
HISTORY

YEAR 2 - STUDENT EXPLORER



GRADES 1-3

Early Ancient Greece. 1) Color the island of Crete and draw a palace next to it. Write "Minoans" near Crete.
 2) Color the mainland of Greece with a different color and write "Mycenaeans" near mainland Greece.

Around 1100 B.C. to 750 B.C. Write the following words in different colors and/or draw pictures representing the words: mythology, storytellers, no kings or palaces.

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

ANCIENT GREECE TIMELINE



EARLY ANCIENT GREECE

AROUND 1100 B.C. TO 750 B.C.

Minoans and the Mycenaeans

The Minoans flourished on the island of Crete where they built a huge palace. The Mycenaeans lived mostly on mainland Greece and were the first people to speak the Greek language.



Greek Dark Ages

The Mycenaeans, who had conquered the Minoans, declined mysteriously. Scholars are not sure if there was a natural disaster, an invasion, or fighting among themselves, but palaces were destroyed and much of the population disappeared.

Around 500-300 B.C. Write facts you learned about Sparta and Athens and/or illustrate what you learned.

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



ANCIENT GREECE TIMELINE

500-300 B.C.

The Golden Age of Greece

- Democracy introduced
- Greeks win the Persian War
- Theater, poetry, philosophy, and science thrive
- Sparta and Athens war for 27 years

The most famous city-states:

ATHENS

SPARTA

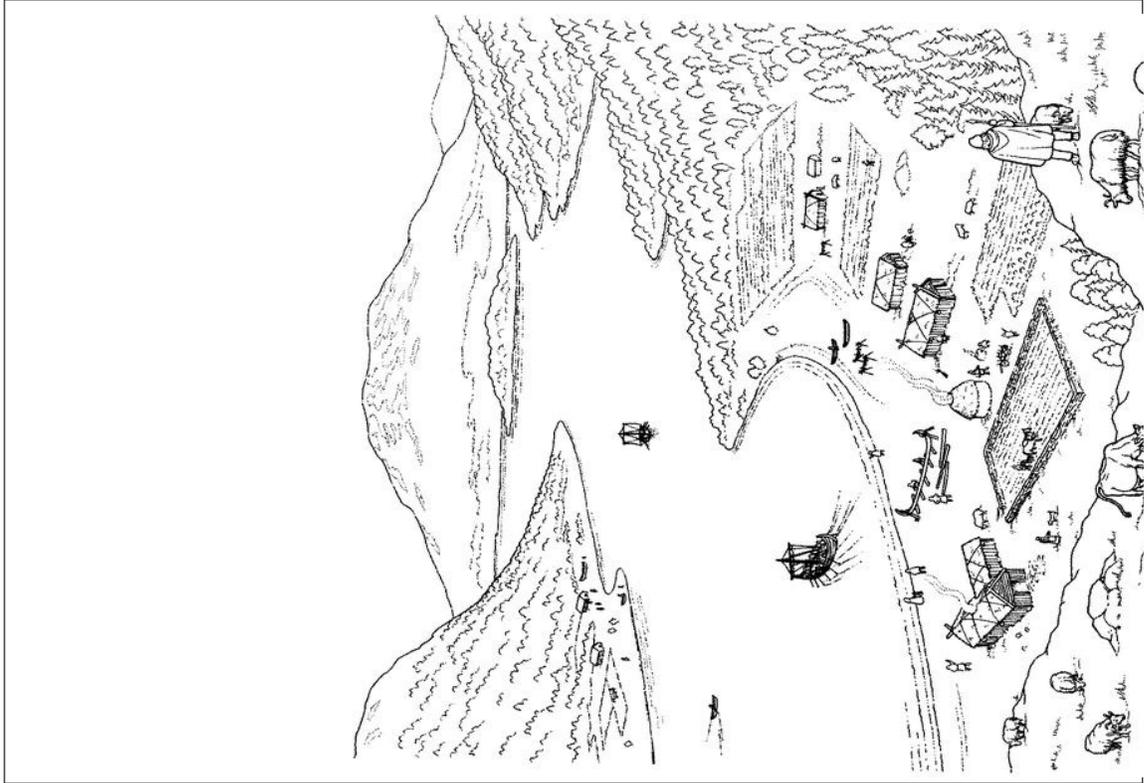
Late 700s A.D. Color the Viking ship and write the following: "First Raids on England, Scotland, and Ireland."

876 A.D. Color the illustration and then write the following: "Vikings from Denmark, Norway, and Sweden settle permanently in England."

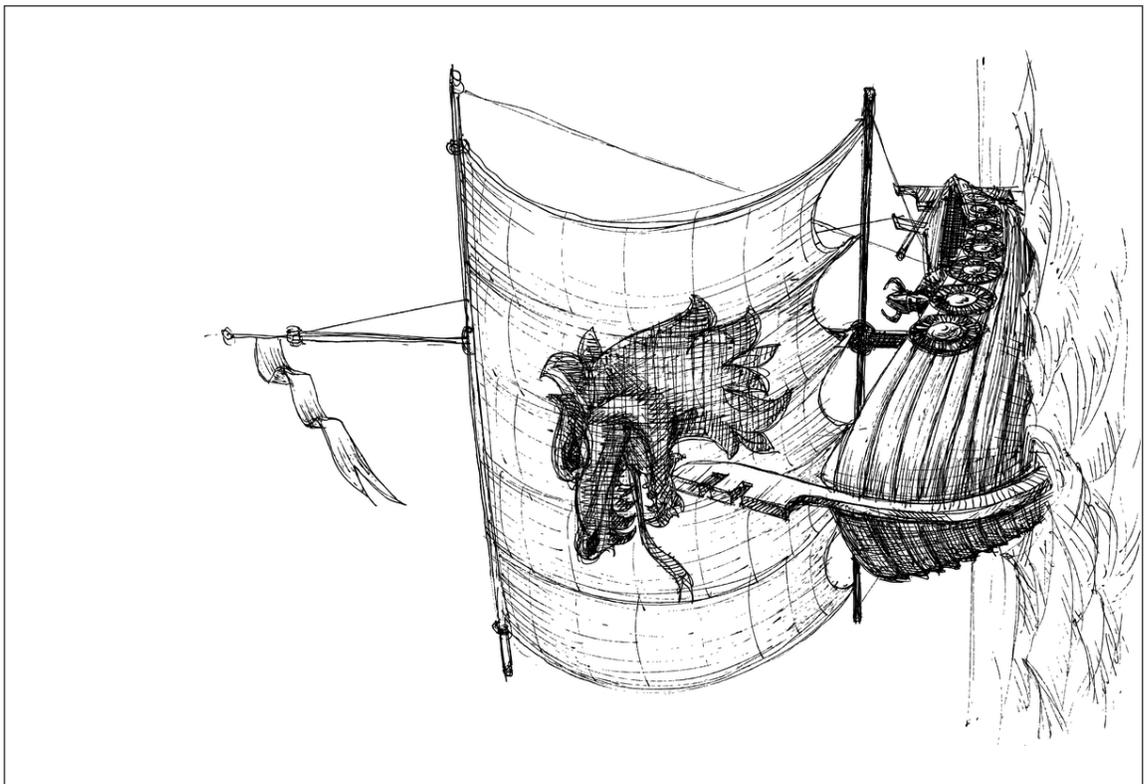
Cut out and store the completed timeline pages in chronological order.

VIKING TIMELINE

876 A.D.



LATE 700S A.D.



886 A.D. Write the following: "Alfred the Great defeats the Vikings but allows them to settle in eastern England."

981 A.D. Label and color Greenland and then write the following: "Erik the Red discovers Greenland."

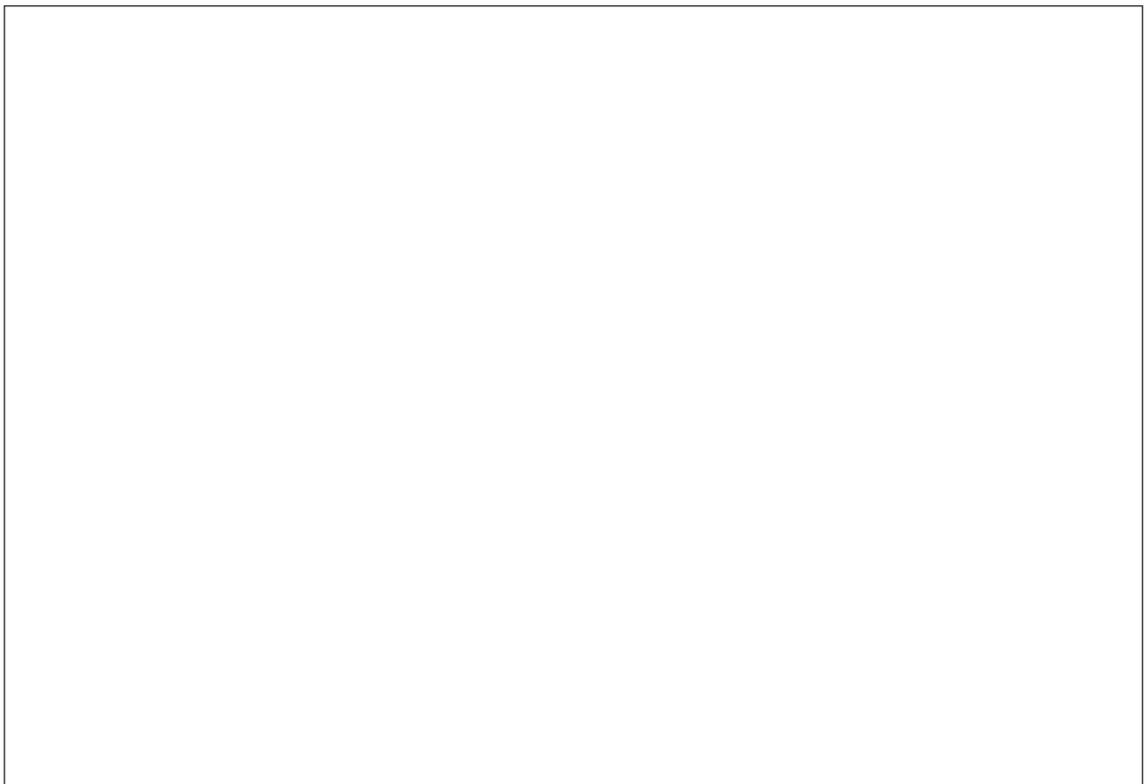
Cut out and store the completed timeline pages in chronological order.

VIKING TIMELINE

981 A.D.

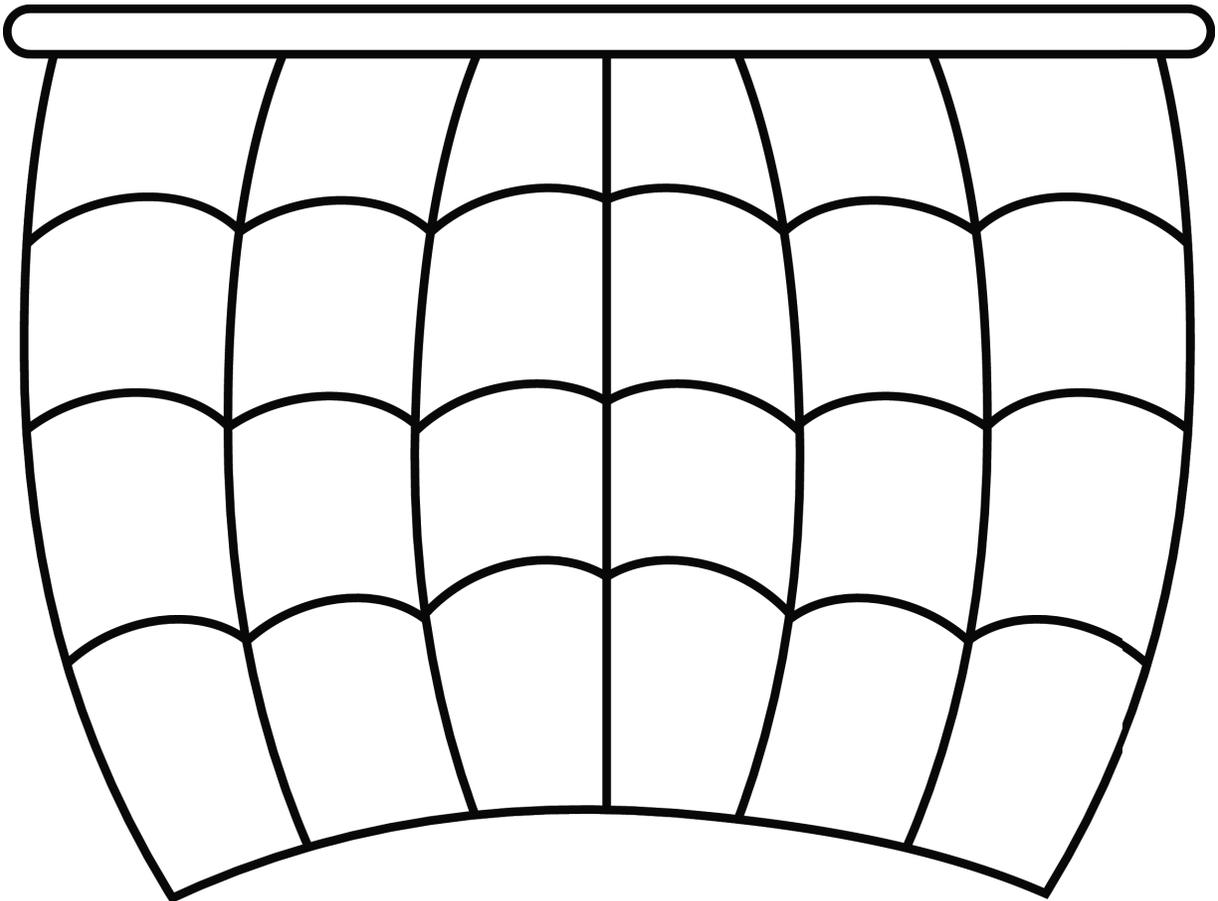


886 A.D.



Viking Ship Instructions

1. Color the ship on the next page and then cut it out.
2. Fold the ship on the dashed lines. Glue the box with the X on it onto a piece of cardboard or card stock (about 11"x 4"—this is the base to hold up the ship).
3. Tape or glue the edges of the ship (A to A and B to B).
4. Color the sail on this page and cut it out. Glue the sail to a straw. Stick the straw into the base of the ship with a little ball of clay (the size of a large marble).



HISTORY

YEAR 2 - STUDENT EXPLORER



GRADES 4-6

Lesson 16 **1271–1295 A.D.** Write the following: "Marco Polo explores Asia with his father and uncle and writes about his travels."

