

# HISTORY

YEAR 4 – COURSE BOOK



---

# HISTORY

---

## YEAR 4 COURSE BOOK



---

This book has been compiled and written by Jenny Phillips,  
Maggie Felsch, Megan Bolich, and Chris Jones.

---

©2019 JENNY PHILLIPS | [WWW.GOODANDBEAUTIFUL.COM](http://WWW.GOODANDBEAUTIFUL.COM)

All rights reserved. No part of this book may be copied or reproduced  
in any way without written permission from the publisher.

# TABLE OF CONTENTS

About this Course.....	iv
Read-Aloud Suggestions.....	vii

## *Unit 1: Ancient Rome*

Lesson 1: An Introduction to Ancient Rome.....	3
Lesson 2: The Founding of Rome.....	5
Lesson 3: The Expansion of Rome.....	6
Lesson 4: From Republic to Empire.....	7
Lesson 5: Daily Life in Rome.....	15
Lesson 6: The Spread of Christianity.....	16
Lesson 7: Constantine the Great.....	17
Lesson 8: Theodosius I to the Fall of Rome.....	18
Lesson 9: The Byzantine Empire.....	20
Lesson 10: Muhammad and Islam.....	21
Lesson 11: The Culture and Contributions of Islam.....	25
Lesson 12: Charlemagne.....	29
Lesson 13: The Temple Mount and Pilgrimages to the Holy Land.....	30
Lesson 14: The Crusades.....	33
Lesson 15: Unit Review.....	41

## *Unit 2: The Reformation / The History of the Bible*

Lesson 16: The Inquisition.....	45
Lesson 17: Causes of the Reformation.....	46
Lesson 18: John Wycliffe.....	49
Lesson 19: Gutenberg and the Printing Press.....	55
Lesson 20: John Huss.....	59
Lesson 21: Martin Luther.....	63

Lesson 22: Catholic Heroes of the Reformation .....	67
Lesson 23: Ulrich Zwingli .....	69
Lesson 24: William Tyndale .....	71
Lesson 25: John Calvin and Puritanism .....	75
Lesson 26: Henry VIII and the Church of England.....	77
Lesson 27: King James and the Bible.....	79
Lesson 28: Unit Review.....	80

### *Unit 3: Slavery / The Civil War Era*

Lesson 29: Abolition of the European Slave Trade: John Newton.....	93
Lesson 30: Abolition of the European Slave Trade: William Wilberforce.....	97
Lesson 31: Slavery in America.....	103
Lesson 32: Eli Whitney and the Cotton Gin.....	106
Lesson 33: The Underground Railroad.....	107
Lesson 34: Harriet Tubman.....	111
Lesson 35: Harriet Beecher Stowe & <i>Uncle Tom's Cabin</i> .....	115
Lesson 36: Sojourner Truth and Other African American Abolitionists.....	117
Lesson 37: Abraham Lincoln: Childhood .....	123
Lesson 38: Abraham Lincoln: From Teenager to President.....	125
Lesson 39: Civil War: Overview & Geography.....	127
Lesson 40: Civil War: The Secession and the Union Blockade.....	132
Lesson 41: Ulysses S. Grant .....	134
Lesson 42: Civil War: Life at Home & Life as a Soldier .....	137
Lesson 43: Clara Barton and the Red Cross.....	139
Lesson 44: Civil War: The Battle of Gettysburg & the Gettysburg Address.....	142
Lesson 45: Civil War: The End of the War/Emancipation Proclamation/Reconstruction..	144
Lesson 46: Booker T. Washington .....	147
Lesson 47: Unit Review.....	149

# *Unit 4: The Civil Rights Movement / Post World War II History*

<b>Lesson 48: Women’s Suffrage</b> .....	157
<b>Lesson 49: Mahatma Gandhi</b> .....	159
<b>Lesson 50: The Blessings of a Constitutional Democratic Republic</b> .....	161
<b>Lesson 51: The African American Civil Rights Movement: Part 1</b> .....	167
<b>Lesson 52: The African American Civil Rights Movement: Part 2</b> .....	173
<b>Lesson 53: The African American Civil Rights Movement: Part 3</b> .....	174
<b>Lesson 54: Mother Teresa</b> .....	177
<b>Lesson 55: War on Terror Part 1: September 11 Attacks and Response</b> .....	183
<b>Lesson 56: War on Terror Part 2: Iraq and Afghanistan</b> .....	185
<b>Lesson 57: Global Changes in the 20th Century</b> .....	188
<b>Lesson 58: Technology Boom Part 1: Mass Communication and Transportation</b> ...	190
<b>Lesson 59: Technology Boom Part 2: The Digital Boom</b> .....	192
<b>Lesson 60: Technology Boom Part 3: Medical Advances</b> .....	194

SAMPLE ONLY  
NOT FOR USE

# Lesson 1

## AN INTRODUCTION TO ANCIENT ROME

### EXTRA ITEMS NEEDED

- Three dried beans
- Optional: ancient Greek-style foods, like olives (any type), goat cheese, grapes, dried fruit, figs

**Note:** The audio dramatization in this lesson refers briefly to the legend of Romulus and Remus, but it does not tell the legend. If you would like to include the legend in your lesson, read Chapter 34 “The Story of Romulus and Remus” from *On the Shores of the Great Sea* by M. B. Synge, available for free at [www.mainlesson.com](http://www.mainlesson.com), or listen to it at [www.librivox.org](http://www.librivox.org).

### □ Opening Activity:

On page 1 of *Maps & Images: Year 4*, cover the title and then have the children study the photograph of modern Rome (don't tell them what the photograph is). Ask them what is beautiful about it and if they would like to be in the scene for a day and why. Read to the children: Can you guess which city is shown on this page? [Rome] Rome, the capital of Italy, is a beautiful, huge city covering a group of hills beside the River Tiber. History is full of exciting and powerful stories; the story of ancient Rome and the Romans is one of them. In this unit, we will be exploring the exciting period of ancient Rome. First, let's get an idea of when this time period fits into history.

### □ Timeline Activity

Lay out the following sheets of *The Good and the Beautiful Timeline* (which is included in the Year 2 course set): Pages 1 and 2, Upper and Lower.

1. On Page 1 - Lower, have a child locate and place a bean on “753 B.C., The City of Rome Is Founded.” Read to the children: The city of Rome was founded about 753 years before Christ was born. It started out as a kingdom.



2. On Page 1 - Lower, have a child locate and place a bean on “509 B.C. The Romans Set Up a Republic.” Have the children help you figure out how many years Rome was a city before it became a republic. [About 244 years; about as long as the United States has existed] Using the timeline as a reference, have the children discuss what was going on in other places in the world at the time of the Roman Empire.
  3. On Page 2 - Lower, have a child locate and place a bean on “27 B.C. Caesar Augustus Becomes the First Emperor of Rome/Roman Empire Begins.” Using a calculator, have the children help you figure out how many years Rome was a republic before it became an empire. [Almost 500 years—a long time for any form of government to last]
- Play audio recording Lesson 1 (Year 4) or read script. Access the recordings at [www.goodandbeautiful.com/history4](http://www.goodandbeautiful.com/history4) (password=four).

If desired, before you start the recording, give the children a tray of ancient Greek-style foods to eat while they listen.

### □ Read to the children:

Let's find out how historians have learned so much about ancient Rome.

## WRITINGS AND PICTURES

Very few original documents from Roman times have survived until today. This is understandable, considering their civilization began over 2,500 years ago! Blessedly, we have copies of some of their writings, because monks copied them in the Middle Ages. Thanks to them, we have Roman writings about history, poetry, drama, politics, and philosophy. Other writings were carved into stone walls and have survived, such as political and financial records. And finally, pictures and words were inscribed on graves, giving us more information.

## RUINS

Many ruins of ancient Roman buildings, towns, roads, and aqueducts still survive.

When ruins were discovered, they contained Roman objects such as coins, goblets, necklaces, toys, tools,

pottery, and even clothing.

### History Notebooks Grades 7+: Have the children in Grades 7 and up write the following terms and definitions:

- **Etruscan** - an ancient inhabitant of Etruria, a land in north-central Italy
- **Three ancient Roman time periods**
  - Kingdom (800s B.C. to 600s B.C.)
  - Republic (600s B.C. to 100s B.C.)
  - Empire (100s B.C. to 500s A.D.)

### Begin Unit 1 Read-Aloud.

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



# Lesson 4

## FROM REPUBLIC TO EMPIRE

### EXTRA ITEMS NEEDED (OPTIONAL)

- A small box with dirt or a plot of dirt
- Sand
- Aquarium gravel
- Glue
- Plaster of Paris
- Smooth stones



**Note:** If desired, give the coloring page found in Lesson 4 of the Grades 1–3 and 4–6 Student Explorers to the children, and let them color the page while you read.

#### Read to the children:

The Roman Republic lasted for almost 500 years, but for the last 200, it was deeply troubled. There was a great deal of violence and much poverty, especially in Rome itself. Rome became dependent on grain shipments from the outlying provinces, and poor people were often hungry.

In order to keep the people from revolting, Rome had a series of wars to keep the people occupied. Their armies pushed into Greece, France, Germany, and Spain. This brought riches and gold into the republic, but most of it went into the pockets of the rich governors, who fought over the leadership of the government.

Finally a series of leaders took over as dictators. The last of these was Julius Caesar, one of the most famous men in history.

Let's pause the story to review.

1. How long did the Roman Republic last? [nearly 500 years]

2. Did the Roman Republic become ruled by a series of dictators? [Yes]

Caesar was born poor, although part of a noble family. He was very ambitious and wanted to become powerful. Without money, many roads to power were closed to him, but he rose to prominence by hard work.

He gained a reputation for public speaking and made himself popular by his proposals to divide up land owned by the government and give it to the poor. In 62 B.C. he was appointed praetor—a military title—and given command of legions in Spain. There he was successful and returned to Rome a hero. The Senate elected him consul, the highest office in Rome.

When his consulship ended, Caesar was given the governorship of Gaul—modern-day France—where he used his great generalship to conquer most of Gaul and push into Britain and Germany. His letters home to the Roman people became part of a book called *Caesar's Gallic Wars*, one of the most famous books in history. The letters were read in the Forum for all the people to hear—sort of like news reports from the war front. They made Caesar so popular that when he returned to Rome, he easily drove out his political enemies and became dictator for life.

As dictator, Caesar did divide up the public land and give it to the poor, especially veterans who had fought for Rome. He established a police force, and he also reformed the calendar, adding three months and setting the calendar by the angle of the sun, instead of the phases of the moon. He also brought leap year into being. His calendar was almost the same as the one we use today.

Many people, however, wanted to preserve the Republic and thought Caesar was too powerful, as if he were king. They arranged a plot to kill Caesar, and on the Ides of March (March 15), Caesar was stabbed to death in the Forum in Rome by a group of Senators. They thought they had saved the Republic.

Instead, they ended it. The assassins were chased from Rome and hunted down. After a period of war, Octavian, Caesar's adopted son, took over as emperor, and the Republic came to an end.

There were over 70 Roman emperors, some of which were hard-working and caring while others were tyrants. They had religious authority and senates to help them lead, but often ignored their suggestions and did whatever they wanted. Some senates, however, managed to chase out the ruling emperor.

Let's learn about some of the most famous Roman rulers and emperors through an activity.

**Activity:**

On the dashed lines, cut out the boxes on the last two pages of this lesson and fold them on the dotted line. Have a child choose a card, unfold it, and read the information about the ruler (or have you read it). Go through the cards in numerical order.

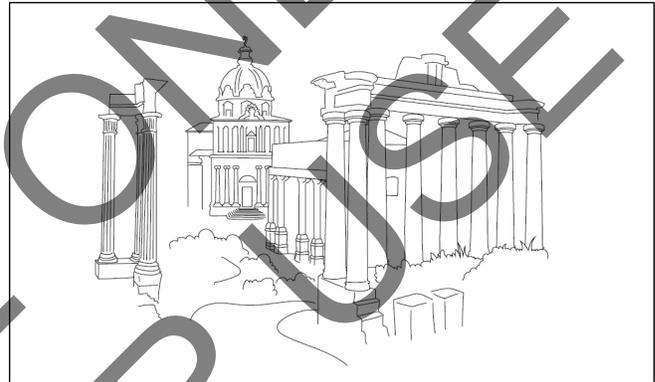
**Read to the children:**

Ancient Greece played a large role in influencing the literature, warfare, art, and architecture of Rome. However, Rome made its own adaptations and styles.

Roman architecture was inspiring, with its many domes, temples, aqueducts (a man-made channel for carrying water), amphitheataters, roads, public baths, fountains, and arches. Ancient Greek architecture has inspired many buildings and artists throughout time.

Let's take a look at some of the important buildings that were built during the Roman Empire.

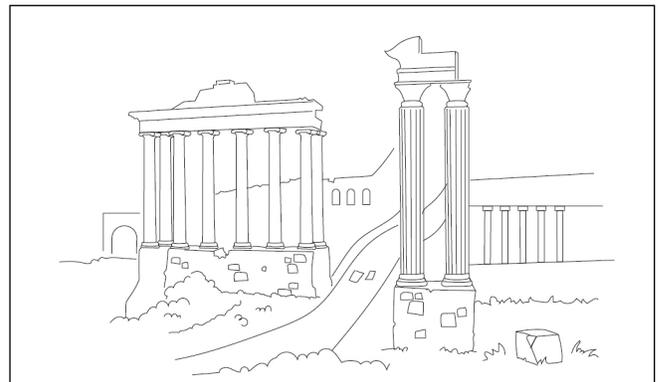
### The Palatine Hill



Observe page 3 of *Maps & Images: Year 4*.

This picture shows ancient Roman ruins on **Palatine Hill**, which is one of the seven hills of Rome and the birthplace of Rome.

### The Roman Forum

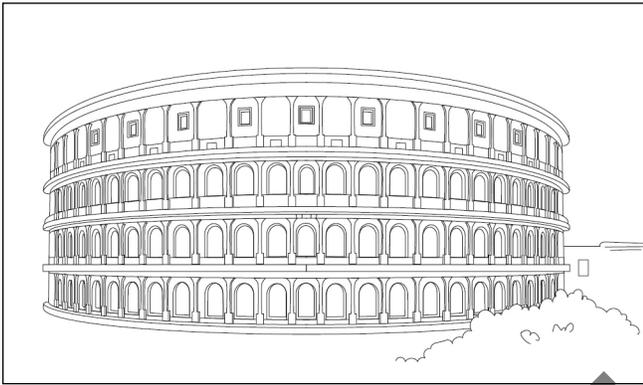


Observe page 4 of *Maps & Images: Year 4*.

This picture shows the **Roman Forum**, which was once an open area surrounded by temples and government buildings. Anyone who felt like it could stand and talk

in the Forum, expressing thoughts on any subject. The space was also used for public meetings. The remains of this area are now famous and visited by many people each year.

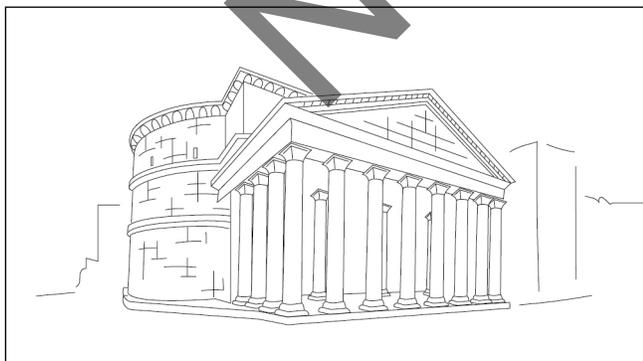
### The Colosseum



Observe page 5 of *Maps & Images: Year 4*.

This picture shows the **Colosseum**, a giant amphitheater in the center of Rome. This huge structure could fit 50,000 people. It was mainly used for bloody sports, which the Romans loved. Men would fight alligators and lions, and gladiators (trained fighters) would fight each other, sometimes to death. Sometimes the amphitheater was flooded in order to stage sea battles. There were laws about who could sit where; senators had the best seats, and slaves and women had the worst seats. Underneath the Colosseum is a labyrinth of underground passages that were used for animals and gladiators.

