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# HISTORY

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YEAR 3 - STUDENT EXPLORER



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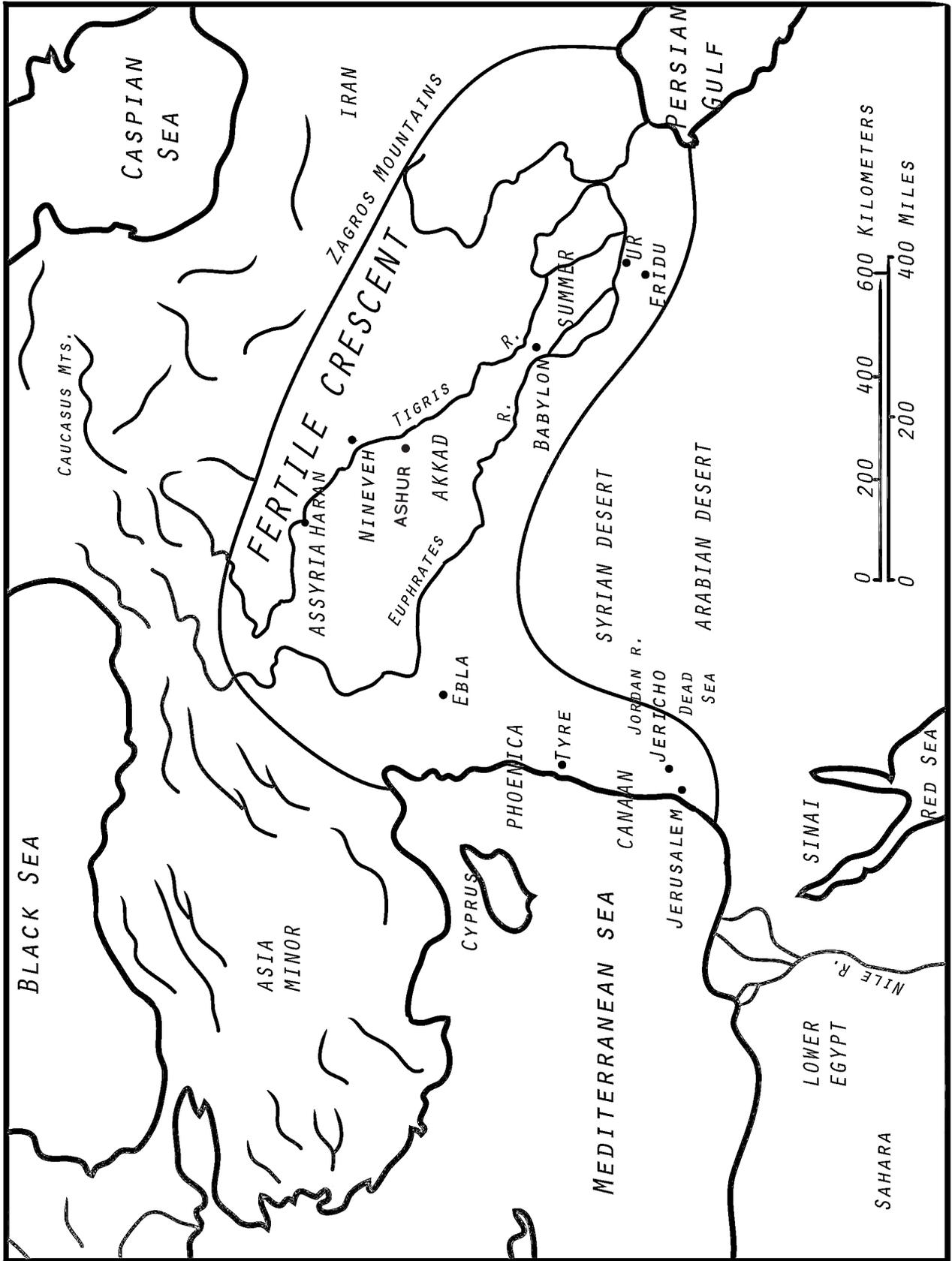
## GRADES 1-3

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# MESOPOTAMIA



Write and/or illustrate facts you learned about Babylonians and Assyrians.

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

ANCIENT MESOPOTAMIA & ISRAEL TIMELINE

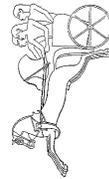
ASSYRIANS IN POWER  
1360 B.C.—600S B.C.



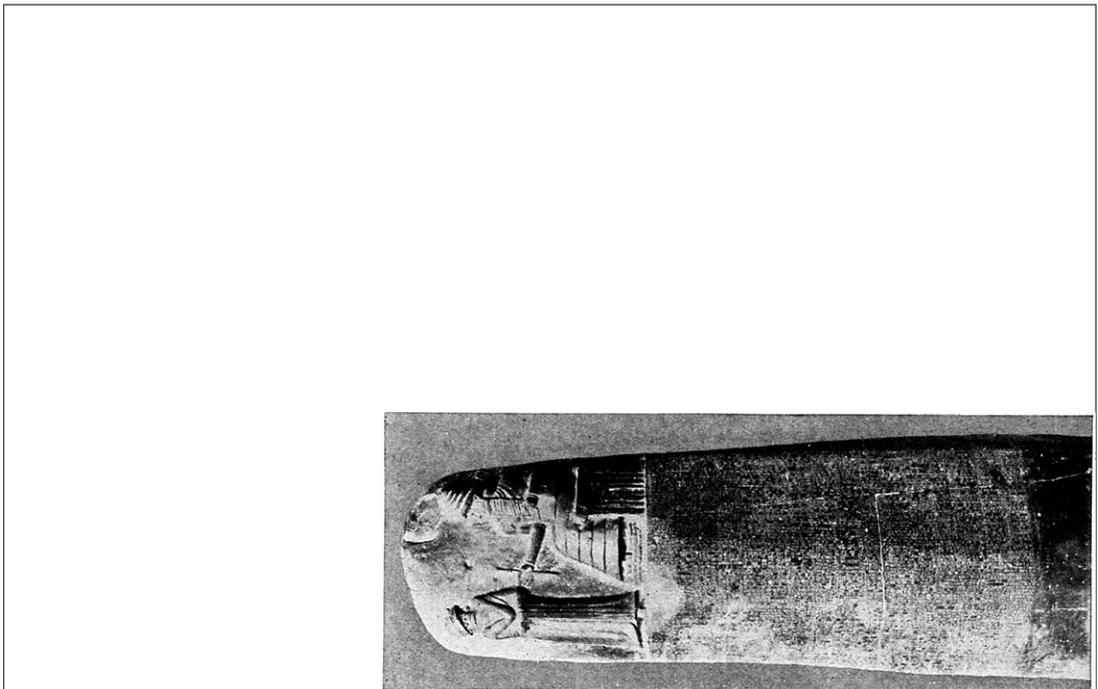
HITTITES

1595 B.C.  
Conquer  
Babylon

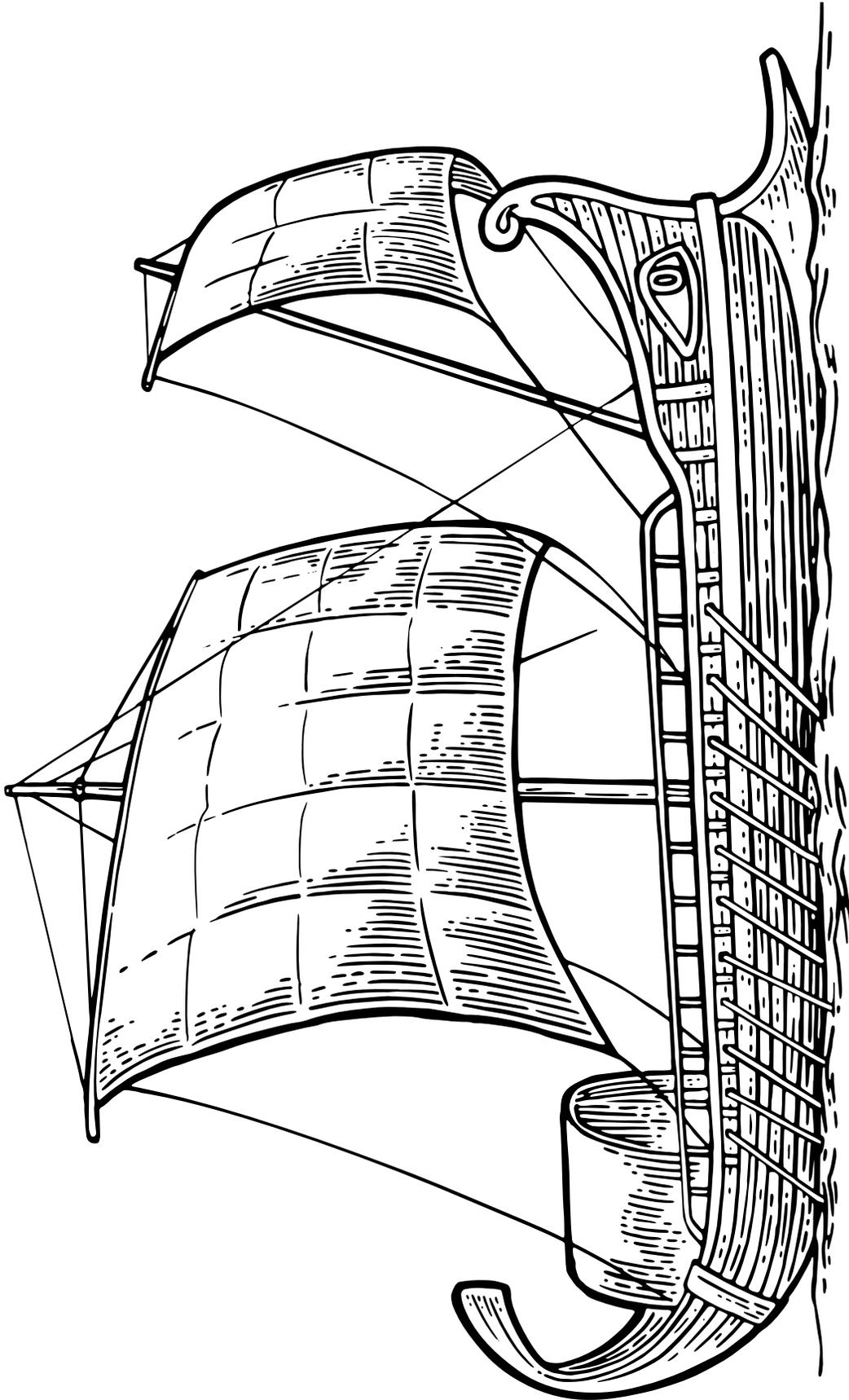
At its peak, the  
Hittite Empire  
covered most  
of modern  
Turkey and  
Syria.



HAMMURABI IS KING OF BABYLON  
1792 B.C.—1750 B.C.



Color the picture of the Phoenician ship.



