied their muskets and then fought with knives and revolvers. They fought with desperate bravery until only five of the soldiers were left.

A few weeks after the tragedy of the Alamo, Santa Anna’s army massacred a force of five hundred Texans at Goliad. The outlook for the Texan cause was now dark enough. But Sam Houston, who commanded something like seven hundred Texans, would not give up. He retreated eastward for some two hundred and fifty miles. But when he learned that Santa Anna had broken up his army into three divisions and was approaching with only about one thousand six hundred men, Houston halted his troops and waited for them to come up. On their approach he stood ready for attack in a well-chosen spot near the San Jacinto River, where he defeated Santa Anna and took him prisoner.

The Texans now organized a separate government, and in the following autumn elected Houston as the first President of the Republic of Texas. He did all he could to bring about the annexation of Texas to the United States and at last succeeded, for Texas entered our Union in 1845. It was to be expected that the people of Mexico would not like this. They were very angry, and the outcome was the Mexican War, which lasted nearly two years.

In 1846 Texas sent Houston to the United States Senate, where he served his State for fourteen years. When the Civil War broke out he was governor of Texas and, although his State seceded, Houston remained firm for the Union. On his refusal to resign, he was forced to give up his office. He died in 1863.
Write or illustrate about the things you learned in this lesson. Ideas include the golden spike, the Central Pacific and Union Pacific, the Civil War, and Abraham Lincoln.

**Cut out and store the completed timeline page in chronological order.**
Using the map on page 248 of the Year 3 *Big Book of History Stories* as a reference, color the map and the key.
At the turn of the 20th century, immigrants were flocking to America, seeking freedom and the promise of a better life. Millions of Europeans were arriving on the East Coast, and they received warm welcomes and soon integrated into society. On the West Coast, over 275,000 Japanese had already settled in and set to work building their dreams. But, for most of the Japanese, their reception was less than hospitable. Their language, customs, religion, and appearance were so different from the majority of their neighbors that they were often treated with caution, if not contempt. Still, they were resilient and soon began to prosper as farmers, business owners, and industrious workers in every field.

When Japan attacked Pearl Harbor on December 7, 1941, the possibility of Japanese Americans living on the mainland who may still be loyal to the emperor and their homeland caused fear to enter into the hearts of many U.S. citizens. Fear turned to suspicion, rumors, and accusations, and soon this group of people—most of whom were legal citizens, born and raised in America, were seen and treated as the enemy themselves. A few outspoken government officials believed there were spies amongst the Japanese Americans and proposed that the surest way to protect the country was to incarcerate the entire race. These men in power were convincing enough that they swayed President Roosevelt to sign an executive order on February 19, 1942, authorizing military leaders to create government camps to house Japanese Americans for the duration of the war.

In the weeks that followed, Americans with any Japanese ancestry (even as little as 1/16 Japanese blood) were instructed to register themselves and set their affairs in order in preparation for their internment. Many had as little as two weeks to attempt to sell their homes, businesses, and belongings. Because their white neighbors knew they were desperate and had no other options, often they were forced to take pennies on the dollar or sadly leave behind their prized possessions and all they had worked for.

Allowed to take only what they could carry, and given no idea of where they were being taken, the Japanese Americans boarded trains and headed into the unknown. The temporary shelters they were first taken to were often animal stalls at fairgrounds and racetracks. Here they spent the majority of their days waiting in line for everything—food, laundry, and restrooms.

Eventually the hastily-built relocation centers were ready for habitation. The locations for these camps were generally remote, barren, and devoid of natural beauty. The camps themselves were overcrowded and had drastically insufficient resources (such as doctors and nurses). But the ingenuity and indomitable spirit of the Japanese Americans was the key to their survival. Together they resolved to transform their places of incarceration into caring, peaceful communities. With nothing but what they could find within the barbed wire fences surrounding their camps,
they organized schools, sports leagues, and community events.

Perhaps most remarkable of all, was that in spite of the fact that their constitutional rights had been violated and their freedom denied, these loyal citizens peacefully complied and continued to pledge allegiance to the United States. In fact, thousands of young men from these camps felt that the best way to show their devotion to their country was to volunteer for military service.