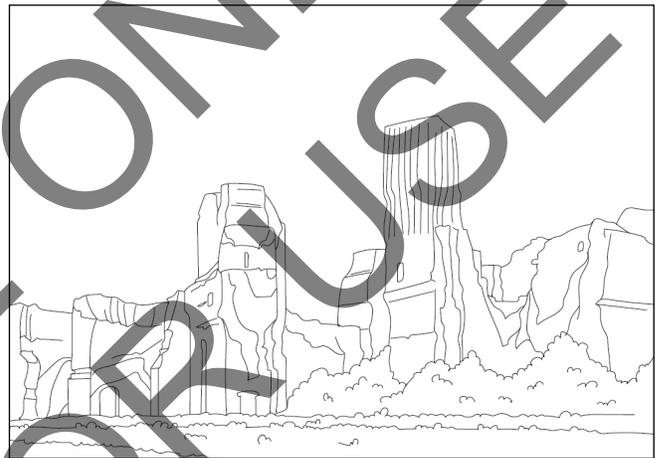
### The Pantheon



Observe page 6 of *Maps & Images: Year 4*.

This picture shows the **Pantheon**, a temple built to pagan gods and the best-preserved ancient Roman building. This pagan temple was transformed into a church. The building boasts sixteen massive Corinthian columns and the world's largest non-reinforced concrete dome.

### The Baths of Caracalla



Observe page 7 of *Maps & Images: Year 4*.

This picture shows the **Baths of Caracalla**, which were among some of the most luxurious bath complexes in ancient Rome. Bathing is a private activity today, but public baths in Rome were a popular place where people relaxed, socialized, and cleaned themselves daily. The baths were like community centers and often contained libraries, reading areas, gardens, and food services. Ruins of the Baths of Caracalla in Rome can be visited today. The huge, vaulted bath chambers could fit thousands of people and were beautifully created with marble and frescoes. The baths also contained open-air swimming pools. Both the wealthy and the poor participated in public baths.

## Aqueduct in France

Observe page 8 of *Maps & Images: Year 4*.

Large cities require services. People need sanitation, food, and water. Romans built long stone causeways to carry water to their population. Again, note the arches that support the weight of the aqueduct and the water (which is very heavy) as it travels to its destination. The concrete that Romans used to build these structures is of a unique kind—the best the world has ever seen.

One of the features of the concrete is that it uses volcanic ash to prevent cracking. Although modern builders have attempted to copy the Roman formula, no one has succeeded. Some concrete could even set under water, to build bridges and ports. Romans usually faced their concrete with stone mosaics or brick, to improve its look.

## Roman Roads

Observe page 9 of *Maps & Images: Year 4*.

Romans built some of the finest roads in the world. Some of them are still around today, 2,500 years after they were built. The Romans built over 50,000 miles (80,000 km) of paved highways. The roads were mainly used for trade and military purposes. However, later those roads helped with migration, cultural exchange, and the spread of Christianity.

**Optional Activity: Build a Model of a Roman Road**

### Items Needed:

- A small box with dirt or a plot of dirt
- Sand
- Aquarium gravel
- Plaster of Paris
- Smooth stones

### Instructions:

Read the text to the children and follow the instructions in bold.

1. **Fill a small box with dirt, leaving several inches at the top; or find a small plot of dirt outside.** To make a road, the Romans first cleared the ground and then dug a shallow trench, wide and flat. Roman trenches would have been about two feet deep. Our Roman road can be an inch or so. **In your dirt, make a 1-inch (2.5-cm) trench where your road will go.**
2. Then they covered the trench in a layer of sand. **Cover the trench with about 0.25 inch (6 mm) of sand.**
3. Following that, they put gravel over the sand to make the road base. **Use the aquarium gravel to simulate the pea gravel the Romans would use.** How does the sand help the gravel stay in place? How does it help make the road less bumpy?
4. Then the Romans poured concrete over the gravel. Roman concrete is very much like the material we will use today, but it was very strong—stronger, even, than our concrete. Some Roman concrete has lasted under water for 2,000 years. We aren't sure how they did that. Ours doesn't last nearly as long. **Use the plaster of Paris to simulate the concrete. Do the next step before it dries.**
5. Finally the Romans placed smooth stones into the wet concrete, which made the road stronger and also more beautiful. **Put stones into the wet plaster.** Is it important to have smooth stones on top? Why?

**Unit 1 Read-Aloud**



#1:  
**Julius  
Caesar**

- Gaius Julius Caesar was born noble but poor;
- he rose to power with hard work. As Governor of Gaul, he gained fame for military conquest.
- He returned to Rome in triumph and was made dictator, but he died on the Ides of March (March 15, 44 B.C.), stabbed to death in the Forum.



#2:  
**Augustus  
Caesar**

- Augustus Caesar (born with the name Octavian) was adopted by Julius Caesar (his great-uncle) and took over the government when Caesar was murdered. He then renamed himself "Augustus, the revered one." He ruled at the time of the birth of Christ and was the first Emperor of Rome.



#3:  
**Claudius**

- Claudius ruled from 41–54 A.D., taking over after Caligula was assassinated. Because of his limp and slight deafness, he was always underestimated, but becoming emperor showed him to be a capable administrator and builder. He especially liked to judge law cases, and he built a huge library.
- Libraries were mainly composed of parchment and papyrus scrolls.



#4:  
**Nero**

- Nero ruled from 54–68 A.D. as one of Rome's most notorious emperors. He spent much time on gladiator combat, using entertainment to distract people from the crumbling empire. Rome burned while he was emperor, and he accused Christians of starting it, putting many to death in the Colosseum. He was eventually chased out of Rome.

# UNIT 2

---

*The Reformation /  
The History of the Bible*

---



Note about this unit:

Although it is impossible to truly tell the history of modern Christianity or even European and American history without discussing the Reformation, we appreciate that this is a sensitive topic for people of all faiths. Our staff includes members of many different branches of faith. Every effort has been taken to create a sensitive and neutral approach to the Protestant Reformation and Catholic Counter-Reformation.

Families and school groups who find the subject to be too sensitive may wish to skip the unit, but it is our hope that the parent(s) or teacher(s) will at least review the lessons prior to making that decision. As with wars and other complex historical issues, the Reformation is a story of many well-intentioned people who had different ideas about what was right and what actions should be taken. It was a dark time for many, but that darkness has given birth to a new light of faith as Christian churches have slowly learned to work together and heal from their previous divide. It is our hope to continue in this tradition of healing and inclusion with this unit on the Reformation and history of the Bible.

# Lesson 17

## CAUSES OF THE REFORMATION

### EXTRA ITEMS NEEDED

None

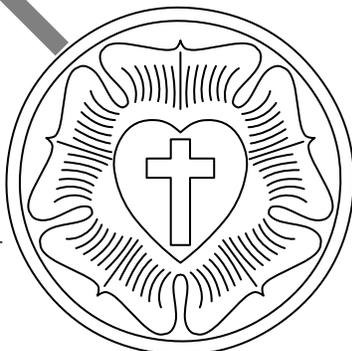
### □ Read to the children:

What did we learn about in the last lesson? [The Inquisition] What are some things you remember about the Inquisition? [Answers may include that some leaders of the Roman Catholic Church were forcing people to follow their religion or be excommunicated, tortured, or killed.] What kind of people would it take to stop such a terrible thing from happening? [Answers may include: brave, intelligent, and inspired by God.]

### Lay out Pages 3 and 4 of the timeline.

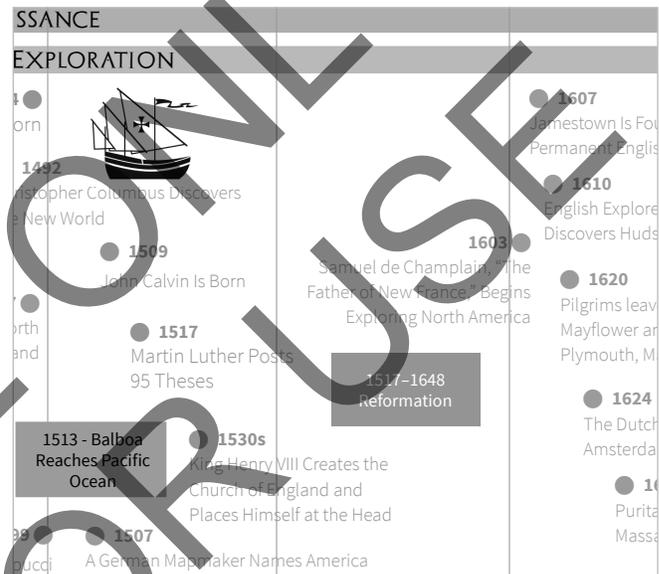
The Inquisition began in the 1100s. **Point to the 1100s on the top of Page 3 of the timeline.** The Renaissance began in the late 1200s. **Slide your finger to the top of Page 4 of the timeline where the Renaissance begins.** Do you remember some things that happened during the Renaissance? [Answers may include a rebirth of education, science, art, literature, and music.] During the Middle Ages, very few people other than monks and priests knew how to read and write. Besides that, the Bible was not yet translated into languages that the people spoke. During the Renaissance, however, more and more people became educated and learned how to read and write. With this education, more people began to have their own spiritual ideas and interpretations of scripture.

The Luther Rose is a symbol of one Protestant branch of Christianity, Lutheranism, named after an influential Reformer, Martin Luther.



Have a child place the sticker titled “1517–1648 Reformation” on the timeline.

Page 4



Ultimately, a series of wars was fought, and people from both the Catholic and Protestant branches of faith did terrible things to each other. The Thirty Years War was fought in Germany, but almost every country in Europe got involved. Can you imagine living during a time when a war was going on for thirty years where you lived? By the end of it, some rulers remained loyal to the Roman Catholic Church. Others converted to Protestantism. We’re going to read about the main reasons the Reformation happened. Later in the unit we’ll learn about some of the amazing people and events of the Reformation.

### □ Activity

Cut out the four cards at the end of this lesson and lay them out on the table or floor with images facing up. Have the children take turns choosing a card and reading it aloud.

### □ Play “History Houses.”

### □ Unit 2 Read-Aloud

# Printing



# Economy



# Spirituality



# Abuses



- During much of the Dark Ages, it was widely taught that to be poor (or to not have much money, property, or things) was a virtue. During the 1400s, however, a social change began. A new idea emerged that a person could work in any trade they wished.
- These changing ideals caused what we now call “capitalism”—an idea that people can produce their own goods or services for money, and they are responsible for their own success or failure.
- As the lower class shrunk and the middle class grew, the church lost more and more of its support. People no longer felt that the church should control all the wealth, information, and power in Europe.

- The invention of the printing press opened possibilities for the lower- and middle-class citizens to become educated. The people suddenly began learning far more than what the church had been teaching them. Access to the Bible meant that more people had their own ideas about Jesus’ teachings and how to best follow His example.
- By the year 1500, more than 30,000 separate publications had been printed.
- Also by the year 1500, fifteen different editions of the Bible had been printed in Germany, leading to a smaller renaissance of spiritual awakening.

- Perhaps the biggest reason for the coming of the Reformation was that there were abuses in the Church itself, abuses that had existed for nearly two centuries. Although many bishops and other authority figures meant well, corruption in some leaders led to scandal. As a result, many people became more skeptical of the church.
- More than a millennium of consolidating power and money had made the Catholic Church very wealthy. Still, officials in the church looked for more ways to raise funds. That, combined with tithing and taxes, led to resentment by the lower and middle classes.
- The horrors of the Inquisition, as well as fear of being called a heretic for one’s own beliefs, made people afraid of the power of one central church.

- As a result of plagues, famines, fears of invasions, social unrest, a new opportunity to study the Bible individually and as a family, and suffering brought on by church policies, thousands of people across Europe desired changes in the church.
- People began seeking a connection with God. Some found it outside of church through close study of His written Word.
- Corruption in some areas, like confession, led to people seeking a more direct and personal relationship with God. People began to question the necessity of a priest as an intermediary.

# Lesson 18

## JOHN WYCLIFFE

### EXTRA ITEMS NEEDED

Tape or glue

#### Read to the children:

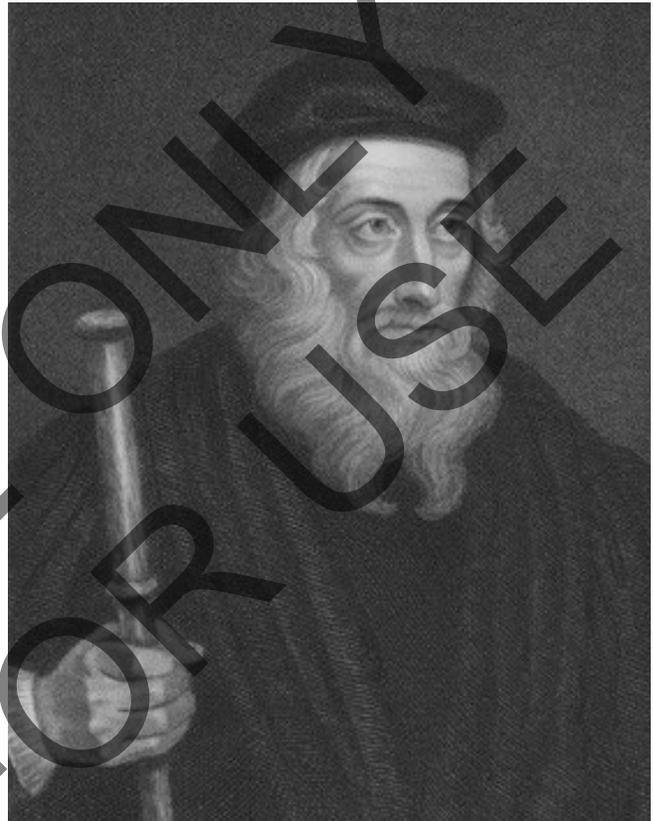
Now that we have learned the history behind the Inquisition and the Reformation, we get to start learning about some amazing heroes of the Reformation. Look at the image on this page. This is John Wycliffe.

Look at the image titled “St. Mary’s at Lutterworth, England” on page 19 of *Maps & Images: Year 4*. This is St. Mary’s, the church where John Wycliffe taught.

#### Play audio recording Lesson 18 (Year 4) or read the script.

#### Discuss the following questions:

1. Where did John Wycliffe live and preach the gospel? [Lutterworth, England]
2. What else, besides preaching, did he do to spread the gospel? [He trained others how to preach the gospel, translated the Holy Bible into English, and contended against falsehoods being taught.]
3. How would you feel if you were charged and taken to court multiple times for preaching the gospel? Would you be brave enough to continue? Why?
4. We are blessed to be able to read about John Wycliffe’s later life, but we don’t know about his earlier years. What can you do to ensure that there is a record of your life for others to read someday? [Some ideas might include: keep a journal, take pictures, and record audio or video about your life.]
5. Who are some people that we have learned about in this course or the Year 1, 2, or 3 courses



that you wish had written books about their own lives, expressing their own thoughts and feelings?  
[Some ideas might be: Joan of Arc, Joseph of Egypt, Alexander the Great, Leif Erikson.]

#### Review Activity

Cut out the squares on the page in this lesson titled “The Life of John Wycliffe.” Place them facedown on the floor or table. One at a time, have a child choose one of the squares, read it aloud, and then tape or glue it to the corresponding box on the page titled “John Wycliffe: Morning Star of the Reformation.”

#### Student Explorers

Have the children complete Lesson 18 in their Student Explorers.

#### Unit 2 Read-Aloud

## The Life of John Wycliffe

1. John Wycliffe labored and preached in Lutterworth, England. He preached with clearness, faithfulness, and power.

2. Wycliffe trained a large number of men, referred to as Lollards or “poor priests,” to preach the gospel all over the country. These priests were important because the Church required years of education and often sponsorship to become a priest.

3. Despite great persecution from the Roman Catholic Church and many trials in court, Wycliffe was able to preach up until three days before his death. He was loved by many and despised by many.

# John Wycliffe: ★

## Morning Star of the Reformation

1



2



3



## Lesson 19

## GUTENBERG AND THE PRINTING PRESS

## EXTRA ITEMS NEEDED (OPTIONAL)

- Foam stickers (letters and/or shapes)
- Acrylic paint and paintbrush OR washable markers
- A roll of tape for each child (a large roll like packaging tape works best)
- A copy of the Bible

**Read to the children and discuss the questions:**

**Hold up the Bible.** How would you feel if I said, “Today you are going to start copying the entire Bible by hand; you need to write every word of every chapter”? How long do you think it would take? How many notebooks do you think you would need? [Discuss answers. Explain that it would take months.] You aren’t really going to copy the Bible by hand. But, during the Middle Ages, every book did have to be written out by hand. These handwritten books are called **manuscripts**, “manu-” meaning *by hand*, and “script” meaning *written*. Most manuscripts at the time were copies of religious texts, such as The Holy Bible. To create a copy of the book, one had to write it out by hand.