History Hero

# ESTHER

A Woman of Faith



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

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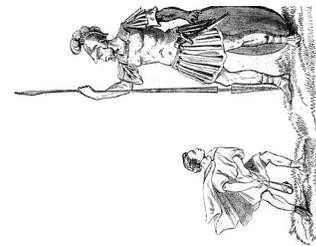
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Color the picture of Esther.



D  
A  
V  
I  
D

becomes the king  
of Israel.



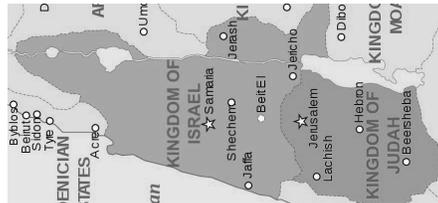
S  
A  
U  
L

is crowned the  
first king of  
Israel.



S  
P  
L  
I  
T

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



C  
O  
N  
Q  
U  
E  
R  
E  
D

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



R  
E  
T  
U  
R  
N  
&  
R  
E  
B  
U  
I  
L  
D

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



G  
R  
E  
E  
K  
R  
U  
L  
E  
&  
M  
A  
C  
C  
A  
B  
E  
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N  
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L  
T

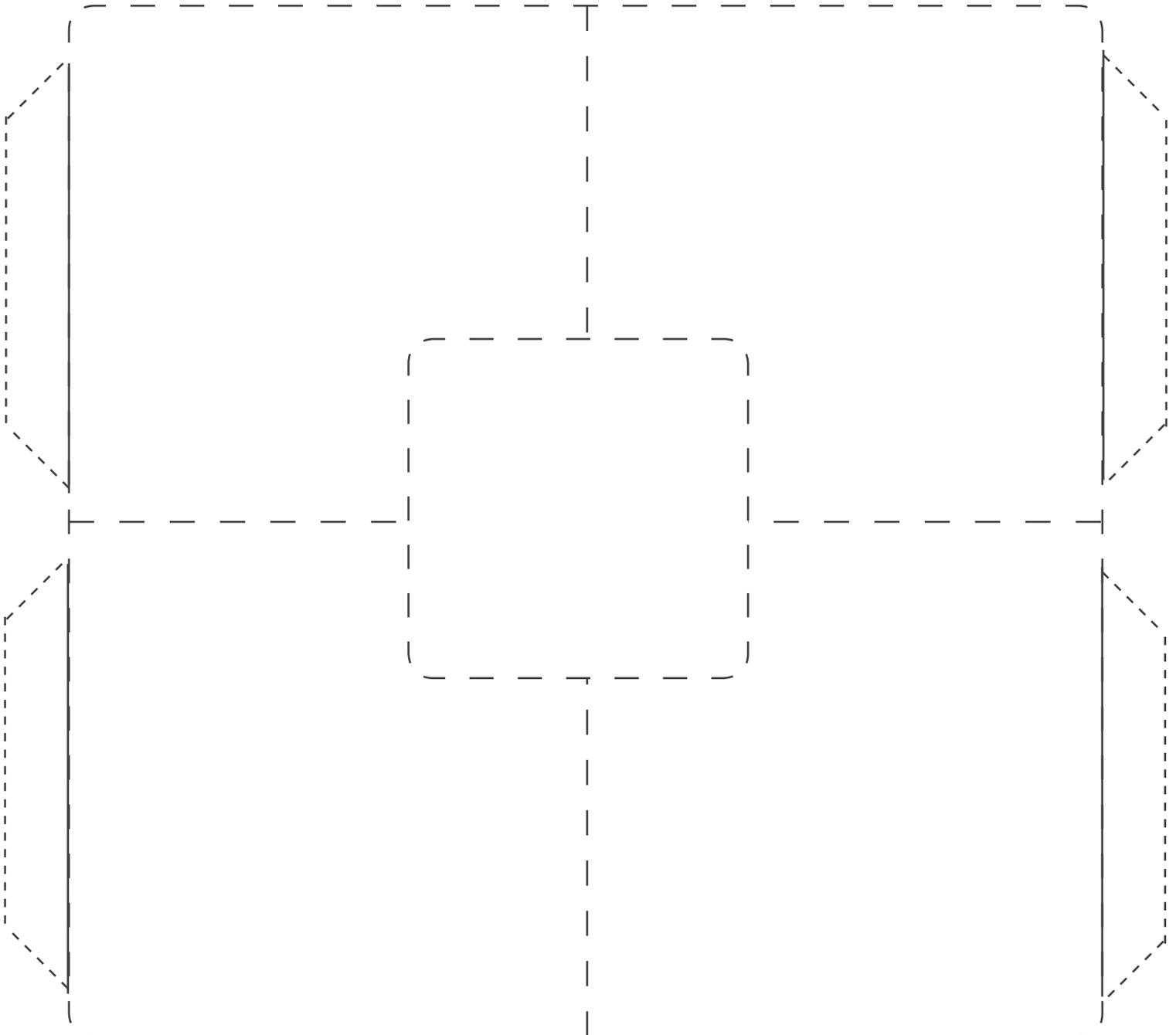
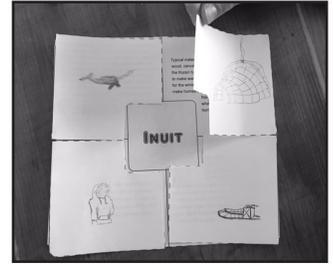
The Greeks, led by  
Alexander the Great,  
conquer Israel.  
The Maccabean  
revolt brings  
independence to  
the Jews.

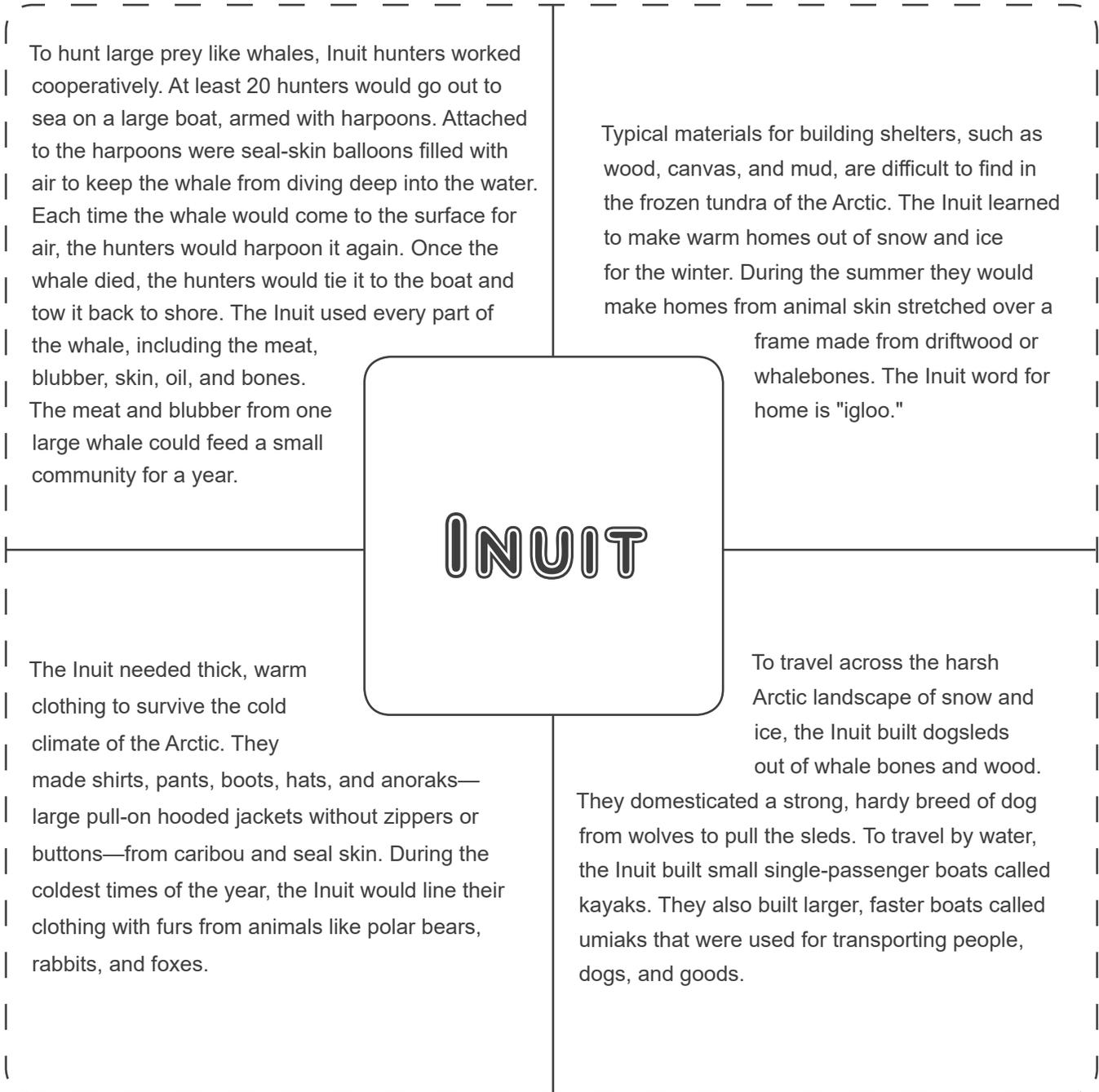


Color the picture.



