



HISTORY

YEAR 3

Student Explorer

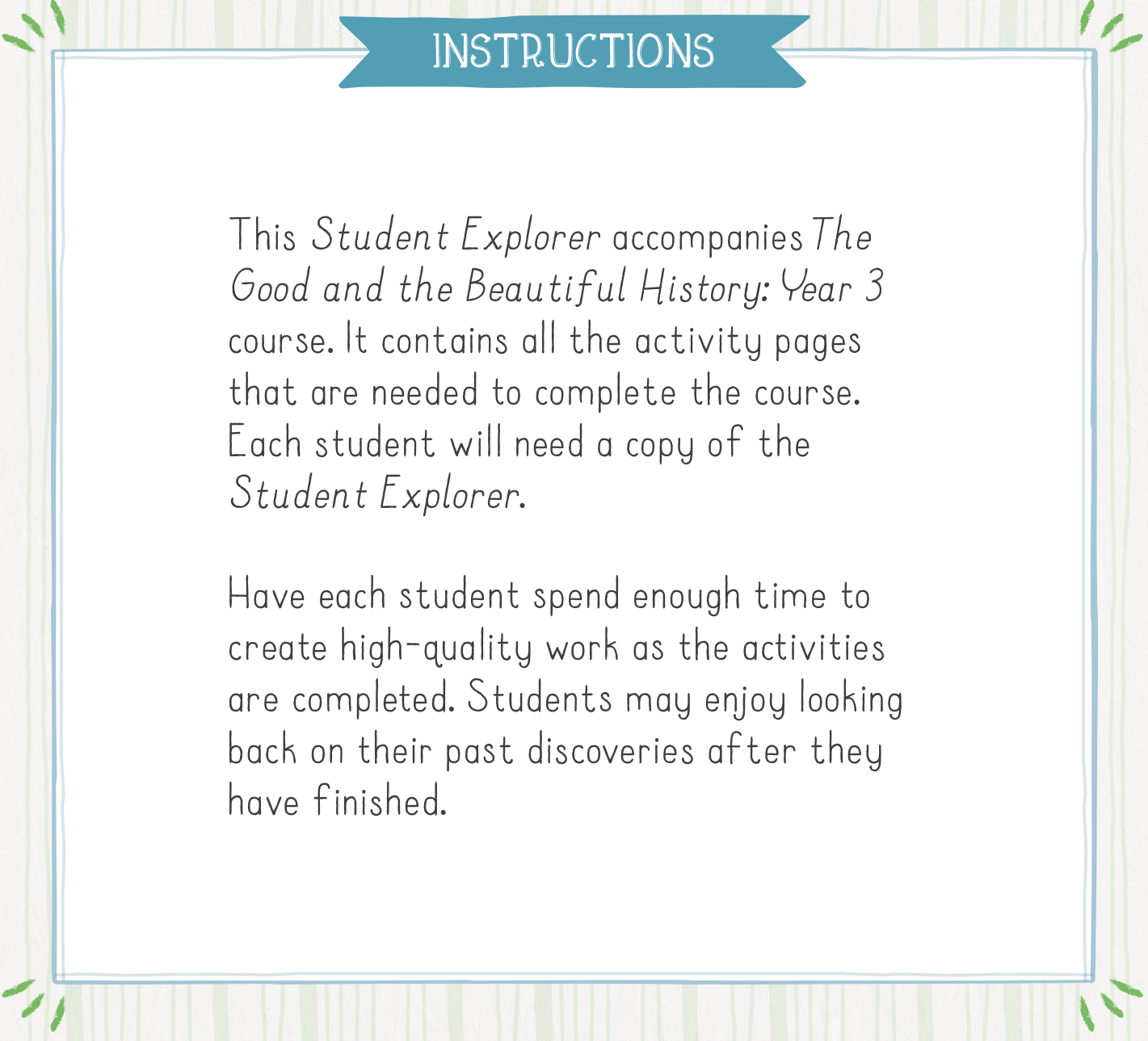
≈ GRADES 3–6 ≈

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INSTRUCTIONS

This *Student Explorer* accompanies *The Good and the Beautiful History: Year 3* course. It contains all the activity pages that are needed to complete the course. Each student will need a copy of the *Student Explorer*.