Medieval **scribes** were appointed to accomplish this long and laborious task. Most scribes in Europe were Catholic **monks**—dedicated members of the church that took special vows, just like nuns. Monk scribes lived in **monasteries**—the living quarters of monks and nuns—all over Europe and wrote out the Bible by hand in a room called a **scriptorium**.

A monk who worked every single day copying the Bible by hand took at least one year to complete one manuscript. Because it took so long—and so much work—to create just one copy of the Bible, copies were rare and very expensive. Only religious orders, universities, and the richest people owned a copy of the Bible or of any book. Since most people in the Middle Ages had no access to books, they never learned how to read. Without knowing how to read,

they knew very little about the world, and they were never able to study the Bible themselves. All they knew from the Bible was what their religious leaders told them.

**Timeline Activity**

Lay out Page 3 and Page 4 of The Good and the Beautiful Timeline.

Johannes Gutenberg was born in Mainz, Germany, around the year 1400. **Have a child point to 1400 A.D. at the top of Page 4 of the timeline.** Remember, at this time not many people knew how to read or write. Not much is known about Gutenberg’s childhood except that he learned how to be a goldsmith from his father. What we do know about Gutenberg is that he changed the way books were created and so changed the world. How did he change the world? Let’s read about it.

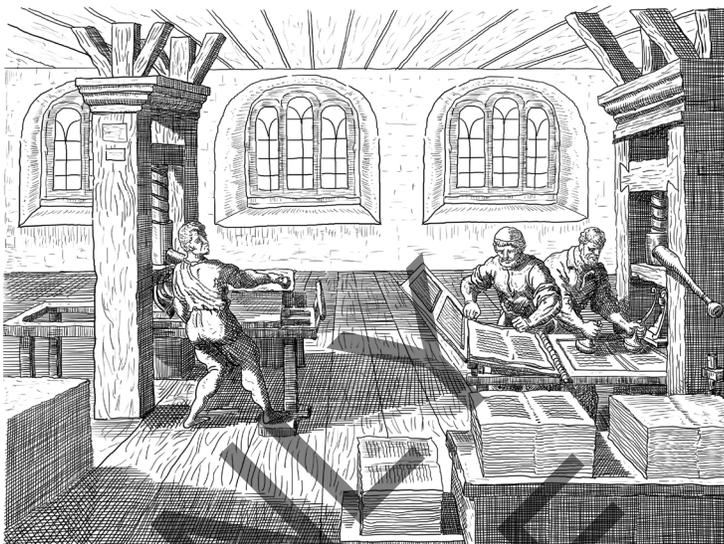
Johannes  
Gutenberg



Nobody is certain who first came up with the idea of a printing press, but starting around 800 A.D. in China, a wooden block with carved symbols and ink was used for printing, much like a stamp and ink we might use for crafting now. Gutenberg took the Chinese idea of printing blocks and created something that impacted the world forever: a printing press with **movable type**. Movable type is simply letters of the alphabet made out of metal, like little stamps. Essentially, the letters could be arranged in any order to write out words, sentences, and whole pages. The page could then be printed over and over again by applying ink to the movable type letters and then pressing the letters onto parchment or paper. Setting each letter into place, one by one, was a lot of work, but once that was done, many copies of the page could be made in a relatively short amount of time.

Gutenberg revealed his version of the printing press around the year 1440. **Have a child point to “1440: The Gutenberg Press Is Invented” on the timeline.**

In addition to a much-improved movable type made of metal, Gutenberg also invented a new, better type of ink and a printing press that made printing relatively fast and easy. Where an experienced monk could write out 40 to 50 pages a day



by hand, the printing press could print thousands of pages each day. This was a dramatic change which allowed middle-class people to acquire books for the first time in the history of Europe.

Suddenly, knowledge and literacy—the ability to read and write—spread throughout the common people. More printing presses were made, and books were printed and distributed like never before.

#### Map Activity

Look at the map titled “Europe During the Reformation” on page 17 of *Maps & Images: Year 4*.

Read to the children:

Let’s review. Johannes Gutenberg was from Mainz, Germany, when it was part of the Holy Roman Empire. **Have the children find Mainz.** Do you remember where John Wycliffe lived? [Lutterworth, England.] **Have the children find Lutterworth, England, on the map.**

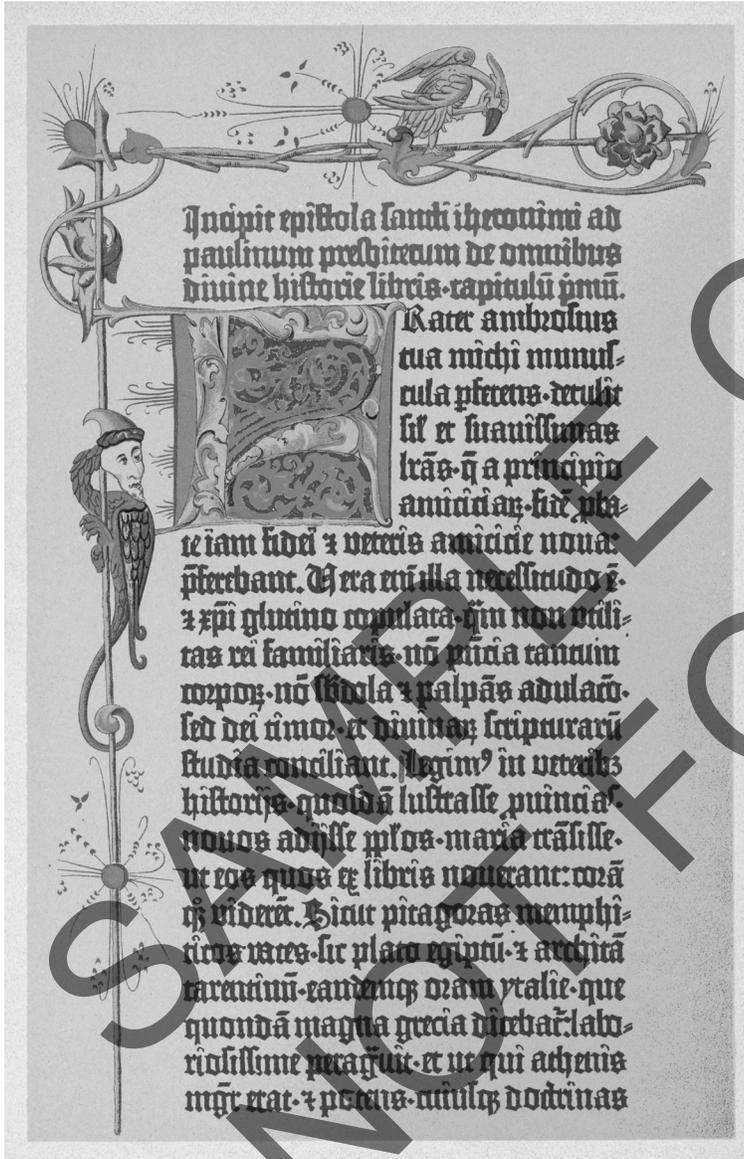
Of all the tens of thousands of people who lived in all of Europe in the 1400s, only a few could read or write. The world in 1440 was very different from the way it is now. People mostly only knew about the area around them. Imagine for a minute if the only things you knew about were the things in your town or city. Imagine knowing nothing about animals, foods, languages, people, plants, or landscapes from other places, especially far-away lands.

Books, and the ability to read them, opened up a whole world to the people of Europe.



1440:  
The Gutenberg Press

It is thought that the first printed item from the Gutenberg press was a German poem. Then Gutenberg printed Latin Grammars and books for the Catholic Church. In 1455 the first Bibles were printed on Gutenberg's press. There are still 49 known copies of the Gutenberg Bible in existence. Here is a picture from a page in one of the original Gutenberg Bibles.



It was printed in Latin. Look at all the exquisite detail. Imagine how much time it would take to copy this one page exactly as you see it. The Gutenberg Bible has over 1,200 such pages!

By the year 1500, there were nearly 1,000 printing shops throughout Europe. Books became more

affordable, and more people learned to read. This is called **mass literacy**. Before the printing press, most books that were written out were religious books. Remember, it was mostly monks transcribing books. When printing became faster, easier, and less expensive, other types of books were able to be printed in large quantities. Books about art, science, exploration, and entertainment were produced. Maps, sheet music, newspapers, and flyers were also printed. All of this led to a hunger for knowledge of human arts and sciences, which resulted in what is known as the Renaissance.

Do you remember what the Renaissance was?

[The Renaissance was a period in history after the Middle Ages in which there was a rebirth of education, science, art, literature, music, and exploration.]

Without the invention of the printing press, the sciences, arts, music, and exploration may never have happened, or at least may not have spread so far or so quickly.

In addition, the Reformation may not have taken place without mass printing. Before the printing press, most people had no access to a Bible and could not read anyway, so they depended on the church to teach them what the Bible said and what it meant. Mass literacy meant that more people were reading the Bible and studying it for their own spiritual growth, making up their own minds about its meaning and teachings.

Thus, Gutenberg was not directly involved in the Protestant Reformation, but he paved the way for the Reformation to take place.

#### Activity for Younger Children

Follow the directions on the next page to make printing press stamps.

#### Student Explorers

Have the children complete Lesson 19 in their Student Explorers.

#### Unit 2 Read-Aloud

# Printing Press Stamps

## SUPPLIES NEEDED

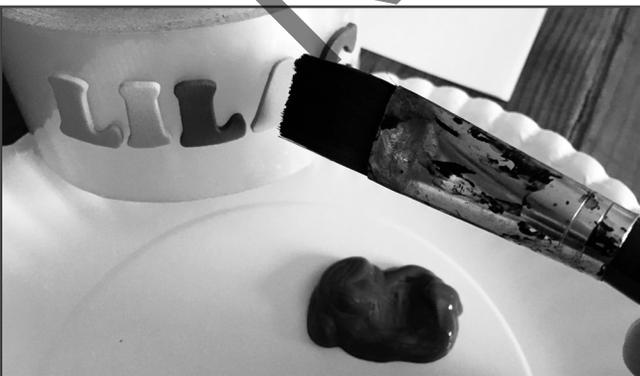
- Foam stickers (letters and/or shapes)
- Acrylic paint and paintbrush OR washable markers
- A roll of tape for each child (a large roll like packaging tape works best)
- Blank papers (optional: stationery, cardboard boxes, etc.)

Choose the foam stickers you want to use as stamps. Remove the paper backings and stick them to a roll of tape.

Stamp a paper. Reapply paint or marker and stamp again and again, if desired.



Color the foam stickers with washable marker or paint them with acrylic paint.



Note that if you use letters, they show up backwards when stamped! Hold the stamped image up to a mirror to read it. You can create a secret code this way. When printing presses were used, the letters were created backwards, and the movable type had to be placed backwards. Imagine how challenging that would be!



Using a stamp or press makes it so you can duplicate an image or word quickly without having to write or draw each one by hand.

When you are finished, peel the top layer of tape with the foam stickers off and discard.

# Lesson 28

## UNIT REVIEW

### EXTRA ITEMS NEEDED

None

### □ Read to the children:

Over the last twelve lessons, we have learned about the Inquisition and the Reformation movements! These are surely some of the darkest, but also brightest, moments in church history. Knowing the history of the Reformation is important because it is closely tied to all of European history. It also helps us better understand the evolution of our churches and our Christian faith.

Which of the Reformers did you enjoy learning about the most? Why? Pause for answers.

The Inquisition began way back in 1184, and it lasted until 1834 in Spain. The Catholic Church had become very harsh on heretics. They called anyone who believed something contrary to the church's teachings a heretic. In the past, they had to deal with serious heresies that resulted in violence. In order to protect people's souls from false doctrines, the church began punishing those who believed other things. Some people participated because they believed they were saving the souls of others; some people were corrupt and did it for power.

**Read the Bible quote in the center of this page to the children.**

Is it possible to do a bad thing with good intentions? Can any good ever come of bad actions? [Yes and yes; encourage the children to think critically.]

The violence of the Inquisition, as well as many other issues, led to the Reformation. With the introduction of Gutenberg's printing press, more people became literate. That meant they could read the Bible and form their own beliefs on God's word. The Catholic Church was also experiencing great corruption. Some people sold indulgences. Others hoarded power and wealth in their positions of authority in the Roman Church.

John Wycliffe was the earliest Reformer we learned about. He translated the

Holy Bible into Middle English.

He based his preaching on the Bible and fought the corruption he saw in some priests and bishops. He even trained numerous preachers and pastors to spread God's word across England.

John Huss lived at about the same time as John Wycliffe, but he lived in Bohemia, which we now call the Czech Republic. He also created a translation of the Bible—in Czech.

He preached against corruption and started his own church. He was eventually burned at the stake as a heretic.

Then, in 1440, Johannes Gutenberg introduced the commercial printing press. His printing press made it possible to create many copies of the Bible and other books, leading to a surge of literacy and interest in the Bible.

Why is being able to read the Bible yourself important? Pause for answers. How did people learn about the Bible if they could not read? [They would listen to preaching from priests and the few people who could read the Bible.]

**“Be not carried about with divers and strange doctrines. For it is a good thing that the heart be established with grace; not with meats, which have not profited them that have been occupied therein.”**

**KJV Hebrews 13:9**

Widespread literacy really helped ignite the Reformation! William Tyndale of England gave his life to translate and publish a Bible in modern English in 1526. Less than ten years earlier in Germany, Martin Luther had changed history! In 1517, he sent his 95 Theses to the bishop and nailed it to his church door. He was later excommunicated and started the Lutheran church. His role included creating a church service, translating the Bible into German, and even writing songs for the Lutheran church.

At the same time, other reforms were also taking place. In mainland Europe, John Calvin was teaching about predestination and the importance of Biblical adherence. He preached in France until he had to flee for his own safety.

Ulrich Zwingli was pushing for changes in Switzerland. He wanted to see a church based on the Bible. He questioned church practices not based on the Bible, such as the celibacy of priests, transubstantiation, and the requirement to not eat meat on certain days. He also preached against the use of icons and graven images, which he worried might distract from true faith and grace.

Henry VIII was both an English king and a Reformer. He started the Church of England and also rejected icons. He wanted the members of his church to focus more on charity.

Years later, King James VI and I would commission the King James Bible, which millions of people use and cherish today.

Remember, too, that some Catholics sought reformations as well! They were called Counter-Reformers, and many of them opposed corruption and violence. For example, Saint Angela Merici founded the Ursuline order. People who joined committed themselves to service of the poor. They also provided education and literacy for poor young girls, which was unusual in the 1530s. Centuries later, Pope John Paul II would eventually apologize for the actions of the Catholic Church during the Inquisition, helping to improve relationships between different branches of Christianity.

The ability to read and the Reformation go hand-in-hand. Why do you think education is important for people of faith, especially when it comes to the Bible?

**Pause for answers.**

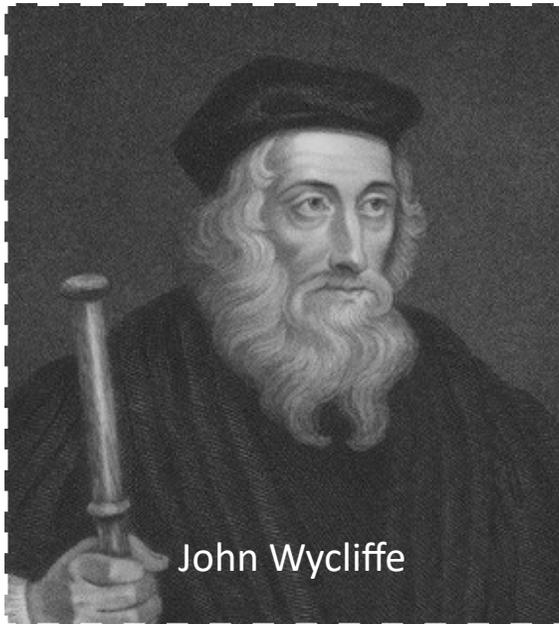
#### Review Activity

1. On the dashed lines, cut out the boxes on the last few pages of this lesson.
2. Mix up the boxes and lay them faceup on the table. Have the children match each picture box with its description and then read them aloud.

Finish the Unit 2 read-aloud.