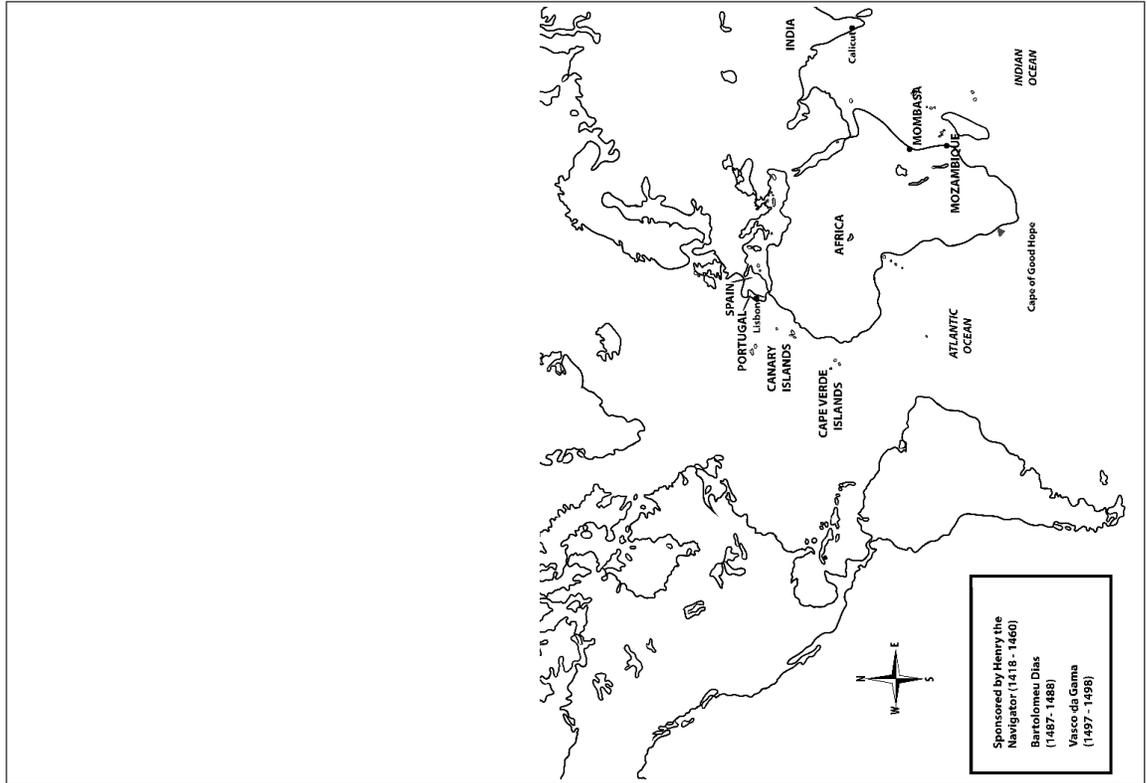
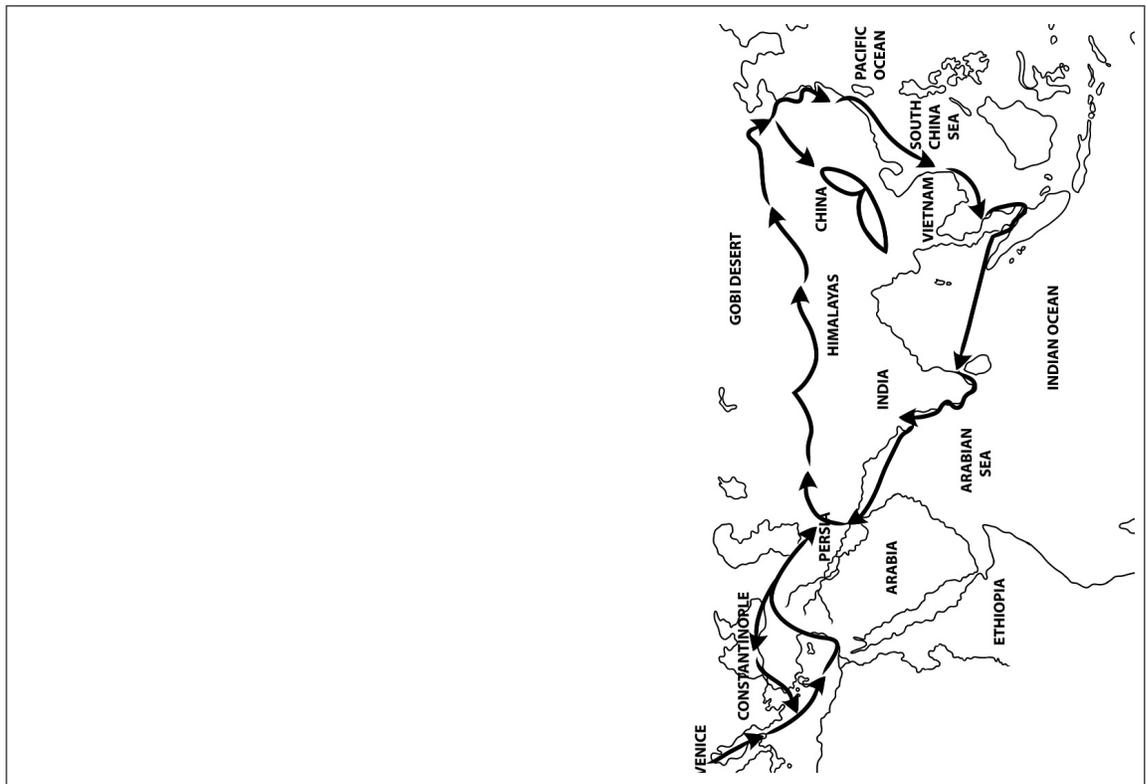
Lesson 17 **1418–1498 A.D.** Write the following: "Portuguese Explorations Around Africa." With different colors, draw the routes taken by the different explorers. Use the map on page 30 of *Maps & Images* as a reference.

Cut out and store the completed timeline pages in chronological order.

EXPLORATION TIMELINE

1271–1295 A.D.

1418–1498 A.D.



History Hera

CHRISTOPHER COLUMBUS

A Man of Faith and Courage



Copy the quote from Christopher Columbus.

"... our Lord it is Who gives to all who walk in His way, victory over things apparently impossible."

Color the image.

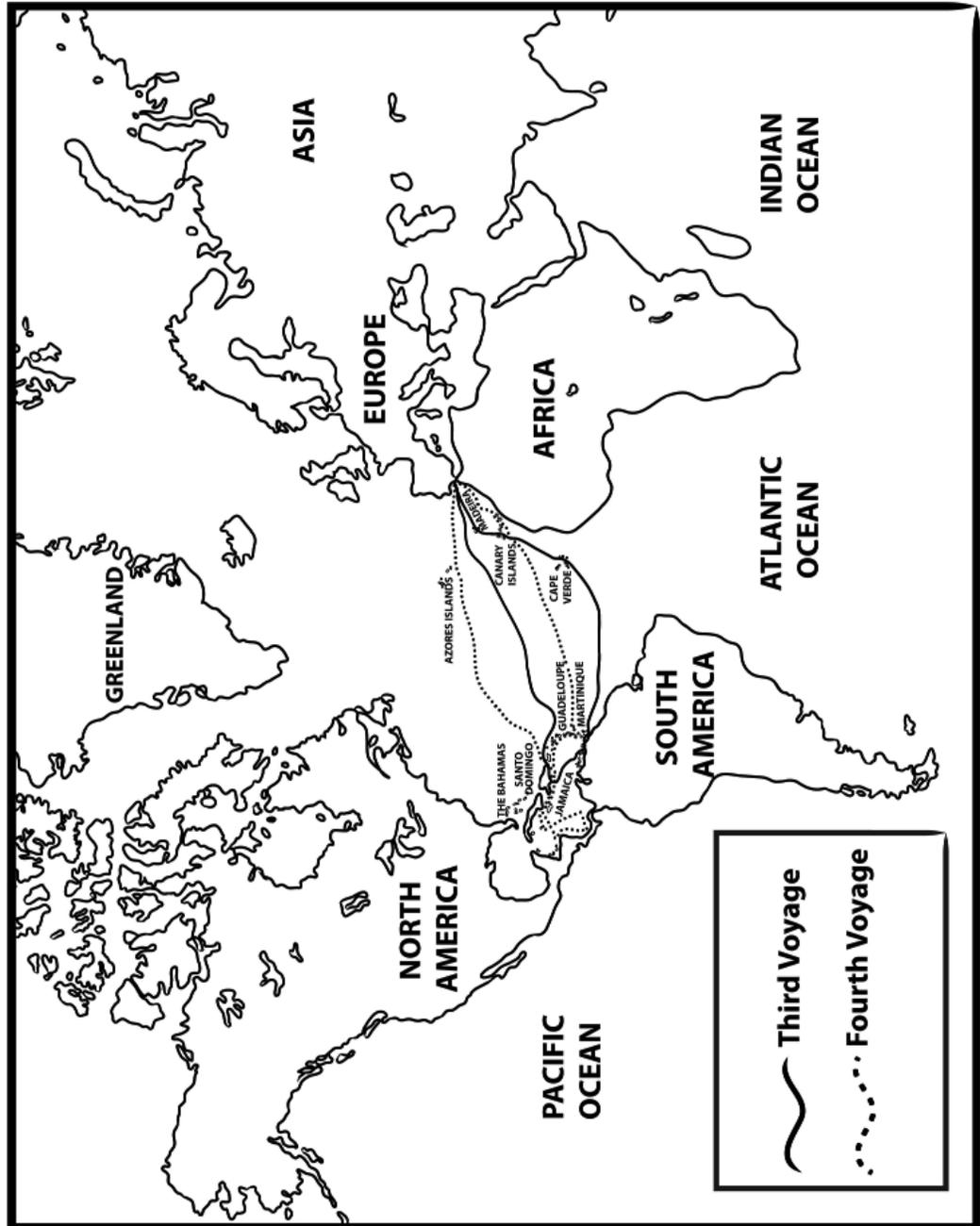


1493–1506 A.D. Write the following: "Columbus takes three more voyages. On his 3rd and 4th voyages he lands on Central and South America." Color the map.

Cut out and store the completed timeline pages in chronological order.

EXPLORATION TIMELINE

1493-1506 A.D.



1497 A.D. Write the following, "John Cabot is the first European to discover the coast of North America."

1513 A.D. Write the following: "Balboa crosses the Isthmus of Panama, becoming the first European to reach the Pacific Ocean." Color the picture if desired.

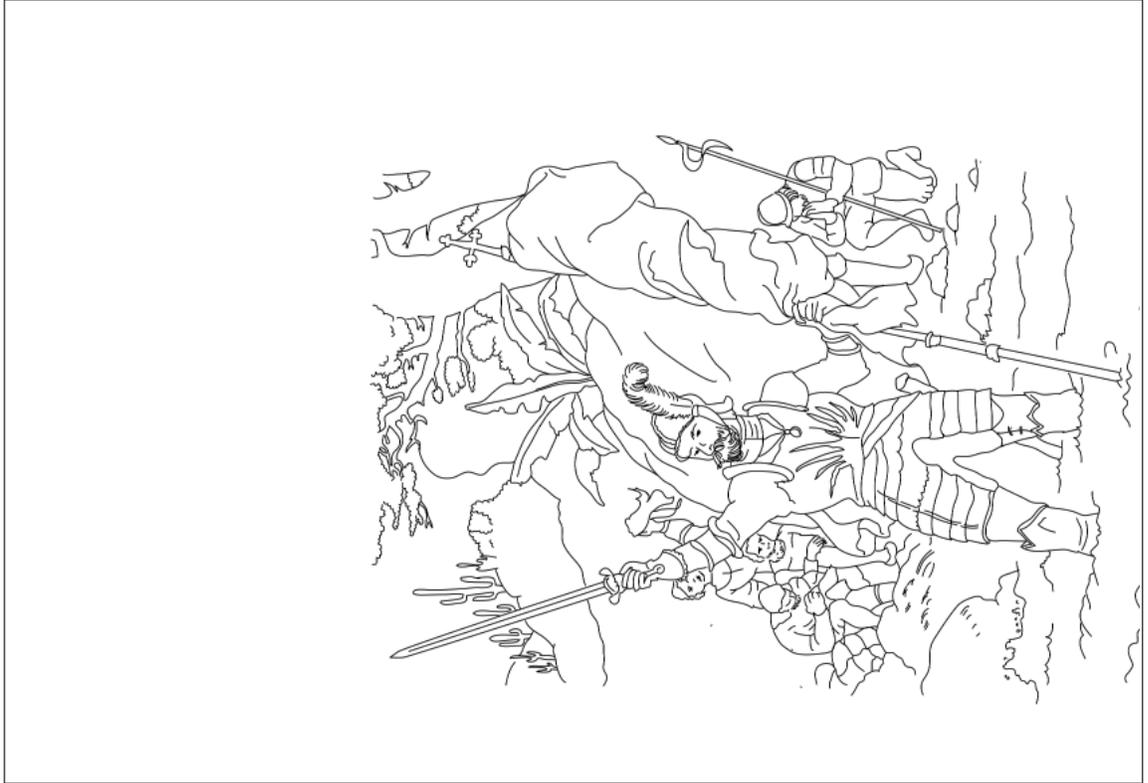
Cut out and store the completed timeline pages in chronological order.

EXPLORATION TIMELINE

1497 A.D.



1513 A.D.



1623 A.D. Write the following: "New Hampshire is settled by English fisherman." Illustrate if desired. Color New Hampshire. (Note: This was not taught in the lesson.)