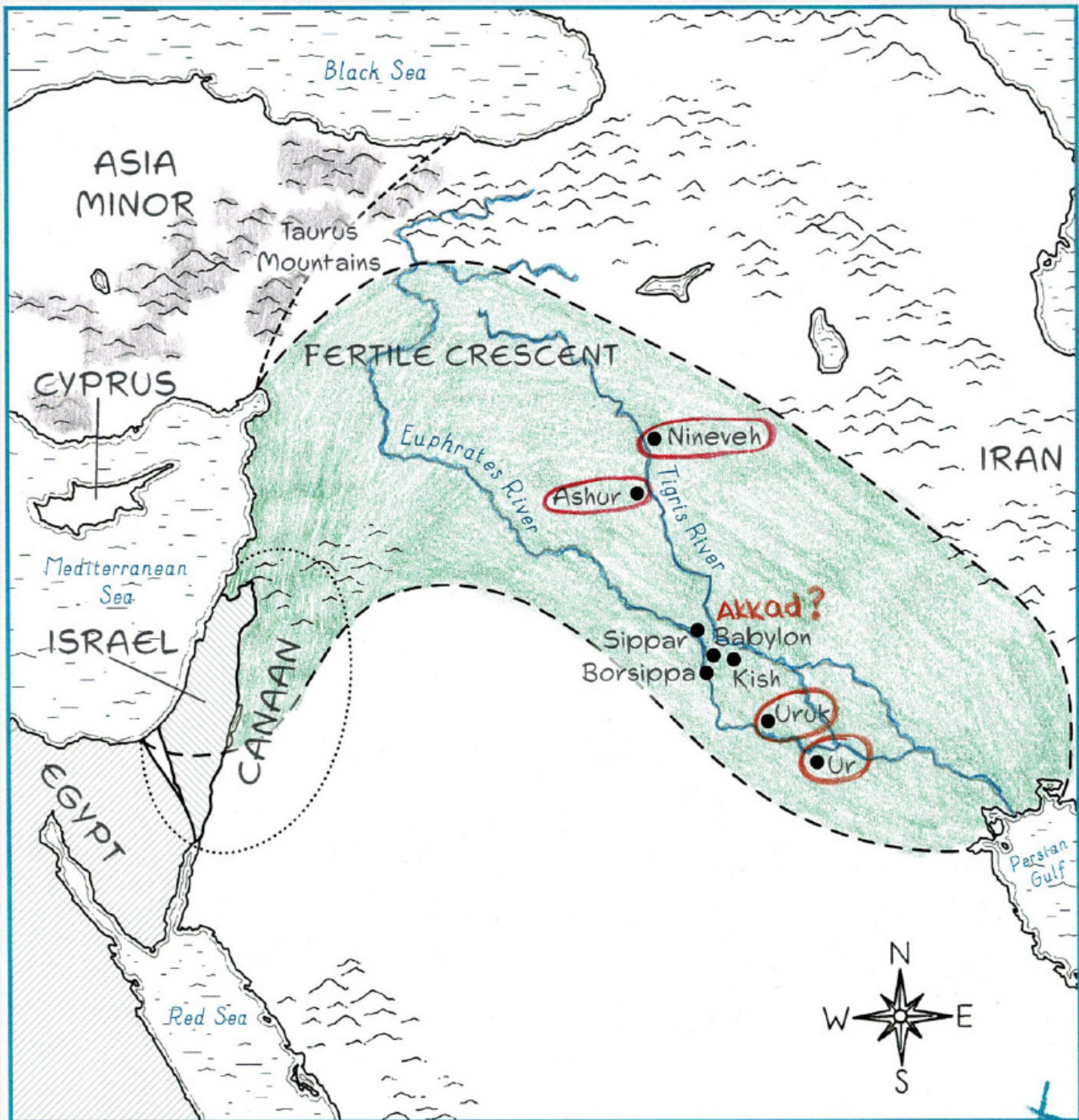
Have each student spend enough time to create high-quality work as the activities are completed. Students may enjoy looking back on their past discoveries after they have finished.