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





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

California was admitted as a state in 18\_\_

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

UTAH TERRITORY

CALIFORNIA

The California Gold Rush began in 18\_\_





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# HISTORY

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YEAR 3 - STUDENT EXPLORER



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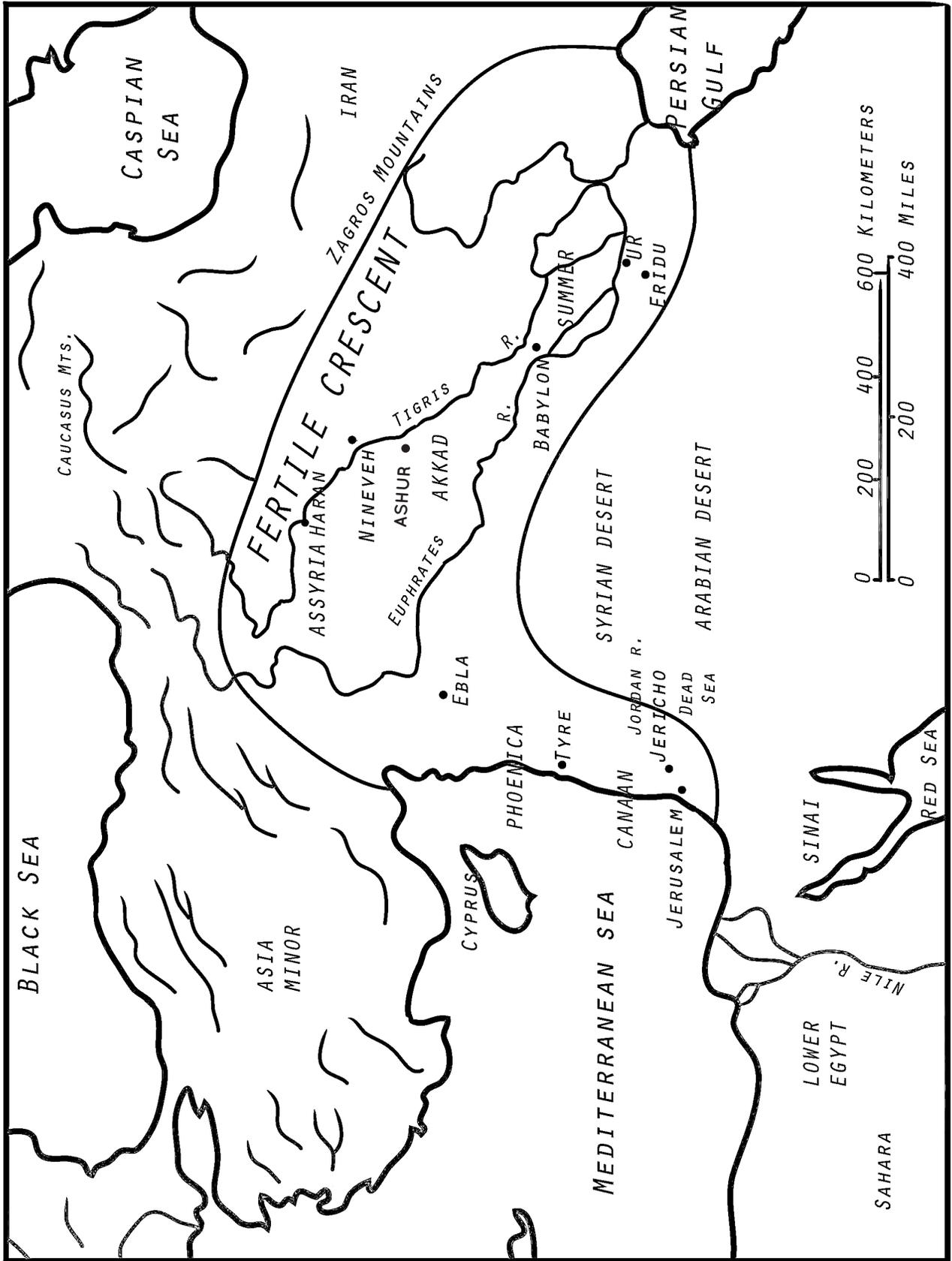
## GRADES 4-6

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# MESOPOTAMIA



History Hero

ESTHER

A Woman of Faith



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

Handwriting lines for student response.

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

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

Be strong and of good courage - Deuteronomy 31:6

Summarize the definition of COURAGE in your own words.

Handwriting lines for student response.

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

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

Handwriting lines for student response.

## TERMS & DEFINITIONS

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

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

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

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

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



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

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

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

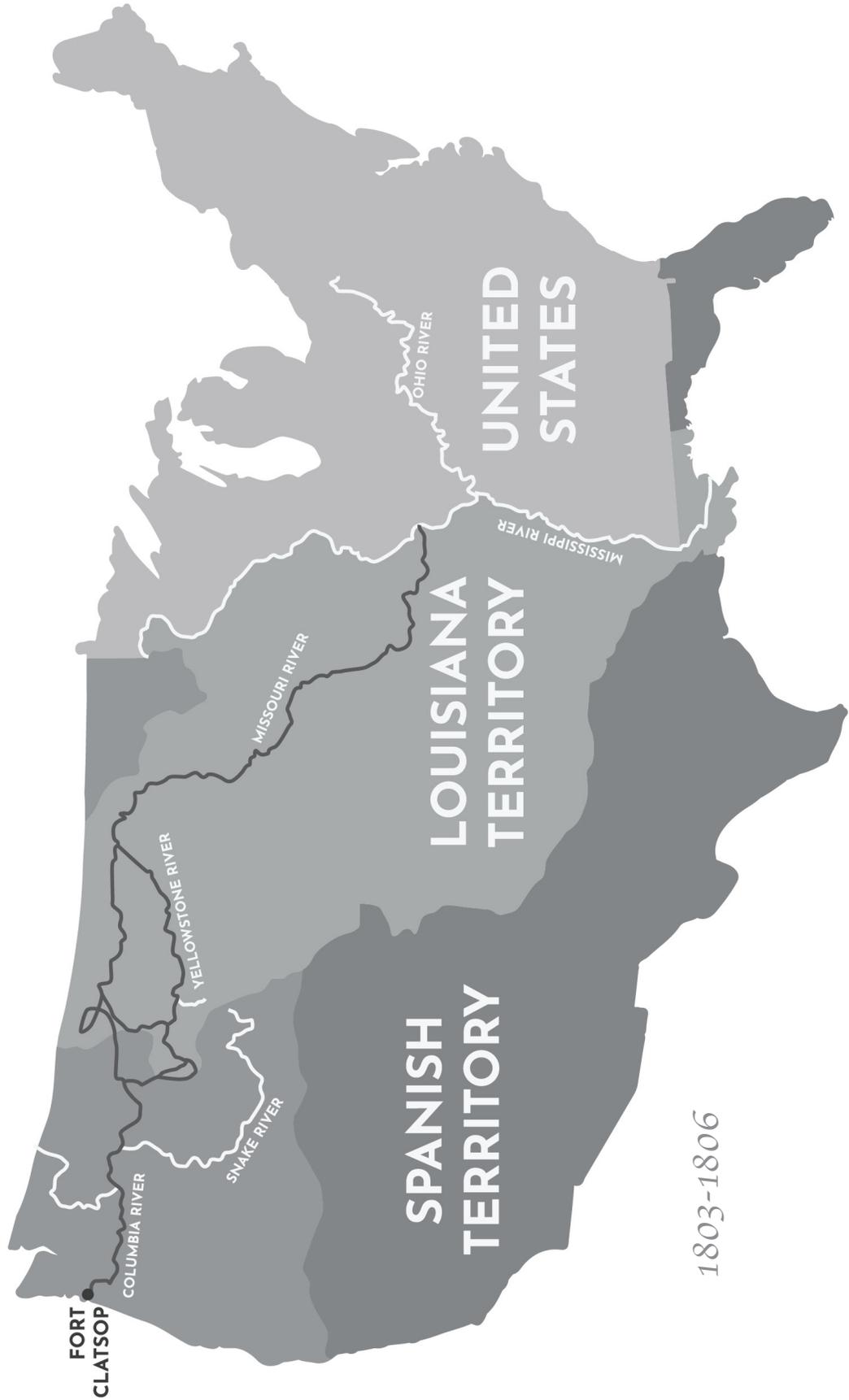
*Clan: a group of families led by the oldest member of the group*

**Caravan:** a group of travelers, usually merchants, journeying together for safety

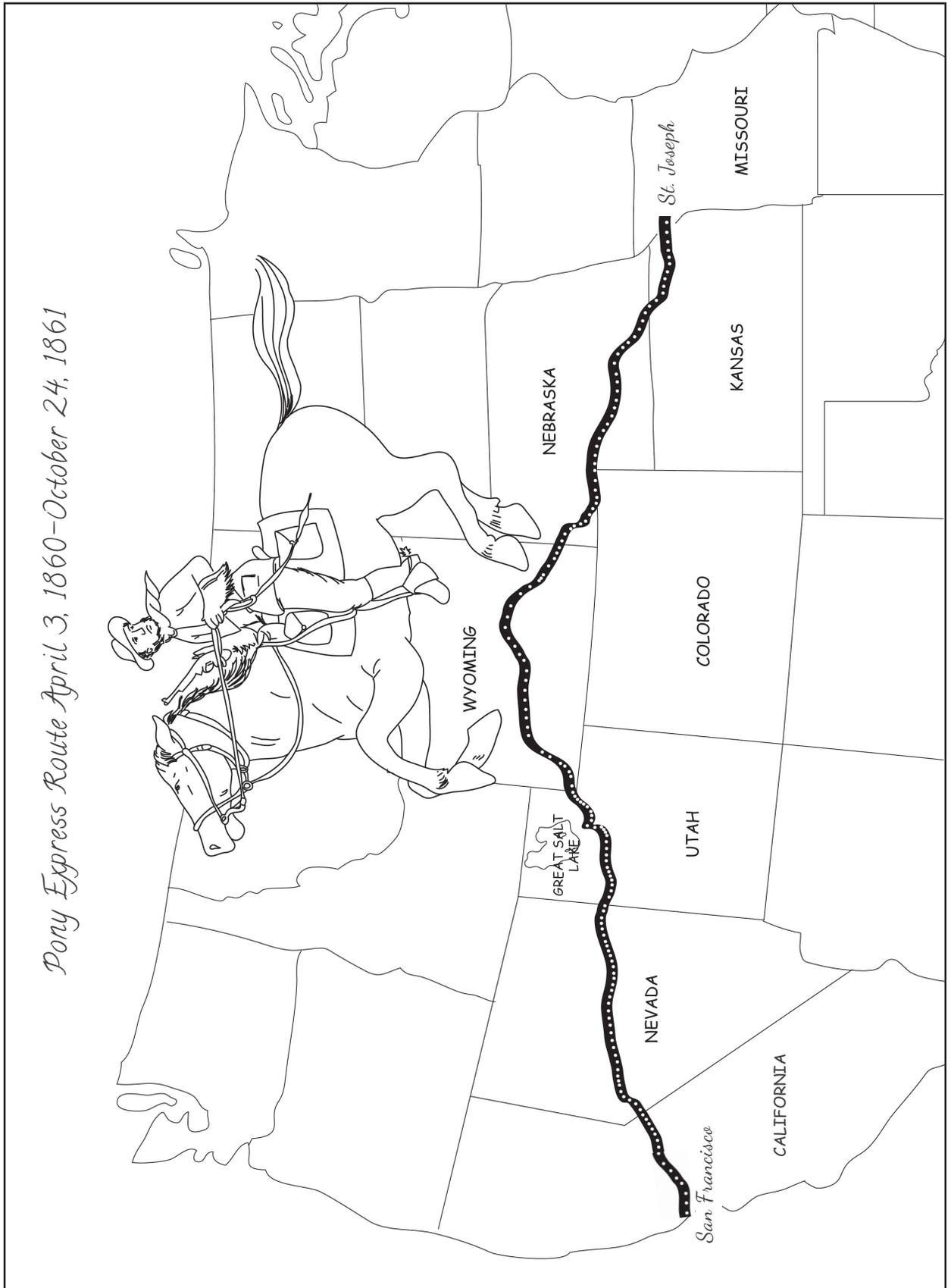
*Caravan: a group of travelers, usually merchants, journeying together for safety*

1. Refer to the map on page 246 of the Year 3 *Big Book of History Stories*.
2. On your map, label the Pacific Ocean and the Atlantic Ocean.
3. Trace Lewis and Clark's expedition route in red.
4. Color the "Louisiana Territory" yellow.
5. Color the "United States" green.