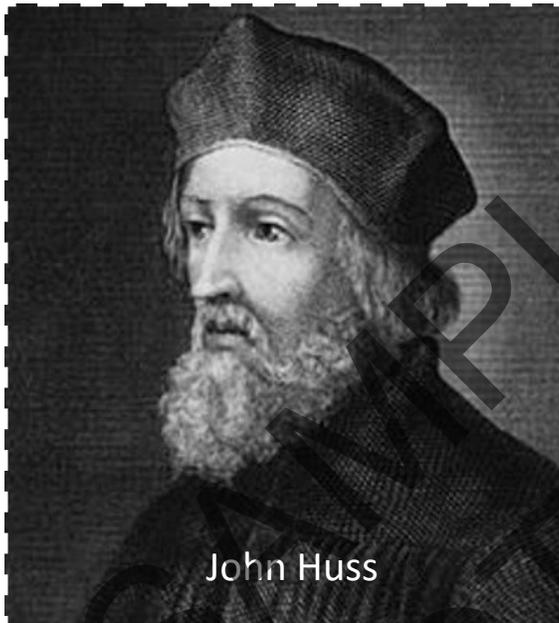


*Luther at the Diet of Worms, by Anton von Werner, 1877*



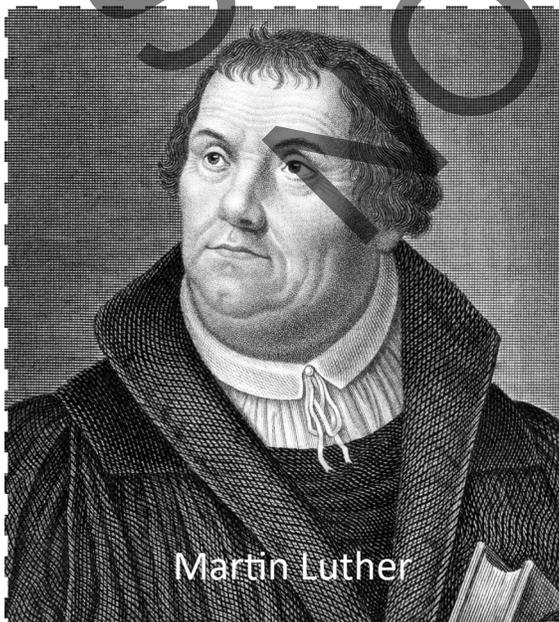
John Wycliffe

John Wycliffe lived in the 1300s. He translated the Bible into Middle English and trained others to preach the Gospel of Christ.



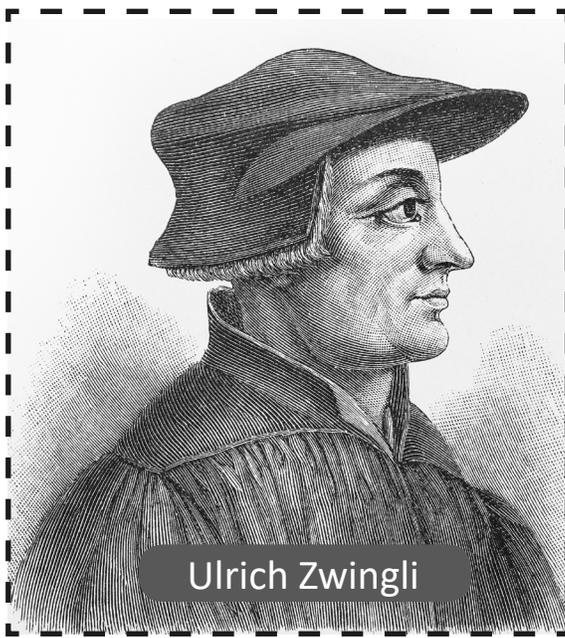
John Huss

John Huss translated the Bible into Czech. He was burned at the stake in 1415 for his reform efforts, but he inspired a new church in his homeland.



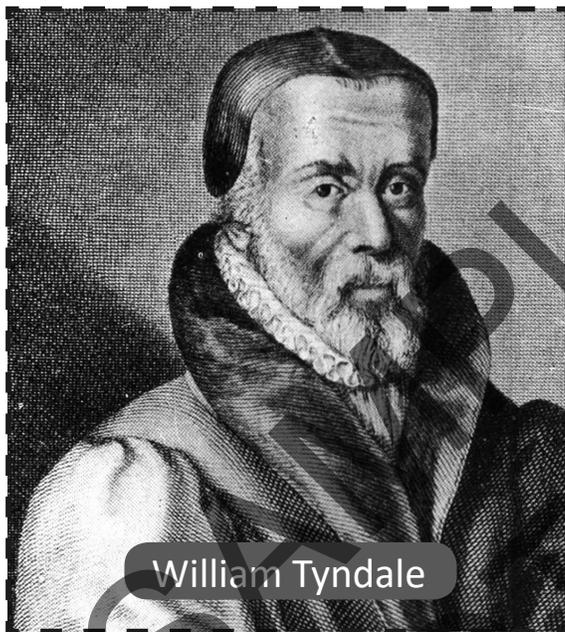
Martin Luther

Martin Luther wrote the 95 Theses. He translated the Bible into German. He wrote prayers and hymns still used today.



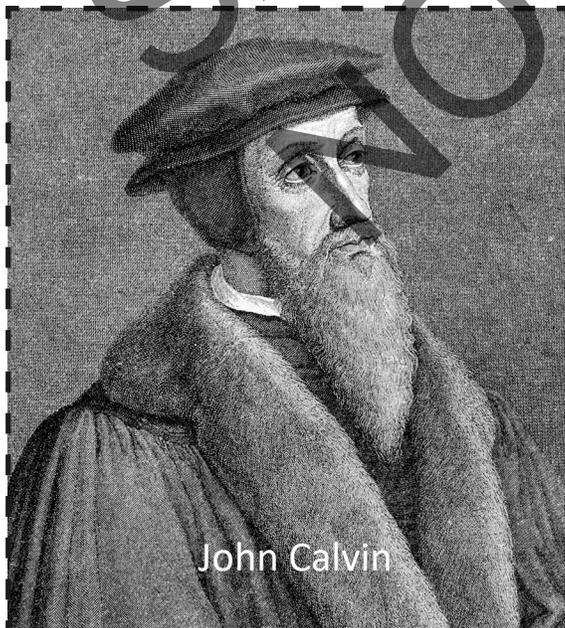
Ulrich Zwingli

Ulrich Zwingli was a Swiss reformer from the 1500s. He challenged clerical celibacy, or not marrying.



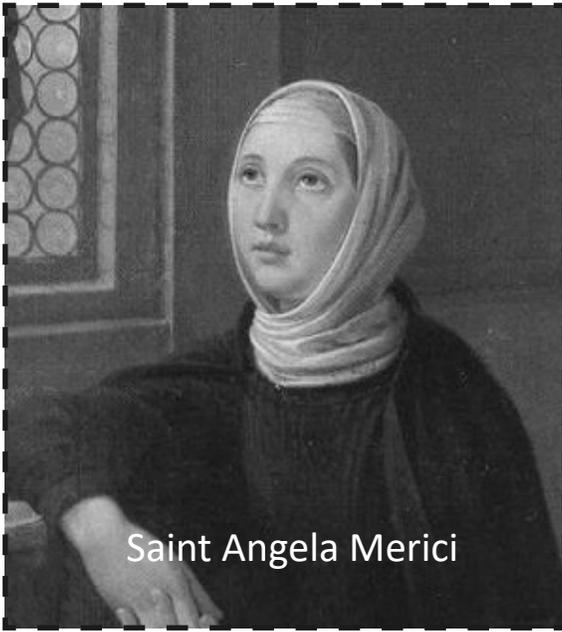
William Tyndale

William Tyndale lived in England in the 1400s and 1500s and was condemned to death for heresy. He translated the Bible into modern English.



John Calvin

John Calvin lived in the 1500s. He fled France due to persecution. He believed in predestination—that only God knows who will be saved and who won't and that this was determined before birth.



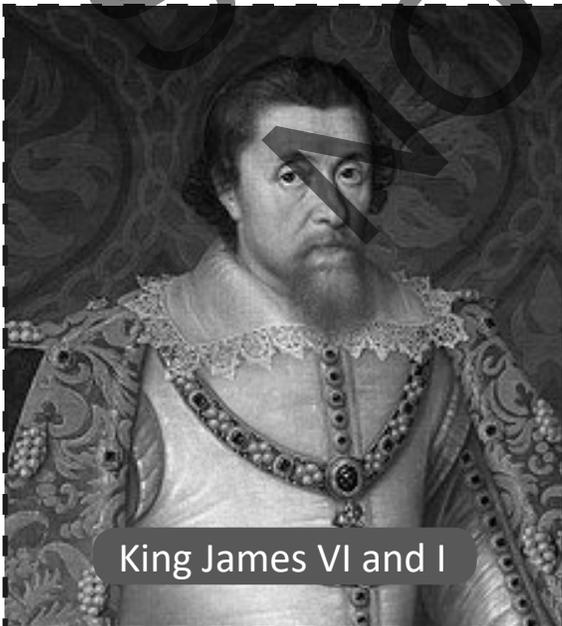
Saint Angela Merici

Saint Angela Merici was a Franciscan nun in the 1500s. She started the Ursuline order and helped educate poor girls.



Henry VIII

Henry VIII was the King of England in the 1500s. He formed the Church of England and placed himself at the head.



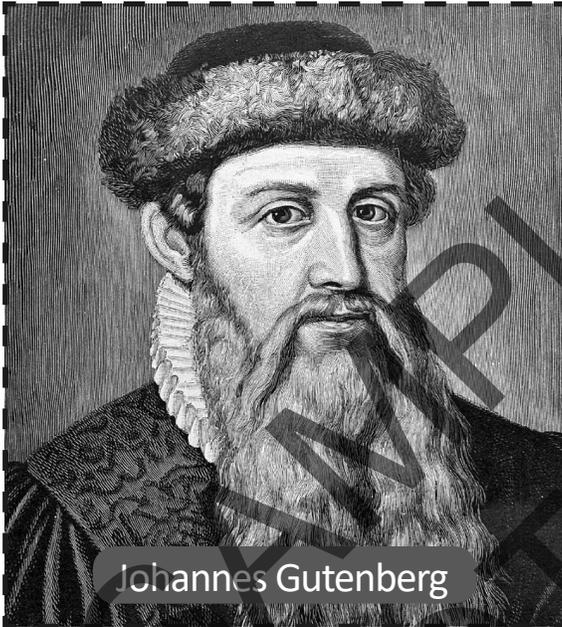
King James VI and I

King James VI and I was the King of Scotland and then England in the late 1500s and early 1600s. He commissioned a literary translation of the Bible still in use today.



Pope John Paul II

Pope John Paul II was a Catholic leader from 1978 to 2005. He apologized to Protestants and Jewish people for the Inquisition and sought greater cooperation between various Christian churches.



Johannes Gutenberg

Johannes Gutenberg created the Gutenberg press and printed many copies of the Bible, providing a path to literacy and personal study of Holy Scripture.

## Lesson 32

# ELI WHITNEY AND THE COTTON GIN

### EXTRA ITEMS NEEDED

None

#### Read to the children:

Some inventions truly change the world around them. Eli Whitney's cotton gin is one such invention. His idea turned a crop that almost no American farmer would bother growing into one of the most popular crops in the **Antebellum South**. (Antebellum South refers to the Southern United States before the Civil War.) In fact, many people consider Eli Whitney's cotton gin to be one of the most important inventions of the Industrial Revolution, a time when machines took over work long performed by human hands.

#### Play audio recording Lesson 32 (Year 4) or read the script.

#### Pictures and Discussion

Have the children observe the images titled "In the Cotton Field, 1863," "Cotton Boll Field," "Eli Whitney's Cotton Gin, 1793," and "Eli Whitney's Gun Factory and Whitneyville, 1827" on pages 31–34 of *Maps & Images: Year 4*.

#### Discuss the following:

Cotton is notoriously hard to clean. How does that impact the profit margin for farmers? [When there is manual labor involved in a crop, that increases how much it costs to produce. The gin made cleaning easier, which meant farmers could sell cotton at a profit.]

Was Eli Whitney the only one who built and sold cotton gins? [No; the patent took many years to approve, and by then many others had duplicated the idea.]

Did the cotton gin make Eli Whitney rich? [No, even though it was a brilliant and highly prized invention.]

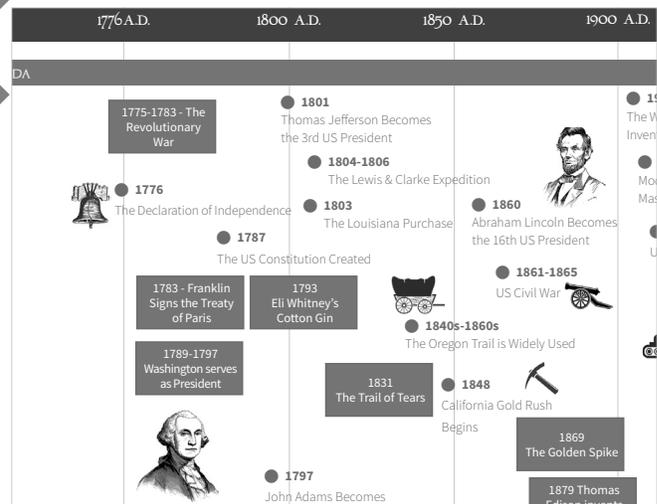
How did the cotton gin affect slavery? [The device saved labor, but it increased cotton farming. Many thousands of slaves were necessary to keep cotton plantations operating. It ultimately increased the practice of slavery in the South.]

How much cotton could Eli Whitney's cotton gin clean in a day? [The cotton gin could clean between 50 and 55 pounds of cotton per day. In comparison, cleaning cotton by hand could only produce about one pound per day.]

#### Timeline Activity

Have a child place the sticker titled "1793 Eli Whitney's Cotton Gin" (from the Year 4 sticker sheet) on Page 5 of the timeline.

Page 5



#### Student Explorers

Have the children complete Lesson 32 in their Student Explorers.

#### Unit 3 Read-Aloud

## Lesson 33

# THE UNDERGROUND RAILROAD

### EXTRA ITEMS NEEDED

None

### □ Read to the children:

We learned two lessons ago about the hard life of American slaves before the Civil War.

For many people, the best option was to flee slavery. Some states in the North offered freedom if only a slave could make it that far. Canada also meant freedom for slaves running away from their masters. Some slaves who couldn't escape to the North instead ran away to Mexico or joined Native American tribes. However, running away wasn't as easy as just walking off the farm. The people who owned slaves had invested money to buy them, feed them, and shelter them. They also depended on their labor to run their farms.

When slaves tried to run away, their owners almost always tried to track them down. Some even hired cruel slave catchers. These professionals carried weapons and used dogs to track runaway slaves through the wilderness. Those who got caught wound up enslaved again. Some were beaten and punished when they were returned to their owners. Some slave catchers even caught free people of African descent and sold them illegally as slaves.

If you were a slave, what would be some pros and cons of attempting to escape? [Discuss; pros may include gaining freedom and getting away from captivity; cons may include uncertainty of the future, the possibility of getting caught and beaten, leaving family or friends, and leaving a place where you know you have food and shelter.]

Hiding from slave catchers was not easy and was usually only successful with help. Many who opposed

slavery, as well as other freed slaves, were happy to provide that help. An informal network, known as the **Underground Railroad**, helped slaves cross from the South, where they were slaves, to free states in the North or to Canada.

Despite the name "Underground Railroad," there were no trains. "Underground" refers to the secrecy behind the network; "railroad" refers to the path to freedom. Slaves trying to escape mostly traveled on foot. They crossed Ohio, Indiana, Illinois, and Michigan to reach Canada. They also fled into Pennsylvania, where large populations of Quakers helped protect escaped slaves. Quakers in other states often provided their homes as stops along the Underground Railroad.

Traveling on foot meant staying off busy roads. After all, escaped slaves were fugitives and subject to arrest. They depended on guidance from others, called **conductors**, who helped them make the dangerous trip north. There were also known stops along the way, such as farms or houses where people would willingly let slaves stay for a day or night to rest.

It is impossible to know how many slaves traveled to freedom with the help of the Underground Railroad, but we do know it was many thousands. Some people even estimate as many as 100,000 slaves traveled north with the help of the Underground Railroad before the Civil War. Still, those escapes were spread out over more than 50 years and across many states. Most estimates indicate that no more than 1,000 slaves per year were able to escape, but slave owners were terrified of losing their slaves, so they wrote new laws.

The Fugitive Slave Act of 1793 required that people in free states help with the capture and return of escaped slaves. Many people chose to ignore that law, risking their own freedom to help slaves escape. People faced huge fines and jail time for assisting runaway slaves. Still, the Underground Railroad grew

into a well-organized network with many routes, each with its own stops offering protection and rest to the escaped slaves. Individual conductors or guides often only knew a handful of places to protect the runaways, in case someone was caught or arrested.