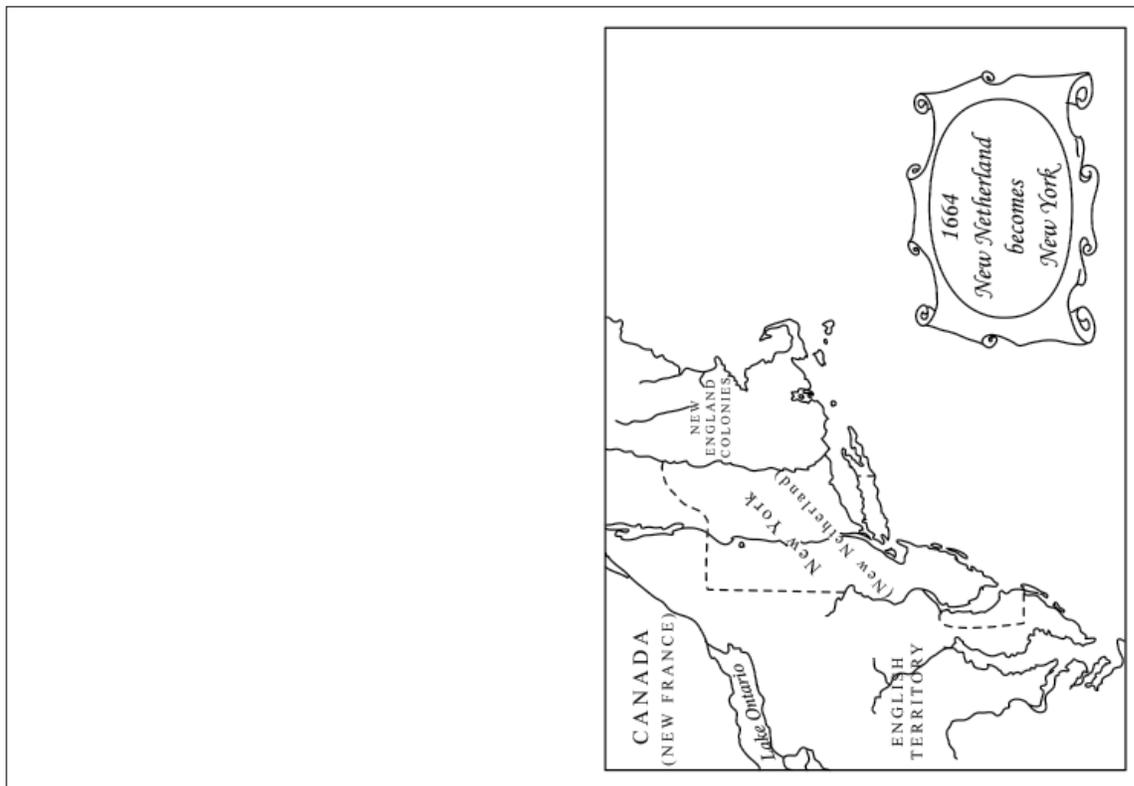
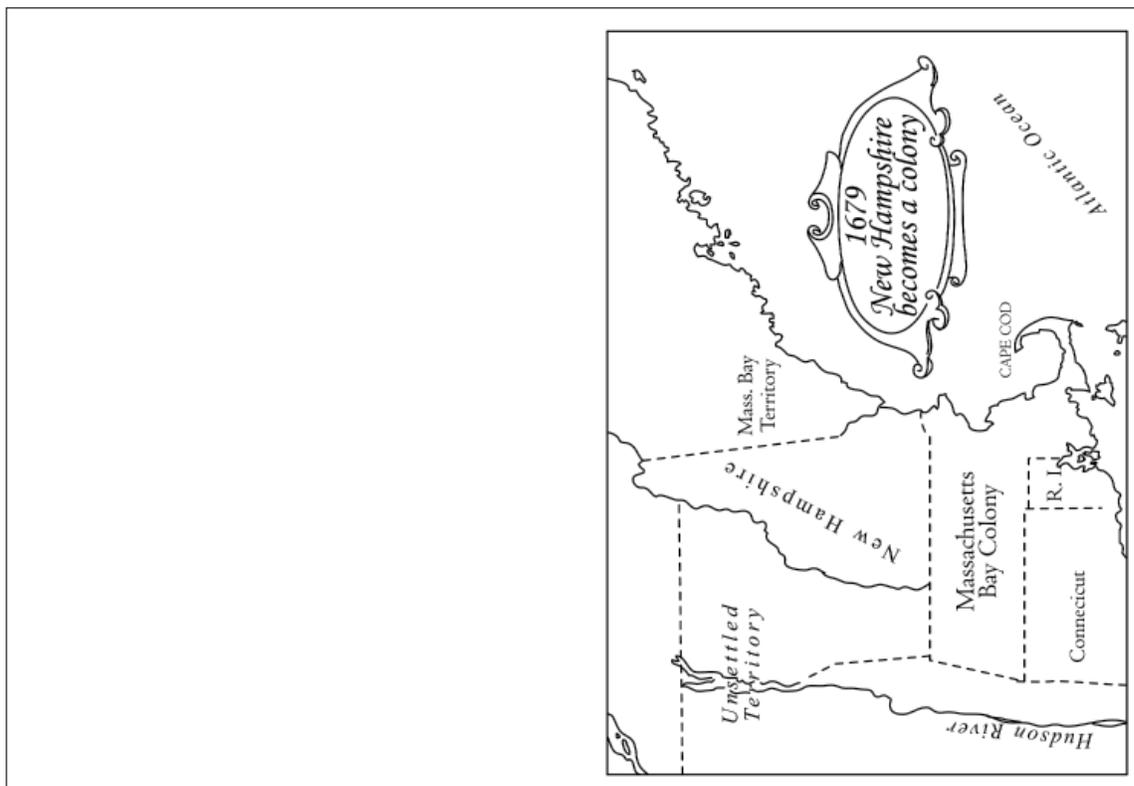
1624 A.D. Write the following: "The Dutch settle New Amsterdam. In 1664, the English gain rule and change the colony's name to New York." Illustrate if desired. Color New York.

Cut out and store the completed timeline pages in chronological order.

COLONIAL TIMELINE

1623 A.D.

1624 A.D.



1. In the box (under the bar that says "1630 A.D.") write the following: "The First Puritans Come to America."
2. In each of the other boxes, write and/or illustrate information you have learned about the topic. The course book contains some ideas. Color the illustration.
3. Cut out and store the completed timeline pages in chronological order.

COLONIAL TIMELINE

1630 A.D.

John Winthrop

Education & Religion



1634 A.D. Write the following: "Maryland is settled by Catholics." Read the information in the box. (Note: This information was not covered in the lesson.) Color Maryland.

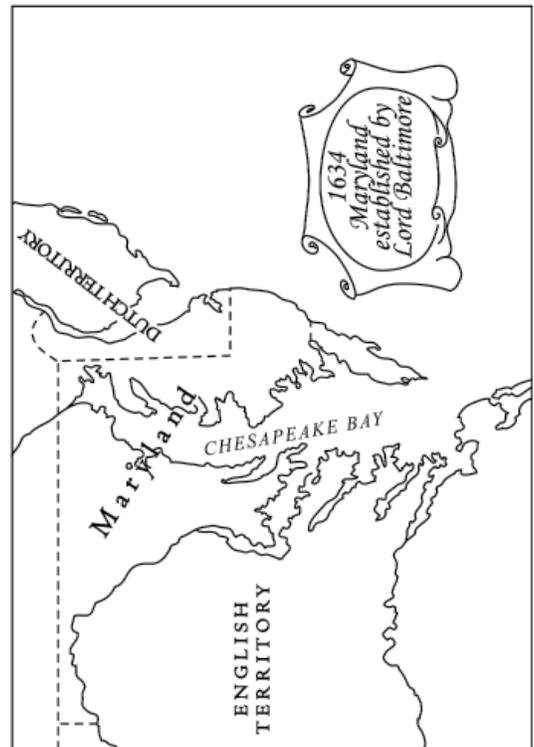
1636 A.D. Write the following: "Thomas Hooker settles Connecticut." Color Connecticut.

Cut out and store the completed timeline pages in chronological order.

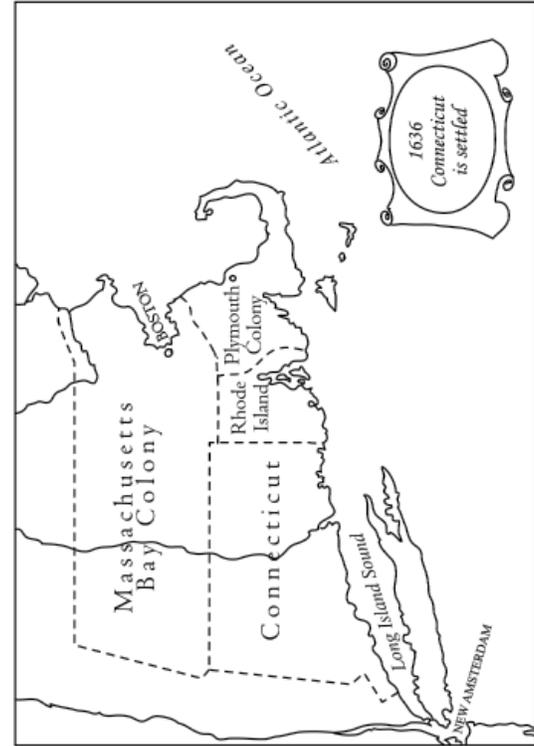
COLONIAL TIMELINE

1634 A.D.

Persecuted Catholics settled Maryland. Once more, a colony was started in the New World because people wanted religious freedom. The Catholic Church was the state church, but other religions were welcomed, too. The settlers found a group of Native Americans who were planning to move and bought their land from them.



1636 A.D.



HISTORY

YEAR 2 - STUDENT EXPLORER



GRADES 7-9



How the Grades 7–9 Student Explorer Works for the Year 2 Course

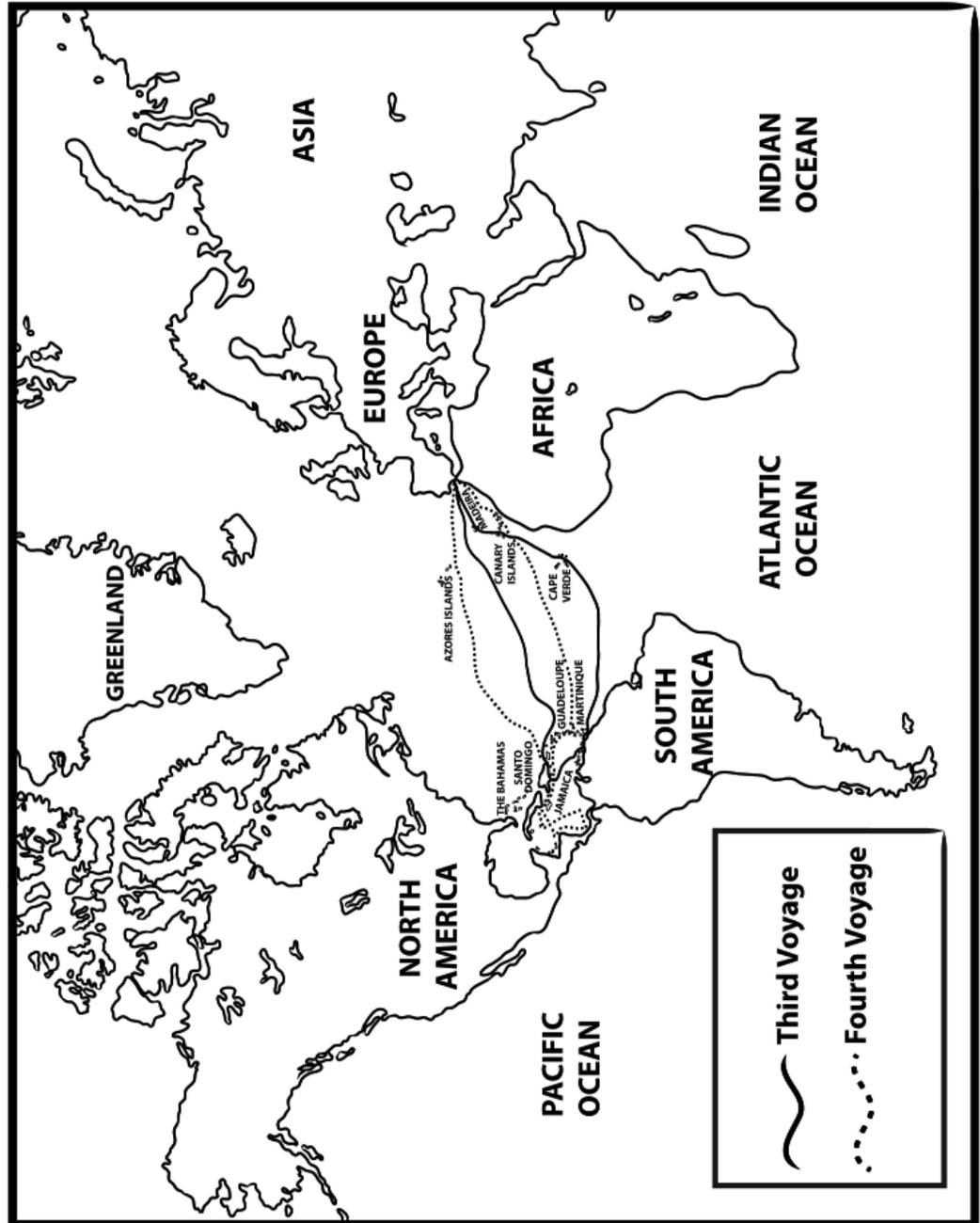
The Student Explorer for Grades 7–9 includes additional readings and assignments for some lessons. Children in Grades 7–9 are also encouraged to choose and read books from the "Read-Aloud Suggestions" document for Year 2 that are not being read as a family. This document can be found on www.jennyphillips.com/history under the "Year 2" tab.

1493–1506 A.D. Write the following: "Columbus takes three more voyages. On his 3rd and 4th voyages he lands on Central and South America." Color the map.

Cut out and store the completed timeline pages in chronological order.

EXPLORATION TIMELINE

1493-1506 A.D.



The Story of Ferdinand De Soto

- **Read the following excerpt from *My America* by Merline M. Ames, Jesse H. Ames, and Thomas S. Staples. In your history notebook, make a list of key information about Ferdinand De Soto.**

This bold and reckless Spanish captain is a good example of the kind of Spanish adventurers who were pouring into America. He hoped to win fame and fortune for himself in the new land. Because he is such a good example, and because his adventures took place inside the boundaries of the United States, we shall tell you his story.

De Soto had heard about Florida. He believed that in or near Florida he would find the riches of another Mexico or another Peru. So he secured permission to fit out an expedition to conquer this northern country, and in May, 1538 he set out. Leaving his faithful wife, Isabella, to rule Cuba in his absence—for he had been made governor of that island—De Soto and his men sailed gaily away for Florida.

His little army was as fine a one as Spain could offer. From every side, the brave and the daring from the finest families in Spain had flocked to De Soto's standard, eager to share with him the glorious search for riches. There were 570 men and 223 saddle horses. The men were armed with the heavy guns that were beginning to be used at that time and with fine swords, which they knew how to use with great skill. They had metal breastplates and gloves, and their heads were cased in steel helmets. Blacksmiths, surgeons, and priests were with the expedition. To be sure of a supply of food, a large drove of hogs was taken along.

Can you imagine the excitement on board the ships when at last a faint blue line on the far horizon told the adventurers that their land of gold was just before them? The men broke into songs



and shouts of joy. Here was the land of eternal spring, the land of flowers and fountains of youth. Here they would surely find another Mexico or Peru, from which they would return laden with wealth. Thus thought the followers of De Soto that spring day in the year 1539.

The landing was made on the west coast of Florida at Tampa Bay. On the first night the Spaniards had their dreams of easy conquests and sudden riches disturbed by a sudden Indian attack. They sprang up and fled to their ships. Then they began to realize that there was plenty of grim, hard work ahead of them. But these Spaniards were as brave as they were greedy. Soon men, horses, and supplies were all set on shore, and the best of the ships went back to Cuba. In a little time the army was ready for the march, and the great forest swallowed them.

De Soto's Explorations

De Soto may not have been at heart a cruel man, but his desire for gold made him desperate. He would not let any feelings of gentleness stand in the way of success. He kept his men prepared to fight the Native Americans every step of the way, if necessary, and to rob and enslave them if that would help his plans.

One thing he soon learned. A cruel Spaniard, Narvaez, had visited these regions a few years before, and he and his men by their evil deeds had taught the Native Americans to hate the European strangers. Once they had cut off the nose of a chief and stood by while the chief's mother had been killed by Spanish bloodhounds. This chief and most of the other Native Americans who had heard of Narvaez were ready for war the moment they heard of De Soto's coming. The cruelties of Narvaez made De Soto's work doubly hard and dangerous.

One piece of good fortune fell to De Soto. A Spaniard who had come to Florida ten years before to help search for Narvaez had been captured by Native Americans and held a prisoner all these years. Now he came to De Soto's camp and became the interpreter and guide of the expedition. Eagerly the Spaniards questioned this man concerning the places where gold might be found, but he could give them no information. He spoke, however, of a great chief to the northward, and in that direction De Soto's men turned their steps.

His Hardships

This was the beginning of a three years search for the rich cities and the gold that somehow remained always just out of reach of the greedy Spaniards. Most of the Native Americans fled at the approach of the invaders. Often, those who remained were seized and made to act as guides through the endless forests. Sometimes these guides had their revenge by leading the Spaniards into great swamps. Whenever the native chiefs came out of the woods to talk with De Soto, he

seized them and made them go with him to the edge of the land they ruled over. Though each day was filled with hardships, beyond a few pearls and trinkets, there was nothing to take back to Spain.

Finally De Soto's wanderings led him to the lands of a Native American queen. He seized her while his men went to some mines she told them of. Here, at last, was their Peru, they thought. When the metal that the men brought back to camp proved to be only a worthless mixture of copper and less valuable metals, the expedition toiled on and on through the wilderness.

Turning back toward the coast near where Mobile now stands, the adventurers met Tuscaloosa, head of a warlike tribe. He greeted the Europeans with a smile, and De Soto and a part of his men went into the main Native American village. Here the war whoop suddenly rose, and the Indians rushed upon their surprised visitors. For a time the Indians drove the Spaniards back, but the veteran soldiers of De Soto's band rallied and held their ground. For hours the battle raged. In the end, the Spanish swords and the Spanish armor were too much for the Native American arrows and war clubs, and when night came the Native American army was destroyed. But a hundred or more Europeans had fallen, and many of the horses had been killed, while a fire had destroyed most of De Soto's baggage and medicine.