⌘ MESOPOTAMIA ⌘

LESSON.

1

As you listen to the lesson, mark the map as instructed.



=§ HISTORIC PHOTOS §=

Take a close look at the pictures below to find context clues about what each image depicts, and then write your answers on the lines below each image. Hint: If you cannot remember, take a look at the last few lessons in the *Maps & Images* book.



ziggurat



Code of Hammurabi display pillar



Epic of Gilgamesh tablet



Assyrian palace

PHOENICIAN RIDDLE

LESSON
5

The word below is a Phoenician word written in the Phoenician alphabet. To figure out its English meaning, read the riddle and answer the questions correctly.



1. K

2. I

3. N

4. G

I'm found in chess and in history tales too.
I have many important things to do.
Tyrian purple is the color I wear.
I might make you obey even when it's not fair.

Answer the questions below. The letters next to the correct answers go in the boxes below the Phoenician word at the top of the page.

- 1 What did the Phoenicians' name mean in Greek?
☒ K the purple people ☐ L the perfect people ☐ P the safe people
- 2 What did the Phoenicians use to make purple dye?
☐ A cabbage ☐ O hibiscus flowers ☒ I sea snails
- 3 How many snails were needed to dye a single robe?
☐ W 150 ☒ N 10,000 ☐ R 6
- 4 What color cloth did Solomon use for his temple?
☐ N gold ☒ G purple ☐ D silver



OLD TESTAMENT BOOKS



o o o



As you listen to the lesson, follow the instructions to add details to the lists below. Then draw a picture representing each group of books in the box with the matching color.

Books of Moses

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

Historical Books

Joshua
Judges
Ruth
1 Samuel
2 Samuel
1 Kings
2 Kings
1 Chronicles
2 Chronicles
Ezra
Nehemiah
Esther

Poetic Books

Job
Psalms
Proverbs
Ecclesiastes
Song of
Solomon

Major Prophets

Isaiah
Jeremiah
Lamentations
Ezekiel
Daniel

Minor Prophets

Hosea
Joel
Amos
Obadiah
Jonah
Micah
Nahum
Habakkuk
Zephaniah
Haggai
Zechariah
Malachi

The child should have drawn
pictures representing each
group of books in the box
with the matching color.

=§ ISHTAR GATE §=

LESSON.