*A five-dollar reward for the capture of a runaway slave, printed in 1792*

Why was it important that no one know all the stops on a certain Underground Railroad route? [It helped keep other stops safe if one stop was discovered; it prevented spies from infiltrating and endangering the entire network, etc.]

Slave owners were desperate to keep their property. Some built fences. Others put their slaves in chains. Some even hired armed guards to patrol their plantations. They also limited the education and gathering of the slaves together. Still, the slaves were creative, sometimes using songs with hidden meanings to communicate and find a way to escape.

Many people who helped on the Underground Railroad would simply help a small group of escaped slaves get from one stop on the Railroad to the next. Some other conductors, however, would actually guide people for all of or most of the trip. In our next lesson, we're going to learn about the single most famous conductor the Underground Railroad had!

What do you think inspired people to risk their safety as part of the Underground Railroad? [Answers may include kindness, Christian obligation to help one's

brothers, because they could not change the law, because they knew it was right even if it was illegal, etc.]

Imagine that there are slaves escaping from a town to the south of us, such as [name a city to the south]. Imagine that if they can make it a little farther north [name a city to the north], they will be free. That means they will no longer be owned by someone. They can get a paying job, buy a home, get an education, have a family, and live their lives the way they choose. How would you feel about risking huge fines or jail time to assist these runaway slaves? **Pause for discussion.** That is the kind of courage that was required to work for the Underground Railroad.

### Maps and Images Activity

**Have the children look at the map on page 35 of *Maps & Images: Year 4* while you read the following:**

This map, titled "Routes of the Underground Railroad, 1830–1865" was published in 1898 in a book called *The Underground Railroad from Slavery to Freedom*, by Wilbur H. Siebert. It is described in the book as a map showing "a network of secret routes and safe houses used by 19th-century slaves in the United States to escape to free states and Canada."

**Show the children the photograph on page 36 of *Maps & Images: Year 4* titled "Underground Railroad Memorial."** Read the following to the children: This is a photograph of an Underground Railroad memorial on the grounds of the Fulton County Courthouse in Indiana.

**Read the words on the memorial marker aloud.**

### Review Activity

- 1. Cut out the squares on the last page of this lesson. Lay the squares out on a table.**
- 2. Have a child select a square and read the information on the back aloud. Repeat this step until all of the squares have been chosen and read.**

### Play "History Houses."

### Unit 3 Read-Aloud

# What?



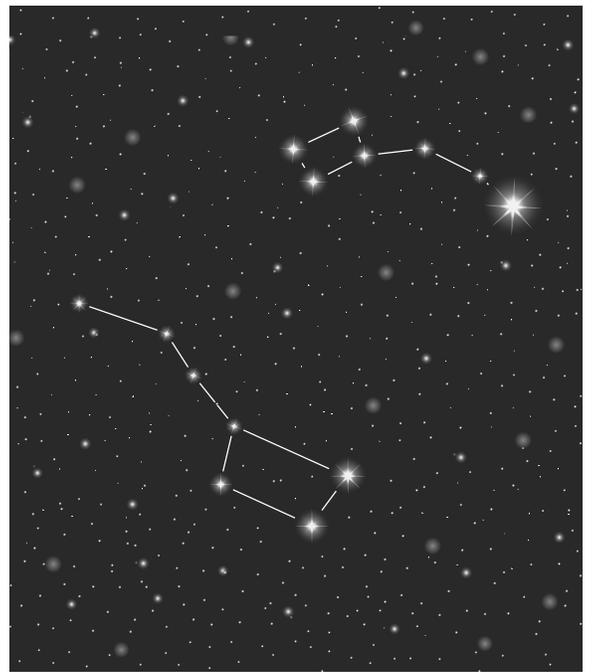
# Why?



# Where?



# How?



Slaves had no other way to earn their freedom in most cases. Escape was often a last option when families worried about getting broken up or sold.

The Underground Railroad was a network of churches, homes, and other safe “stops.” Conductors helped escaped slaves hide and travel toward freedom.

Slaves communicated by code and song. They escaped whenever they had the opportunity, usually traveling at night to avoid capture and using the stars as a guide. The “stops” along the Underground Railroad were safe places to hide during the day.

Most slaves escaped to the northern “free states,” including the Quaker-influenced state of Pennsylvania. Canada was also a destination for many escaped slaves.

## Lesson 36

# SOJOURNER TRUTH AND OTHER AFRICAN AMERICAN ABOLITIONISTS

### EXTRA ITEMS NEEDED

None

#### □ Read to the children:

Sojourner Truth, like Harriet Tubman, was born a slave. She was born in New York to James and Elizabeth Baumfree. They had a large family, but records about them are minimal. She had between 9 and 11 siblings. As a child, her name was Isabella. She was sold at a slave auction for the first time when she was only nine years old. Her owner sold her, along with a flock of sheep, for \$100. It was not an easy transition for young Sojourner. The family that owned her parents spoke Dutch, so she hadn't learned English yet.

Her new master was not understanding or compassionate, even though she was only a child. He reportedly beat her every day. He eventually sold her for \$105, and her next master, in turn, sold her again in less than two years. Her last owner didn't beat her, but he also didn't treat her with the dignity a human deserves.

Ironically, when Sojourner was only two years old, New York abolished slavery, but the process was a slow one. The law only freed slaves born after July 4, 1799. Sojourner was born in 1797, two years before the cutoff date. The law also required them to work as slaves until they were in their 20s. Only in 1817 did a broader law pass that would apply even to slaves born before 1799. Abolition in New York was not official until July 4, 1827. Although her owner promised to free her a year before the law took effect, he backed out of that promise.

What reasons do you think New York had for freeing slaves so slowly? [Pause for answers and then discuss the following answers, which include reducing the economic shock to farmers and slave owners, preventing a sudden influx of freed slaves needing work and housing, obtaining support for the laws from those who owned slaves, etc.]

Angry about her master's refusal to fulfill his promise, Sojourner walked off his property, along with her youngest daughter, Sophia. When asked about her escape, she later said, "I did not run off, for I thought that wicked, but I walked off, believing that to be all right." Sadly, she had to leave her three older children behind, as her master still legally owned them.

Thankfully, God led Sojourner to the farm of Isaac and Maria Van Wagenen, who offered her and her child shelter. In fact, when her owner came looking for her, they offered him \$20 to retain her services until the date of New York emancipation. He agreed and left, but his anger caused him to do yet another terrible thing.

With slavery almost ended, it was illegal for New York slave owners to sell their slaves out of state, but he still sold Sojourner's five-year-old son, Peter, to someone in Alabama. Learning her son was sold out of state no doubt hurt Sojourner, so she took action. With the help of the Van Wagenens, she filed a lawsuit against her previous master. It took many months, but the courts eventually ruled in her favor. Young Peter was returned, but not before suffering abuses at the hands of his master in Alabama. In 1828, Sojourner Truth became the first African American woman to successfully take legal action against a white man.

The Van Wagenens did not have to help Sojourner, but they did. Why do you think they spent so much

money and time to help an escaped slave? What Christlike traits did they show by welcoming Sojourner and her child?

[Answers may include charity, compassion, love, and kindness.]

The Van Wagenens not only helped save Sojourner from slavery but also taught her about Jesus. She experienced a spiritual awakening that changed her into a devout Christian. That was part of the reason why she moved to New York City in 1829 to work for one preacher, then another. Finally, in 1843, she felt called to speak the truth when she became a Methodist. That was when she changed her given name of Isabella to Sojourner Truth. She felt called by the Lord both to spread His Word and to help end slavery across the country.

The next year, she joined the Northampton Association of Education and Industry. The organization focused on women's rights, pacifism, and the abolition of slavery. The organization was how she met influential abolitionists, including David Ruggles, William Lloyd Garrison, and Frederick Douglass. Inspired by these meetings, she started working with a friend, Olive Gilbert, to write her memoirs. She could not write, so she dictated her story and Olive wrote it down. William Lloyd Garrison published her book, *The Narrative of Sojourner Truth: a Northern Slave*.

The sales of that book and some of her photographed portraits helped her buy and later pay off a home for \$300. She also took part in a lecture tour and then headed to an Ohio Women's Rights convention in May of 1851.



It was there that she made her famous speech, now called "Ain't I a Woman?" Her speech was not written ahead of time; instead, she composed it on the spot in response to other speakers.

Sojourner continued to give speeches and push for the end of slavery. When the Civil War started, she helped the Union Army recruit soldiers. She wrote and sang a song called "The Valiant Soldiers" for the 1st Michigan Colored Regiment, some of whom were also escaped slaves.

Her work for abolition and the Union were important enough for her to get invited to the White House to meet Abraham Lincoln in October 1864. While she was there, she sat on streetcars to help desegregate them.

Around the year 1857, she sold her home and other possessions to move to Battle Creek, Michigan. She continued to work for social justice and equality and advocated for women's rights. She even tried to vote in the 1872 election.

She died at home in Battle Creek on November 26, 1883, survived by children and grandchildren. She is remembered as a powerful force for abolition and a devout Christian who once reminded Frederick Douglass to have faith in God.

### □ Booklet Activity

**Take out or copy the pages at the end of this lesson to create a booklet, "Influential African American Abolitionists." Help the children assemble the booklet by cutting along the dashed lines, folding the half sheets along the dotted lines, stacking them (the pages do not go in any particular order, but make sure they are all upright), and stapling very near the folded edge. Note: The white half sheet should be discarded. Then read through the booklet together.**

### □ Unit 3 Read-Aloud

## Ellen and William Craft

Ellen and William Craft were both born in Georgia in the 1820s. Ellen was at least 3/4 European, which made her very light-skinned. That later helped her and her



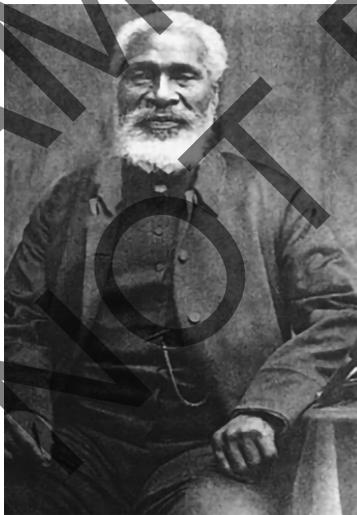
husband escape slavery. They met in Macon and got married. They escaped slavery to start a free family. She dressed as a white man, and William posed as her slave. They simply boarded a first-class train. They used William's earnings from work to buy her clothes and make travel arrangements. She wore her arm in a sling to cover her inability to write and pretended to be sick to hide her lack of education. They eventually boarded a steamship that brought them to Philadelphia, where they arrived on Christmas Day in 1848.

The two later traveled, telling stories about their escape. When the Fugitive Slave Act passed in 1850, their former owner sent bounty hunters after them. The local community helped them hide. Eventually, President Millard Fillmore authorized military force to catch and return them, so they escaped to England, where they lived for 18 years, received an education, and had five children. They even published a book, *Running a Thousand Miles for Freedom*.

# Influential African American Abolitionists

## Josiah Henson

Josiah Henson was born into slavery in 1789 but lived to see it abolished after the Civil War. He lived in Maryland, where he saw his father whipped for 100 lashes before part of his ear was cut off and he was sold to another slaveholder. Josiah himself was sold as part of an estate sale and separated from his family. As an adult, he escaped with his wife and four children via the Underground Railroad to what we now call Ontario. Later, he was a conductor on the Underground Railroad, leading over 200 escaped slaves to freedom in Canada.

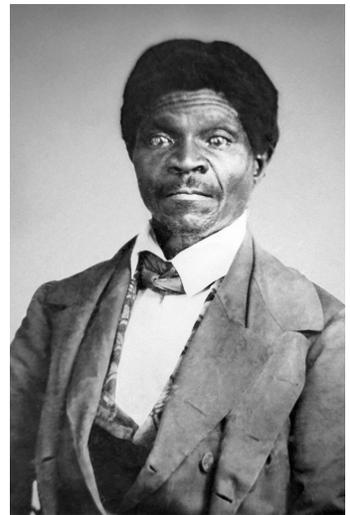


He founded a black settlement in Canada by buying 200 acres with a couple of other settlers. He also became a Methodist preacher and a touring abolitionist lecturer. Many people believe his memoir inspired Harriet Beecher Stowe's eponymous character in *Uncle Tom's Cabin*. He died in 1883.

## Dred Scott

Dred Scott was born a slave in Virginia around 1799. He was sold as an adult man after at least one previous escape attempt. While traveling with his owner, he met and married a slave named Harriet Robinson in Wisconsin. The wedding was officiated by his wife's slavemaster, and she joined Scott's household.

He and his wife had two daughters and two sons. Scott wanted to free his family, so he tried to purchase their freedom. When his slavemaster refused, he filed a lawsuit against her, which eventually went all the way to the U.S. Supreme Court. Unfortunately, the case of *Dred Scott v. Sandford* didn't go in his favor. The court ruled on March 6, 1857, that slaves descended from other black slaves were not actually United States citizens; they were private property. The Scotts were sold to another family, who eventually freed them. Dred Scott only lived as a free man for about a year before dying in September of 1858.



## Sojourner Truth

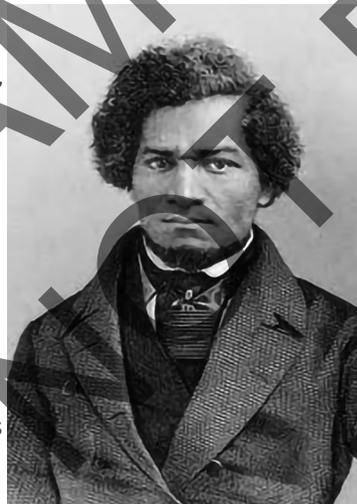
Sojourner Truth was born a slave in rural New York some time around 1797. As a child, she didn't even speak English, only Dutch. Sojourner was sold multiple times as a child. She was denied marriage to her first love and forced to marry another man. She eventually escaped slavery by walking to a nearby abolitionist's home. She later sued her former owner for illegally selling her son, making her the first black woman to successfully sue a white man.



Later in life, she toured and gave speeches about the abolition of slavery and later, women's suffrage and the evils of capital punishment. She also dictated a memoir that is still popular today and met Abraham Lincoln in October of 1864. She died at home in 1883.

## Nat Turner

Nat Turner was born on October 2, 1800, in Virginia, which makes his story unusual, as many slaves did not know their actual birthdays. Some people believe his father was a Native American, a Nottoway who may have escaped slavery. Despite being a slave, Nat learned to read and write. He felt drawn to scripture, and he often fasted, prayed, and read the Bible. He believed he received messages from God that told him to run away when he was 22 and then other messages that compelled him to return to slavery.



A solar eclipse visible in February of 1831 looked to him like a black man's hand over the sun, which made him believe it was time to rebel against slaveowners. He recruited other slaves and freed blacks. Eventually, around August 21, 1831, they rebelled. They went from house to house, freeing other slaves and killing the slaveowners there. They killed about 60 people before the local militia stopped the rebellion. Nat hid in the woods for the next two months. He was eventually found, tried, and convicted. He was executed by hanging in 1831.

## Norbert Rillieux

Norbert Rillieux wasn't born a slave, but he was born the son of a former slave on March 17, 1806. He was born into a wealthy Creole family in New Orleans, giving him more opportunities, such as an education and other privileges not common among even free black men. He went to Paris for his higher education, and he eventually became an applied mechanics teacher.



Norbert used his intelligence and education to create an improved method for refining sugar, which helped turn sugar into a common household item. He created a machine that used a vacuum chamber, which drastically reduced the manual labor and risk of burns for slaves who worked in sugar refining. He also helped quell an outbreak of yellow fever in New Orleans by engineering a plan that reduced the mosquito population. He died on October 8, 1894, at the age of 88.

## Henry "Box" Brown

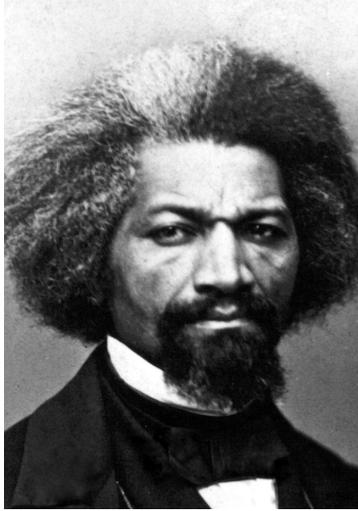
Henry "Box" Brown was born on a Virginia plantation in 1815. He was sold to a slaveowner he found to be kind and decent. He married a slave woman named Nancy, and they had three children. During this time, Henry worked at a tobacco factory and rented a house for his family. He paid the man who owned his wife so that she could stay with him. That man betrayed Henry by selling his pregnant wife and three children to someone else.