At this point, the European leader showed his courage. He knew that some of his relief ships were on the coast waiting for him. His little army was ragged, footsore, and discouraged after their year and a half of wandering. But De Soto had not found what he sought, and proudly turning his back on the chance for escape from the wilderness, he led his men again northward.

Discovery of the Mississippi River

The discovery that makes De Soto's name sure to live in history was still before him. One day in 1541, the Spaniards came out on the bank of a mighty river two miles wide which carried timbers and uprooted trees along in its mighty rush

toward the south. De Soto had discovered the Mississippi River.

The yearning for gold blinded the Spaniards to the greatness of their discovery. Crossing the great river, the Europeans wandered about on the plains of Arkansas for a year and then dragged themselves back to the Mississippi. A slow fever was burning in De Soto's veins, and his face was wrinkled and drawn from pain and hardship. He was not ready yet to give up, but the fever grew worse, and he died on the banks of the great river.

Burying the body of their leader in the depths of the river, the three hundred fifty survivors of the brilliant army that had landed so gaily on Tampa Bay three years before hurriedly built some crude boats and floated away down the river. Reaching its mouth, they sailed along the gulf shore toward the west, until Spanish settlements in Mexico were found.

1497 A.D. Write the following, "John Cabot is the first European to discover the coast of North America."

1513 A.D. Write the following: "Balboa crosses the Isthmus of Panama, becoming the first European to reach the Pacific Ocean." Color the picture if desired.

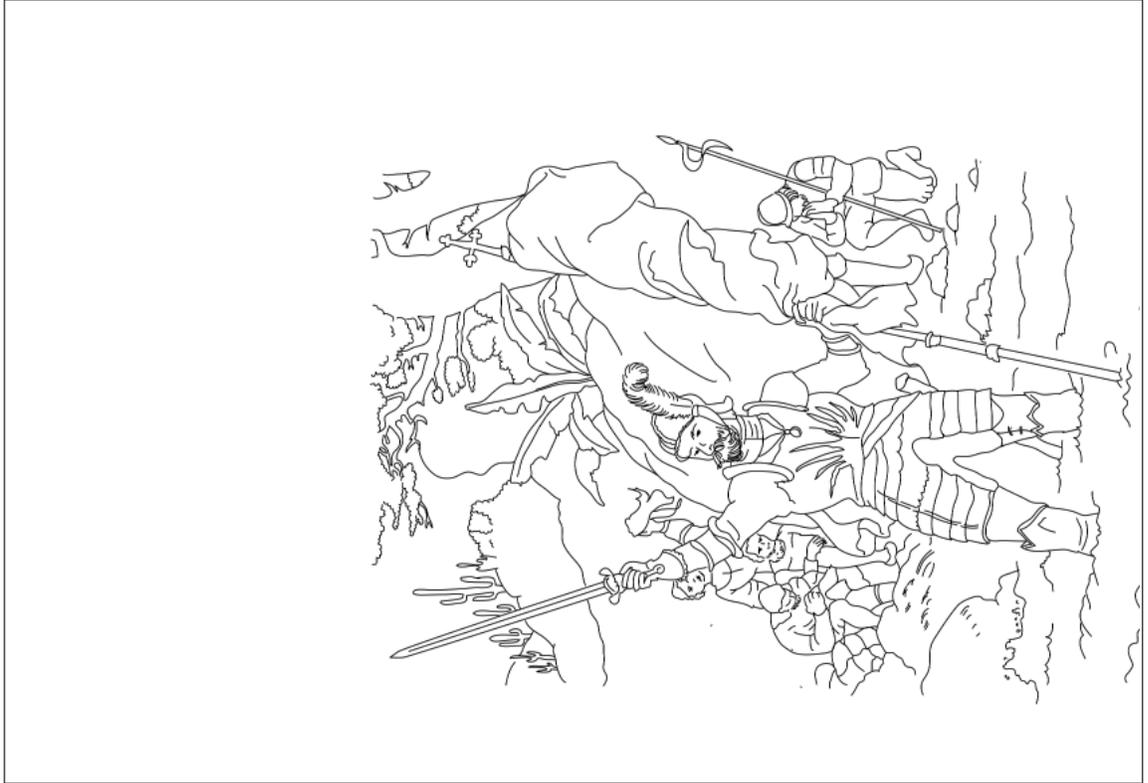
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EXPLORATION TIMELINE

1497 A.D.



1513 A.D.



Coronado in the Southwest

- Read the following excerpt from *My America* by Merline M. Ames, Jesse H. Ames, and Thomas S. Staples. In your history notebook, make a list of key information about Coronado and trace or copy the map on this page.

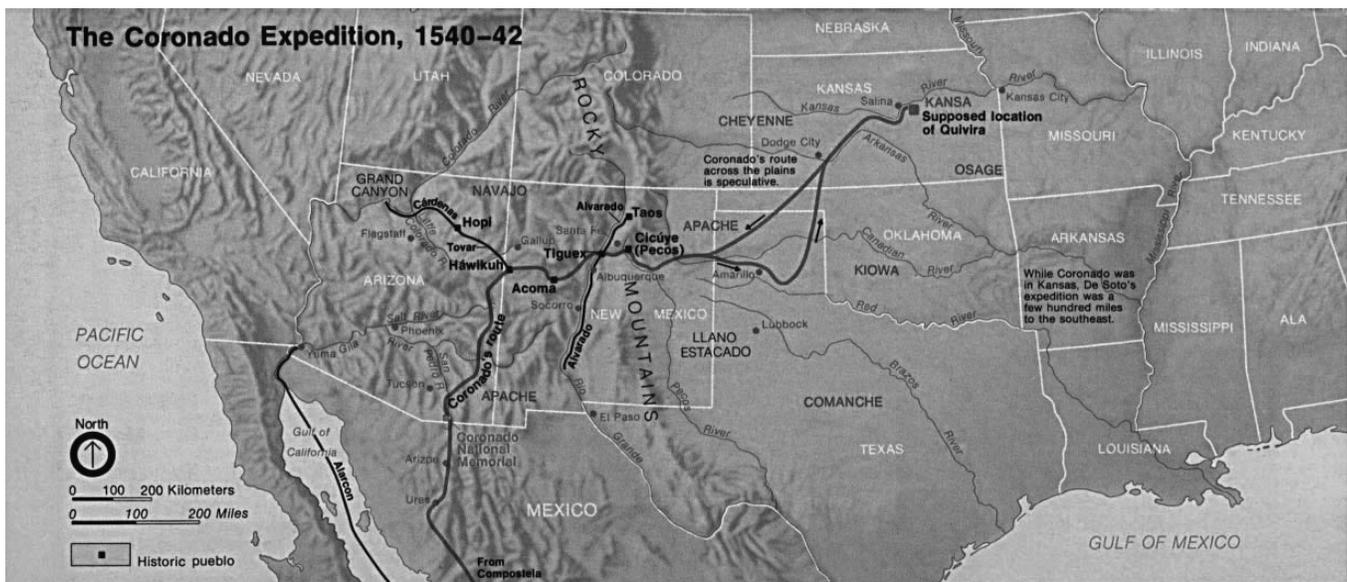
While De Soto was making his fruitless search, another Spaniard, Francisco Coronado, was leading a band of adventurers through what is now the southwestern part of the United States. He sought the fabled “seven cities,” which existed only in the imaginations of men. He found Native American villages, but no rich cities whose walls were covered with precious gems. Some of Coronado’s men, however, made one other important discovery. They found the Grand Canyon of the Colorado River.

The stories of De Soto and Coronado enable us to understand how the Spaniards frequently wasted their energies on fruitless expeditions in search of precious metals. Treatment of the Native Ameri-

cans was frequently cruel and heartless, and they were often held as slaves. Compelled to work on plantations and in mines, many of the slaves died, and in a few years the Native American population of Cuba and Mexico was greatly reduced.

The Spaniards established many prosperous colonies in Cuba and other islands of the West Indies, in Mexico, and in parts of South America. Not only did the Spaniards work the mines of those countries, but they also developed large plantations. When the native labor supply was exhausted, they imported Africans to do the work.

The failure of De Soto and Coronado to find gold in the southern parts of what is now our country led the Spaniards to spend their time and energies in the richer and more easily conquered lands farther to the southward. This left most of North America open to exploration and settlement by other nations.



1. In the box (under the bar that says "1607 A.D.,") write the following: "Jamestown, Virginia, is settled."
2. In each of the other boxes, write and/or illustrate information you have learned about the topic.

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

COLONIAL TIMELINE

1607 A.D.

John Smith

Pocahontas

Sir Walter Raleigh & the Lost Colony

- Read the following excerpt from *My America* by Merline M. Ames, Jesse H. Ames, and Thomas S. Staples. In your history notebook, make a list of key information about the article.

Sir Walter Raleigh

Near Plymouth, England, and not far from the birthplace of Sir Francis Drake, Walter Raleigh, was born in 1552. Raleigh, unlike Drake, came from a high-born family. He left college to fight in France and Holland. He was still a young man when he went up to London. His love of fun, his good looks, and his fine manners made people, and especially Queen Elizabeth, like him. One day, so the story goes, the queen was out walking with Raleigh. They reached a muddy spot in the road. Raleigh snatched off his new velvet coat and laid it over the mud. The Queen crossed without spoiling her fine shoes. She rewarded Raleigh afterwards with many presents of land that made him a rich man.

London in the year 1583 was a lively place. Men, as well as women, wore clothes made of bright-colored satin and velvet. Their hats were trimmed with long waving plumes and jeweled gold and silver buckles. Sailors could be told from other men by their wide-brimmed Spanish hats and great round gold earrings. If you had happened to be in London, you might have seen people crowding around a sailor who boasted how he had aided Hawkins or Drake to capture a Spanish town. He might show a jeweled dagger or a fine Spanish gold chain which had been part of his prize. The air was full of stories about the exciting New World.

Walter Raleigh and his half brother, Sir Humphrey Gilbert, had a noble idea. They saw the crowded streets and houses of London and the numbers of people who could not find work. Then they



thought of the millions of acres of unoccupied land in the New World. Why not take across the ocean some of the people from crowded England and establish a new England in America?

Sir Humphrey Gilbert

Sir Humphrey Gilbert got permission from the queen to plant a colony in America. In 1578 he fitted out a fleet at his own expense, with Raleigh in command. A fight with some Spanish forced the battered English ships to return home.

In 1583 Gilbert set out again. Raleigh did not go, but he gave ten thousand dollars and a ship. Gilbert had already used up his entire fortune. Gilbert reached Newfoundland and searched for a place to start his colony. Many of his men deserted him. The only thing he could do was

return home. He now had only two ships, the *Squirrel* and the *Golden Hind*. Gilbert was in the *Squirrel*, a tiny ship of just ten tons. His men begged him to go aboard the larger *Golden Hind*. He refused, saying he would not leave the men who had stood by him.

A terrible storm arose. The men on the *Golden Hind* saw Gilbert sitting on the deck with a book in his hand. He called to them: “We are as near Heaven by sea as by land.” At night they could see the lights of the *Squirrel* bobbing up and down as the waves tossed the ship about. At midnight, the lights suddenly went out. Sir Humphrey Gilbert was never seen again. He was a brave and gallant gentleman who gave his fortune and his life for his country’s glory.

Raleigh’s Colony on Roanoke Island

Raleigh was determined to finish the work begun by his unfortunate half brother. He sent out two sea captains to find a good place for a settlement. They followed his directions to sail southward instead of toward Newfoundland. They landed on an island near Cape Hatteras. When they returned home, they said they had found some beautiful green islands, one of which was called Roanoke.

When the Native Americans there first saw the Europeans, they called out, “Win-gan-da-coa,” meaning, “What pretty clothes you wear!” The English thought “Wingandacoa” was the name of the country. Elizabeth said that the land should be called Virginia in honor of herself.

The two sea captains reported that the Native Americans there were “most gentle, loving, and faithful.” Every day they sent to their European visitors melons, walnuts, cucumbers, pears, potatoes, and very white corn, besides deer meat, rabbits, and fish. The explorers tested the soil by planting peas, which grew very well. Forests of all kinds were there. Fish and oysters were plentiful.

The report made by Amadas and Barlowe caused

Raleigh to send out seven ships to Roanoke in 1585. The settlers spent their time trying to find gold mines and a way to the “South Sea” (Pacific Ocean). In the spring, after a hard winter, they were overjoyed to see a fine English fleet in the harbor. Sir Francis Drake had just finished raiding St. Augustine and Spanish settlements in the West Indies, and was on his way home. They gladly accepted his offer.

About two years later Raleigh sent out another band of colonists—men, women, and children—under the leadership of John White, an artist. They had been in Roanoke but a short time when John White’s granddaughter, Virginia Dare, was born. She was the first English child born on American soil.

Food grew scarce, and White went to England for supplies. He told his people to carve on a tree the name of the place to which they went in case they decided to move. A cross was to be added beside the name if the colonists were in danger.

The End of Raleigh’s Colony

England was getting ready for war with Spain when John White reached home. In 1588 Spain sent a huge fleet, called the Armada, to attack England. Sir Francis Drake was one of the commanders in charge of the English fleet. As the stately Armada sailed near the English coast, he led an attack against it. When it anchored at night he set fire ships afloat. The Spanish ships broke their line and fled from the fire. Then the English fell upon them again. The huge Spanish vessels were too clumsy to get quickly out of the way of the smaller and swifter English ships. Some of the Spanish ships were sunk, and some were wrecked on the coast. Only a small remnant of the Armada returned to Spain. With the defeat of the Armada began the downfall of Spain and the rise of England as the most powerful nation of Europe.

After the war was over, Raleigh, who had already

Peter the Great

Using your own research and the information on Peter the Great from the article in this lesson, fill in the boxes with key facts about Peter the Great.



Peter the Great

- In the same year that William Penn founded Pennsylvania, Peter the Great became the Russian czar. He is best known for his efforts to establish Russia as a great nation. Read the following chapter from *European Hero Stories* by Eva March Tappan.

From the time that Rurik is said to have ruled in Russia, the country had little history for nearly eight hundred years. One reason was because it was overrun for two centuries by barbarians from Asia, called Tatars. Another was because, although it had become strong, it was like a lion shut up in a cage. He may be powerful, but he cannot show his power until he gets out. In this case, the "cage" was the different peoples that kept the country from the rest of the world.

The man who let Russia out of the cage was a wild, rough young fellow of seventeen named Peter, afterwards called Peter the Great. When he was a small boy, he came across an old, half-rotten boat. "I can remember when your great-uncle used to sail that," said an old peasant. "He could sail against the wind." No one could show the boy how this was done, but he searched till he at last found a teacher. He learned to sail the boat and so began his navy. He picked up boys in the streets and grooms from the stables for a company of soldiers, and this was the beginning of his army.

When this kingdom without a seaport fell into his hands, he set to work, first, to build a navy. He sent young men to Holland and England and Italy to learn about naval affairs. "Return when you have become good sailors and not before," he commanded them. After a while, he himself set out for a tour of Europe, and never was there a traveler with such wide-open eyes. He wanted to see everything and to learn everything. "I want



to know how those people live," he said, on one occasion, stopping his carriage before a house. He sent the owner out of doors and then examined the house at his leisure. Another time he waded in water knee-deep across a meadow to visit a mill that struck him as worth seeing. He learned how to open a vein, how to pull teeth, how to make ropes, sails, and fireworks. He studied architecture with one man, natural history with another, and even took drawing lessons and was taught how to engrave.