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



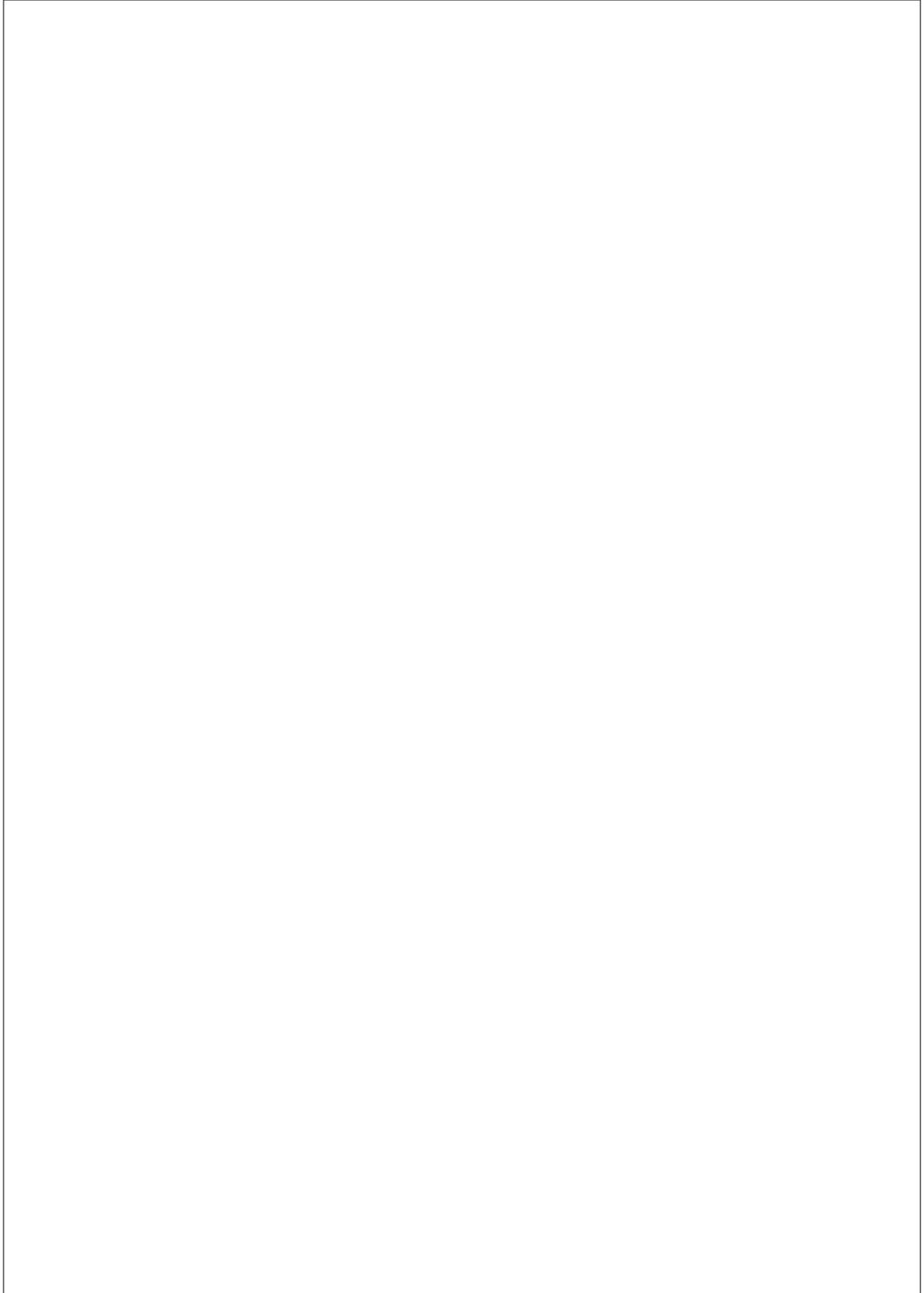
1. With a red crayon or colored pencil, trace the Pony Express route.
2. With a green crayon or colored pencil, color the eight states through which the Pony Express route traveled.
3. Name the eight states out loud.



Write or illustrate about the things you learned in this lesson. Ideas include light bulb, phonograph, electricity distribution, newspapers, and homeschool. **Cut out and store the completed timeline page in chronological order.**

WESTWARD EXPANSION AND INDUSTRIAL REVOLUTION  
TIMELINE

1879—THOMAS EDISON INVENTS THE LIGHT BULB



1. Cut out the booklet pages on the dashed lines (do not cut off the tabs at the bottom of each timeline page) and staple at the top.
2. Complete the timeline pages by filling in the blanks. Refer to the WWII Timeline Key on page 158 of the course book.



**1919:** After WWI the Treaty of \_\_\_\_\_ set out very harsh terms for Germany's punishment, causing anger and resentment in Germans.

**1924:** Benito \_\_\_\_\_ becomes dictator in Italy, and Josef \_\_\_\_\_ becomes dictator in the Soviet Union.

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

**1936:** Germany and \_\_\_\_\_ sign a pact of friendship.

**1936:** Germany and \_\_\_\_\_ sign a pact against communism and Russia.

**1937:** Japan invades \_\_\_\_\_.

**1938:** Hitler takes over \_\_\_\_\_ and makes it part of Germany.

**Timeline: Events Leading  
Up to WWII**

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

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

**1941:** The Axis Powers invade the \_\_\_\_\_ with over three million troops. Germany sinks a United States warship in the Northern Atlantic.

**Timeline: Before the U.S.  
Enters WWII**

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# HISTORY

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## YEAR 3 - STUDENT EXPLORER



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## GRADES 7-9

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Written by Jenny Phillips, Maggie Felsch, Katie Powell, Marjohna Madsen,  
Jennifer D. Lerud, Mary Beyer, and Danielle Bruening

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Color the picture of Sargon the Great and write his name. Write notes and/or draw pictures about the things you learned in this lesson. Ideas include the first empire in Mesopotamia, irrigation, ziggurat, and the Epic of Gilgamesh. **Cut out and store the completed timeline page in chronological order.**

ANCIENT MESOPOTAMIA & ISRAEL TIMELINE

AKKADIAN EMPIRE—2300s B.C.—2100s B.C.



## TERMS & DEFINITIONS

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

**Monotheism:** belief in one God

*Monotheism: belief in one God*

**Polytheism:** belief in many Gods

*Polytheism: belief in many Gods*

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

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

**Judaism:** the religion of the Jews

*Judaism: the religion of the Jews*

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

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



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

*Phonetics: the study and classification of speech sounds*

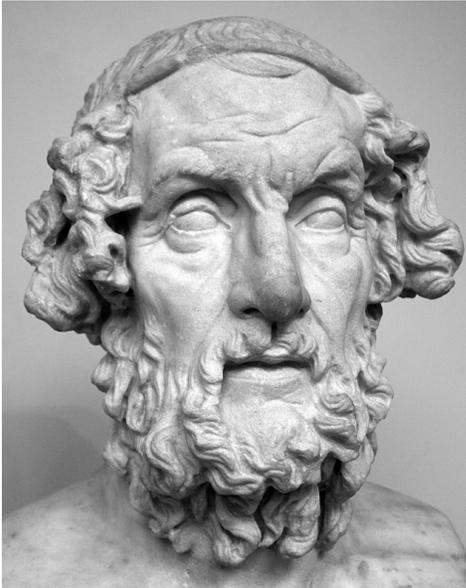
**Tyrian purple:** a valuable purple dye used by ancient Phoenicians as early as 1570 B.C., made from sea snails

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

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

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

## The Blind Poet



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

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

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

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

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

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

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

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

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

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

## History Hero

# ESTHER

A Woman of Faith



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

**Read the following definition of COURAGE from the Webster's 1828 Dictionary (<http://webstersdictionary1828.com/>):**

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

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

Summarize the definition of COURAGE in your own words.

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

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

# Timbuktu

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

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

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

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

A second large mosque, the Sankore mosque, was constructed on the north end of the city and ultimately became part of the world's largest university at the time. Many scholars living in the area also taught out of their homes



and had extensive libraries. Most had well over 1600 books. Numerous books were written in Timbuktu, and there were even more imported and reprinted using advanced printing technology. Eventually, two more universities and about 180 schools were built, providing a place for students to study the Arabic language, the Qur'an, Islamic history, mathematics, and sciences. An old African proverb said, "Gold comes from the South, salt from the North, but learning comes from Timbuktu."

Shortly after Mansa Musa's death, Mali was taken over by Songhai and Timbuktu became part of the Songhai kingdom. When the sultan of Morocco sent his troops in to conquer Songhai, in 1590 A.D., Timbuktu struggled to protect itself and, as a result, the city began to decline and lose favor among scholars and travelers. It never regained its status, and the population in present-day Timbuktu is now only about one-fifth of what it once was. Thousands of the manuscripts that were written and printed over 500 years ago can now be found in museums and special collections, though thousands more have been destroyed and lost through the years due to weather, termites, and other detrimental events.

# The History of "Indian" Reservations

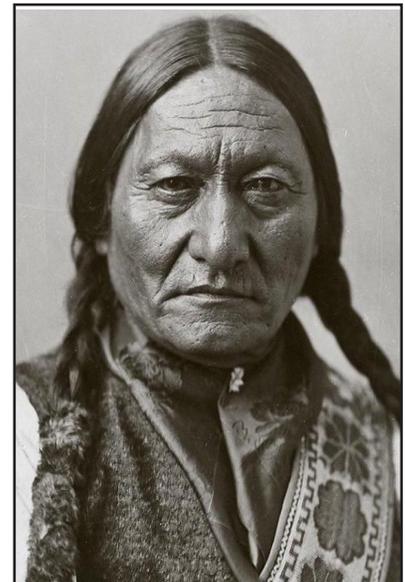
The United States was created as a sovereign nation at the time its Constitution was ratified. There were many tribes of natives, called Indians by the Europeans, which had been treated as sovereign nations by Britain. Each of these tribes was still considered sovereign in the midst of the new nation. This was a cause of debate and sometimes fighting over which land would belong to the different tribes and which land would belong to the United States' settlers.

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

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

The relations between United States government officials, the settlers, and the Indian nations were often difficult and the treaties were broken. There were tragedies among natives and settlers alike. Histories recounting the violence of Indians against settlers, settlers against Indians, and one tribe against another are common. The Powhatan natives attacked the Virginia colonies, killing, among others, John Rolfe, the husband of Pocahontas and father of Thomas Rolfe, the chief's grandson. At Wounded Knee many of the Sioux Indians were killed by

U. S. Army soldiers. Red Tomahawk, a respected Lakota leader who wanted to make peace and find unity, shot and killed Sitting Bull, another beloved Lakota who led others to rebel against the reservation and difficult changes in their way of life. Red Tomahawk said, "Sitting Bull was my friend. I killed him..." Red Tomahawk, who had given up his warring against the "white man" and had become a Christian and an officer in the Indian Police, felt that he had to put down Sitting Bull's rebellion to uphold the law and preserve peace and lives. Sitting Bull, convinced that a rise of Lakota spirituality and liberation required rebellion, fought and died for his convictions. These are just some of many tragic conflicts.