Henry began saving his money. On March 23, 1849, Henry gave himself a terrible sulfuric acid burn to get the day off of work. He paid \$86 to have Adams Express Company pick up and ship a wooden box that was 3' x 2'8" x 2'. The box was labeled dry goods, but it was Henry who was inside. The shippers delivered him to a Quaker merchant after 27 hours of travel. When the box was opened, Henry climbed out and sang a psalm from the Bible. He became a speaker for the Anti-Slavery Society, though he moved to England after the passage of the Fugitive Slave Law of 1850. He died in Toronto on June 15, 1897.



## Frederick Douglass

Frederick Douglass was born a slave in Maryland sometime around February 1818. He barely knew his mother, who died when he was about ten. He was later given to a relative of his previous slaveowner, who was kind to him because he was a child. She taught him the alphabet but later tried to prevent him from reading, even the Bible. He taught himself to read and write. He even taught other slaves to read and write when he was sent to a plantation to work.



When he fell in love with a free black woman, Anna Murray, he decided to escape slavery. He did so on September 3, 1838, by train and boat. It took him about one day to travel to the safety of New York City. Frederick married Anna and became both a preacher and an eloquent lecturer against slavery. His autobiography sold thousands of copies and exposed the evils of slavery. He also advocated for women's rights, as well as abolition. He died from a heart attack on February 20, 1895.

## Biddy Mason

Bridget "Biddy" Mason was born into slavery in Mississippi on August 15, 1818. She was sold away from her parents at a young age but thrived as a young woman. She learned agricultural skills and herbal medicine, while also giving birth to three children. She eventually traveled west with her slaveowners toward Utah. They were later sent to California as missionaries, but Bridget's owners still refused to free her, despite the protests of locals and her owners' church leaders, and despite the Compromise of 1850, which made it illegal for her owners to keep her.



It wasn't until January 21, 1856, that the courts officially freed her and her family. She worked as a nurse and midwife and became one of the first black women to own real estate in Los Angeles. She even risked her life to help people during a smallpox outbreak. She was also a founding member of the first black church, the First African Methodist Episcopal Church, in Los Angeles. She died on January 15, 1891.

SAMPLE  
NOT FOR

## Harriet Tubman

Harriet Tubman was born around 1822 in Maryland. She was mistreated and forced to work hard labor as a child, even after she suffered a head injury that left her with seizures for the rest of her life. She eventually escaped slavery with two of her brothers in 1849. They lost their courage, so she helped them return home and then made the trip to Pennsylvania, about 90 miles, on her own. Over the next few years, she would make about 19 more trips and free at least 300 slaves.

She earned the nickname “Moses of her people” for her role as one of the most famous and active conductors on the Underground Railroad. During the Civil War, Harriet scouted for and then led a mission against plantations in the Combahee River area, which freed more than 750 slaves. After the Civil War, she advocated for women. She eventually died of pneumonia in 1913.



## William Still

William Still was born in New Jersey on October 7, 1821. He was the youngest of eighteen children in his family. His father had paid for his own freedom, and his mother was an escaped slave from Maryland. William was born a slave under federal law, but was free under New Jersey law. Only his two oldest brothers lived as slaves. One of his brothers was whipped to death. The other eventually escaped.

In 1847, he started working as a clerk for the Pennsylvania Anti-Slavery Society. He helped with the rescue of Jane Johnson, as well as other slaves who wanted to choose freedom when their slaveowners brought them into the state, as was their right under Pennsylvania law. He became known as the “Father of the Underground Railroad” for helping as many as 800 slaves reach freedom. He interviewed these people. He also worked with Underground Railroad operators across the South.

In 1872, he published *The Underground Railroad Records*, while also running successful businesses and engaging in philanthropic efforts. He even built an orphanage and the first YMCA for African American youth in Philadelphia. He died on July 14, 1902.



SAMPLE COPY  
NOT FOR SALE

## Lesson 39

# CIVIL WAR: OVERVIEW & GEOGRAPHY

### EXTRA ITEMS NEEDED

None

#### Read to the children:

Disagreements about slavery, development, infrastructure, taxes, and the economy all contributed to the great division between Northern and Southern states in the 1800s. As opposition to slavery increased in the North, the South became increasingly frustrated with the meddling of those they perceived as “outsiders” to their culture and customs. Abraham Lincoln is remembered by many as one of the best presidents, if not the single most important one. However, his election set into place a chain of events that would result in the most bloody domestic conflict the United States has experienced: the Civil War.

Play audio recording [Lesson 39 \(Year 4\)](#) or read the script.

#### Map Activity

Have the children look at “The Civil War Map” on page 41 of *Maps & Images: Year 4*. Observe with the children the Union States, the Confederate States, and the Territories. Note the dates of the Civil War. Keep the map available as you continue the lesson.

#### Read and discuss the following review questions:

1. Abraham Lincoln became a household name by holding debates with Stephen A. Douglas where they discussed, among other things, slavery and its legality in new states. Lincoln’s stance on slavery angered the southern states whose economies depended on slavery. Although Lincoln didn’t win the vote in any of those states, he still won the

Presidency. How did states in the South respond to Lincoln’s election? [Seven states including South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas seceded from the United States before his inauguration and formed the Confederate States of America.]

2. The states that seceded from the United States understood that on their own they could not withstand an attempt by the United States to reclaim them. That was one of many reasons why the states that seceded formed the Confederate States of America, also called the Confederacy. Which states were part of the Confederacy? [South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas were the original seven, and they were later joined by Virginia, Arkansas, Tennessee, and North Carolina.]

3. The Confederacy quickly took steps to establish itself as a legitimate country. Leaders from the Southern states met in Montgomery, Alabama, where they created the Constitution of the Confederacy. They created their own force of representative democracy and elected Jefferson Davis as President. Montgomery briefly served as the capital city, but later Richmond, Virginia, became the capital. Who were the Presidents of the United States and the Confederate States during the Civil War? [Abraham Lincoln was President of the United States, and Jefferson Davis was President of the Confederate States.]

4. The states in the North, as well as new territories in the West and several boundary states, remained in the United States, also referred to as the North or the Union when discussing the Civil War. Which states were part of the Union or United States during

the Civil War? [There were 23 Union states, including California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wisconsin.] Nevada and West Virginia were both admitted as states of the Union during the Civil War.

5. Secession was the reason for the Civil War, but fighting did not start until Confederate forces attacked Fort Sumter, a Union military fort in South Carolina. Although there was a brief battle, the Union surrendered. Confederate forces took control of the fort, and Abraham Lincoln soon requested troops. What was the date and location of the first Civil War battle? [Fighting in the Civil War started when Confederate forces attacked a Union fort in South Carolina, called Fort Sumter, on April 12, 1861.]
6. The biggest battles of the Civil War include the First Battle of Bull Run, the Battle of Antietam, the Battle of Gettysburg, the Battle of Fredericksburg, and the Overland Campaign, which culminated in a siege of Richmond, Virginia. There were also hundreds of smaller battles and thousands of skirmishes. How many battles were there in the Civil War? [There were more than 8,000 total small battles, skirmishes, and incidents of violence related to the Civil War. Most scholars put the number of major battles at around 50, with another 100 that were very significant to the outcome of the Civil War.]
7. After four years of fighting, the Confederacy was no longer able to continue fighting. The Union blockade had led to a lack of supplies. They couldn't replace their fallen soldiers as easily as the Union Army could. Eventually, the Union Army pursued General Robert E. Lee's Confederate forces through Virginia. Lee surrendered to the Union general Ulysses S. Grant at the Appomattox Courthouse on April 9, 1865, signaling the end of the war. When did the Civil War officially start and end? [The Civil War started on April 12, 1861, and ended on April 9, 1865.]

8. The Civil War devastated the North American economy. It left at least 620,000—possibly as many as 850,000—people dead. However, the United States successfully regained control over the states that had attempted to secede. Who won the Civil War? [The North, also called the Union, won the Civil War. The Confederate States of America never became a recognized country and are still part of the United States.] How many soldiers died in the Civil War? [Because of the huge death toll, it was impossible to count every person who died. Estimates are that between 620,000 and 850,000 soldiers died in the Civil War.]

### ☐ Key Figures in the U.S. Civil War Activity

Cut out the boxes on the following page and lay them out in random order. Have a child choose a box, read the information aloud, and paste it under the appropriate heading on the page titled, "Key Figures in the U.S. Civil War" on the last page of this lesson. Offer help as needed. Repeat with each box until all the boxes have been read and pasted into place.

**Answer key:** *Union/United States:* Abraham Lincoln, Ulysses S. Grant, George B. McClellan, David G. Farragut, William Tecumseh Sherman; *Confederacy:* Jefferson Davis, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, Franklin Buchanan, Nathan Bedford Forrest

### ☐ Unit 3 Read-Aloud



A frieze sculpted onto the Pension Building (now the National Building Museum) in Washington, D.C., by Caspar Buberl, in memory of Civil War soldiers

**Abraham Lincoln**

President of the United States and  
Commander in Chief

**Jefferson Davis**

President of the Confederate  
States and Commander in  
Chief

**Ulysses S. Grant**

General who secured the  
Confederate surrender and later  
became a U.S. President

**Robert E. Lee**

Confederate General whose  
surrender ended the Civil War

**George B. McClellan**

General who helped organize  
the Union Army

**Thomas Jonathan  
"Stonewall" Jackson**

Confederate General famous for  
holding his line in battle who died  
during the Civil War

**David G. Farragut**

Union Admiral who commanded  
the Gulf Blockading Squadron

**Franklin Buchanan**

Admiral of the Confederate Navy  
who was taken as a prisoner of  
war

**William Tecumseh Sherman**

Union General who retook the  
city of Atlanta

**Nathan Bedford Forrest**

Confederate Lieutenant General  
who later became a notorious  
leader of the extremist group, the  
Ku Klux Klan

## Key Figures in the U.S. Civil War

Union/United States



Confederacy



SAMPLE ONLY  
NOT FOR USE

## Lesson 40

### CIVIL WAR: THE SECESSION AND THE UNION BLOCKADE

#### EXTRA ITEMS NEEDED

None

#### Read to the children:

In our last lesson, we learned a basic overview of what started the Civil War and what happened during the Civil War. Today, we're going to dive a little deeper into the early days of the Civil War, including the secession of the South. Do you remember what secession means? [Secession involves formally withdrawing from a larger membership of government, such as a state leaving the United States of America.]

Many political differences, including disagreements about slavery, led to a divide between the North and South in the United States. In the more industrialized North, slavery was largely illegal. The economy in the South, however, was still largely agricultural. It depended on plantations, and the plantations depended at the time on slaves.

As laws and culture both began to focus more on the injustices of slavery, the South grew increasingly frustrated with Northern interference. The slow simmer of resentment eventually erupted into the full rolling boil of secession. It was the election of Abraham Lincoln that spurred the first seven states of the Confederacy to leave the United States.



Lincoln had never been quiet about his personal opposition to slavery. That angered the Southern states, many of which did not support his election at all. It only took a little over two months from the date of the 1860 election for seven states to pass legislation that formalized their secession.

South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas all decided to leave the United States. They formed the Confederate States of America, also called the Confederacy. The government in the United States viewed the act of secession as illegal.

All the states had ratified the federal Constitution. That means they agreed to abide by certain rules, like the process of elections. Do you think it was fair for the United States to deem secession illegal? How do you think the world would be different today if Abraham Lincoln had recognized the Confederacy instead of declaring it illegal? **Pause for answers.**

Because Lincoln and the United States government did not view the Confederacy as legitimate, the country took action. Abraham Lincoln's first step was to try to use his skill in public speaking to win the South back over. During his first inaugural address, Lincoln pleaded with the South, saying, "We are not enemies, but friends. We must not be enemies."

Unfortunately, the Confederacy had only begun to push back against the Union. The Confederacy decided to move to eject Union forces from their territory. Fort Sumter, located near Charleston, South Carolina, was attacked by the Confederate States Army. There was a battle that lasted overnight from April 12 to 13 in 1861, ending with the surrender of the Union Army.

It was the battle at Fort Sumter in Charleston Harbor that convinced several border states to join with the South in seceding. Lincoln called for 75,000 volunteers to join the Army. He expanded his powers as Commander-in-Chief and began to formulate a strategy for the Civil War.

One of his first moves was to order a blockade. While the United States did not recognize the Confederacy as legitimate, there was concern that other countries would sympathize with them. The Union Blockade involved sending boats to prevent trade in Southern harbors, which reduced the potential power of the Confederate States. It also prevented other countries from becoming involved in this domestic conflict.

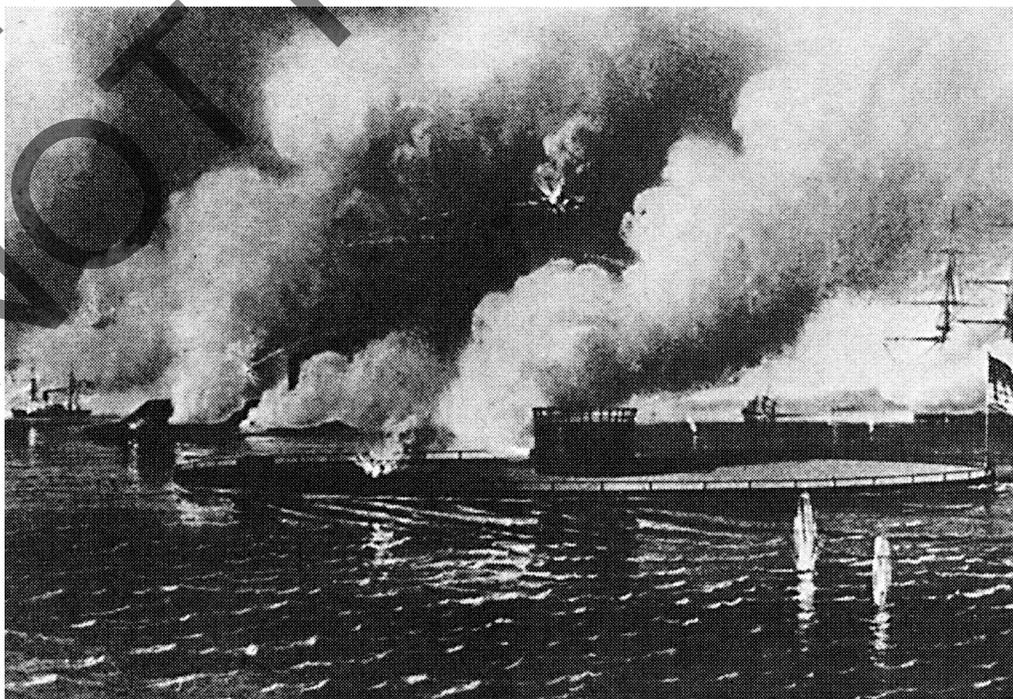
The blockade meant Confederate farmers had no way to sell their cotton outside of their region. It also meant they had trouble obtaining supplies, like weapons, from other countries. Several countries, including Brazil, Great Britain, and Spain, declared the Confederacy at fault. Other countries took intentional positions of neutrality. With a

powerful Navy, the Union was able to prevent the vast majority of ships from entering or exiting major Confederate ports.

Some ship captains attempted to slip through the blockade. These ships had to move very quickly. The captains risked losing all of their cargo or even the ships themselves as a result of their actions. Despite the risk, some ships successfully ran through the Union blockade for the duration of the Civil War. Many others were caught while trying.

Look at the photograph at the bottom of this page. This is one of the most famous battles during the Union Blockade of the Civil War. The Union ship, *U.S.S. Monitor*, and the Confederate ship, *C.S.S. Virginia*, were both ironclad steamboats that battled for four hours, just a day after the *C.S.S. Virginia* had sunk two Union ships and run another aground. The *Virginia* and the *Monitor* circled one another and fired cannon balls until the *Virginia* pulled out of the battle. Neither ship suffered serious damage, but the battle ended the reign of terror that the *Virginia* had been wreaking on the Union ships.

- Have the children complete Lesson 40 in their Student Explorers.
- Unit 3 Read-Aloud



# Lesson 47

## UNIT REVIEW

### EXTRA ITEMS NEEDED

None

### □ Read to the children:

One of the practices that set the United States apart from other countries in the 19th century was the institution of slavery. In Europe, activists had already begun working to end the transatlantic slave trade and domestic slavery.