He sent home great blocks of marble for the use of artists—when there should be any. He sent arms and tools and a stuffed crocodile for the beginning of a museum. He sent also sailors, physicians, gunsmiths, and naval officers.

BENJAMIN FRANKLIN AS SCIENTIST

- Read the following article from the book *Our Great Americans: Washington, Franklin, Webster, Lincoln*, by James Baldwin:

Benjamin Franklin was not only a printer, politician, and statesman, he was also the first scientist of America. In the midst of perplexing cares, it was his delight to study the laws of nature and try to understand some of the mysteries of creation.

In his time many discoveries had yet been made. The steam engine was unknown. The telegraph had not so much as been dreamed about. Thousands of comforts that we now enjoy through the discoveries of science were then unthought of.

Franklin began to make experiments in electricity when he was about forty years old.

He was the first person to discover that lightning is caused by electricity. He had long thought that this was true, but he had no means of proving it.

He thought that if he could stand on some high tower during a thunderstorm, he might be able to draw some of the electricity from the clouds through a pointed iron rod. But there was no high tower in Philadelphia. There was not even a tall church spire.

At last he thought of making a kite and sending it up to the clouds. A paper kite, however, would be ruined by the rain and would not fly to any great height.



"Benjamin Franklin Drawing Electricity from the Sky" by Benjamin West (1738-1820)

So instead of paper he used a light silk handkerchief which he fastened to two slender but strong cross pieces. At the top of the kite he placed a pointed iron rod. The string was of hemp, except for a short piece at the lower end, which was of silk. At the end of the hemp string an iron key was tied.

BENJAMIN FRANKLIN'S LIBRARY

- Read the following excerpt from *The Autobiography of Benjamin Franklin*:

At the time I established myself in Pennsylvania, there was not a good bookseller's shop in any of the colonies to the southward of Boston. In New York and Philadelphia the printers were indeed stationers; they sold only paper, etc., almanacs, ballads, and a few common school books. Those who loved reading were obliged to send for their books from England; the members of the Junto had each a few. We had left the alehouse, where we first met, and hired a room to hold our club in. I proposed that we should all of us bring our books to that room, where they would not only be ready to consult in our conferences, but become a common benefit, each of us being at liberty to borrow such as he wished to read at home. This was accordingly done, and for some time contented us.

Finding the advantage of this little collection, I proposed to render the benefit from books more common, by commencing a public subscription library. I drew a sketch of the plan and rules that would be necessary, and got a skilful conveyancer, Mr. Charles Brockden, to put the whole in form of articles of agreement to be subscribed, by which each subscriber engaged to pay a certain sum down for the first purchase of books, and an annual contribution for increasing them. So few were the readers at that time in Philadelphia, and the majority of us so poor, that I was not able, with great industry, to find more than fifty persons,

mostly young tradesmen, willing to pay down for this purpose forty shillings each, and ten shillings per annum. On this little fund we began. The books were imported; the library was opened one day in the week for lending to the subscribers, on their promissory notes to pay double the value if not duly returned. The institution soon manifested its utility, was imitated by other towns, and in other provinces. The libraries were augmented by donations; reading became fashionable; and our people, having no public amusements to divert their attention from study, became better acquainted with books, and in a few years were observed by strangers to be better instructed and more intelligent than people of the same rank generally are in other countries.

This library afforded me the means of improvement by constant study, for which I set apart an hour or two each day, and thus repaired in some degree the loss of the learned education my father once intended for me. Reading was the only amusement I allowed myself. I spent no time in taverns, games, or frolics of any kind; and my industry in my business continued as indefatigable as it was necessary.



1. In the box (under the bar that says "1787 A.D.,") write "The US Constitution is Signed."
2. In each of the other boxes, write and/or illustrate information you have learned about the topic. Younger children can keep it simple. For example, under "Legislative" they can write "Makes Laws." Under "Judicial" they can write "Interprets Laws." Under "Executive" they can write "Enforces Laws."
3. Cut out and store the completed timeline pages in chronological order.

THE US CONSTITUTION

1787 A.D.

The Constitution defines three branches of government that provide separation of powers and checks and balances.

Legislative	Judicial	Executive

We the people

Coining Money



Education



National Defense



Public Health



Immigration



Giving Aid



Postal System



Public Safety



SOME POWERS DELEGATED BY THE FOUNDERS

Federal Government

State Governments



History Hera

NOAH WEBSTER



Copy the following words that describe Noah Webster.

Founding Father

The Father of American Education

A Man of Great Faith and Wisdom

Color the image.



1914 A.D. Write the following: **World War I Starts**

Causes=Powerful Alliances, The Desire to Grow Empires, Distrust and Dislike Between European Countries

1917 A.D. Write the following: **The United States Enters World War I**

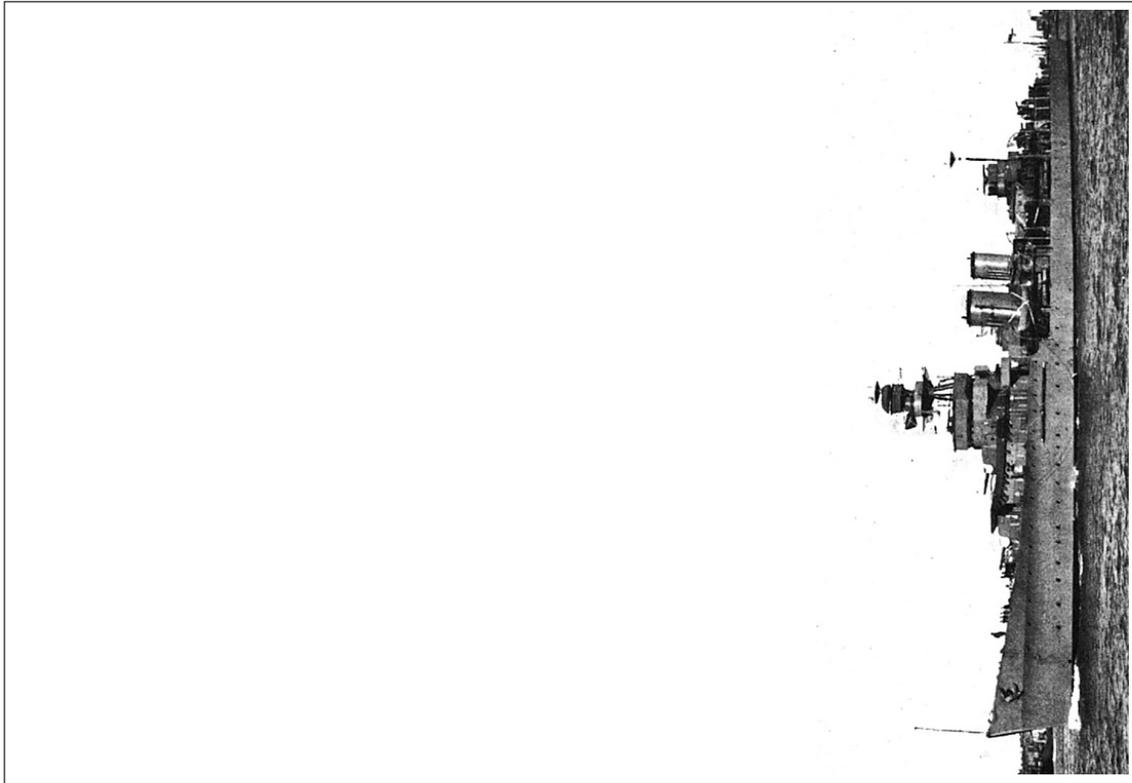
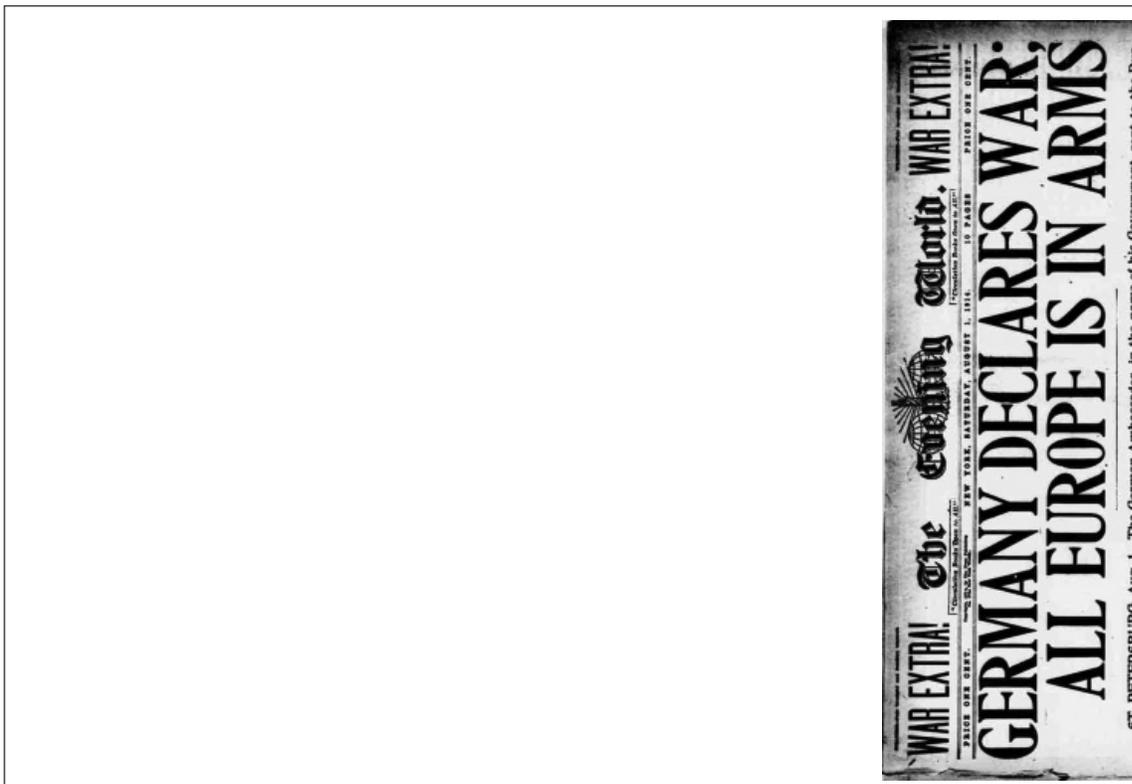
Reasons=The Zimmerman Telegram reveals Germany's plans against the US. Germany begins to attack US ships.

Cut out and store the completed timeline pages in chronological order.

WWI TIMELINE

1914 A.D.

1917 A.D.



The United States in World War I—Part 1

- **Read the following excerpt from *My America* by Merline M. Ames, Jesse H. Ames, and Thomas S. Staples. In your history notebook, make a list of key information about the article.**

The United States in World War I

Not only did the United States have no part in causing the war, it was the deep desire of the American people to avoid taking part in it. President Woodrow Wilson made every effort to keep America neutral in the great conflict. It is hard for a country like America to avoid getting into a war of the nature of the First World War. Even though the President asked Americans to be “neutral in thought as well as in deed,” many found it difficult to do this. Millions of our people had once lived in one of the warring nations, or at least still had relatives or friends in one of them. It was natural for German-Americans to hope that Germany would win. It was just as natural for a Russian-American to hope that the side Russia was on would come off victorious. England, France, and Germany, in particular, flooded this country with newspapers, special booklets, and reports, each one trying to convince Americans that their side was right and the other side wrong, wicked, and wholly to blame for the war.

Difficulties of Neutrality

There was another reason why it was difficult for the United States to stay out of the war. We produced quantities of foodstuffs and manufactured goods which were eagerly sought by the fighting nations, particularly England and Germany. With her powerful navy, England made every effort to prevent these

goods from reaching Germany, hoping thereby to cripple the war effort of the Germans. The Germans were just as eager to keep our supplies out of England, with the expectation that the English people would be starved into asking for peace.

As a result of this sea warfare, the United States was soon having trouble with both England and Germany. The British navy stopped our merchant ships, even when they were journeying to ports in Norway or Sweden, claiming that the goods on board were really destined for Germany. American mail on these ships was opened by the British authorities. Presi-



dent Wilson’s protest against these acts seemed to have little or no effect.

The German Submarine

Germany depended mostly on the submarine in her war against ships carrying supplies to England. The work of the German submarines roused a storm of anger in America. The submarine, to be effective, sank ships without warning. This led to the loss not only of ships and their cargoes, but very often of crews and passengers as well. In May, 1915, the British merchant ship “Lusitania” was torpedoed off

the coast of Ireland with a loss of nearly 1200 lives including men, women, and children. Among the victims were 114 American citizens.

At this point, millions of Americans were ready to begin immediate war against Germany. But President Wilson still tried to keep the nation at peace. The submarines continued to sink ships, and the German government gave the warning that ships found in the waters about the British Isles would be sunk on sight with no effort to save those on board. At last, even the U.S. president's patience was exhausted. On April 6, 1917, Congress, at the request of Mr. Wilson, declared war on Germany. Not long thereafter, war was also declared against Austria-Hungary.

The National Army

Our government realized that, if we were to make war on Germany, a large army must be created. In May, 1917, Congress passed a General Conscription Law by means of which all men between the ages of 21 and 31 registered for military service. From this vast number were selected men to make up the new National Army.

The army which was sent to Europe was called the American Expeditionary Force (A.E.F.). General John J. Pershing was made Commanding General of these forces. In May 1917, the first American soldiers reached France, but the number crossing the ocean rapidly increased. By the end of the year they were going over at the rate of more than 50,000 per month.

Defeating the Submarine

One of the first tasks undertaken by our government was that of helping the British navy destroy the submarines. English shipping was going to the bottom of the sea at an alarming rate. Our warships went immediately to the aid of the British navy. New methods were devised for fighting the submarines. Swift, light cruisers, called submarine chasers, scoured the ocean and, by the use of depth bombs and other means, hunted the submarines down. During this time our country built ships by the thousands to replace those that had been sunk, and

for a time the United States was the greatest ship-building nation in the world.

“The Man Behind the Man Behind the Gun”

It was soon found that modern wars could not be fought by armies alone. In all nations taking part in the First World War, the people at home took a more active part than had ever before been the case. Our people were no sooner in the war than our government began to issue propaganda to arouse their enthusiasm for the struggle. Speakers by the thousand and pamphlets and booklets by the million sought to convince Americans that Germany and the Germans were completely in the wrong and that our allies and ourselves were completely in the right. Unfortunately, those in charge of this campaign sometimes misrepresented the facts in order to gain their ends. Someone has said that when a war starts, the first casualty is truth. Two of the slogans adopted were “A war to end war” and “A war to make the world safe for democracy.”

Thousands of our citizens—men, women, and children—entered into some form of work to aid the government. Great numbers of people who had never before taken any interest in the Red Cross now joined that organization and aided it in the work of preparing hospital supplies, serving as nurses, operating trucks, and relieving the refugees of the war-stricken areas of Europe. Throughout the nation, children cared for “war gardens.”

How War Expenses Were Paid

It was necessary for our government to levy heavy taxes to raise money for war expenses. Taxes were put on show tickets, ball game admissions, and other amusement, railroad tickets, profits on business, and the like. A large share of the money required to carry on the war was raised by borrowing. The people were asked to subscribe to “Liberty Loans,” and a great amount of money (over twenty billion dollars in all) was raised from these five loans, the last of which was called the “Victory Loan.”