Individuals in government positions devised policies regarding the Indians and their reservations, some of which were cruel and shameful, and some of which were well-intentioned but faulty. In several cases, a tribe was moved from the choice lands of their heritage and given land that was alien to them. It was not uncommon to hear tales of natives being left to starve on land that was unsuitable for producing food in their customary ways or in any way at all. While there were many diligent

and conscientious Indian agents, who loved and served the Indian people, the system tended to attract unscrupulous agents. Supplies meant to help the people on the reservation were too often diverted, stolen, or sold. Regulations were imposed to forbid the natives from speaking their languages or celebrating their culture. Native children were forced into government schools to be taught to abandon their family traditions. When asked why he did not want government schools on the reservation, Chief Joseph replied, "They will teach us to quarrel about God. . . We may quarrel with men sometimes, but we never quarrel about God. We do not want to learn that." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])

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

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

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

General Howard said, "There are no people we honor more than we do the Indians. You will say, 'But didn't you fight the Indians?' Yes. I am an army officer. I would fight you if you rose up against the flag. I want it understood that

when I fought with Joseph I was ordered by the government at Washington to take Joseph and his Indians to the reservation that was set aside for them. Joseph said he would not go on any reservation. A majority of the band had agreed to leave and go to the place designated. But Joseph and White Bird and Looking Glass were left out. They did not understand that a majority rules. They would not agree to be ignored and left out in the division of land when the best of it was to go to someone else. After the Indians accepted the reservation, the government of the United States reduced it and reduced it again, and the Indians rebelled, and I was sent to carry out the government's instructions. I could not do otherwise. I did my best to perform the duty. Some would not come. I understood the reason then. But it is all past. It took a great war. I would have done anything to avoid the war, even to giving my life. But the time had come when we had to fight. There come times when a fight is a mighty good thing and when it is over let's lay down all our feelings and look up to God and see if we cannot get a better basis on which to live and work together." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])



Complex and difficult circumstances led good men of both the United States and the Indian nations to be against each other. It can be

appreciated that each in turn had integrity and sympathy in their cause.

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

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

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

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

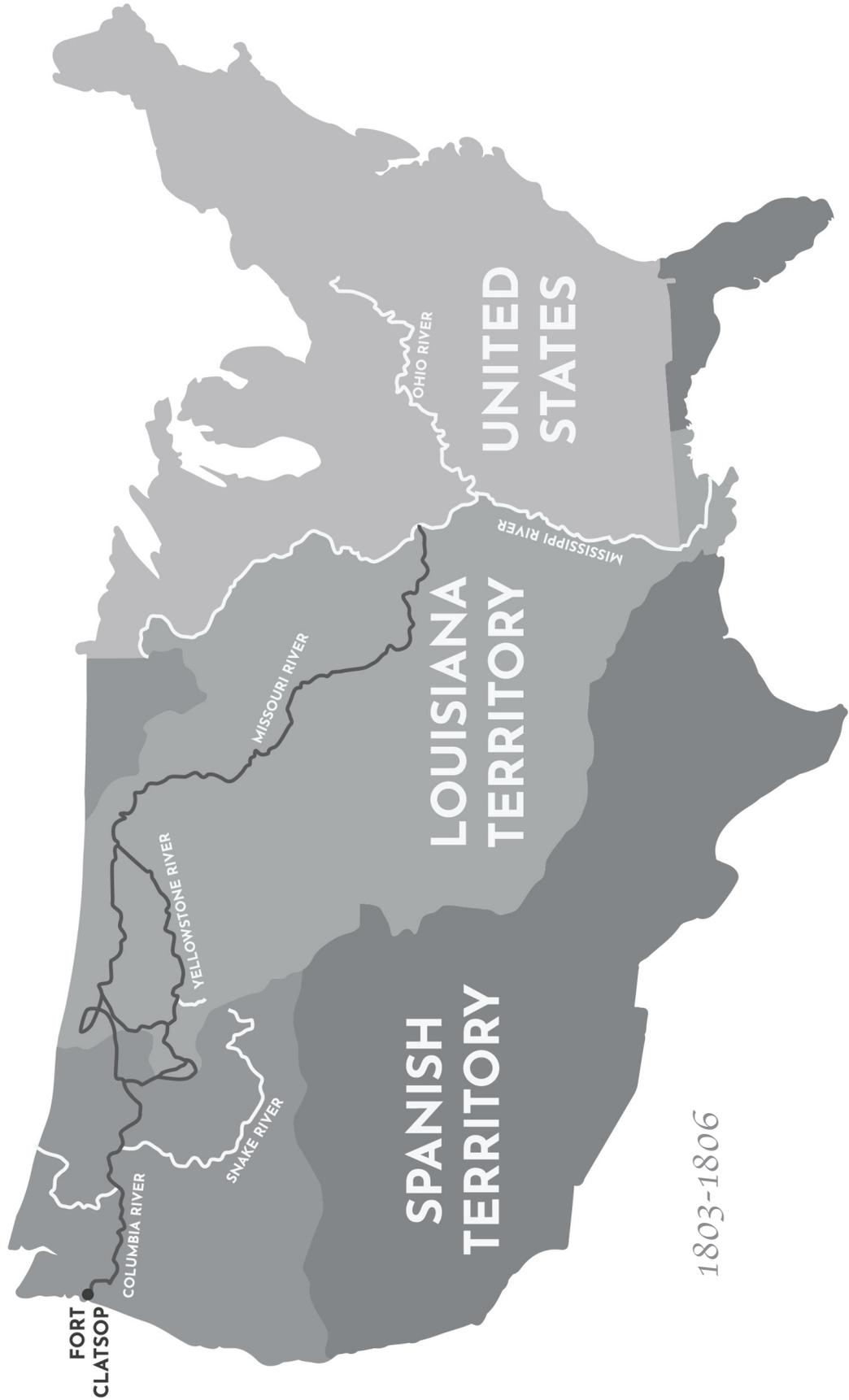
In spite of the many problems of the past, many tribes have been able to overcome and successfully make good use of their reservations. There are 326 reservations in the United States today. Altogether, these reservations comprise 87,800 square miles. Some of the reservations are larger than states in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

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

Many Native Americans no longer live on their tribal reservations. Many have embraced an identity as a citizen of the United States as well as of their tribes. Still, each tribe and its reservation serve as a family anchor of history, culture, and identity. There have been great Native American patriots and spiritual leaders who have loved and served and inspired the people of the United States.

1. Refer to the map on page 246 of the Year 3 *Big Book of History Stories*.
2. On your map, label the Pacific Ocean and the Atlantic Ocean.
3. Trace Lewis and Clark's expedition route in red.
4. Color the "Louisiana Territory" yellow.
5. Color the "United States" green.

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



Write or illustrate about the things you learned in this lesson. Ideas include the golden spike, the Central Pacific and Union Pacific, the Civil War, and Abraham Lincoln.

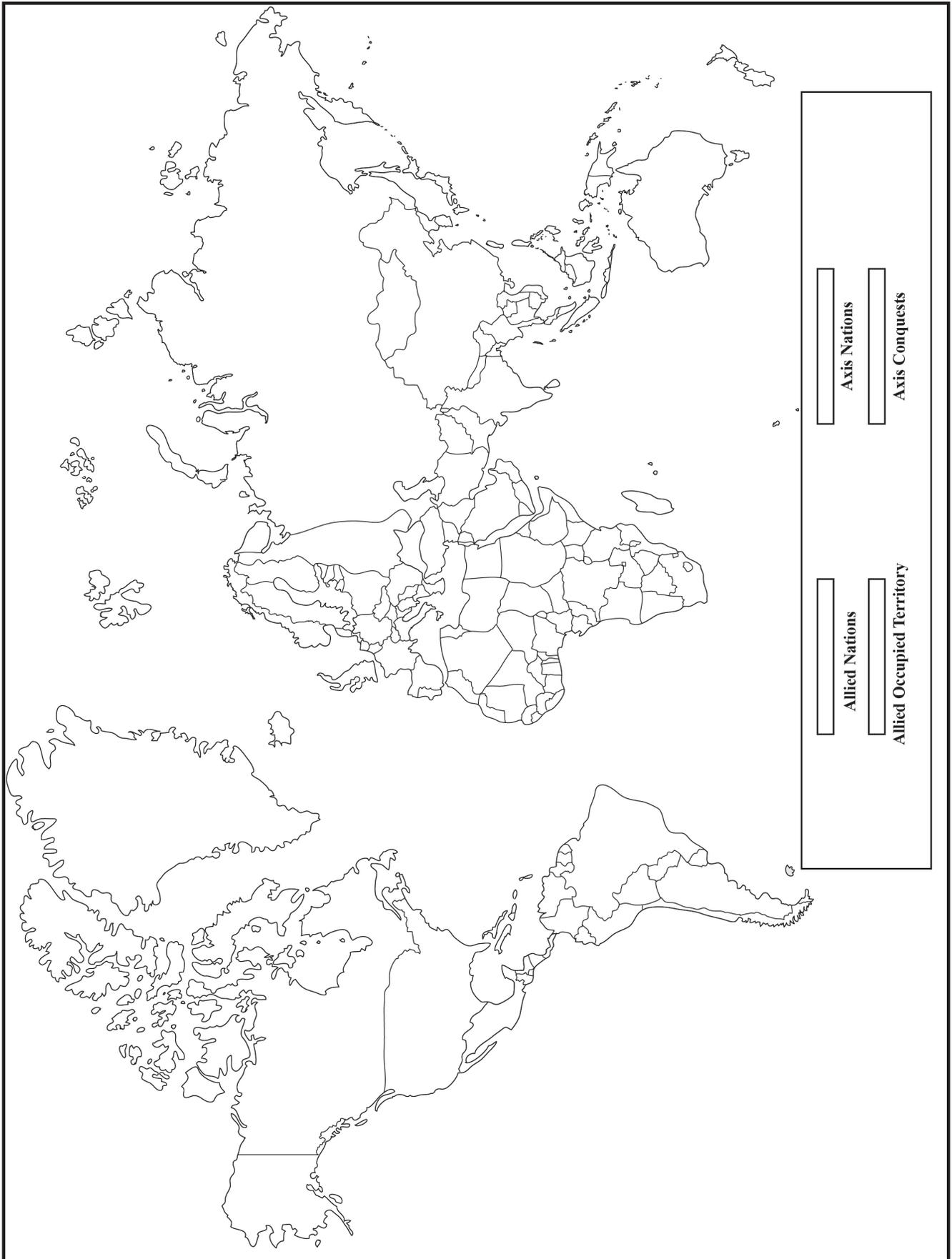
**Cut out and store the completed timeline page in chronological order.**

WESTWARD EXPANSION AND INDUSTRIAL REVOLUTION  
TIMELINE

1869—THE GOLDEN SPIKE



Using the map on page 248 of the Year 3 *Big Book of History Stories* as a reference, color the map and the key.



