



HISTORY

YEAR 3 – COURSE BOOK



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ABOUT THIS COURSE

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.

Access the student explorers and audio recordings at
www.jennyphillips.com/history3
(password: _____)

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.

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.

Students in Kindergarten

If you have only children in kindergarten or younger, it is recommended that you wait until Grade 1 or 2 to start the course. If you have older children in addition to having a child in kindergarten, it is recommended that your kindergarten student complete this course with the older children using the Grade 1–3 Student Explorer.

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

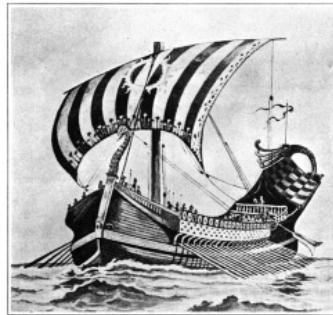
THE PHOENICIANS

EXTRA ITEMS NEEDED (OPTIONAL)

- Two cups of blueberries
- A pot to boil water in
- A colander
- A medium-sized bowl
- Something made of cotton to dye

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.
- Did the Phoenicians' territory extend into Babylon? [no] Egypt? [no] Nineveh? [no]
- What sea did Phoenicia border? [The Mediterranean Sea]

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

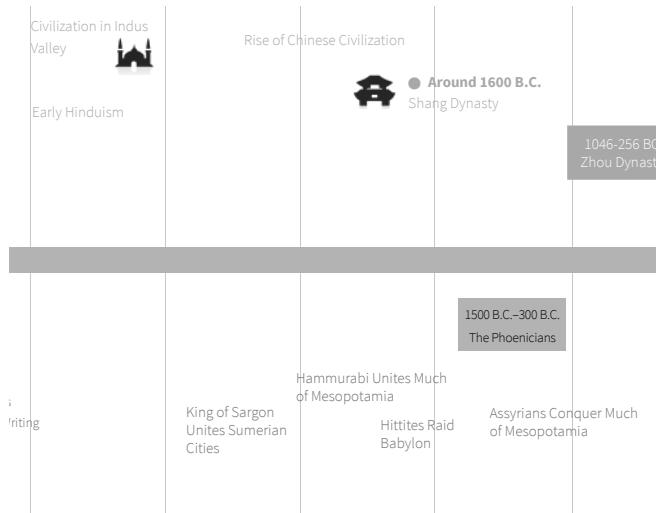
- Play audio recording Lesson 5 (Year 3) or read the script.**
- Read and discuss with the children the article "Phoenician Ships" that is included in this lesson.**
- With the children observe the Phoenician Glass on page 234 of the Year 3 *Big Book of History Stories*.**

With the children, explore and discuss the map titled "The Trade Routes of the Phoenicians" on page 235 of the Year 3 *Big Book of History Stories*.

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.

Page 1: Lower



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

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.

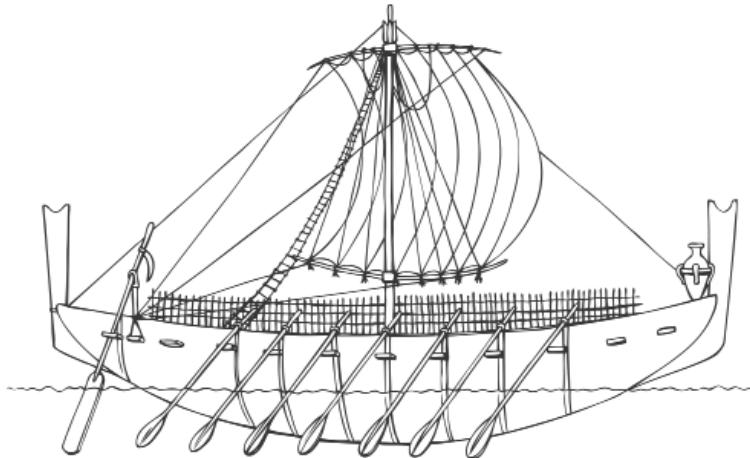
Two types of Phoenician ships were most commonly built: the round boat, which was a type of merchant ship called the gauloi, and the war-galley.