HISTORY

YEAR 2 - STUDENT EXPLORER



GRADES 10-12

How the Grades 10–12 Student Explorer Works for the Year 2 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 sheets included in Grades 1–3, 4–6, and 7–9. The child should do the pages in section 1 on the same day the lesson is taught, as directed in the course book.

Section 2

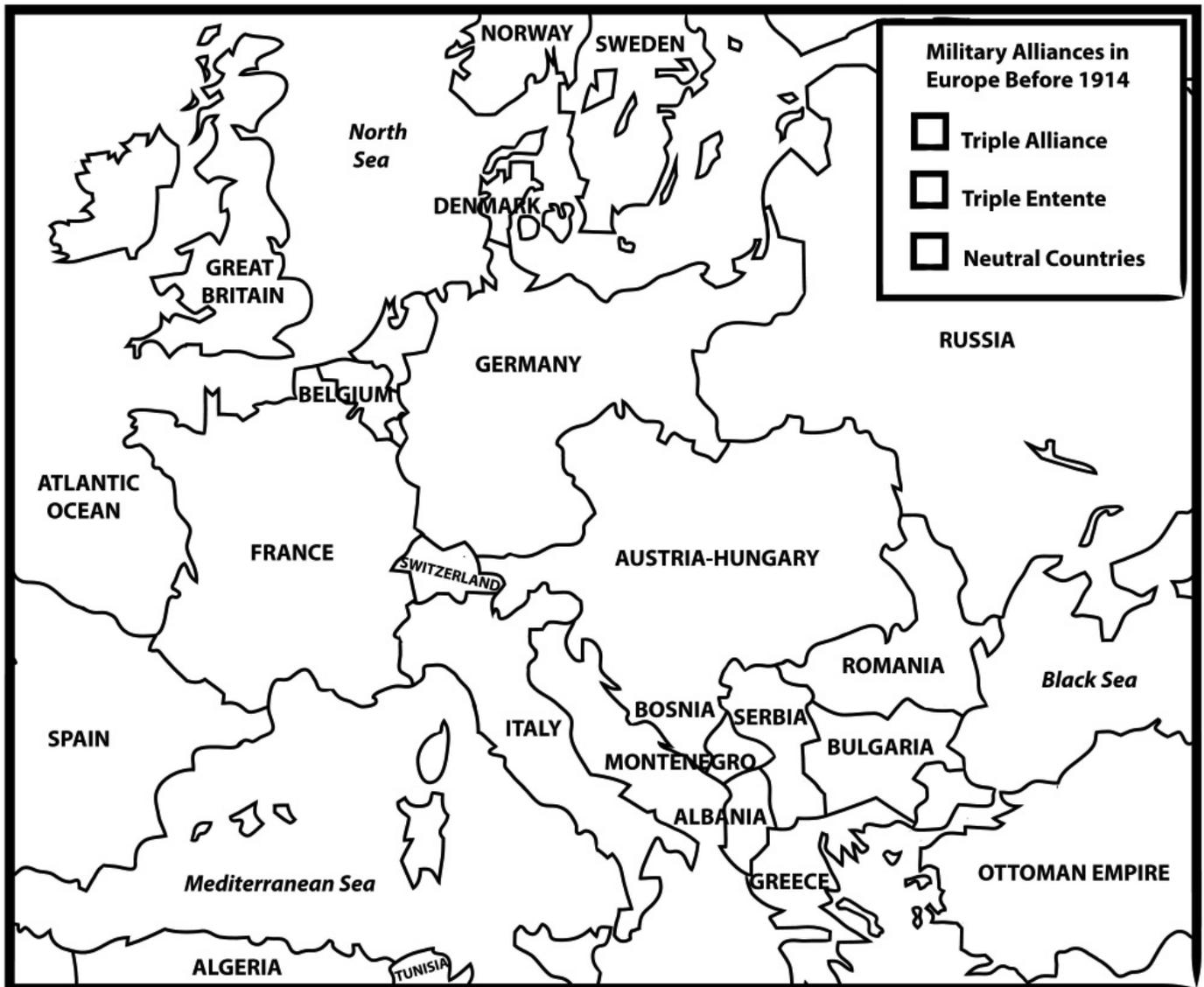
Section 2 includes unit projects, which are additional projects to be completed outside of lesson time. Ideally, all of the projects for each unit should be completed by the time the lessons for the unit are completed.

The time needed to complete unit projects will vary widely by child. It is suggested that the child 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.

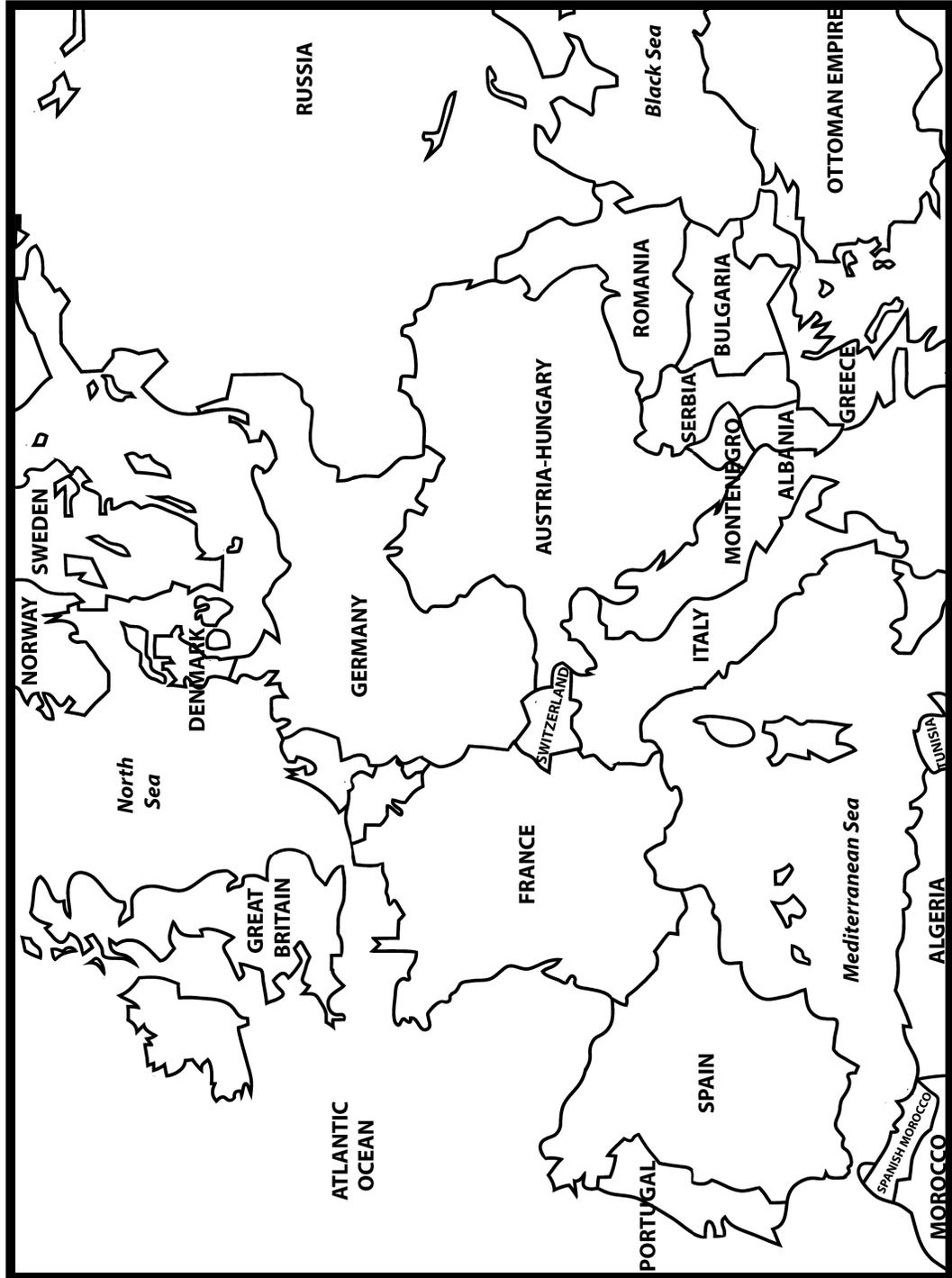
"Honors" assignments are optional and are given to challenge children who are advanced academically.

SECTION 1

MILITARY ALLIANCES IN EUROPE BEFORE WWI



MILITARY ALLIANCES IN EUROPE DURING WWI



1918 A.D. Write the following: "World War I Ends"

Cut out and store the completed timeline pages in chronological order.

WWI TIMELINE

1918 A.D.

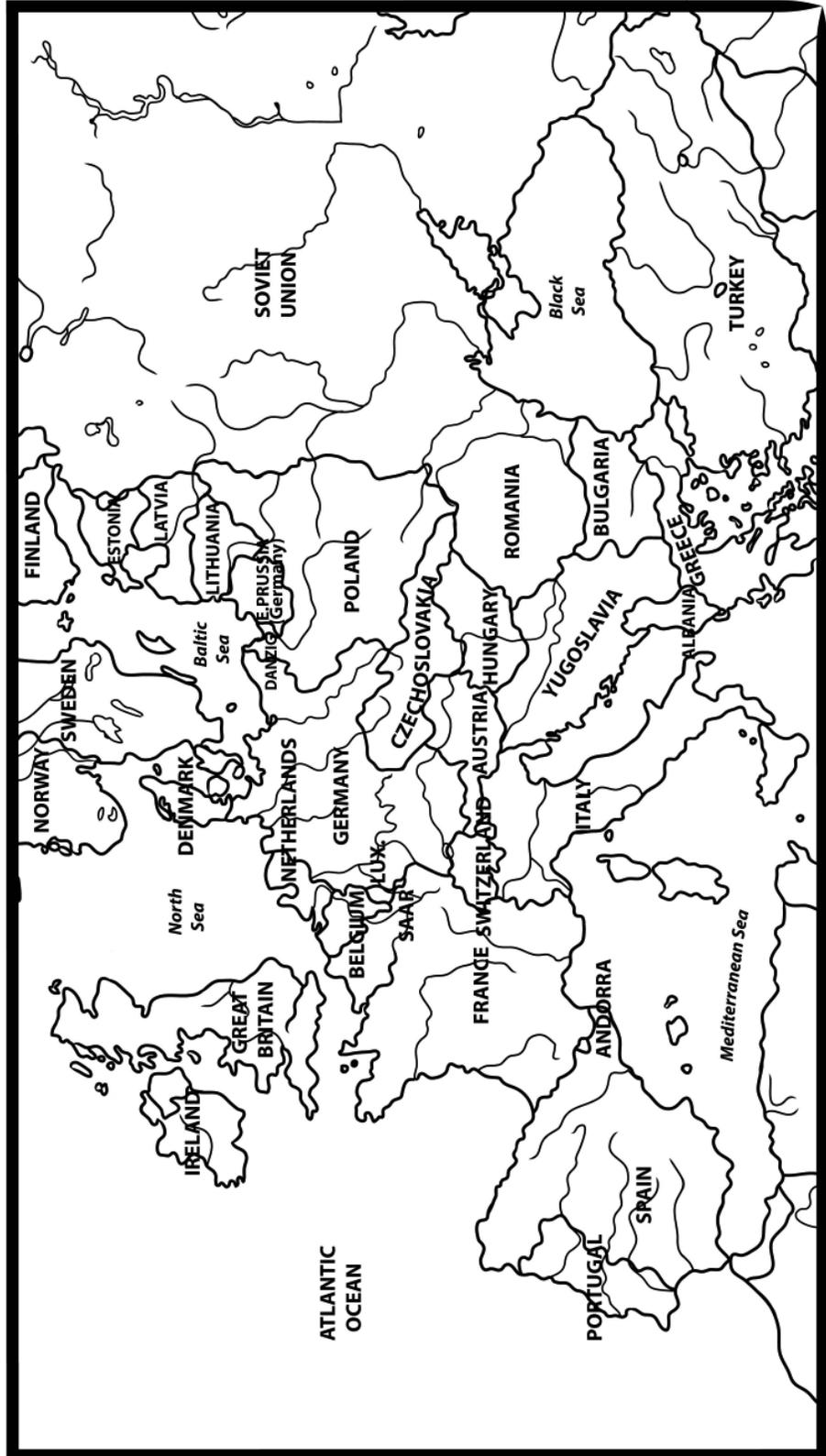
Map Key



New nations created from the land of Austria-Hungary when it was dissolved



New nations created from the land of Russia



SECTION 2

Unit 3 Projects

Lessons 28–44

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

Project #1: Benjamin Franklin

Read the article in this section titled "Benjamin Franklin's 13 Virtues." Then write a persuasive essay, a well-organized blog post, a poem, a short story, or an extended journal entry on the topic of self-improvement.

Project #2: Unit 3 Articles

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

Project #3: Read *Diary of an Early American Boy* by Eric Sloane

The official description of this fantastic book reads: For his fifteenth birthday in 1805, young Noah Blake's parents gave him a little leather bound diary in which he recorded the various activities on his father's farm. This reprint of an actual early nineteenth-century book provides today's readers with a delightful rarity—a view of bygone days through the eyes of a young boy. Eric Sloane has taken the notebook with its brief comments and expanded the daily entries with explanatory narrative and 72 of his own remarkable drawings.

Project #4: Napoleon Bonaparte

Listen to one of the following books on librivox.org, a free audio book resource:

- *The Story of Napoleon* by H. E. Marshall
- *One of the 28th: A Tale of Waterloo* by G. A. Henty
- *Through Russian Snows* by G. A. Henty

AND/OR:

Read the short book *History for Kids: The Illustrated Life of Napoleon Bonaparte*, which is available as a Kindle book on Amazon.com.

BENJAMIN FRANKLIN'S 13 VIRTUES

Benjamin Franklin was born into a poor family and only had two years of formal schooling, but he became a brilliant and cultured man whose legacy has inspired millions of people. He became a successful writer, inventor, scientist, author, musician, and politician.

One of the important keys to Franklin's success was his drive to constantly improve himself. For example, at the age of 20, Benjamin Franklin created a list of 13 virtues by which he desired to cultivate his character. He continued to work on these virtues in some form for the rest of his life.

Following is an excerpt from his autobiography discussing his list of 13 virtues.

It was about this time I conceived the bold and arduous project of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other.

But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employed in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was our interest to be completely virtuous, was not sufficient to prevent our slipping; and that the contrary habits must be broken, and good ones acquired and established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I therefore contrived the following method.

I included under thirteen names of virtues all that at that time occurred to me as necessary or desirable, and annexed [attached] to each a short precept, which fully expressed the extent I gave to its meaning.

The names of virtues, with their precepts were:

1. Temperance

Eat not to dullness; drink not to elevation.

2. Silence

Speak not but what may benefit others or yourself; avoid trifling conversation.

3. Order

Let all your things have their places; let each part of your business have its time.

4. Resolution

Resolve to perform what you ought; perform without fail what you resolve.

5. Frugality

Make no expense but to do good to others or yourself; i.e., waste nothing.

6. Industry

Lose no time; be always employed in something useful; cut off all unnecessary actions.

7. Sincerity

Use no hurtful deceit; think innocently and justly; and, if you speak, speak accordingly.

8. Justice

Wrong none by doing injuries, or omitting the benefits that are your duty.

9. Moderation

Avoid extremes; forbear resenting injuries so much as you think they deserve.

10. Cleanliness

Tolerate no uncleanness in body, clothes, or habitation.

11. Tranquility

Be not disturbed at trifles, or at accidents common or unavoidable.

12. Chastity

Rarely use venery [sexual indulgence] but for health [as in emotional health of a marriage] or

offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.