# Propaganda during World War II

## Propaganda

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

## Nazi Propaganda

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

He carefully selected Joseph Goebbels to be the head of Nazi Germany's Ministry of Public Enlightenment and Propaganda. Goebbels was persuasive and ruthless. He used public speeches, newspapers, posters, radio, and film to influence the minds of the German people. Various forms of Nazi propaganda portrayed Hitler as kind, peace-loving, and heroic. The Nazi movement was glorified. Jews were dehumanized

and shown as greedy trouble-makers in society. Goebbels enlisted secret police that worked undercover to discover how the public responded to the propaganda. For the most part, the responses were positive, although many people throughout Germany were still able to discern the evil and error in these messages. It became illegal to listen to non-German broadcasts. Offenders caught listening to international radio programs could be killed. Once the fighting arrived within Germany's borders and the people were exposed to suffering, media was used to rally the morale of the people, to call them to endurance and sacrifice.

## Japanese Propaganda

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

## American Propaganda

War propaganda was also used in the United States. While some American propaganda was government sponsored, private enterprises also engaged in creating and distributing propaganda. The aim of the government was to educate people about the war as opposed to attempting to sway public opinion as they had done during WWI. They kept their messages upbeat and positive. Common themes were patriotism and industry,



calling on the people to sacrifice and assist in the cause of the war. Beautiful and clever posters were donated by volunteer artists that encouraged the planting of victory gardens, the contribution of women in the workplace, frugality, honor, and loyalty. Animated cartoons were created that portrayed the enemy as inferior. Cartoon strips that showed the hardships of the soldiers were used to encourage support from those at home. Airplanes dropped leaflets providing information about the war in rural areas and even abroad in war zones. Radio was used more than any other resource to spread war propaganda. Families gathered around their radio receivers in the evening to listen to war reports and programming.

### A Powerful Tool

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



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# HISTORY

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YEAR 3 - STUDENT EXPLORER



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## GRADES 10-12

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Written by Jenny Phillips, Maggie Felsch, Katie Powell, Marjohna Madsen,  
Jennifer D. Lerud, Mary Beyer, and Danielle Bruening

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in any way for use outside your home without written permission from the publisher.

# How the Grades 10–12 Student Explorer works for the Year 3 Course

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

## Section 1

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

## Section 2

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

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

"Honors" assignments are optional and are given to challenge students who are advanced academically. Honors assignments are not included with every unit.

Write and/or illustrate facts you learned about Babylonians and Assyrians.

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

ANCIENT MESOPOTAMIA & ISRAEL TIMELINE

ASSYRIANS IN POWER  
1360 B.C.—600S B.C.



HITTITES

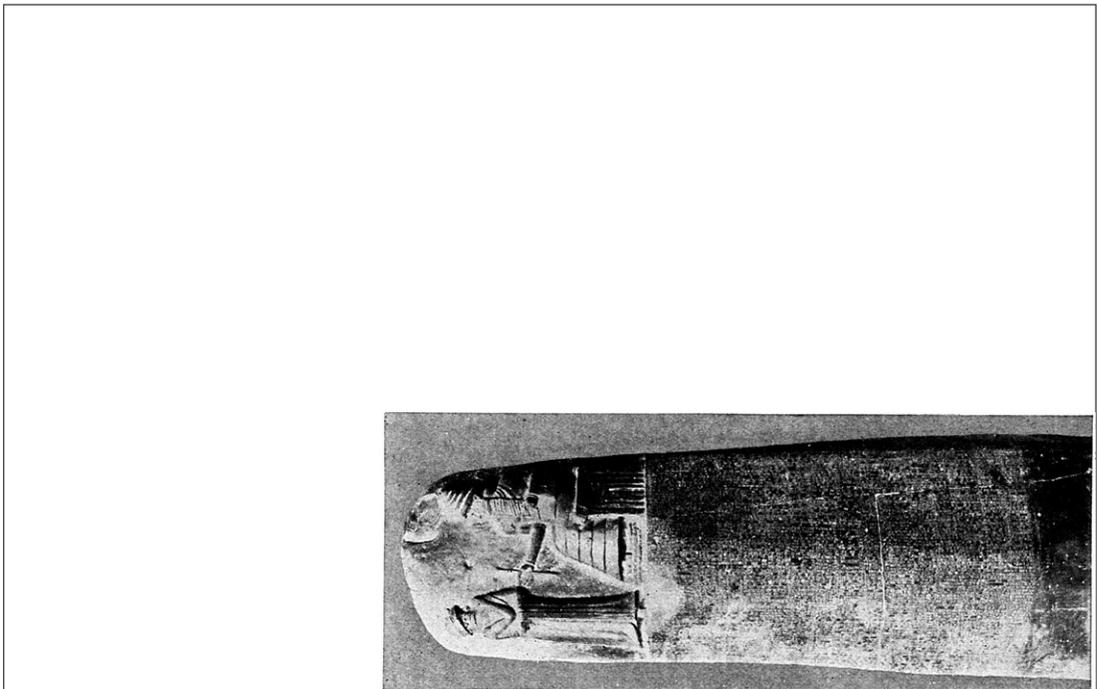
1595 B.C.

Conquer  
Babylon

At its peak, the Hittite Empire covered most of modern Turkey and Syria.



HAMMURABI IS KING OF BABYLON  
1792 B.C.—1750 B.C.



## TERMS & DEFINITIONS

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

**Monotheism:** belief in one God

*Monotheism: belief in one God*

**Polytheism:** belief in many Gods

*Polytheism: belief in many Gods*

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

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

**Judaism:** the religion of the Jews

*Judaism: the religion of the Jews*

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

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



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

*Phonetics: the study and classification of speech sounds*

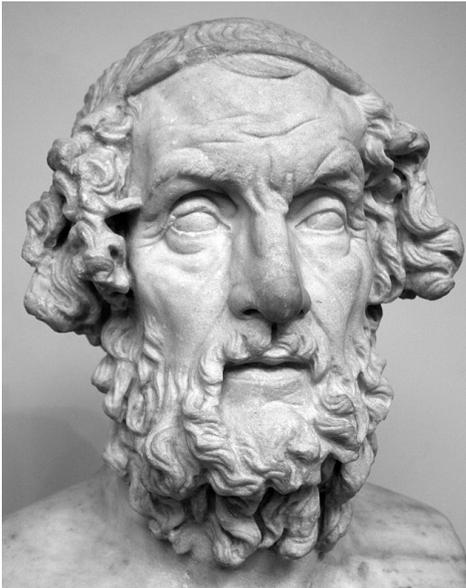
**Tyrian purple:** a valuable purple dye used by ancient Phoenicians as early as 1570 B.C., made from sea snails

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

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## The Blind Poet



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

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

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

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

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

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

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

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

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

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

## History Hero

# ESTHER

A Woman of Faith



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

**Read the following definition of COURAGE from the Webster's 1828 Dictionary (<http://webstersdictionary1828.com/>):**

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

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

Summarize the definition of COURAGE in your own words.

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

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

# Timbuktu

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

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

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

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

A second large mosque, the Sankore mosque, was constructed on the north end of the city and ultimately became part of the world's largest university at the time. Many scholars living in the area also taught out of their homes



and had extensive libraries. Most had well over 1600 books. Numerous books were written in Timbuktu, and there were even more imported and reprinted using advanced printing technology. Eventually, two more universities and about 180 schools were built, providing a place for students to study the Arabic language, the Qur'an, Islamic history, mathematics, and sciences. An old African proverb said, "Gold comes from the South, salt from the North, but learning comes from Timbuktu."

Shortly after Mansa Musa's death, Mali was taken over by Songhai and Timbuktu became part of the Songhai kingdom. When the sultan of Morocco sent his troops in to conquer Songhai, in 1590 A.D., Timbuktu struggled to protect itself and, as a result, the city began to decline and lose favor among scholars and travelers. It never regained its status, and the population in present-day Timbuktu is now only about one-fifth of what it once was. Thousands of the manuscripts that were written and printed over 500 years ago can now be found in museums and special collections, though thousands more have been destroyed and lost through the years due to weather, termites, and other detrimental events.

# The History of "Indian" Reservations

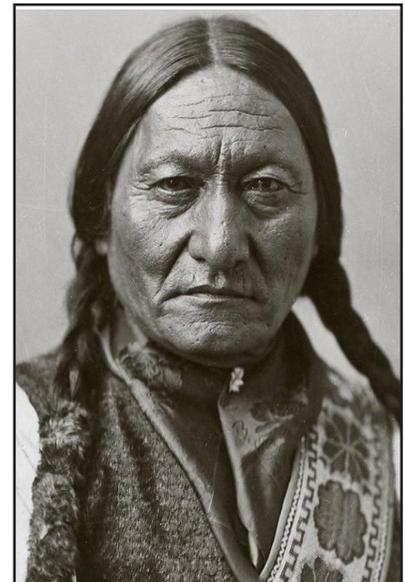
The United States was created as a sovereign nation at the time its Constitution was ratified. There were many tribes of natives, called Indians by the Europeans, which had been treated as sovereign nations by Britain. Each of these tribes was still considered sovereign in the midst of the new nation. This was a cause of debate and sometimes fighting over which land would belong to the different tribes and which land would belong to the United States' settlers.

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

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

The relations between United States government officials, the settlers, and the Indian nations were often difficult and the treaties were broken. There were tragedies among natives and settlers alike. Histories recounting the violence of Indians against settlers, settlers against Indians, and one tribe against another are common. The Powhatan natives attacked the Virginia colonies, killing, among others, John Rolfe, the husband of Pocahontas and father of Thomas Rolfe, the chief's grandson. At Wounded Knee many of the Sioux Indians were killed by

U. S. Army soldiers. Red Tomahawk, a respected Lakota leader who wanted to make peace and find unity, shot and killed Sitting Bull, another beloved Lakota who led others to rebel against the reservation and difficult changes in their way of life. Red Tomahawk said, "Sitting Bull was my friend. I killed him..." Red Tomahawk, who had given up his warring against the "white man" and had become a Christian and an officer in the Indian Police, felt that he had to put down Sitting Bull's rebellion to uphold the law and preserve peace and lives. Sitting Bull, convinced that a rise of Lakota spirituality and liberation required rebellion, fought and died for his convictions. These are just some of many tragic conflicts.