Beyond those who had enlisted, thousands of others were already secretly serving as interpreters and translators—even before the war began, and some one hundred women also joined the Women's Army Corps as typists, clerks, nurses, translators, and drivers. The contributions of these Japanese Americans to the war effort were truly invaluable.

As the war began winding down in 1945, internees began to be released. Given only $25 and a train ticket home, many began to wonder where home would now be. Some chose to start over in the Midwest or the East, but others returned to the West Coast and hoped for the best.

With feelings of anti-Japanese sentiment lingering, internees were faced with discrimination, harassment, ostracism, and outright racism.

Filled with courage and resolve, they ignored the prejudice and went to work rebuilding their lives. Gradually conditions improved and they again found success.

But as the children of the incarcerated Japanese Americans learned about what had happened to their parents and grandparents, they felt the need for wrongs to be righted. Seeking redress for loss of liberty and property, they petitioned the government. As the Japanese American Citizens League lobbied, books were written and speeches were given, shedding light on some of the 120,000 internees' experiences. The movement gained momentum, and in February 19, 1976, President Gerald Ford issued an official proclamation, where he acknowledged the need to learn from the mistakes of the past. As he spoke on the anniversary of the Executive Order that called for the Japanese relocation, he said, "We know now what we should have known then—not only was that evacuation wrong, but Japanese Americans were and are loyal Americans." He then called upon the American people to affirm what became known as the "American Promise" to "learn from the tragedy of that long-ago experience, forever to treasure liberty and justice for each individual American, and resolve that this kind of action shall never again be repeated."

A congressional task force was created, which determined that the causes of the tragedy were, "racial prejudice, wartime hysteria, and a failure of political leadership."

Finally, on August 10, 1988, President Reagan signed the Civil Liberties Act. This acknowledged injustices of the internment, it apologized to all affected, it set in motion efforts for public education to prevent recurrence, it allowed for restitution ($20,000 monetary compensation to all who had been relocated), and it declared the importance of protecting human rights.
Section 2
Unit 1 Projects

Lessons 1–18

Have a parent or teacher mark off the check box when the project is completed.

☐ **Project: Old Testament study of the history of the Jews**

Study one book in the Old Testament pertaining to the history of the Jews. Write your thoughts and feelings in your history notebook. Describe ways in which the teachings apply to your life. The following books are recommended, but any book may be chosen:

- **Exodus**—The book of Exodus (meaning "exit" or "departure") details the departure of the Jews from bondage in Egypt and their journey through the wilderness.

- **Joshua**—The book of Joshua gives an account of the Jews entering into the promised land with Joshua the prophet.

- **1 Samuel**—After the Jews forgot the Lord and began to worship idols, the prophet Samuel restored correct religious worship.

- **Nehemiah**—Nehemiah's many righteous qualities helped the Jews to not only rebuild the walls of Jerusalem but also to build their spiritual lives.

- **Ezekiel**—In this book you will read about the visions and prophesies of Ezekiel, who ministered to the captive Jews in Babylon.

- **Daniel**—The book of Daniel tells the account of Daniel and other faithful Jews who were captive in Babylon and how their faithfulness was rewarded.

☐ **Honors Project: Memorize Old Testament verses**

Select and memorize at least two verses from the Old Testament that have special meaning to you. Teach one of them to a relative or friend.
Unit 2 Projects

Lessons 19–32

Have a parent or teacher mark off the check box when the project is completed.

- **Project #1: Ancient Africa Video**
  Watch one or more of the following recommended videos (if the videos are still available):
  - Ironworking: Africa's Great Civilizations [https://youtu.be/xAy-D2hYSN4](https://youtu.be/xAy-D2hYSN4) (Short video clip 3:10)
  - Lost Kingdoms of Africa 3 of 4 Great Zimbabwe [https://youtu.be/2be1gO36Fs4](https://youtu.be/2be1gO36Fs4) (51:09)

- **Project #2: Unit 2 Articles**
  Complete the section in this unit titled "Unit 2 Articles."