13. Humility

Imitate Jesus and Socrates.

My intention being to acquire the habitude of all these virtues, I judged it would be well not to distract my attention by attempting the whole at once, but to fix it on one of them at a time; and, when I should be master of that, then to proceed to another, and so on, till I should have gone thro' the thirteen.

I made a little book, in which I allotted a page for each of the virtues. I ruled each page with red ink, so as to have seven columns, one for each day of the week, marking each column with a letter for the day. I crossed these columns with thirteen red lines, marking the beginning of each line with the first letter of one of the virtues, on which line, and in its proper column, I might mark, by a little black spot, every fault I found upon examination to have been committed respecting that virtue upon that day.

I determined to give a week's strict attention to each of the virtues successively. Thus, in the first week, my great guard was to avoid even the least offense against Temperance, leaving the other virtues to their ordinary chance, only marking every evening the faults of the day. Thus, if in the first week I could keep my first line, marked T, clear of spots, I supposed the habit of that virtue so much strengthened, and its opposite weakened, that I might venture extending my attention to include the next, and for the following week keep both lines clear of spots. Proceeding thus to the last, I could go thro' a course complete in thirteen weeks, and four courses in a year. And like him who, having a garden to weed, does not attempt to eradicate all the bad herbs at once, which would exceed his reach and his strength, but works on one of the beds at a time, and, having accomplished the first, proceeds to a second, so I should have, I hoped, the encouraging pleasure of seeing on my pages the progress I made in virtue, by clearing successively my lines of their spots, till in the end, by a number of courses, I should be happy in viewing a clean book, after a thirteen weeks' daily examination.

I entered upon the execution of this plan for self-



examination, and continued it with occasional intermissions for some time. I was surprised to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish.

Franklin was motivated in his life by an intense desire to be a “doer of good.” He set goals and made plans to better himself and lead a useful life. He once wrote the following words to his mother: “So the years roll round, and the last will come, when I would rather have it said, He lived usefully, than He died rich.”

Near the end of his life, in a letter to Samuel Mather, he talked about a book that greatly influenced him: “When I was a boy, I met with a book entitled Essays to do Good, which I think was written by your father [Cotton Mather]. It had been so little regarded by a former possessor, that several leaves of it were torn out; but the remainder gave me such a turn of thinking, as to have an influence on my conduct through life; for I have always set a greater value on the character of a doer of good, than any other kind of reputation; and if I have been, as you seem to think, a useful citizen, the public owes the advantage of it to that book.”

UNIT 3 ARTICLES

Sir Humphrey Gilbert

- **Read the following excerpt from *The Awakening of Europe* by M.B. Syngé. In your history notebook, make a list of key information about Sir Humphrey Gilbert.**

Note: Original spellings and grammar have not been changed in this article and may not match modern spelling or grammar rules.

Elizabeth had been Queen of England for twenty years before any steps were taken to colonise the New World, towards which all eyes were turned. But while she and her adventurers were dazzled by dreams of gold in the frozen regions of the north, one of her subjects was watching the English fishermen on the coasts of Newfoundland and planning homes for them in America.

This man was Sir Humphrey Gilbert. Year by year ships came from Spain and Portugal, England and France, to the shores of this Newfoundland, and here it was that Gilbert planned a little colony of his own countrymen. His most faithful friend and adviser was his step-brother, Walter Raleigh, who was hereafter to play a large part among Elizabeth's seamen. Both were Devonshire men, like Drake and Hawkins; but Gilbert was among the first Englishmen to see that the love of adventure, which was leading so many at this time to annoy the Spaniards, might be turned to better account. England, he thought, was playing an ignoble part. Instead of taking the lead in voyages of discovery, as she might have done, with the best of ships and sailors, she had given herself up to plundering the treasure-ships of Spain. Drake was the hero of the hour. The queen herself had shared his ill-gotten plunder. The cry of Elizabeth's England was for gold.

So when Gilbert undertook the task of carrying English colonists to the shores of the New World,

Elizabeth tried to turn him from his purpose. He was willing to brave the displeasure of his royal mistress. There was no gold to be got out of his lofty scheme, but he stood firm. He had dreams of making his colony a starting-point for the north-west passage. He was no common adventurer. He had a great mind and a great soul.

"He is not worthy to live at all that, for fear or danger of death, shunneth his country's service and his own honour, seeing death is inevitable and the fame of virtue immortal," he used to say when pleading for the Arctic voyage.

In 1578, when Drake was sailing round the world in his little Pelican, and Frobisher was fighting his way amid the frozen seas of the north, Sir Humphrey Gilbert was collecting ships and men to plant his colony over the seas. With eleven ships and some 500 men he sailed across the Atlantic Ocean to Newfoundland, but from the very beginning the expedition was a failure. One of the ships was lost, and misfortune after misfortune compelled the rest to return.

Undaunted, he tried again. With Walter Raleigh's help he fitted out a second expedition. In 1583 the little fleet left England with a parting gift from the queen in the shape of a golden anchor. But again a series of disasters overtook the expedition. Two days after leaving harbour the largest ship in the fleet deserted. Angrily Gilbert sailed on without it, arriving in safety on the shores of Newfoundland. Summoning Spanish and Portuguese together, he raised a pillar with the arms of England engraved on it, and formally took possession of the country in the queen's name.

But it was not easy to keep order. The sailors, after the manner of their day, were lawless adventurers, pirates, and robbers. They only wanted to make their fortune; they had no industry, perseverance, or endurance—qualities needed for all colonization.

Everything went wrong, and at last the would-be colonists begged to be taken home. Only two ships

were left, the Squirrel and the Golden Hind. Gilbert commanded the Squirrel, the smallest of the two, and totally unfit to "pass through the ocean sea at that season of the year."

But "I will not forsake my little company going homeward, with whom I have passed through so many storms and perils," said their commander. The weather was very wild, the oldest sailor on board had never seen "more outrageous seas."

The Squirrel could not weather them, and one night she foundered with all hands. Gilbert was last seen, his Bible in his hand, bidding his terrified companions be of good cheer.

"We are as near to heaven by water as by land," he cried as the little Squirrel went down into the deep Atlantic with her brave commander. Though he failed, Sir Humphrey Gilbert was called the Father of American colonization, because it was he who first turned men's thoughts from plundering exploits to the higher aims of civilization.



Salem Witch Trials

- **Read the following article by Mary Beyer. In your history notebook, make a list of key information about the Salem witch trials.**

Fear is a powerful emotion that can cause people to do things they would not normally do in a rational state of mind, and the Puritans were surrounded by frightening circumstances in the late 17th century in the village of Salem. The town had been settled just a few decades earlier by members of the

Massachusetts Bay Colony seeking freedom from religious persecution, so these immigrants were aware of some of the dangers they would face in the mysterious New World. They realized there was the possibility of attack from the nearby Native American tribes, and surely they knew that not all settlers would see eye-to-eye with them on religious and political matters. Likely there would be power struggles and feuds between families, but other political developments had not been anticipated.

England's war with France on nearby Canadian soil caused an influx of refugees to the area, bringing people with vastly different beliefs and ideals. Because the colonists had based their laws on their religious beliefs, which was a violation of their agreement with the British crown, their charter was revoked. And then the king further incited the settlers when he mandated the colonists could no longer govern themselves, but would be under the rule of the Dominion of New England. These events may have added just enough stress to raise the level of fear to the point where the colonists were so worried about protecting their homes, families, and beliefs, that they would do the unthinkable in an effort to stop anyone who threatened their sense of security.

Who could be to blame for all of the colonists' misfortunes? Over time the idea that the devil himself was trying to infiltrate and devastate this Christian community grew embedded in the hearts of the Puritans, and they became increasingly suspicious of witches among them who were going about the devil's bidding.

As early as 1647 there were people convicted and executed for working witchcraft, but widespread panic did not erupt until January 1692 when a group of young girls began acting in the most peculiar ways after playing a fortune-telling game: barking like dogs, hiding under furniture, trying to climb up the chimney, throwing fits, acting as if in a trance, contorting their bodies as if being tortured by unseen forces, sometimes appearing as if struck dumb and unable to speak and other times uttering absolute nonsense, and being privy to specters (or visions). A physician was called to examine the girls, but when he could find nothing physically wrong with them, it was determined that these poor "afflicted" girls must have been cursed by witches. It didn't take long before the girls began pointing fingers.

The first three women accused were Tituba (a slave), Sarah Good, and Sarah Osborne. All of the women were social outcasts, and none of them were deeply active in the village congregations, so it was not a stretch of the imagination for the local ministers and townsfolk to jump on board and condemn them.

The women were arrested and examined on March 1st, and when Tituba confessed that she and the other two women had indeed been approached and coerced by Satan, mass hysteria spread through not only Salem, but also nearby towns.

Four more women were accused and arrested in March, 21 in April, and 30 in May. With the growing number of cases, nearby towns were called upon to help jail these prisoners. Those in the Salem jail were kept chained to the walls in the dungeon so their spirits could not afflict their victims. The governor set up a special court of "Over and Terminer" (which means to "hear and determine") where the accused would stand trial. These courts were established for the purpose of hearing extraordinary or extremely serious cases in the colonies. They were presided over by eight judges, with a jury first determining whether to indict the accused in a pre-trial hearing. If indicted, the accused were not allowed a lawyer, but were forced to choose how to plead without legal counsel.

Bridget Bishop was the first woman brought to trial. Five of the afflicted girls claimed that she had not only physically hurt them, but had also forced them to sign a pact with the devil. Bridget repeatedly professed her innocence, but she was convicted and sentenced to death. On June 10th, she was the first of the witches to be hanged on Proctor's Ledge near Gallows Hill.

Rebecca Nurse's case was unique in that, unlike most of the accused, Rebecca was well-respected in the community, and her friends and family began a petition to call for her release from prison. Although she was found not guilty by the jury, when her verdict was read, the afflicted girls began throwing fits, so the judge asked the jury to reconsider. After a week of deliberation, Rebecca was declared guilty, and she was executed on July 19th.

After Rebecca's hanging, suspicions arose about the truthfulness of the accusations. Some people had believed it a scam all along, but were reluctant to speak up for fear of being accused of witchcraft themselves. John Proctor was an example of just that. As one of those who put no credence in the stories of

the afflicted girls, he vehemently defended his wife when she was accused. Soon he and his entire family, including his children, were arrested. John wrote to clergymen in Boston, asking that the trials be moved there, where he felt that the accused might not suffer the deprivation of the dungeon in Salem, and where they may have a better chance of a fair trial. Although the Boston clergy met to discuss John's proposal on August 1st, they took no immediate action, and John was hanged along with five others on August 19th.

Another horrific story is that of Giles Corey. After his wife Martha was accused and hanged, Giles continued to be outspoken about her innocence, and it wasn't long until he himself was accused. Corey was the owner of a large estate, and he knew that if he were convicted, his land would be taken, and his children would lose their inheritance. So, Corey simply refused to enter a plea. Although this initially stalled his court proceedings, it also legally allowed torture as a means to force a plea. He was tortured until he died.

Corey's death seemed to open many eyes to the possibility that innocent people were being executed. Although eight more people were hanged on September 22nd, the local clergy soon reversed their position and called for a stop to the trials and an end to the witch hunt.

Another pivotal moment came that fall when spectral evidence (based on dreams and visions) was declared inadmissible in court. Now without the testimonies of the afflicted girls, courts were looking for a confession or condemning evidence that might include suspicious items (such as ointments, poppets, or books on the occult) or a strange blemish or mole known as a "witch's teat."

On October 29th, the Salem court was officially dismissed, and the remaining 52 people in jail were tried in a new court, where they were either found not guilty, released due to lack of evidence, or if found guilty, they were pardoned by the governor.

A total of 19 people had been hanged on Proctor's Ledge near Gallows Hill, and four more had died in

prison. Strangely, two dogs were also shot and killed after being suspected of witchcraft.

But beyond the death toll, the Salem witch trials had many long-lasting effects on the community, largely because witch hunting had taken priority over all other responsibilities. Farming, property maintenance, and business matters had been neglected. This meant that food was scarce, taxes were raised, and many families lost their farms. Salem Village slowly decayed. Droughts, crop failures, smallpox epidemics, and Native American attacks brought more suffering, and eventually the townsfolk began to feel deep regret for what had happened. Many felt that God was surely punishing them.

Five years after the initial fortune-telling incident occurred, on January 15, 1697, a day of prayer and fasting was held. This day became known as the Day of Official Humiliation. A public apology from one Judge Samuel Sewall was also read aloud to a congregation in Boston. Nearly a decade after that, in 1706, one of the afflicted girls finally issued a public apology for the lives that were lost because of the delusions she suffered under Satan's influence.

All that we know of the trials comes from court records and books written by the ministers involved in the trials. Although there are many theories about what may have actually caused the afflicted girls' strange behavior (ranging from mental illness to disease brought on from eating rye infected with fungus), there is also much speculation that their behavior was just an act and that their parents were actually the ones encouraging the girls to accuse community members whom they didn't like or who had sizable assets that would be up for grabs should the accused be found guilty. Indeed, many of the accused were wealthy or held different religious beliefs than their accusers. How sad it is to think that religious differences or greed may have been the driving forces of such a tragedy!

Although it is heartbreaking to read about such catastrophic events in our nation's history, it is good to learn from these stories so that we don't repeat

mistakes of the past. We can choose to always seek for truth, to see the good in others, and to replace fear with faith in times of adversity.

The French Revolution

- **Read the following article by Jennifer D. Lerud. In your history notebook, make a list of key points found within the article.**

The American Revolution inspired the common people of France. They had fought to help the U.S. gain independence from Britain; they were still paying for that war and two others, too. Now, they wanted the same independence and equality for themselves.

Unfortunately, France wasn't a new land being settled like America was. France had been under a feudal government for about 800 years, with kings influenced by the Catholic church leaders. Most countries in Europe had that type of government.

In 1789 the French were under an absolute monarchy. King Louis XVI had complete power. Poor people couldn't have equality and freedom because they had a long-established three "estate" society, which placed certain types of people above others in social class.

The First Estate included the king and his clerics. They never had to pay taxes. They dressed in rich clothes, ate fancy food, and spent extravagant amounts of tax money to live a lavish lifestyle. They felt they were much better and smarter than the other people were, and so they saw no need to change anything.

The Second Estate included the nobility, land owners, and men of title and rank. They rarely paid taxes, mostly in times of war, and usually not even then. They did, however, have those under them paying fees, rents, and fines. They lived in comfortable castles and manors, enjoying lives of ease and luxury. Like the king and his clerics, they saw no need for things to change.

The Third Estate was everyone else, including middle

class professionals called the bourgeoisie [boor-shwah-ZEE], artisans, peasants (farmers), beggars, and other working class people. The wealth of France depended on their skills and labors, but most of the workers' hard-earned money went right back to the king and the rich in taxes, rents, and fees. There were harsh punishments if they didn't pay.

After having to pay for three expensive wars and experiencing a famine that made food scarce and prices high, the Third Estate were poorer than ever and starting to starve. King Louis XVI tried to persuade 144 leading nobles to help pay taxes in return for greater power, but they refused, so he exiled the parliament to Troyes in August 1788. This caused a revolt by the aristocrats, so the king eventually withdrew his demands.

So there was no help for the poor's taxation woes. Unless some miracle happened, they would never own their own land or have any say in the laws of the nation or have a chance to be equals to those in the upper classes. They would always be under the foot of the rich who didn't care about them.

What they needed—and what they got—was their own revolution. Many influential men were willing to lead and guide them in such an effort. Their causes were just, but because of the Catholic church's oppression and hypocrisy, many French people had turned away from God and Christianity's ways, preferring to embrace "rationalism" instead of religion. As you will see, this change in moral perspective had a dramatic effect on the events occurring during the French Revolution.