Individuals in government positions devised policies regarding the Indians and their reservations, some of which were cruel and shameful, and some of which were well-intentioned but faulty. In several cases, a tribe was moved from the choice lands of their heritage and given land that was alien to them. It was not uncommon to hear tales of natives being left to starve on land that was unsuitable for producing food in their customary ways or in any way at all. While there were many diligent

and conscientious Indian agents, who loved and served the Indian people, the system tended to attract unscrupulous agents. Supplies meant to help the people on the reservation were too often diverted, stolen, or sold. Regulations were imposed to forbid the natives from speaking their languages or celebrating their culture. Native children were forced into government schools to be taught to abandon their family traditions. When asked why he did not want government schools on the reservation, Chief Joseph replied, "They will teach us to quarrel about God. . . We may quarrel with men sometimes, but we never quarrel about God. We do not want to learn that." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])

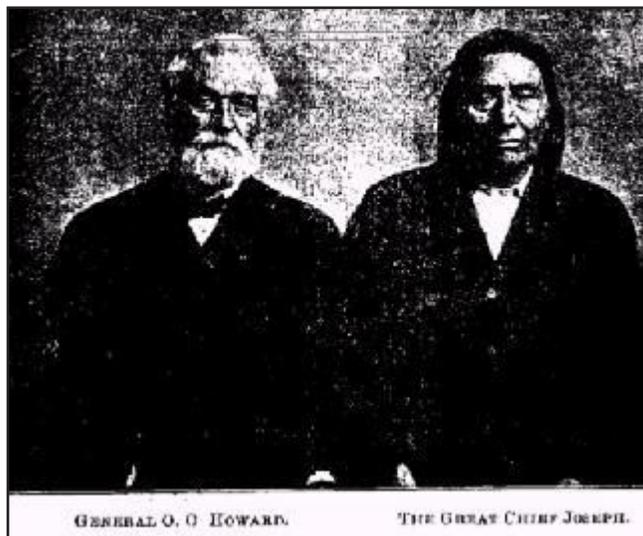
General Oliver Otis Howard, called by all "the Christian General," was a Civil War hero of the United States army who was known for his charitable character through his honorable leadership and his work with the former slaves and the founding of Howard University on their behalf.

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

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

General Howard said, "There are no people we honor more than we do the Indians. You will say, 'But didn't you fight the Indians?' Yes. I am an army officer. I would fight you if you rose up against the flag. I want it understood that

when I fought with Joseph I was ordered by the government at Washington to take Joseph and his Indians to the reservation that was set aside for them. Joseph said he would not go on any reservation. A majority of the band had agreed to leave and go to the place designated. But Joseph and White Bird and Looking Glass were left out. They did not understand that a majority rules. They would not agree to be ignored and left out in the division of land when the best of it was to go to someone else. After the Indians accepted the reservation, the government of the United States reduced it and reduced it again, and the Indians rebelled, and I was sent to carry out the government's instructions. I could not do otherwise. I did my best to perform the duty. Some would not come. I understood the reason then. But it is all past. It took a great war. I would have done anything to avoid the war, even to giving my life. But the time had come when we had to fight. There come times when a fight is a mighty good thing and when it is over let's lay down all our feelings and look up to God and see if we cannot get a better basis on which to live and work together." (Speeches Excerpted from February 26 & March 4, 1904 RED MAN AND HELPER vol 19, #33 [Graduation Issue])



Complex and difficult circumstances led good men of both the United States and the Indian nations to be against each other. It can be

appreciated that each in turn had integrity and sympathy in their cause.

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

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

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

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

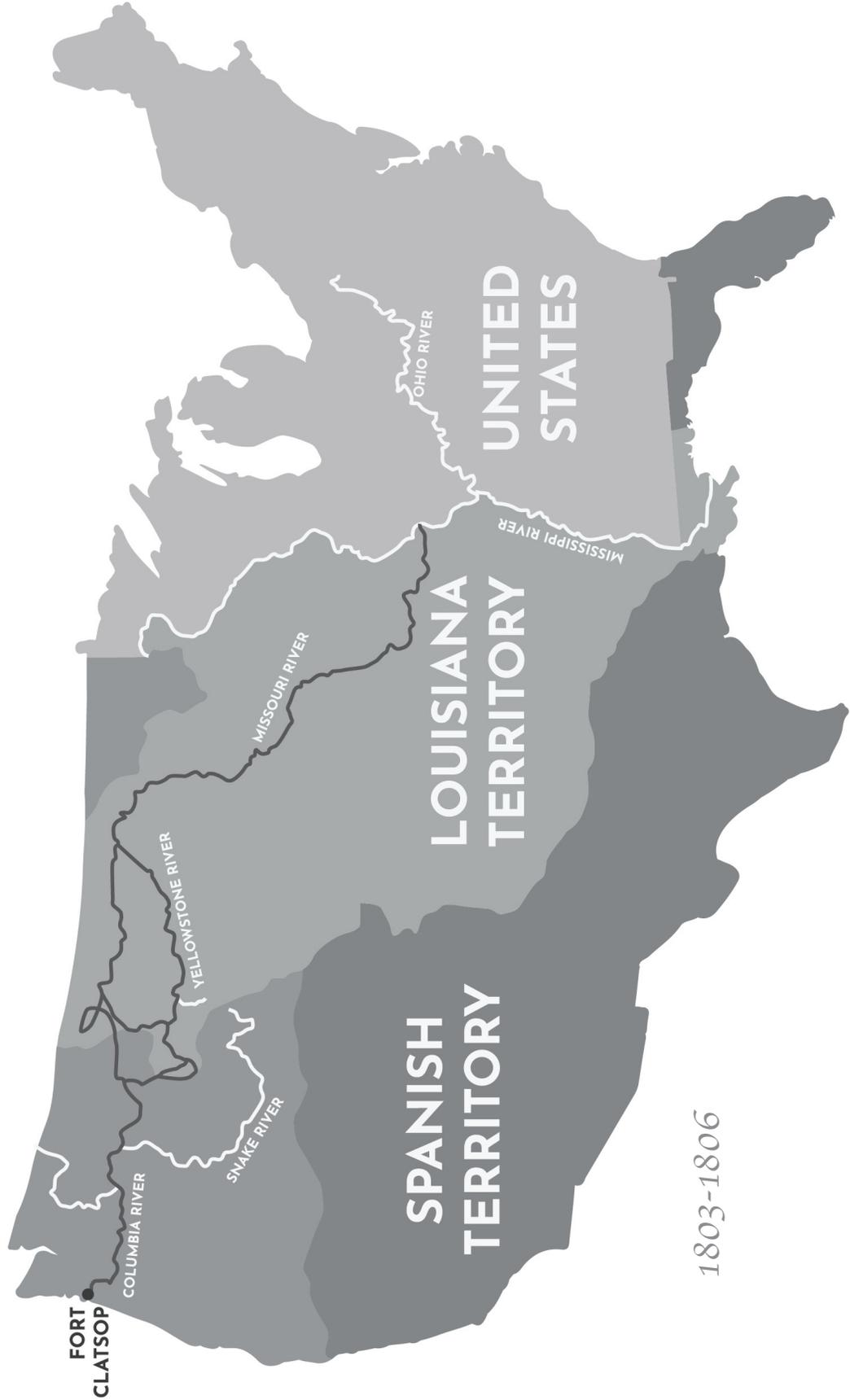
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4. Color the "Louisiana Territory" yellow.
5. Color the "United States" green.

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



## Sam Houston



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

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

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

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

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

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

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

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



At that time Texas was a part of Mexico. Already before Houston went down to that far-away land many people from the United States had begun to settle there. At first they were welcomed. But when the Mexicans saw the Americans rapidly growing in numbers they began to oppress them. The Mexican Government went so far as to require them to give up their private arms, which would leave them defenseless against the Indians as well as bad men.

Then it passed a law which said, in effect, that no more settlers should come to Texas from the United States, so that the few thousand Americans could not be strengthened in numbers.



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

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

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

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

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

After a long journey from Tennessee, in which more than once he came near being killed by the Indians

or wild beasts, he at last reached the fortress of the Alamo. He knew he was taking great risks in joining the small garrison there, but that did not hold him back. In fact, he liked danger.

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

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

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

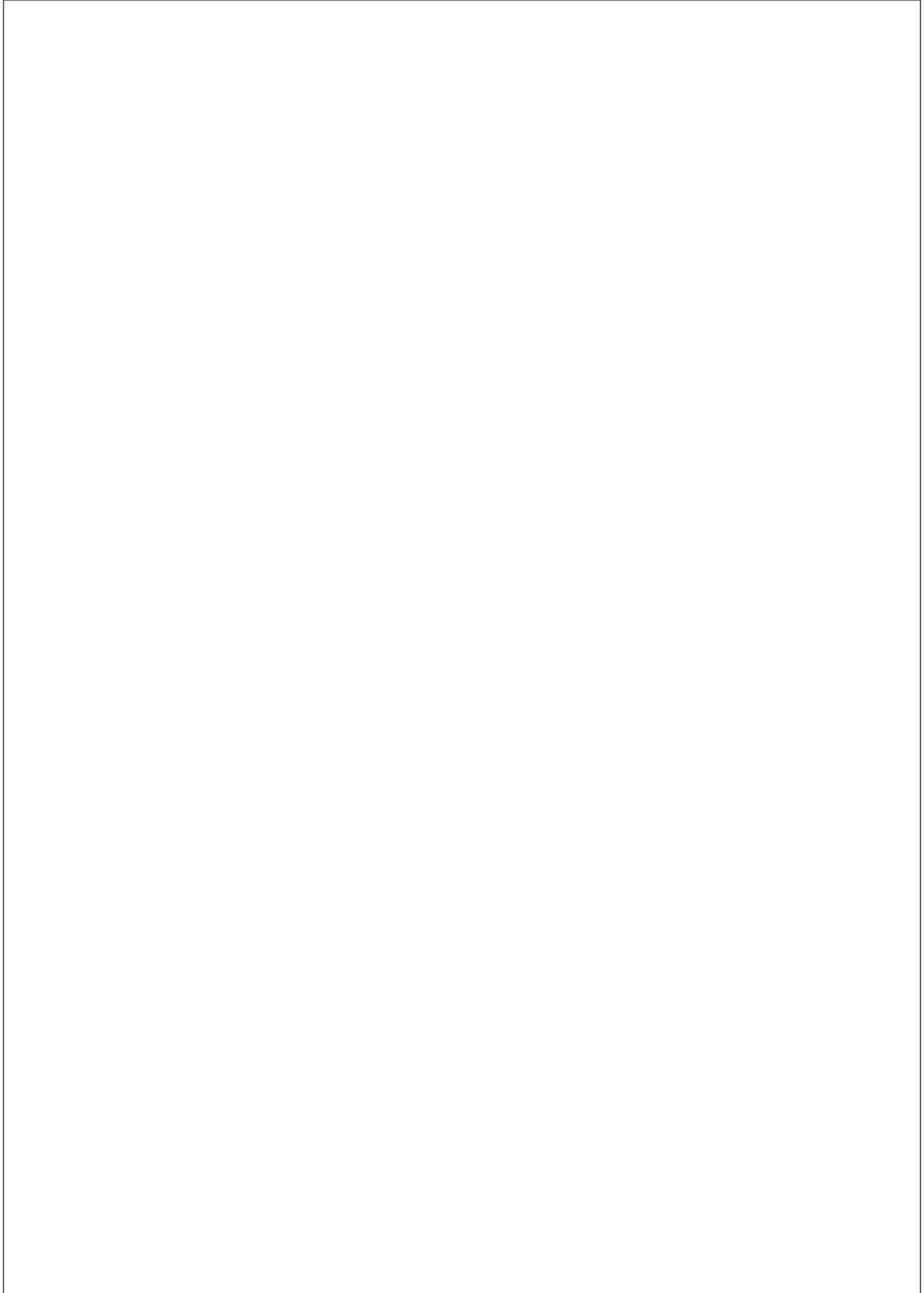
In 1846 Texas sent Houston to the United States Senate, where he served his State for fourteen years. When the Civil War broke out he was governor of Texas and, although his State seceded, Houston remained firm for the Union. On his refusal to resign, he was forced to give up his office. He died in 1863.