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

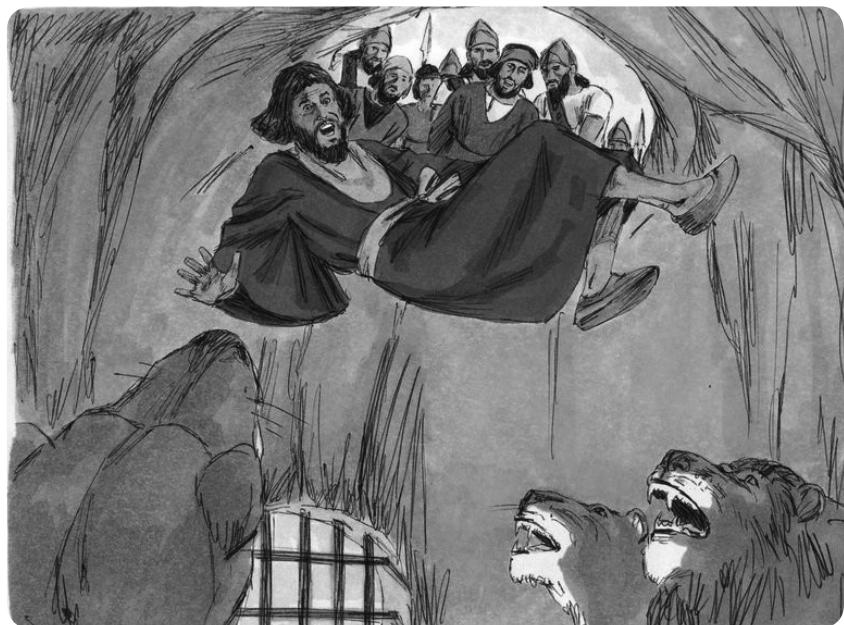
THE PROPHET DANIEL AND REVIEW

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 Netherland 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 Netherland 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 I
- 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 Jesus 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 Hillerød, 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:

- **The First Crusade, 1066-1069,** was a victory for the European Catholics. They pushed the Muslim armies out of the Holy Land, but were harsh to the people of Jerusalem, including the Jews. They killed many people and did not behave as Christians, for the most part.

- **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 May of 1948, the British handed over control of the land to the Jewish Agency, a group led by David Ben Gurion, who declared a free state of Israel. The next day, Israel's neighbors—Syria, Egypt, Jordan, and Iraq—invaded the territory held by the Agency. The war lasted a year. But Israel, badly outnumbered and surrounded, resisted successfully until a cease-fire was called.

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.

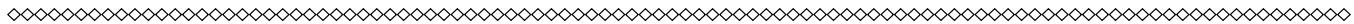
Play audio recording [Lesson 18 \(Year 3\)](#) or read the script. As you play the recording, have the children identify the items that the recording talks about on page 242 of the Year 3 *Big Book of History Stories*.

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.

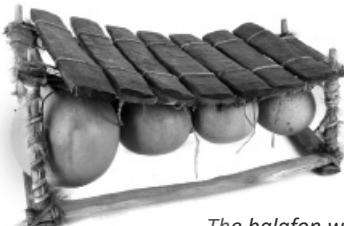


Entertainment

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.



Thumb piano



The balafon was played like a xylophone.

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 *mismomer* (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.

COLUMN 1

A	Swift	B	Flies Like	C	Runs with	D	Honest	E	Little	F	Laughing	G	Mighty	H	Red	I	Kind	J	Courageous	K	Smiles at	L	Brave	M	Blue	N	Gentle	O	Soaring	P	Playful	Q	Radiant	R	Great	S	Happy	T	Shining	U	Running	V	Pure	W	Powerful	X	Jumping	Y	Peaceful	Z	Wise
---	-------	---	------------	---	-----------	---	--------	---	--------	---	----------	---	--------	---	-----	---	------	---	------------	---	-----------	---	-------	---	------	---	--------	---	---------	---	---------	---	---------	---	-------	---	-------	---	---------	---	---------	---	------	---	----------	---	---------	---	----------	---	------