The French Revolution Begins

In May 1789, the king called the Estates-Generale, a special session where delegates of the First and Second Estate were required to listen to the grievances brought by the Third Estate, to discuss and vote on solutions to the problems.

Finally, the Third Estate had hope! This was the first such session in 175 years! But most of the delegates were from the first two estates, and they always easily

outvoted the Third Estate. So, with ideas of American equality in their minds, they got the king to double their votes, making their voice equal to the other two estates combined.

Between 25,000 and 60,000 documents full of grievances were brought to the session. Thousands wanted a constitution, a reorganization of the clergy, lower taxes, and an end to the royalty's excessive waste. They requested things nicely, many even praising the king. The Third Estate delegates ignored protocols and behaved as if they were equals of the First and Second Estate delegates. This furthered the rift between them. But after a while, poor clergy members began siding with them, and soon they were able to make a difference.

On June 17, 1789, the Third Estate and the poorer clergy voted (490–90) in favor of calling themselves the National Assembly, with the right to control the nation's affairs and taxation. Being an absolute monarch with total control, King Louis XVI, of course, opposed all of this, but the common folk were such a huge majority, he was forced to accept their authority. However, he postponed the Estates-Generale until June 23.

The Third Estate didn't get the message and showed up on June 20, eager to create a constitution just like the Americans had, only to find themselves locked out of the building. Led by Dr. Guillotin, a Third Estate delegate, over 500 delegates went to a nearby tennis court and pledged to stay until a constitution was passed. The National Assembly approved the "Declaration of the Rights of Man," which was influenced by the American Declaration of Independence and other Enlightenment ideals.

The king ordered them all to leave; the Estates-Generale was over. They didn't leave. The next week, he sent a messenger to order them to disperse. They ordered the messenger to leave instead.

On July 9, 1789, the people of Paris, "intoxicated with liberty and enthusiasm," according to Francois Mignet, gave its support to the newly renamed

National Constituent Assembly. Papers spread the news of the Assembly's debates, and the debates spread to the public as well. Feeling emboldened and given authority by the Assembly, a crowd stormed the Abbaye prison and released the French guards who had refused orders to shoot at the people. This caused the rank and file of the military to lean towards favoring the popular movement.

On July 11, 1789, King Louis XVI fired his finance minister, Jaques Necker, who had worked hard to help the Third Estate solve its taxation problems, and restructured the ministry. On hearing the news the next day, and finding out that the king was gathering 20,000 troops to Versailles where the Assembly was meeting, the revolutionaries thought the king was fighting back and feared he would try to shut down the Assembly. Word came that the German and Swiss soldiers, mercenaries employed by France who were less sympathetic to their cause, were coming to massacre them. Soldiers chose sides, and the people armed themselves for battle.

On July 12, 1789, crowds of angry protestors gathered and marched from the palace, through the theater district, and west along the boulevards, carrying busts (or dummies) of their new heroes, Jacques Necker and their hoped-for new president, Louis Philippe II, Duke of Orleans. Along the way, they were attacked by the Royal German Calvary Regiment. This began fighting and rioting and plundering by the angry mobs. The mobs seized food, guns, and supplies.

The Storming of the Bastille

The mobs had seized about 30,000 muskets at the Hotel des Invalides, but the commandant there, Governor de Launay, wanting to keep the gunpowder safely out of the mobs' hands, had taken it to the Bastille, an old prison. It was housing only six prisoners and had been slated for demolition in the near future, but the people saw the Bastille as a symbol of the government's tyranny and oppression.

Early on July 14, 1789 (now called Bastille Day), about a thousand people, under the direction of

the Bourgeois Militia of Paris, went to the Bastille and demanded the surrender of the prison, the gunpowder being kept there, and the removal of the cannon. Negotiations were taking too long, and the crowd was hearing rumors that the Royal troops were committing atrocities in Paris.

Worried and impatient, the crowd decided to storm the Bastille. Revolutionaries climbed the drawbridge and broke its chains, crushing a prison guard below. Soldiers yelled to move back, but the crowd mistakenly thought they were being called in. Governor de Launay ended the negotiations. Canon shots were fired, and a violent battle began. The prisoners escaped over a quickly built bridge that spanned the moat. Calls for a cease-fire were ignored by the attackers. A large group of Royal Army troops nearby did nothing to stop the fight.

Around 3:00 PM, the attackers gained help from some French guards with two cannons. By 5:30 PM, de Launay gave up and surrendered the Bastille. Ninety-one attackers had died, but only one defender had died. The angry mob thought they'd been trapped on purpose. They seized de Launay and forced him toward the Hotel de Ville (the city administration building), beating him along the way. Eventually, they stabbed him to death. The mob then seized the mayor from the Hotel de Ville, accused him of treachery, and killed him, too. Then they put de Launay's and the mayor's heads on pikes for a gruesome display. Three of the prison's permanent officers were also killed by the crowd, and two veterans of the garrison were lynched, but all but two of the Swiss soldiers were safely returned to their regiment.

The people rejoiced in their victory. The nobility joined with them, too afraid not to support the cause, at least in appearances.

When King Louis XVI heard what had happened, he wondered if it was a revolt. "No, sire," said the Duke of La Rochefoucauld, who had told him the news, "it is a revolution."

The next day, the people of Paris feared an attack by

the nobles in retaliation, so they prepared to fight. King Louis XVI, however, discovered what the situation was and worked to keep the peace. He rehired Necker and returned to Paris as the people wanted. Two days later, in Paris, he entered the Hotel de Ville to cheers of "Long live the king!"

News of the attack spread throughout France, encouraging more people to fear retaliation from the nobility and to disdain and ignore the authorities. On July 22, 1789, two officials under the monarchy—Joseph Foullon de Doue', who had reportedly said earlier, "If those rascals have no bread, then let them eat hay," and his son-in-law—were brutalized and lynched.

So, in spite of the king's reconciliation with the people, many nobles didn't trust the situation and fled for other countries. Their fears were proven to be correct. Attacks on wealthy landlords began, and many chateaus (castles or manor houses) were burned, as well as many property deeds.

(Interesting note: The Bastille was demolished five months later as previously planned. The key to the Bastille was given to George Washington soon afterward in 1790. It can be seen today on display at Mount Vernon.)

In 1790, France was slowly becoming a republic. A constitution was underway, but people wanted different things. Women, Jews, and Protestants wanted equality. Some delegates wanted a constitutional monarchy, others did not. Violent riots occurred every time a decision was made that some group didn't like. Debates were heated, and Assembly delegates feared King Louis XVI might leave the negotiations.

The king and queen were scorned by both friends and enemies. Aristocrats hated Louis for letting the revolutionaries gain control. Many had fled the country, their manors looted, burned, and their lives in jeopardy. The Third Estate was angry because the royals were still living lavishly, throwing expensive parties, and ignoring their needs. Marie Antoinette, the last Queen of France and Navarre before the French

Revolution, added to their anger by saying, “Let them eat cake,” when they complained they had no bread.

Political groups sprang up everywhere, hoping to influence the Assembly. By the end of the revolution, there were 28 groups causing trouble and inflaming violence.

Outside France, the king's royal family members organized an invasion by Austria to restore their power, and King Louis XVI himself wrote a secret note to the Prussian king asking him to invade! To stay out of the way of the foreign invasion, in June 1791, the king's family disguised themselves as German servants and tried to flee France. They almost got away, but a border guard recognized the king, and soon they were captured and returned to Paris.

The Assembly didn't know what to do with such a king! Some wanted to cover up what the king had done. In the end, Louis merely apologized and had his veto power taken away. But uprisings and bloodshed had resulted from the king's behavior, and now more delegates wanted a republic with no monarchy.

On September 3, 1791, King Louis XVI reluctantly signed France's first constitution. It abolished the Three Estates and other harmful entities, but it didn't give women, Jews, and Protestants equality. The National Assembly became the new legislative body, called the Legislative Assembly; the king and his royal ministers became the executive branch; and the judicial was a third, separate branch. To help balance power, the king was given veto power over what the Legislative Assembly did, though delegates like Robespierre were against him having veto power again. As Robespierre feared, the king's veto power became a problem. In April 1792, France declared war on Austria and Prussia for threatening to invade if any harm came to the king. France then began losing battles against the invading armies. To the Assembly's horror, the king vetoed a bill to raise soldiers and also vetoed removing the king's guards who supported the foreign invasion. Seeing the constitution was flawed, the new Legislative Assembly went back to work to create a better one.

The September Massacres

By August 1792, the Assembly was still deadlocked over what to do with the king, the constitution, the ongoing war, and violent political groups causing trouble in Paris. The most radical group in Paris, “the section of the 300,” demanded they take action by midnight August 9, or there would be an uprising.

The midnight bell sounded. A crowd gathered before City Hall, then headed for the palace. The king's bodyguards readied themselves to fight, but Louis decided his family would escape through a secret passage and seek protection from the Assembly. But instead of helping them, the king and his family were imprisoned.

The same night, 160 priests were confined in a church for not taking an oath to support letting the government run the Catholic church. Soon after, a list of the revolution's opponents was drawn up, and the gates of Paris were sealed. On August 28, soldiers came knocking at people's doors, searching for muskets, they said, but really searching for people on the list, whom they threw into prison.

On September 2, 1792, the Assembly learned that Prussian forces were marching toward the capital. They sounded the alarm for the whole country to defend against the attack.

Instead, the people of Paris killed a convoy of priests going to prison, then killed the 160 priests confined at the church, and then went to other prisons and brutally killed anyone who wasn't imprisoned for poverty. The Assembly sent delegates to convince the people to stop the massacres, but they had no influence on the blood-thirsty mobs. Similar massacres occurred in other cities as well.

From September 2–7, 1200–1400 prisoners were killed, including half of those rounded up during the search for “muskets” and 233 Catholic priests. No one was prosecuted for the killings, but the blame later fell on two powerful political groups, the Jacobins and the Girondists.

On September 22, 1792, a new National Convention gave rise to a newly elected French government

and declared France an 'indivisible Republic.' Three factions made up the Convention: the Girondists, the Montagnards (including Robespierre, Danton, and Marat), and The Plain. They all wanted the king deposed but were still divided by desires for different types of government.

During all the bloodshed, the imprisoned king lived a good life with his loyal servants waiting on his every need—until a locksmith revealed a cupboard where the king had hidden letters proving he was behind the foreign invasion. A trial was held. The vote was 387–334 against the king, and on January 21, 1793, King Louis XVI was beheaded by France's constitutionally approved and infamous Madame Guillotine.

The Reign of Terror, 1793–1794

After the king's execution, France was in even greater chaos. There was a civil war in the Vendee (a pro-Catholic/monarchy area of France). The war against foreign forces still raged. There was a struggle between the Montagnards and the Girondists. People were engaging in intrigues, riots and uprisings, and committing treason.

The Committee of Public Safety was created in April 1793, and Robespierre, as the new leader—the only delegate in the early National Assembly days to vote against the death penalty—was now in charge of hunting down counterrevolutionaries and ordering executions. On September 5, 1793, the Convention voted to use force against its own citizens to enforce the law, and pronounced that “Terror is the order of the day.”

On September 17, The Law of Suspects was decreed. Anyone known or suspected of opposing the revolution faced imprisonment and death. This was a free ticket to get rid of one's enemies. Now people lived in fear of being falsely identified as an enemy of the republic, which meant being sent to the guillotine—or worse, being ripped apart or cut into pieces by an angry mob.

Even Robespierre used the law to rid himself of his enemies. From that day until the end of July 1794, about 370 people were legally executed each week. In

total, about 17,000 executions occurred. Queen Marie Antoinette was beheaded October 16, 1793. Georges Danton, who opposed Robespierre and the bloodshed, was condemned by Robespierre and beheaded on April 5, 1794. Most of the leaders of the Girondists were executed because of Robespierre's accusations. In fact, Robespierre accused so many government leaders of counter-revolutionary actions and had them executed that nobody in the Convention dared to speak out against him!

Religious intolerance continued to be a huge problem. In 1793, anti-Christian leaders wanting to promote ideas of the Enlightenment closed churches and hunted down priests. Everyone and everything religious was targeted. A “cult of reason” converted church buildings, including the famous Cathedral Notre-Dame de Paris, into “Temples of Reason” where political discussions took place instead of religious sermons.

But Robespierre, the leader of the Terror and executions, was outspoken in his disapproval of the anti-Christian movement. He affirmed his belief in God and the immortal soul. He promoted a state religion and led the festival of the Supreme Being on June 8, 1794. This became a weapon against him.

Opposition against Robespierre grew. The Terror took its toll on him, too. His health declined, and he became irritable and distant. He began staying away from meetings, causing him to lose popularity. In June 1794, three colleagues boldly accused him of being a dictator. On July 26, he attacked some of his colleagues at the National Convention for their extreme use of Terror and accused some (unnamed) of plotting against the government. Incensed and afraid of being executed, they turned on Robespierre, using his speech as evidence that he was siding against the government.

The next day at the Convention, they refused to let Robespierre, his brother, and his allies speak, and later had them arrested and imprisoned in the Hotel de Ville. Robespierre's supporters surrounded the city office building to free him, but soldiers of the National Convention seized him and his followers. On July 28, 1794, Robespierre and 22 of his supporters became the newest victims of Madam Guillotine. In all, 108 of

Robespierre's supporters were executed.

The Directory (1795–1799)

Now that President Robespierre and his allies were gone, things changed yet again. The few Girondists who were still alive were reinstated to their posts. It was their turn to eliminate their enemies now, and they set about killing the Jacobins and Montagnards. This purge was called the “White Revenge” and the “Thermidorian Reaction” (because the calendar had been revised under the Republic, and the month of July was called Thermidor).

A new government was created called the Directory. Five men (the “Directory”—the executive branch) and two representative assemblies (the “Five Hundred” and the “Ancients”— the legislative branch), were now in charge.

The Directory denounced the atrocities of the Reign of Terror but continued with the Thermidorian Reaction, weeding out dissenters and eventually ending the power of the extremists: the royalists and the Jacobins. Through armed force, fear, and corruption, the new government's generals gained control over the country and kept the common people repressed.

Religious freedoms returned, though any religious signs outside of churches or homes, including crosses, clerical clothing, bell ringing, etc., were not allowed. Excitement over the return of the church was greater than the government expected, and priests were again required to swear oaths of loyalty to the Republic.

France's war against Austria and other countries continued, but France was winning. Present-day Belgium and the Dutch Republic were subdued by January 1795. By April, France had a peace agreement with Prussia and another later in the year with Spain.

Napoleon Bonaparte, a second lieutenant in the French military, had fought during the early days of the revolution. He had also spent ten days in prison on suspicion of treason for refusing to lead the Army of the West. But he made a name for himself in 1795 by crushing an uprising in Paris by royalists who want-

ed to put Louis XVIII, the brother of King Louis XVI, on the throne. As a reward for his success, Napoleon was appointed commander of the Army of the Interior.

He married in March 1796, then started his new command over the conquered army of Italy. Successes in Italy and Austria gave France control of Italy. Napoleon returned a hero, then set about conquering Egypt. After so much success, an alliance of European countries marched against France's army and retook most of Italy, and destroyed the French ships on the Nile. Stuck in Egypt, Napoleon turned over command to General Kleber and found his way back to France with a few officers.

Arriving in Paris in October 1799, Napoleon helped overthrow the Directory and became France's first consul—the ruler of France—with almost unlimited powers. His rise to power effectively ended the French Revolution.