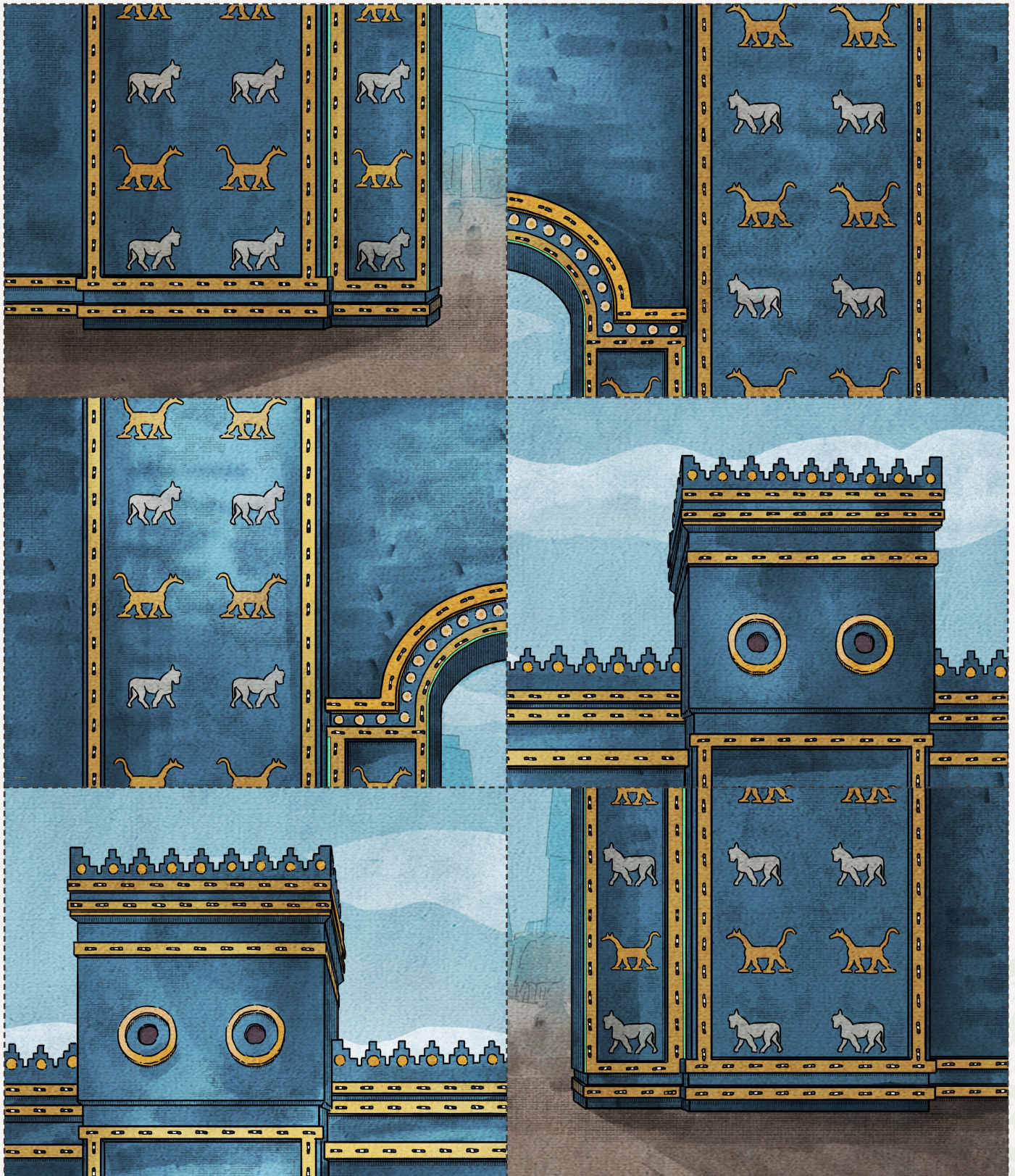
7

Cut out the pieces of the image on page 7. Read the question on the back of each piece, and then place it picture side up on the correct answer below.



ISHTAR GATE

LESSON
7



What did Nebuchadnezzar II
want to rebuild?

Babylon

How many gates have
archaeologists discovered in
Babylon's city walls?

Eight

Who was Nabopolassar's son?

Nebuchadnezzar II

What are the defense areas on
top of tower walls called?

Ramparts

According to some Greek
sources, Babylon's city walls
were as tall as what famous
landmark?

The Statue of Liberty

What was Nebuchadnezzar II trained
in as a child?

Military strategy

Complete the maze through each word to discover its meaning. Circle all the words you pass through to complete the maze correctly. Then circle the matching sentence for each maze at the bottom of the page.



Mene

or God has numbered the days of your reign and brought it to an end.
God is happy with the service that you have provided.

Tekel

or You have done wrong but shall be forgiven with repentence.
You have been weighed on the scales and been found wanting.

Parsin

or Your kingdom is divided and given to the Medes and Persians.
Your kingdom shall be split, and half shall go to the Medes.

MAP REVIEW

Fill in the blanks with the missing words. Then follow the instructions to color the matching location on the map. (Hint: Use the word bank if needed!)

WHERE ON THE MAP?

Herodotus was from the town of Halicarnassus. Find Halicarnassus on your map and color the dot **orange**.