William Wilberforce and John Newton both played a critical role in ending Great Britain's involvement in the slave trade. Wilberforce helped create and pass the Slave Trade Act, and John Newton was a former slave trader who wrote about his experiences and eventually wrote the classic song we now call "Amazing Grace."

Given that the British Empire stretched from the British Isles all the way around the world to India, ending direct British involvement in slavery was an important and dramatic moment. In fact, the United States eventually followed suit.

The international slave trade did end, which meant no new slaves were brought to the United States, but that did not end slavery. Why was the United States slavery system different than in other countries?

#### Pause for answers.

The sad truth is that the United States approached slavery in a different manner than other countries. Slavery was considered lifelong, and any children born to an enslaved mother would become slaves as well. This meant that even though new slaves were no longer brought to the United States, there were still many people living in slavery in the United States. Disagreement about the slave trade would eventually lead to the Civil War.

What were the two sides of the Civil War called? [The United States, also called the Union or the North, fought against the Confederate States of America, also called the Confederacy or the South.]

The Civil War is one of the most influential events in American history. It left profound scars on the psyche of the American public and forever changed the country's economy and policies. Although there were several reasons the southern states decided to secede from the United States originally, slavery definitely played a critical role.

Do you remember which side of the Civil War wanted to continue slavery and which side wanted to end it?

[The South, also known as the Confederacy, wished to continue the institution of slavery. The North viewed the secession of the South as illegal and wanted to end slavery.]

Sometimes, a seemingly simple event like an election can have unexpected results. That was certainly the case for the election of Abraham Lincoln in 1860.

What was the political consequence of Lincoln's election? [A number of states, starting with South Carolina, seceded from the United States after Lincoln's election.]

Seceding from the United States meant formally leaving the country, but the North did not recognize the right of the states in the South to leave the United States. That disagreement did not stop the South from forming its own country. What was the name of the country that the southern states formed prior to the start of the Civil War? [The southern states formed the Confederate States of America, a democratic Republic.]

Formed in 1861, the Confederate States of America was a short-lived country never recognized as legitimate by either the United States or any other major world power. Although the country elected

officials, including its President, Jefferson Davis, it could not negotiate with other countries to have them recognize its sovereignty.

Lincoln took strategic control of certain aspects in the Civil War, including the establishment of a blockade around southern ports. That blockade meant that southern ships could not leave and ships from other countries could not dock in southern ports. They were either turned away by the United States Naval presence in the area or redirected to ports controlled by the United States. Not only did this leave the Confederacy vulnerable without allies, it also affected their ability to trade and obtain supplies for the war.

However, that was only an issue later in the Civil War. Early in the war, the South was confident that it would overcome the opposition by the United States to its sovereignty. In fact, they were the ones that first took military action against the United States. The Civil War officially started when Confederate forces attacked the United States military at Fort Sumter on April 12, 1861. Shortly after the Confederacy seized control of the fort near Charleston, South Carolina, and routed the Union's forces, Abraham Lincoln called for 75,000 volunteers to serve in the United States military. Soon enough, the Union and the Confederacy were actively at war.

One of the first major battles of the Civil War took place in Manassas, Virginia. The First Battle of Bull Run was an important lesson to the United States. Previously, people assumed that the war would only last a few months and that the South would be easy to defeat. However, the Confederate soldiers proved to have intense fighting spirit at the First Battle of Bull Run.

That battle is where General "Stonewall" Jackson made his name by encouraging his troops to hold their ground like a stone wall. It is also where the legend of the Rebel Yell first developed. Confederate soldiers screamed and shouted as they attacked Union forces, inspiring fear in their opponents.

However, for all of their enthusiasm, the South was outnumbered. The United States Army had more than

two million soldiers who fought during the Civil War, while the Confederate Army had only about 750,000. The Union also had the strategic advantage of more industrial facilities and the ability to engage in international trade. As the war wore on, southern farmers struggled with their inability to sell their cotton and other crops. The Confederate Army had a difficult time dealing with the lack of weapons, food, clothing, and other important supplies.

The South was still quite dependent on slavery even during the Civil War. In order to reduce their overall support and strengthen the Union, Abraham Lincoln used his executive power as President to issue the Emancipation Proclamation. Issued on September 22, 1862, effective as of January 1, 1863, the Emancipation Proclamation freed the slaves in the Confederate territories actively in rebellion.

This was a politically smart move, as it reduced support for the South without alienating the border states like Maryland and Kentucky, which never officially left the United States during the Civil War but were still allowing people to own slaves.

Thankfully, slavery was ended in all states across the country with the ratification of the 13th Amendment. It was ratified by enough states to take effect on December 6, 1865, which was well after the official end of the Civil War.

What battle is considered by many to be the turning point in the Civil War? Pause for answers.

The Battle of Gettysburg was a critical moment in the Civil War. It took place in July of 1863, which is roughly halfway through the war. It also marked the end of the Confederate attempt to move forces into the North.

Southern troops looking to connect with supply lines ended up crossing paths with Union soldiers outside of town on July 1, 1863. The Confederate soldiers successfully led an attack against the Union soldiers, who had to retreat. The battle then continued for two more days, at which point it became clear that the Confederate side had lost. They retreated, never to regain the ground they lost or recover from the deaths of so many soldiers.

Months later, Abraham Lincoln gave one of his most famous speeches, the Gettysburg Address, at the site of the battle as part of a ceremony, turning it into a memorial for the fallen soldiers. However, there were still many more battles in the Civil War. In fact, fighting lasted almost two more years until the day Confederate General Robert E. Lee finally surrendered to Union General Ulysses S. Grant at the Appomattox Courthouse on April 9, 1865.

Abraham Lincoln was assassinated on April 15, 1865, which was also Good Friday. While attending a theater show, John Wilkes Booth shot President Lincoln in the back of the head. His vice president, Andrew Johnson, then became President. That left him in charge of the Reconstruction of the South.

**What was the Reconstruction? Pause for answers.**

The Reconstruction was an attempt by the United States to rebuild the damage in the South caused by the Civil War. It also helped African Americans start asserting their rights in the South and assisted in the development of economic systems not dependent on slavery. Despite the best intentions of those involved in the Reconstruction, it was a slow process with many problems.

Those problems included Southern states choosing to pass new laws that restricted the rights and freedoms of African Americans. These laws, sometimes called Jim Crow laws, did everything from creating segregation of schools to making it impossible for African Americans to register to vote.

Some people in the South went so far as to become violent, joining militias and groups like the Ku Klux Klan, whose main purpose was to terrorize and oppress African Americans. Although the federal government did crack down on these militias and hate organizations, for many years no action was taken on Jim Crow laws. These issues would give rise to the Civil Rights movement in the 20th century, which we are going to learn about in our next unit.

**Review Activity**

**On the page at the end of this lesson, cut out the boxes with major Civil War Era events. Have the**

**children match the boxes to the description on the page titled “Major Civil War Events.”**

*Answer Key:*

*Lincoln Elected President—This political victory for Lincoln on November 6, 1860, inspired Southern states to secede.*

*The Battle of Fort Sumter—The Civil War officially started with this battle on April 12–13 of 1861, when Confederate forces attacked a Union fort in South Carolina.*

*The Battle of Bull Run—This was the first major battle of the Civil War on July 21, 1861. It was a Confederate victory.*

*The Battle of Gettysburg—This Pennsylvania battle was a turning point in the Civil War and took place from July 1 through 3, 1863.*

*The Union Blockade—Lasting from April of 1861 through the end of the war, this strategy cut the Confederacy off from other countries and trade.*

*The Appomattox Courthouse—This was the location of Robert E. Lee’s surrender to Ulysses S. Grant on April 9, 1865.*

*Lincoln’s Assassination—In this tragic event, President Lincoln was shot by John Wilkes Booth on April 15, 1865, after the formal end of the Civil War.*

*The Emancipation Proclamation—Effective as of January 1, 1863, this executive order from Lincoln ended most slavery in the Confederacy.*

*The Thirteenth Amendment—Ratified on December 6, 1865, this change to the Constitution ended slavery across the United States.*

*The Reconstruction Period—Lasting from during the war (1863) through 1877, this was an effort to help rebuild the South.*

**Play “History Houses” if time allows.**

**Finish the Unit 3 read-aloud.**

This political victory for Lincoln on November 6, 1860, inspired Southern states to secede.

[Empty box for answer]

The Civil War officially started with this battle on April 12-13 of 1861, when Confederate forces attacked a Union fort in South Carolina.

[Empty box for answer]

This was the first major battle of the Civil War on July 21, 1861. It was a Confederate victory.

[Empty box for answer]

This Pennsylvania battle was a turning point in the Civil War and took place from July 1 through 3, 1863.

[Empty box for answer]

Lasting from April of 1861 through the end of the war, this strategy cut the Confederacy off from other countries and trade.

[Empty box for answer]

In this tragic event, President Lincoln was shot by John Wilkes Booth on April 15, 1865, after the formal end of the Civil War.

[Empty box for answer]

Effective as of January 1, 1863, this executive order from Lincoln ended most slavery in the Confederacy.

[Empty box for answer]

Ratified on December 6, 1865, this change to the Constitution ended slavery across the United States.

[Empty box for answer]

Lasting from during the war (1863) through 1877, this was an effort to help rebuild the South.

[Empty box for answer]

# Major Civil War Events

This was the location of Robert E. Lee's surrender to Ulysses S. Grant on April 9, 1865.

[Empty box for answer]

**Lincoln Elected President**

**The Appomattox  
Courthouse**

**The Battle of Fort Sumter**

**Lincoln's Assassination**

**The Battle of Bull Run**

**The Emancipation  
Proclamation**

**The Battle of Gettysburg**

**The Thirteenth Amendment**

**The Union Blockade**

**The Reconstruction Period**

**SAMPLE ONLY  
NOT FOR USE**

# UNIT 4

*The Civil Rights Movement /  
Post World War II History*

SAMPLE ONLY  
NOT FOR USE



THE *Good* AND THE *Beautiful*

C U R R I C U L U M

# Lesson 48

## WOMEN'S SUFFRAGE

### EXTRA ITEMS NEEDED

None

**Play audio recording Lesson 48 (Year 4) or read the script.**

**Read and discuss the following review questions with the children:**

1. What does "suffrage" mean? [The right to vote in political elections.]
2. The woman's suffrage movement in the United States began with the Seneca Falls Convention in New York in 1848. The right of women to vote did not come easily. How long did it take for women to gain the right to vote after the woman's suffrage movement began: 10 years, 15 years, or 70 years? [70 years] That means that many women who fought diligently for women's suffrage never saw it in their lifetime, but others built on the great work that they did. Sometimes we do not see the results of the work we do in this life or realize the foundation we leave for other people to build on.
3. Was the right to vote the only right that women did not have? [No] Married women did not have the right to sign a contract, sue anyone, own their own property, or keep the money that they earned through employment or gained through inheritance. Women also did not have the same opportunities as men for education, wages, and jobs. Often, divorced women could not even keep custody of their children.

4. Who were some well-known abolitionists who also supported women's suffrage? [Examples include Sojourner Truth, Frederick Douglass, and Harriet Tubman.]
5. The United States did expand suffrage rights; Congress passed a law allowing African Americans to vote in the late 19th century. Unfortunately, this step didn't achieve the goals of many activists. What was the first voting rights Amendment passed? Why was it a disappointment for those advocating for women's suffrage? [The Fifteenth Amendment was the first voting rights Amendment. It did not include women.]
6. Enough states ratified the Fifteenth Amendment to make it official by February 3, 1870. While this was a huge improvement, women and suffrage activists felt disappointment about this Amendment. It extended rights only to African American men and not to women of any race or color. People call the 19th-century suffrage



*Susan B. Anthony*

efforts the first wave of the women’s movement. The second wave didn’t really begin until after the start of the 20th century. This second wave pushed hard for legal reform. It would eventually change the Constitution. Who was the first major party politician to support the suffrage movement? [Theodore Roosevelt openly supported suffrage as of 1912.]

7. The support of Theodore Roosevelt helped the women’s suffrage movement. That same year, activists planned major public action to help draw attention and support. Those efforts drew support and also caused anger in others. Some people even created an anti-suffrage political party. How did suffrage activists start calling attention to their work? [They engaged in nonviolent protests. There were massive marches. Some women traveled the country speaking. Others picketed outside the White House for 18 months.]

8. Britain was also working toward suffrage at the same time. In fact, one of the most influential activists started her career working in Britain. She then applied some of their tactics here in the United States. Alice Paul was part of the effort to picket the White House. She wanted to convince President Woodrow Wilson to take action. What legal consequences did Alice Paul face for her protests? [She was arrested and faced seven months in jail. When she organized a hunger

strike, doctors threatened to send her to an insane asylum and force-feed her.]

9. Newspapers detailed her ordeals, and these actions only encouraged the women’s suffrage movement further. Stories of their mistreatment helped bring national attention and support to the cause. In time, Congress did take action. What was the result of the suffrage movement in the United States? [Congress passed the 19th Amendment in 1919, and it was ratified in 1920.]

**Timeline Activity**

Have a child place the sticker titled “1920 19th Amendment: Women’s Suffrage” (from the Year 4 sticker sheet) on Page 5 of The Good and the Beautiful Timeline.

Page 5

<ul style="list-style-type: none"> <li>1860 Abraham Lincoln Becomes the 16th US President</li> <li>1861-1865 US Civil War</li> <li>1860s Oregon Trail is Widely Used</li> <li>1848 California Gold Rush begins</li> <li>1869 The Golden Spike</li> </ul>	<ul style="list-style-type: none"> <li>Mass Produced</li> <li>1917-1918 US Involvement in World War I</li> <li>1929-1939 US Great Depression</li> <li>1941-1945 US Involvement in World War II</li> <li>1920 19th Amendment: Women's Suffrage</li> </ul>	<ul style="list-style-type: none"> <li>1945 to 1989/1990s The Cold War</li> <li>1954-1968 US Civil Rights Movement</li> <li>1990s The World Wide Web</li> <li>September 11th Terrorist Attacks</li> </ul>
--	--	---

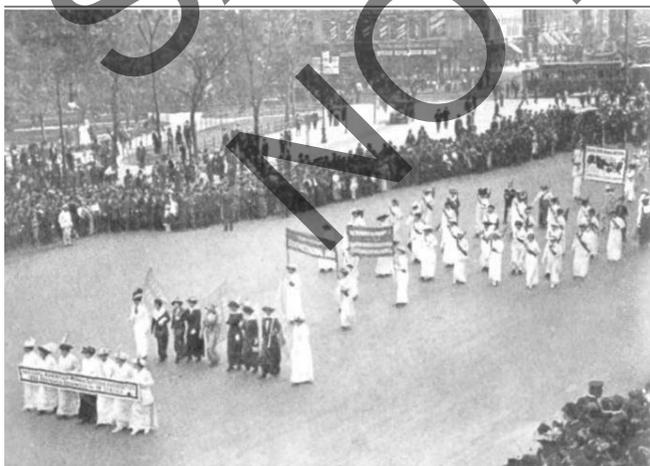
**Read and discuss the following with the children:**

To really understand an event and remember when it was and how it impacted our world, it is helpful to understand what else was going on in the world at the same time.

When was World War I (see the sticker in blue)? [1914–1918] When was the U.S. involved in World War I? [1917–1918] When was the Great Depression in the U.S.? [1929–1939]

Did Henry Ford begin mass-producing Model T Fords before or after women were granted the right to vote in the U.S.? [Before, in 1908]

**Begin the Unit 4 read-aloud.**



Suffrage parade in Washington, D.C., 1919

## Lesson 50

# THE BLESSINGS OF A CONSTITUTIONAL DEMOCRATIC REPUBLIC

**Due to the importance of this lesson, it is repeated with slight variation in each of the history courses (years 1–4).**

### EXTRA ITEMS NEEDED

None

#### Activity: Terms and Definitions

Cut out the seven boxes on the page titled “Forms of Government” included at the end of this lesson. Also, cut out the big square titled “Constitutional Democratic Republic” from the next page and set it aside for later in the lesson.

Read and discuss each of the five bigger cards. (Save the two smaller cards for later.) As the cards are read, lay them out side by side where the children can see them.

#### Read to the children:

Democracy means a government run by the people. In a democracy, people choose the leaders and the rules of the government through voting. The right to vote is very important. It allows the people to have a voice in official decisions and laws.