Write or illustrate about the things you learned in this lesson. Ideas include the golden spike, the Central Pacific and Union Pacific, the Civil War, and Abraham Lincoln.

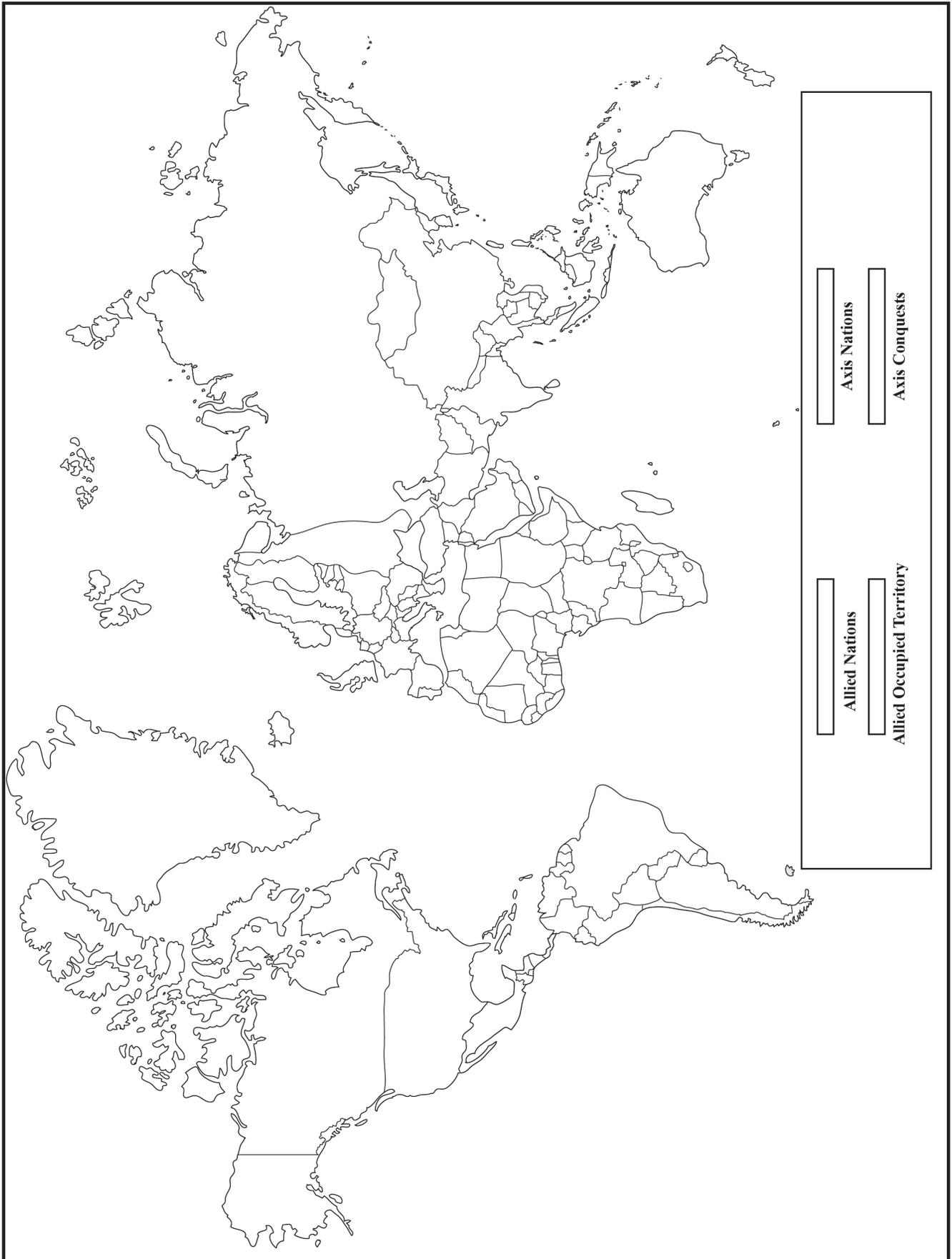
**Cut out and store the completed timeline page in chronological order.**

WESTWARD EXPANSION AND INDUSTRIAL REVOLUTION  
TIMELINE

1869—THE GOLDEN SPIKE



Using the map on page 248 of the Year 3 *Big Book of History Stories* as a reference, color the map and the key.



# Japanese Internment Camps

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

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

In the weeks that followed, Americans with any Japanese ancestry (even as little as 1/16 Japanese blood) were instructed to register themselves and set their affairs in order in preparation for their internment. Many had as little as two weeks to attempt to sell their homes, businesses, and belongings. Because their white neighbors

knew they were desperate and had no other options, often they were forced to take pennies on the dollar or sadly leave behind their prized possessions and all they had worked for.

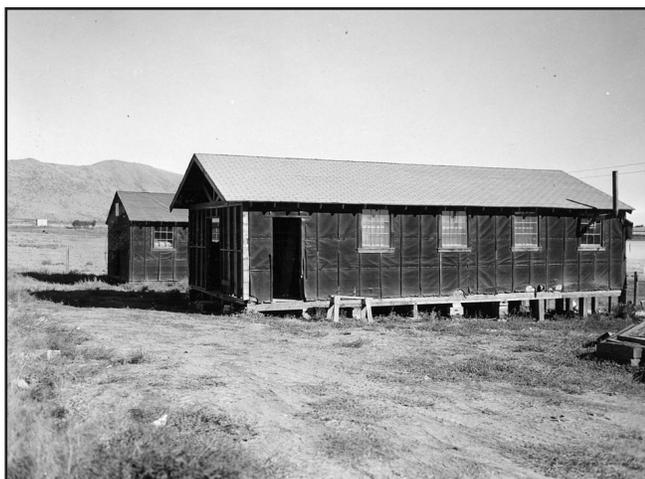
Allowed to take only what they could carry, and given no idea of where they were being taken, the Japanese Americans boarded trains and headed into the unknown. The temporary shelters they were first taken to were often animal stalls at fairgrounds and racetracks. Here they spent the majority of their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



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

they organized schools, sports leagues, and community events.

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



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

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

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

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

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

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

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

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# SECTION 2

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# Unit 1 Projects

## Lessons 1–18

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

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

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

- **Exodus**—The book of Exodus (meaning "exit" or "departure") details the departure of the Jews from bondage in Egypt and their journey through the wilderness.
- **Joshua**—The book of Joshua gives an account of the Jews entering into the promised land with Joshua the prophet.
- **1 Samuel**—After the Jews forgot the Lord and began to worship idols, the prophet Samuel restored correct religious worship.
- **Nehemiah**—Nehemiah's many righteous qualities helped the Jews to not only rebuild the walls of Jerusalem but also to build their spiritual lives.
- **Ezekiel**—In this book you will read about the visions and prophecies of Ezekiel, who ministered to the captive Jews in Babylon.
- **Daniel**—The book of Daniel tells the account of Daniel and other faithful Jews who were captive in Babylon and how their faithfulness was rewarded.

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

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

# Unit 2 Projects

## Lessons 19–32

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

### **Project #1: Ancient Africa Video**

Watch one or more of the following recommended videos (if the videos are still available):

- Africa's Great Civilizations Episode 2, PBS Documentary [https://youtu.be/Czeg9\\_bt8LI](https://youtu.be/Czeg9_bt8LI) (52:05)
- Ironworking: Africa's Great Civilizations <https://youtu.be/xAy-D2hYSN4> (Short video clip 3:10)
- Lost Kingdoms of Africa 3 of 4 Great Zimbabwe <https://youtu.be/2be1gO36Fs4> (51:09)

### **Project #2: Unit 2 Articles**

Complete the section in this unit titled "Unit 2 Articles."

### **Project #3: Native American Reading Challenge**

Read a historical fiction, biography, or nonfiction book about Native Americans. Choose a book from the Year 3 Suggested Read-Aloud list on the Year 3 history tab of [www.jennyphillips.com/history](http://www.jennyphillips.com/history).

### **Honors Project: *The Dawn of African History* by Roland Oliver**

Read the following chapters at <https://archive.org/details/in.gov.ignca.35978> and then write a summary of what you learned from each chapter in your History Notebook.

- Chapter 6: Kingdoms of the Western Sudan
- Chapter 9: Peoples and Kingdoms of the Central Sudan
- Chapter 12: South of the Congo

## UNIT 2 ARTICLES

### MODERN AFRICAN HISTORY

**Read the information and follow the instructions:**

**The Scramble for Africa**

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

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

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

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



# Unit 3 Projects

Lessons 33–47

## Reading Challenge

**Project #1: Unit 3 Articles**

Complete the section in this unit titled "Unit 3 Articles."

**Project #2: Westward Expansion Video**

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

**Project #3: Westward Expansion Reading Challenge**

Read a historical fiction, biography, or nonfiction book about the westward expansion. Choose the book from the Year 3 Suggested Read-Aloud list on the Year 3 history tab of [www.jennyphillips.com/history](http://www.jennyphillips.com/history).

## UNIT 3 ARTICLES

### Andrew Jackson and the Purchase of Florida



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

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

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

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

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

"Mischievous Andy," as he was called, was a

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

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

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

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

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

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

Young Jackson passed through many dangers without harm, and by his industry and business ability became a successful lawyer and in time a wealthy landowner.

After his marriage he built, on a plantation of one thousand one hundred acres, about ten miles from Nashville, a house which he called “The Hermitage.” Here he and his wife kept open house for visitors, treating rich and poor with like hospitality. His warm heart and generous nature were especially shown in his own household, where he was kind to all, including his slaves.

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

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

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

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

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

## Fighting Mexico and Obtaining the Pacific Northwest

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

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

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