The Persian empire was based in present-day Iran, with the city of Persepolis as its capital. Find Persepolis on your map and color the dot **pink**.

In the story we read that King Astyages was king of Media. Find this country on your map and color the dot **light blue**.

Cyrus defeated the Lydian armies in part because he had his soldiers ride on camels. Find Lydia on your map and color the dot **purple**.

In order to invade the city of Babylon, Persians dug trenches to divert the water from the Euphrates River. Find and trace this river on your map in **dark blue**.

The gates of Babylon were said to have been opened when Cyrus the Great arrived to conquer it. Find this city on your map and color the dot **red**.

Cyrus allowed the people of Israel to rebuild their temple in Jerusalem. Find Jerusalem on the map and color the dot **green**.

WORD BANK

Iran
Media

Herodotus
camels
Babylon

trenches
Israel



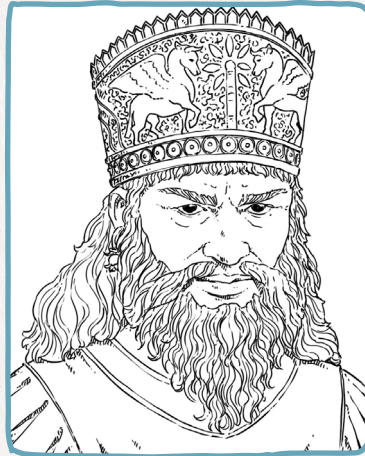
TIME LINE OF KINGS

LESSON
10

As you listen to the lesson, draw a line to the correct place on the time line below that shows the date each ruler became king. For example, the first king you hear about in the lesson matches the date labeled 1. If desired, color the illustrations while you listen.



CYRUS THE GREAT



CAMBYSES II



DARIUS



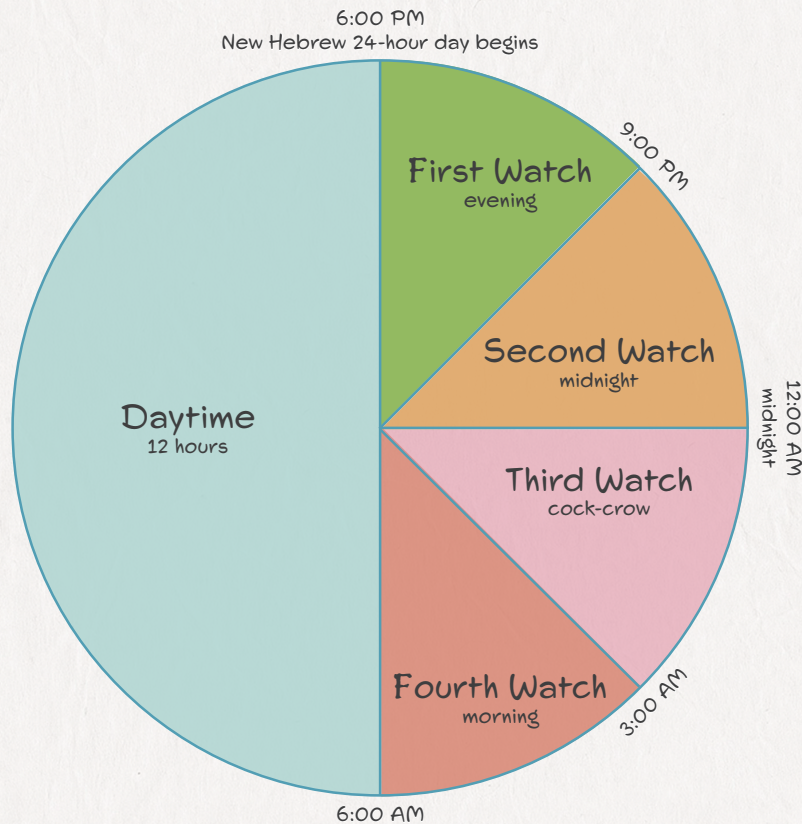
XERXES



ALEXANDER
THE GREAT

TIME IN THE BIBLE

Look at the chart below to see how the watches in the Hebrew measurements of time line up with modern hours. Read the verses below, and then circle roughly which time each of the events described might have taken place. (Note: The second verse has two possible answers.)