COLUMN 2

A	Deer	B	Eagle	C	Wildflower	D	Oak	E	Sunshine	F	Stream	G	Leaf	H	Trout	I	Feather	J	Sunflower	K	Forest	L	River	M	Fish	N	Mountain Peak	O	Otter	P	Ocean	Q	Maple	R	Bear	S	Wind	T	Beaver	U	Warrior	V	Aspen Grove	W	Arrow	X	Panther	Y	Bird	Z	Horse
---	------	---	-------	---	------------	---	-----	---	----------	---	--------	---	------	---	-------	---	---------	---	-----------	---	--------	---	-------	---	------	---	---------------	---	-------	---	-------	---	-------	---	------	---	------	---	--------	---	---------	---	-------------	---	-------	---	---------	---	------	---	-------

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

- Have the children complete the Lesson 36 timeline page in their Student Explorers.
- Unit 3 Read-Aloud

- 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.

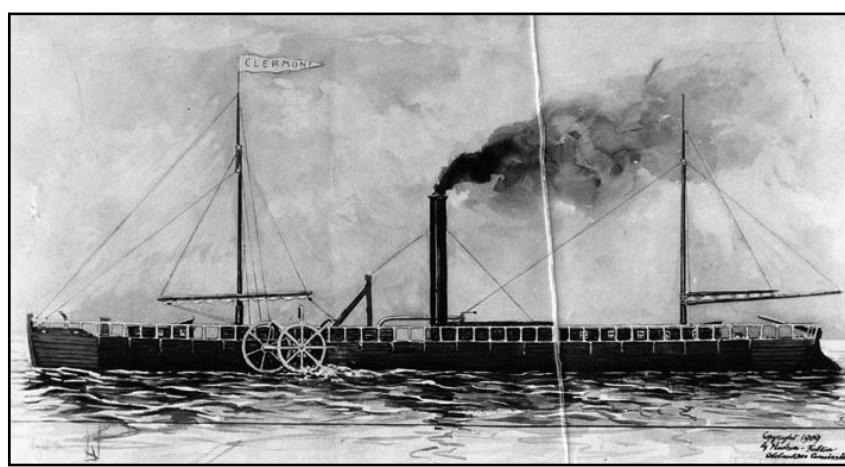
With the children, make a pinwheel with the pattern and instructions at the end of this lesson. Follow the steps to review the information learned in this lesson.

History Notebooks:
Grades 7+

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



Bust of Robert Fulton by Jean-Antoine Houdon (c. 1828)