- **Project #3: Native American Reading Challenge**
  Read a historical fiction, biography, or nonfiction book about Native Americans. Choose a book from the Year 3 Suggested Read-Aloud list on the Year 3 history tab of www.jennyphillips.com/history.

- **Honors Project: The Dawn of African History by Roland Oliver**
  Read the following chapters at [https://archive.org/details/in.gov.ignca.35978](https://archive.org/details/in.gov.ignca.35978) and then write a summary of what you learned from each chapter in your History Notebook.
  - Chapter 6: Kingdoms of the Western Sudan
  - Chapter 9: Peoples and Kingdoms of the Central Sudan
  - Chapter 12: South of the Congo
UNIT 2 ARTICLES

MODERN AFRICAN HISTORY

Read the information and follow the instructions:

The Scramble for Africa

In 1415, Portugal began searching for a water route around Africa to India. The Portuguese explored the West African coast and established colonies. By 1441, Africans were being transported as slaves across the Atlantic Ocean, first by Portugal and then by other European countries.

Over the decades, European ships took millions of Africans as slaves from the west coast of Africa. European colonization of Africa centered around this slave trade. However, not all white colonies were established in Africa to procure slaves or the rich natural resources of Africa. Some colonies were started in an effort to prevent slave trading.

Through the great efforts of men like William Wilberforce, Britain was able to stop much of the slavery on the west coasts of Africa, but inland, Africans themselves had slaves, and Muslims had a thriving slave trade. People like the famous missionary David Livingstone (who was studied in the History Year 1 course) believed that the only way to liberate Africa was to introduce commerce, Christianity, and civilization into the nation.

Not all people were so pure in their motives. Men began to explore the interior of Africa out of curiosity. For example, one expedition tried to find the fabled city of Timbuktu. Explorers became interested in Africa's natural resources and began to record and map the rich interior of the country. When a couple of countries began claiming land, others did not want to miss out, and the scramble for establishing colonies in Africa began.
Unit 3 Projects

Lessons 33–47

Reading Challenge

□ **Project #1: Unit 3 Articles**
  Complete the section in this unit titled "Unit 3 Articles."

□ **Project #2: Westward Expansion Video**
  Watch "How the Wild West Was Won with Ray Mears" (Amazon.com—included with Prime membership)
  There are 3 episodes, 49 minutes each. (Note: Episode 2 uses a word that could be a swear word, but it is hard to hear and understand.)

□ **Project #3: Westward Expansion Reading Challenge**
  Read a historical fiction, biography, or nonfiction book about the westward expansion. Choose the book from the Year 3 Suggested Read-Aloud list on the Year 3 history tab of www.jennyphillips.com/history.
Andrew Jackson and the Purchase of Florida

Read the following excerpt from Stories of Later American History by Wilbur F. Gordy.

The story of how Florida came to be a part of the United States will be more interesting if we know something of the career of the picturesque hero who brought about its purchase.

Andrew Jackson was born in Union County, North Carolina, in 1767, of poor Scotch-Irish parents, who about two years before had come from Ireland. In a little clearing in the woods they had built a rude log hut and settled down to hard work.

But Andrew’s father soon died, and his mother went with her children to live in her brother’s home, where she spun flax to earn money. She was very fond of little Andrew and hoped some day to make a minister of him.

With this in view, she sent him to school, where he learned reading, writing, and a little ciphering. But the little fellow loved nature better than books and did not make great progress with lessons. You must remember, however, that he was far from idle and that he did many hard and brave tasks, worth being put into books for other boys to read.

“Mischievous Andy,” as he was called, was a barefooted, freckle-faced lad, slender in body, with bright blue eyes and reddish hair, and was full of life and fun. Although not robust, he was wiry and energetic, and excelled in running, jumping, and all rough-and-tumble sports. If, when wrestling, a stronger boy threw him to the ground, he was so agile that he always managed to regain his feet.

While he was yet a lad the Revolution broke out, and there was severe fighting between the Americans and the British near his home. He was only thirteen when he was made a prisoner of war.

One day, soon after his capture, a British officer gave him a pair of muddy boots to clean. The fiery youth flashed back: “Sir, I am not your slave. I am your prisoner, and as such I refuse to do the work of a slave.” Angered by this reply, the brutal officer struck the boy a cruel blow with his sword, inflicting two severe wounds.