Not all democracies work in the same way. There are two main types of democracies: *direct democracies* and *representative democracies*.

**Place the Direct Democracy card below the Democracy card and read it together.**

There are some difficulties and dangers involved in a direct democracy.

What do you think may be difficult and dangerous about allowing every person to vote on every issue?

**Pause to discuss answers.**

There are many decisions made in every country every day. Imagine how hard it would be to vote on every major decision made in the country! To do it right, you would need to spend huge amounts of time researching every issue so you could vote correctly. It would be more than a full-time job. No person has the time to research every issue in a large country, and some issues can be very complex. If everyone was voting on every decision, many people would have to vote based on very little research or understanding of the issue. What do you think are the consequences of people voting on issues they do not fully understand?

**Pause to discuss answers.**

Another problem with a direct democracy is that it can lead to a mob mentality. That is a way of saying that people get emotional and don't make rational or morally right decisions.

Imagine that you and your friends play at a playground regularly, and you form a democracy. Each kid has a say in what happens. One day you notice that someone has taken the apple out of your lunch box. You and the other kids get together and vote to ban the person responsible. One friend says he saw Susie by your lunch bag, and he's pretty sure she took the apple. You and your friends then vote that Susie can't come to the playground anymore. Susie feels hurt and sad, and she leaves. Surprisingly, your sandwich disappears a little while later!

You learn that it wasn't Susie who took your apple when you see a scruffy dog eating your sandwich under a picnic table. Because everyone had strong emotions and opinions, they did not think calmly or rationally about their decision, nor was their decision an informed decision.

Things like this can happen to an entire country, with very sad results.

**Place the Representative Democracy card below the Democracy card and read it together.**

Representative democracy means that the people get to vote for the people who make the laws—someone to *represent* them. Those lawmakers then make choices based on the values and needs of their own community and the laws of the country. The people who go into politics are usually very good at understanding and creating laws. The Founding Fathers of the United States of America chose to create a representative democracy.

What do you think the benefits of representative democracy are? **Pause to discuss answers.**

Even a representative democracy has problems. After all, the representatives are humans who are flawed even if they have the best intentions. That is why there is one more word that describes the form of government in the United States. The U.S. does not just have a representative democracy; it has a *constitutional democratic republic*.

**Place the Constitutional Democratic Republic page by the cards and read it together.**

Without a constitution, even elected representatives can write bad laws. One group of people can decide to pass laws that hurt another group of people. It's easy to see that when we look back at the civil rights movement. For a long time, many lawmakers did not feel as if women were intelligent enough or informed enough to vote. It took decades and a lot of effort to reverse that way of thinking and those laws.

Similarly, even after African Americans were freed from slavery in the United States, some lawmakers in the South passed laws to restrict the rights and freedoms of African Americans.

African Americans went decades without being able to vote. Because they couldn't vote, they didn't have a voice in those unfair laws. Eventually, the government had to change the Constitution to end those unfair state laws. The Constitution guarantees certain rights to the individuals who live in the United States. Those rights include freedom of speech and the right to a voice in the government.

**Hold up one finger as you read:**

The U.S. Constitution protects individual rights.

**Hold up a second finger as you read:**

Democracy gives every citizen a voice.

**Hold up a third finger as you read:**

Representative government helps protect our community and country as a whole.

The Founding Fathers of the United States combined these three great ideas to create a free country. They wanted to design a nation that respected the God-given rights of individuals as guided by the Constitution, rather than respecting the wishes or whims of a particular group of people who might happen to be a majority.

Why do you think it would be a problem to have a government where you can elect people who are not restrained by a constitution? **Pause to discuss answers.**

It's important to understand that it is not "democracy" alone that protects people from tyranny. The key is following a constitution that protects God-given rights and limits the powers of leaders.

**□ Unit 4 Read-Aloud**

## Forms of Government

## Monarchy

a government that is ruled by a monarch (such as a king or queen)

- Monarchs generally rule for life.
- Most monarchies are hereditary. When the monarch dies, a son, daughter, or other relative takes his or her place.
- Monarchies are now rare, but they used to be very common.

## Dictatorship

a government in which a single individual or group has total rule with no restrictions

- Dictators take power by force or by misleading the people.
- Dictators are often unfair and cruel.

## Communism

an authoritarian government that controls an entire economy

- Resources are taken and redistributed to others.
- In many cases, people are told which jobs they must do and where they must live.
- Citizens are not in control of their own money.

## Oligarchy

a government that is ruled by a few

- The rulers are usually wealthy and powerful, and they use their power to increase their own wealth.
- Sometimes the oligarchy is a group of monarchs; sometimes it is a group of military leaders or another powerful group.

## Democracy

a government run by the people

- All the powers of government rest directly in the hands of the citizens.
- There are two main types of democracy: a direct democracy and a representative democracy.

## Direct Democracy

In a direct democracy, every citizen has the right to vote on all important decisions.

## Representative Democracy

In a representative democracy, citizens use their votes to elect representatives who make the laws.

## Constitutional Democratic Republic

- In a constitutional representative government, also called a constitutional republic, instead of voting directly about all decisions, people vote for others to represent them. The idea is that people should carefully choose their representatives, selecting men and women who have their same values and will follow the Constitution. These representatives can then take the time to really research and understand all the issues and go through a process of checks and balances so that the rights of all people are protected.
- In a constitutional democratic republic, if the elected representatives do not work hard, or if they vote in ways that the people do not like, the people, during the next elections, are then able to choose someone else to represent them. That is why it is important that each government position is only temporary and has limited powers.
- The United States is a constitutional democratic republic. U.S. citizens who have the right to vote have an obligation to understand the Constitution, keep track of what their representatives are doing, and elect only people who will follow the Constitution.
- The United States' constitutional democratic republic conducts elections in which all adult citizens are allowed to vote freely and fairly for people to represent them.

## Lesson 53

# THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT: PART 3

### EXTRA ITEMS NEEDED

None

#### Read to the children:

Our last two lessons were about the civil rights movement. First, we learned about how segregation started after the Civil War. We learned about how Southern states passed Jim Crow laws. We also learned about how civil rights activists worked to change those laws. Who was your favorite civil rights activist and why? **Pause for answers.**

Jim Crow laws developed the system of segregation. Some Jim Crow laws limited the rights of newly freed African Americans in the South. For example, some states required purposefully confusing reading tests for voters. Slaves could rarely read or write, so Southern states passed laws requiring a reading test to vote. Other states required African Americans to pay money to vote called a poll tax.

Some people made great attempts to challenge these unfair laws. An African American man named Homer Plessy filed a lawsuit to claim that segregation denied him his rights. Sadly, the court didn't agree. Their ruling simply required "separate but equal" social supports and systems. However, although things were separate, they were not equal. The famous lawsuit, known as Plessy v. Ferguson, was meant to end segregation. Instead, the Supreme Court upheld the idea of segregation in individual states. It would take more than 50 years to undo that 1896 ruling. That was the opposite of the intention behind the lawsuit and its many appeals.

Segregation limited access to basic socially funded services. That means African Americans couldn't enjoy the same parks, libraries, bathrooms, public transportation, and even schools as whites. Segregation made it harder for African Americans to break the cycle of poverty. It lowered the quality of their education.

In many places, schools and housing were fully segregated. Some townships and villages would not even let African Americans live there. Instead, they lived in nearby townships populated entirely by African Americans.

**Show the children the photographs of signs posted during the "separate but equal" period (included in this lesson).**

**Read to the children:**

How do these signs make you feel? How would you feel about being forced to use separate bathrooms, schools, theaters, restaurants, buses, and so on based on your eye color, your hair color, your skin color, your religion, your gender, or where your ancestors came from? **Pause for answers.**

Thanks to brave civil rights activists, it finally became clear that "separate but equal" was unfair, as well as damaging.

In 1948, President Harry Truman ended segregation in the military. That step helped inspire others to take action. Six years later, the groundbreaking Brown v. Board of Education ruled that educational segregation was unlawful.

However, it would take more than a federal court order to desegregate schools. People would have to enroll and send their children. The courts ordered the states to desegregate and integrate their schools. Still, many southern states refused to take action. That led to impressive efforts by very brave civil rights activists. The Little Rock Nine became internationally famous for their efforts. In 1957, they helped to desegregate a school in Arkansas.

These brave young adults chose to enroll at Little Rock Central High School. Then the governor actually prevented them from attending class. The Arkansas National Guard kept the students from entering the school on September 4, 1957. Images of what happened made national news. Many people spoke



up. President Dwight D. Eisenhower told the governor of Arkansas he had to follow the Supreme Court's ruling.

The President even sent the 101st Airborne Division to protect the students. He also made the Arkansas National Guard federal so that the governor could no longer control it and use it unlawfully.

The students still faced physical assaults and verbal abuse. One girl had acid thrown in her eyes. Most teachers and administrators did little about the abuse by other students.

Three years later, segregation in schools was still a problem. Six-year-old Ruby Bridges and her parents wanted to desegregate a school in New Orleans. Brave little Ruby faced threats and angry adults. She was also escorted by armed guards to school each day. Just like the Little Rock Nine, she remained steadfast. She successfully helped the school integrate.

Do you think it would be hard to study with other students bullying you so much? How can we be courageous like Ruby? Pause for answers.

It wasn't just schools that needed to desegregate. Countless businesses and services remained segregated. Some of the first major civil rights protests involved the Montgomery buses. Nonviolent protests were also used in other places. Boycotts, or refusing to work with a business, were popular.

Many businesses depended on the patronage of African Americans. Boycotting or picketing those businesses influenced these businesses to adopt better policies. Picketing could mean standing outside holding signs. It also meant keeping customers from going into the business or spending money there. **Show the children the photograph on this page.**

Similar tactics worked in diners and at lunch counters with segregated service. Some of these places refused to serve African Americans at all. By having sit-ins at these locations, African Americans challenged the status quo.

Many famous civil rights activists traveled to different locations. Martin Luther King Jr., Fannie Lou Hamer, and Malcolm X gave stirring speeches to inspire more activism. There were also massive marches to protest actions or inaction by the government. The civil rights movement took many years and cost many people



their lives. In the end, it did result in two important new laws.

The Civil Rights Act of 1964 was the first major victory. It banned segregation in public places, such as restaurants, parks, and courthouses. It also desegregated all schools and forbade employers from discriminating based on race, gender, or religion.

Then the Voting Rights Act of 1965 passed. It ensured that all citizens would have the right to vote. It banned intimidation and unfair voter literacy tests.

Today, we celebrate civil rights activists as part of Black History Month every February. We also name parks and streets after famous civil rights activists. It is important to understand the struggles of the civil rights movement. Countless people suffered to make our country a better and fairer place for everyone.

### Student Explorers

**Have the children complete Lesson 53 in their Student Explorers.**

### Unit 4 Read-Aloud

## Lesson 60

### TECHNOLOGY BOOM PART 3: MEDICAL ADVANCES

#### EXTRA ITEMS NEEDED

None

#### Read to the children:

So far, we have learned about technology for travel and communication. We also learned about the rise of computers and digital technology. Can you think of a very important area of science and technology that we haven't talked about yet? **Pause for answers.**

Today, we will learn about medical advances that have changed our world. We're first going to hear about the end of the summer for our friends and how medical technology will change their lives. Let's learn from Henry and Sarah one last time.

#### Play audio recording Lesson 60 (Year 4) or read the script.

#### Read and discuss with the children:

That was an incredible surprise, right? What a blessing for Aunt Sarah, Uncle Henry, and Lucy to bring an orphaned child into their home. With surgery and care, that little boy will recover from his birth defect and have a beautiful life full of opportunities! He has a cleft palate, which surgery can fix. Can you think of what kinds of technology play a role in surgery? [Examples include anesthesia, imaging, pain relief, sanitation, and plastic surgery/scar reduction technology.]

Long ago, surgery was a crude and dangerous process. Doctors cut into people without pain relief. They did not clean their tools properly or have medicines to help with infection. However, that has changed. In 1861, Louis Pasteur published research we now call **germ theory**. Now doctors know how important cleanliness is to avoid spreading disease.

Think about all the things you touch each day. When do you wash your hands? How does that help keep you safe? **Pause for answers.**

Modern anesthesia, developed by William T.G. Morton, made surgery easier, safer, and drastically less painful. Anesthesia blocks pain in parts of the body or renders the patient unconscious during the surgery.

Advances in surgery have also made it less invasive and much safer. Modern surgeons can safely operate on the human heart and brain, thanks in no small part to assistive technology, such as tiny cameras and robotic tools. Doctors also know how to operate without making people ill because of the work of great surgeons like Joseph Lister. He published a paper about surgical cleanliness in 1867 that made the process safer for everyone.

Other technology also helped in medicine. Some very cutting-edge technology that was not developed for human medical care nonetheless ended up changing medicine! Lasers are a perfect example.

Today, lasers are common devices, used for all kinds of manufacturing and even medical purposes. However, they didn't exist until 1960! Theodore H. Maiman built the first laser in 1960, and it has greatly improved over the decades. It has reduced the risk of injury caused by mechanical cutting devices in factories. Lasers are also used for surgeries and other procedures by doctors.

#### Acronym Activity

**Cut out the boxes at the end of this lesson. Read to the children:** Some of the most famous modern devices have long names, which get shortened into acronyms. Acronyms use the first letter of a word to make another word. Match the acronyms to the inventions they stand for.

### □ Read to the children:

Thanks to mass vaccinations, public sanitation, better nutrition, increased medical knowledge, and increased knowledge of the human body, people began living longer over the last century. Other forms of medical technology improve people's quality of life. Those who lose limbs can now have special prostheses or artificial limbs made. Some doctors can even make robotic arms and eyes that work in the human body!

3D printing is also a popular technology in medicine. Researchers have printed lenses for the human eye and even artificial hearts. In the future, it may be possible for doctors to 3-D print new organs for people with diseases like cancer or kidney failure.

New medicines are also discovered and developed all the time. From drugs that help people with breathing problems to pills that help people with stomach issues, there are many medicines that help people control the symptoms of different illnesses and diseases. All of these forms of technology improve our lives and help save people who get hurt or fall ill.

Medical researchers continue to learn more about contagious diseases and hereditary medical conditions. Contagious diseases spread through germs. Hereditary diseases come from our genes and our parents. Scientists are constantly developing new technologies to help diagnose and treat these conditions.

Our ability to fight infectious disease has also improved. The first antibiotic was penicillin, discovered in 1928 by Alexander Fleming. Now there are dozens of antibiotics, as well as antifungal and antiviral medicines that help people defeat infections.

There are also amazing medical advances in other areas. The ability to scan the human body and brain using magnetic resonance has made diagnosing people easier. The first MRI scan of a human took place in 1977, thanks to Raymond Vahan Damadian. Other imaging and diagnostic advances have also revolutionized medical care.

How do you think looking inside the human body could help doctors and patients? [They can see the

details of injuries, find cancer, diagnose illnesses and other conditions, etc.]

Can you think of at least one kind of medical technology you or someone you love has used in your life? **Pause for answers.**

All of the small medical advances have paved the way for incredible changes. In the less-than-a-century that has passed since World War II, modern medicine has improved by leaps and bounds. Diseases that were only barely diagnosable in the 1950s and 1960s now have impressive survival rates.

We are blessed to live in a time where we have technology that helps us stay in touch with family, travel quickly, and get the best medical care ever seen in the history of the world. It is important that we use these gifts to bless others around us as well.

### □ Student Explorers

**Have the children complete Lesson 60 in their Student Explorers.**

**Use the key below to help the children put the medical advances in the correct order.**

**1846:** Anesthesia, John Warren and William T.G. Morton

**1861:** Germ Theory, Louis Pasteur

**1867:** Surgical Sterility, Joseph Lister

**1895:** X-Ray, Wilhelm Conrad Roentgen

**1928:** Antibiotics, Alexander Fleming

**1960:** Laser, Theodore H. Maiman

**1977:** MRI, Raymond Vahan Damadian

□ **Discuss with the children what overall knowledge and wisdom they have gained from studying history—not about specific events or people, but what we learn from history about choices, God's hand in the world, the impact one person can make, etc.**

□ **Finish the Unit 4 read-aloud.**

**LASER**

**Light Amplification by Stimulated  
Emission of Radiation**

**SCUBA**

**Self-Contained Underwater  
Breathing Apparatus**

**RADAR**

**RADIO Detection And Ranging**

**LCD**

**Liquid Crystal Display**

**LED**

**Light-Emitting Diode**

**MRI**

**Magnetic Resonance Imaging**

SAMPLE FOR USE