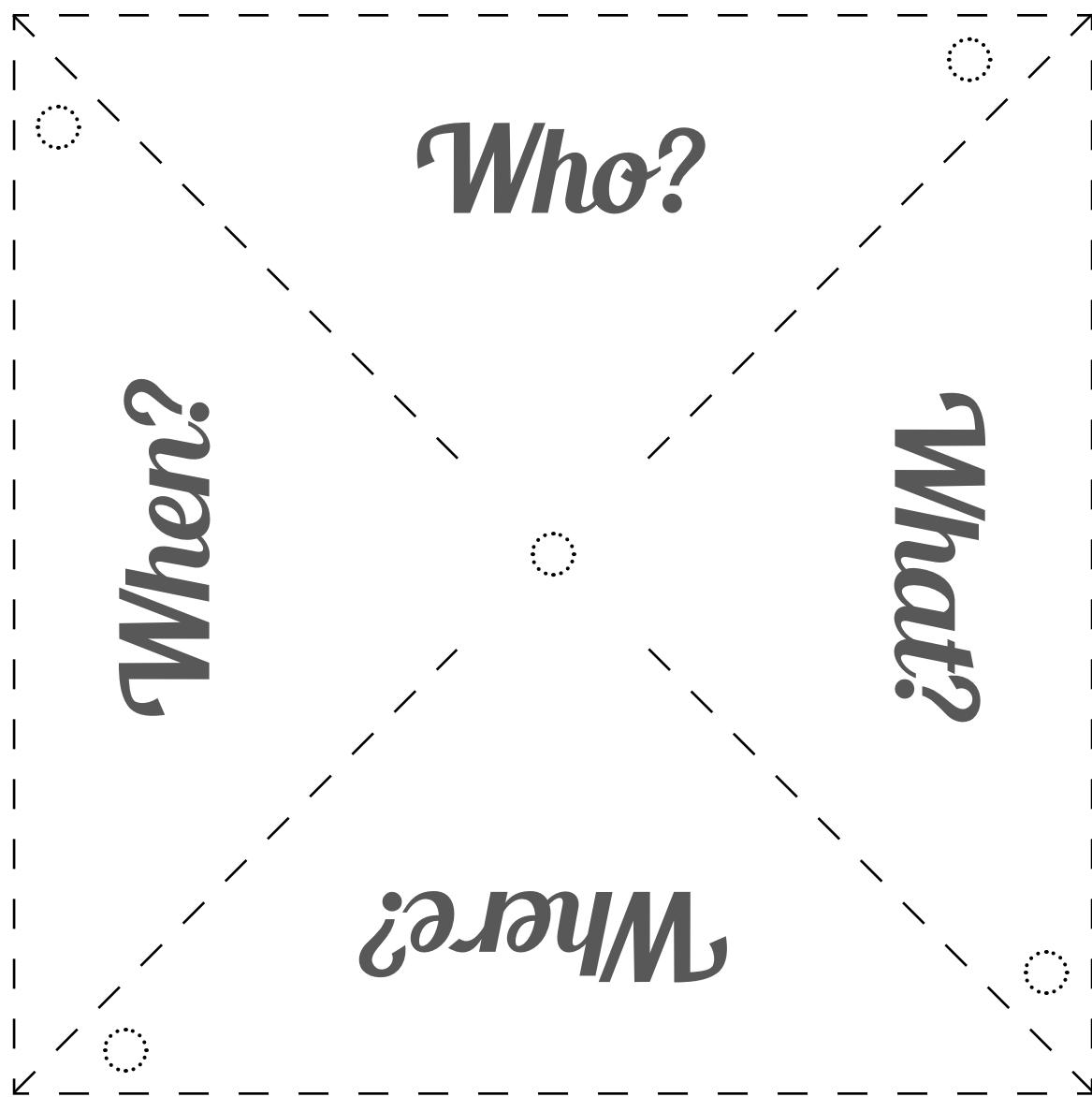
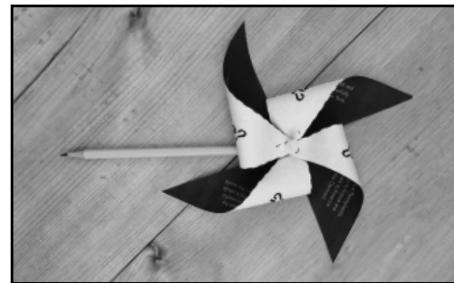


Clermont (c. 1909 by the Hudson-Fulton Commemoration Commission)

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.



Pinwheel, page 2

Robert Fulton was an American artist and inventor.

Robert Fulton invented the first commercially successful steamboat, introducing a whole new mode of travel to the world.

Robert Fulton was born in Pennsylvania. He traveled extensively to France and England, but came back to America where he created the *Clermont*.

Robert Fulton was born in 1765 and died in 1815. In the year 1807, he successfully launched the *Clermont* in New York.

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]

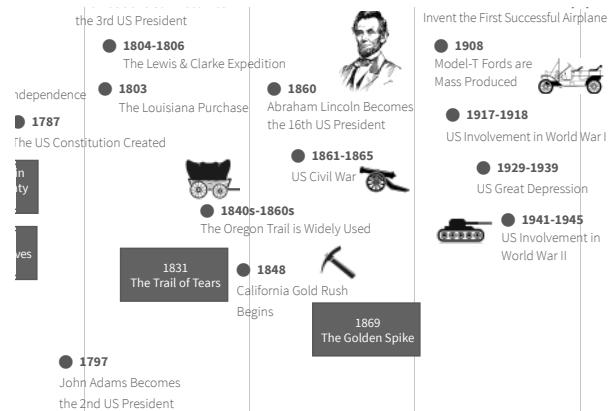
7. Describe the final spike placed in the first transcontinental railroad. [a golden spike]

 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.

Page 5



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.

Play audio recording Lesson 48 (Year 3) or read the script.



Adolf Hitler in 1937

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.]

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.



The USS Arizona after being bombed at Pearl Harbor

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").