Lamentations 2:19 Arise, cry out in the night: in the beginning of the watches pour out thine heart like water before the face of the Lord.

5:00 PM

8:00 AM

12:00 PM

6:00 PM

Luke 12:38 And if he shall come in the second watch, or come in the third watch, and find them so, blessed are those servants.

6:00 AM

1:00 AM

or

10:00 PM

4:00 PM

Exodus 14:24 And it came to pass, that in the morning watch the Lord looked unto the host of the Egyptians through the pillar of fire and of the cloud, and troubled the host of the Egyptians.

3:00 AM

10:00 PM

1:00 AM

8:00 AM

Matthew 14:25 And in the fourth watch of the night Jesus went unto them, walking on the sea.

7:00 AM

11:00 AM

3:00 AM

1:00 PM

Today, there are over 15 million Jews in the world. Judaism, the religion of the Jewish people, is practiced in most areas of the world. To learn more about Judaism, read the descriptions below, and then draw lines to match each description to the correct picture.

Originally, the menorah was a seven-branched candelabra. Observant Jews light a candle each night of Hanukkah to represent the eight days that the flame burned in the temple, even though there was only enough oil for one day. The ninth candle is used to light the others.

The Star of David is a Jewish symbol named after King David of Israel. It was first used in the Middle Ages, but later was used by German Nazis to identify Jews. Today, it is used on the flag of Israel and is displayed in many Jewish synagogues.

Hebrew is the language of the Jews. After the Jews were taken captive by the Babylonians, Hebrew was no longer spoken as much. In modern times, many Jews decided to make Hebrew into a spoken language again. It became the official language of the new country of Israel in 1948.