Andrew was kept in a prison pen about the Camden jail. As he was without shelter and almost without food, the wounds refused to heal, and in his weak and half-starved condition he fell a victim to smallpox. His mother, hearing of her boy’s wretched plight, secured his release and took him home. He was ill for months, and before he entirely recovered his mother died, leaving him quite alone in the world.

In time, however, these early hardships passed, and some years later we see Andrew, a young man of twenty-one, now become a lawyer. He is over six feet tall, slender, straight, and graceful, with a long, slim face, and thick hair falling over his forehead and shading his piercing blue eyes. He has crossed the mountains with an emigrant party into the backwoods region of Tennessee.

The party arrived at Nashville, where their life was very much like that of Daniel Boone in Kentucky.

Young Jackson passed through many dangers without harm, and by his industry and business ability became a successful lawyer and in time a wealthy landowner.
After his marriage he built, on a plantation of one thousand one hundred acres, about ten miles from Nashville, a house which he called “The Hermitage.” Here he and his wife kept open house for visitors, treating rich and poor with like hospitality. His warm heart and generous nature were especially shown in his own household, where he was kind to all, including his slaves.

To the end of his life he had a childlike simplicity of nature. But we must not think of him as a faultless man, for he was often rough in manner and speech, and his violent temper got him into serious troubles. Among them were some foolish duels.

Yet, with all his faults, he was brave and patriotic and did splendid service as a fighter in Indian wars. After one of his duels, with a ball in his shoulder and his left arm in a sling, he went to lead an army of two thousand five hundred men in an attack on the Creek Indians, who had risen against the whites in Alabama. Although weak from a long illness, Jackson marched with vigor against the Creeks, and after a campaign of much hardship, badly defeated them at Horseshoe Bend, in eastern Alabama. He thus broke for all time the power of the Indians south of the Ohio River.

Some three years later (1817) General Jackson, as he was now called, was sent with a body of troops down to southern Georgia, to protect the people there from the Seminole Indians, who lived in Florida. At this time Florida belonged to Spain. Its vast swamps and dense forests made a place of refuge from which outlaws, runaway negroes, and Indians all made a practice of sallying forth in bands across the border into southern Georgia. There they would drive off cattle, burn houses, and murder men, women, and children without mercy.

When Jackson pursued these thieves and murderers, they retreated to their hiding-places beyond the boundaries of Florida. But it was more than Jackson could endure to see his enemy escape him so easily. And, although he was exceeding his orders, he followed them across the border, burned some of their villages, and hanged some of the Indian chiefs. He did not stop until he had all of Florida under his control.

This was a high-handed proceeding, for that territory belonged to Spain. However, serious trouble was avoided by our buying Florida (1819). This purchase added territory of fifty-nine thousand two hundred and sixty-eight square miles to the United States. It was only six thousand square miles less than the whole area of New England.

Fighting Mexico and Obtaining the Pacific Northwest

Read the following excerpt from United States History by Ruth Wood Gavian and William A. Hamm.

Our relations with Mexico had been strained for years, not only because of Texas but because of arguments over American claims against Mexico. The claims were for injuries to American citizens and damages to their property during revolutionary uprisings within Mexico. Mexico had further angered the United States in 1835 by executing without trial a group of twenty-two Americans, on the charge that they were plotting a revolution. At the same time, Mexico also had reason to complain. Residents of our country had encouraged revolution in Texas and had furnished men and money to the revolutionists. Moreover, hundreds of Americans had settled in California and the province of New Mexico and were already talking of setting up an independent government there.

What finally led to war was the Texas boundary questions. Mexico claimed that the southern boundary of Texas was the Nueces River, while Texas for years had claimed the Rio Grande as its boundary. Now that Texas was part of the United States, U.S. President James K. Polk supported the Rio Grande claim and took a step which shows how a President can maneuver the country into war. He ordered General Zachary Taylor to occupy the disputed territory between the two rivers. After Taylor crossed the Nueces, Mexico declared that a state of war existed and sent its troops across the Rio Grande to attack Taylor’s forces. Skirmishes took place between