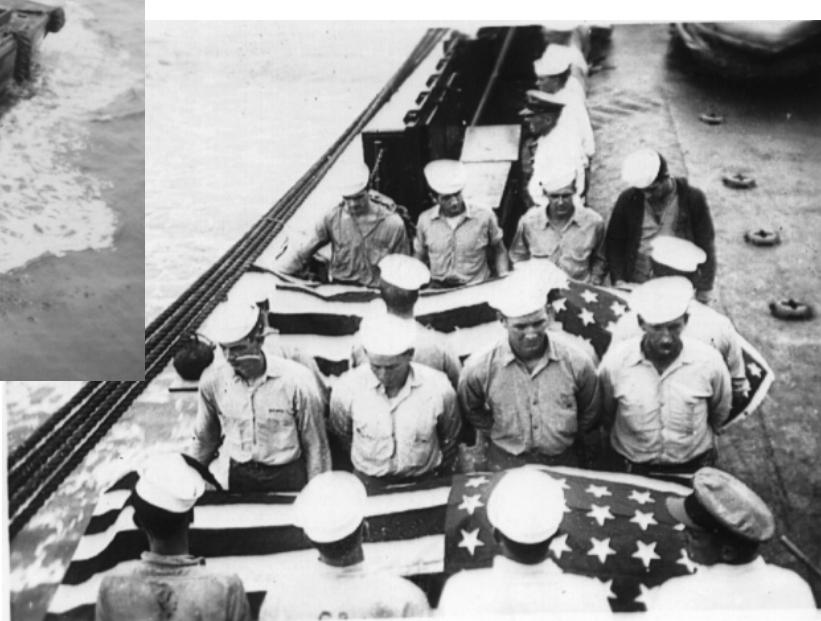
Lesson 51 Student Explorers

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

Unit 4 Read-Aloud



U.S. Military Boat in the Pacific Theater



Burials at Sea

Participants in World War II

The Axis

<u>NATION</u>	<u>DATE ENTERED WAR</u>
Albania	June 15, 1940
Bulgaria	March 1, 1941
Finland	June 25, 1941
Germany	September 1, 1939
Hungary	April 10, 1941
Italy	June 11, 1940
Japan	December 7, 1941
Romania	November 23, 1940
Thailand	January 25, 1942

Mainly Neutral Countries

<u>NATION</u>
Ireland
Portugal
Spain
Switzerland
Sweden
Vatican City
Yemen

The Allies

<u>NATION</u>	<u>DATE ENTERED WAR</u>
Argentina	March 27, 1945
Australia	September 3, 1939
Belgium	May 10, 1940
Bolivia	April 7, 1943
Brazil	August 22, 1942
Canada	September 10, 1939
Chile	April 11, 1945
China	December 8, 1941
Colombia	November 26, 1943
Costa Rica	December 8, 1941
Cuba	December 9, 1941
Czechoslovakia	December 16, 1941
Dominican Republic	December 8, 1941
Ecuador	February 2, 1945
Egypt	February 24, 1945
El Salvador	December 8, 1941
Ethiopia	December 14, 1942
France	September 3, 1939
Great Britain	September 3, 1939
Greece	October 28, 1940
Guatemala	December 9, 1941
Haiti	December 8, 1941
Honduras	December 8, 1941
India	September 3, 1939
Iran	August 25, 1941
Iraq	January 17, 1943
Lebanon	February 27, 1945
Liberia	January 27, 1944
Luxembourg	May 10, 1940
Mexico	May 22, 1942
Mongolian People's Republic	August 9, 1945
Netherlands	May 10, 1940
New Zealand	September 3, 1939
Nicaragua	December 11, 1941
Norway	April 9, 1940
Panama	December 7, 1941
Paraguay	February 7, 1945
Peru	February 12, 1945
Poland	September 1, 1939
San Marino	September 21, 1944
Saudi Arabia	March 1, 1945
South Africa	September 6, 1939
Soviet Union	June 22, 1941
Syria	June 8, 1941
Turkey	February 23, 1945
United States	December 8, 1941
Uruguay	February 15, 1945
Venezuela	February 15, 1945
Yugoslavia	April 6, 1941