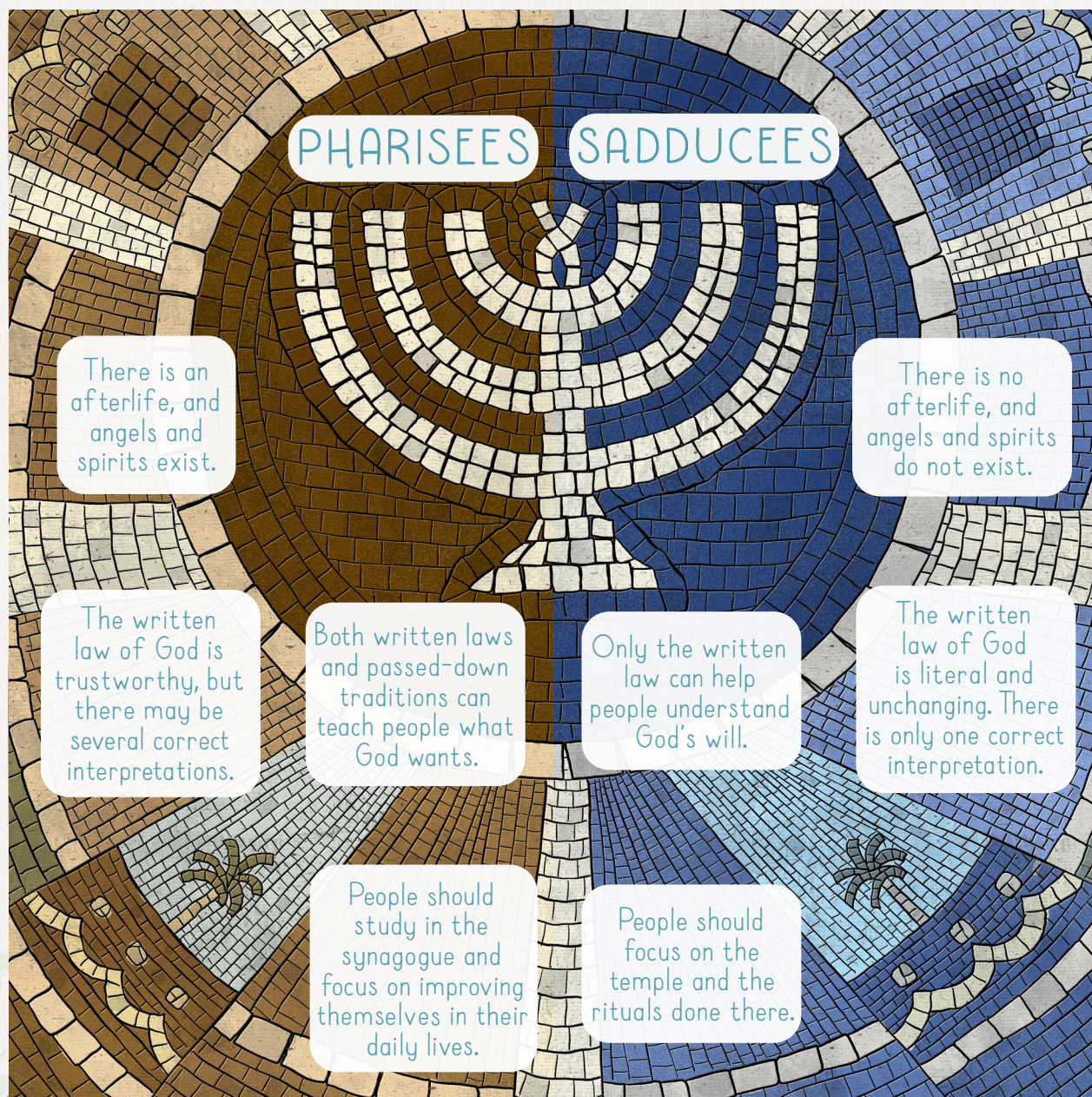


Draw a picture of a holiday, symbol, or language that is special to your family.

Answers will vary.

PHARISEES & SADDUCEES

Cut out the puzzle pieces on page 15. Read the beliefs written on each piece, and then complete the puzzle in the space below to create a Jewish mosaic, noting which beliefs end up on the Pharisee side and which beliefs end up on the Sadducee side. When the puzzle is complete, glue the pieces in place, and then complete the activity at the bottom of the page.



Choose two beliefs from the puzzle above. If possible, choose one belief that is similar to what you believe and one that is different. Then share what you chose with a family member or friend and explain how these beliefs relate to or differ from your own.

PHARISEES & SADDUCEES

LESSON
14



TEACHINGS OF JESUS

LESSON
15

Read each of the teachings of Jesus below. Then choose three, circle them, and, for each one, write a way you can follow that teaching on the lines below.

"Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven" (Matthew 5:16).

"For where two or three are gathered together in my name, there am I in the midst of them" (Matthew 18:20).

"Jesus took bread, and blessed it, and brake it, and gave it to the disciples, and said, Take, eat; this is my body. And he took the cup, and gave thanks, and gave it to them, saying, Drink ye all of it; for this is my blood of the new testament, which is shed for many for the remission of sins" (Matthew 26:26-28).

"What things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them" (Mark 11:24).

"Thou shalt worship the Lord thy God, and him only shalt thou serve" (Luke 4:8).

"And as ye would that men should do unto you, do ye also to them likewise" (Luke 6:31).

"And seek not ye what ye shall eat, or what ye shall drink, neither be ye of doubtful mind. . . . But rather seek ye the kingdom of God; and all these things shall be added unto you" (Luke 12:29, 31).

"If I then, your Lord and Master, have washed your feet; ye also ought to wash one another's feet" (John 13:14).

"This is my commandment, That ye love one another, as I have loved you" (John 15:12).

"Blessed are they that have not seen, and yet have believed" (John 20:29).

The child should have circled three verses and written a way they can follow the teachings of those verses.

Answers will vary.

Let us do an activity to visualize how the Jewish people were forced to leave Jerusalem and then continuously tried to return to it. Start with 10 beans or other small items in Jerusalem to represent Jewish families. Roll the dice and follow the instructions for each roll. If desired, use a stopwatch or other timekeeping device to see how long it takes for all the Jews to leave Jerusalem.



EGYPT



BABYLON



JERUSALEM



SPAIN



RUSSIA
Place of Settlement

- move 1 to Babylon
- ◼ move 1 back to Jerusalem
- ◼◼ move 1 to Spain
- ◼◼◼ move 1 to Russia
- ◼◼◼◼ move 1 to Egypt
- ◼◼◼◼◼ roll again

We are going to make a salt-dough map of Africa. Place a piece of printer paper on top of the map on the next page and trace the outline of Africa. Put your paper on a stable surface, such as a cookie sheet, to continue the project. Use the recipe on this page to make the salt dough.

SALT-DOUGH RECIPE

(makes 1-2 maps)

INGREDIENTS

2 cups flour
1 cup salt
1 cup water
1 tablespoon cream of tartar

1 sheet of printer paper
1 paintbrush
blue, yellow, and green acrylic paint

DIRECTIONS

1. In a bowl, combine all ingredients with your hands.
2. Mix until it is the consistency of play dough. Add more water or flour as necessary.



1. Press the salt dough onto the cookie sheet with your paper. Using the outline you traced, mold the dough into the shape of Africa.
2. Using the left map titled "Physical Maps of Africa" on page 41 of the *Maps & Images* book as a reference, shape the dough to match the elevation shown, with the dark green areas being the lowest and the lighter green areas being the highest.
3. Using the right map titled "Physical Maps of Africa" on page 41 of the *Maps & Images* book as a reference, use your fingers or a pencil to "draw" the major rivers.
4. Let the dough dry. If desired, with your parent or guardian's permission, put the dough in the oven at 200 degrees Fahrenheit for about 30 minutes to dry more quickly. If you do so, let cool completely before painting.
5. Using the right map titled "Physical Maps of Africa" on page 41 of the *Maps & Images* book as a reference, paint the rivers blue and the Sahara, Sahel, savannas, and rainforests the colors used on the map.
6. Let dry completely. Note: If you did not use the oven, the salt dough can take several days to dry all the way.

=§ SALT-DOUGH MAP §=

The child should have created a map of Africa with the salt dough, following the directions on page 19.



=§ AFRICAN DAILY LIFE STORY §=

LESSON
19

As you listen to the lesson, follow the instructions to choose options from the boxes below. When all boxes are complete, use the information in each to tell a story about daily life in ancient Africa. Remember, you are pretending to be a griot, so the story should be told aloud. Feel free to incorporate music, singing, and dancing—just like a griot would.

SETTING

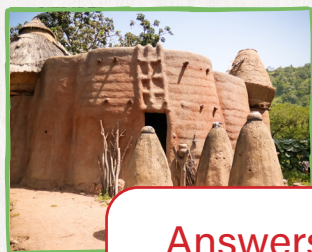
REGION:

oasis

rainforest

savanna

Sahel



Answers will vary.

CHARACTERS

ROLES:

mother	sister	aunt	friend
father	grandfather	uncle	enemy
brother	grandmother	cousin	other

NAMES:

Female		Male	
Abeba	Kiho	Bongani	Sipho
Imani	Lulu	Ola	Zuri

PLOT

An important item or animal has been lost.
Family members are arguing about something.
The village is suffering from a terrible drought.

DETAILS

GOODS TRADED IN AFRICA

The chart below shows items that African people traded with Europeans and Middle Easterners. Some of the items' names are missing. Using the image titled "Goods Traded in Africa" on page 50 of the *Maps & Images* book as a reference, fill in the missing names.

AFRICAN ITEMS

salt



gold

animal skins



ebony

ivory



kola nuts

pepper



indigo

glass beads



EUROPEAN & MIDDLE EASTERN ITEMS

glass beads



linens

silks



ceramics

ornamental
weapons



utensils

copper



perfume

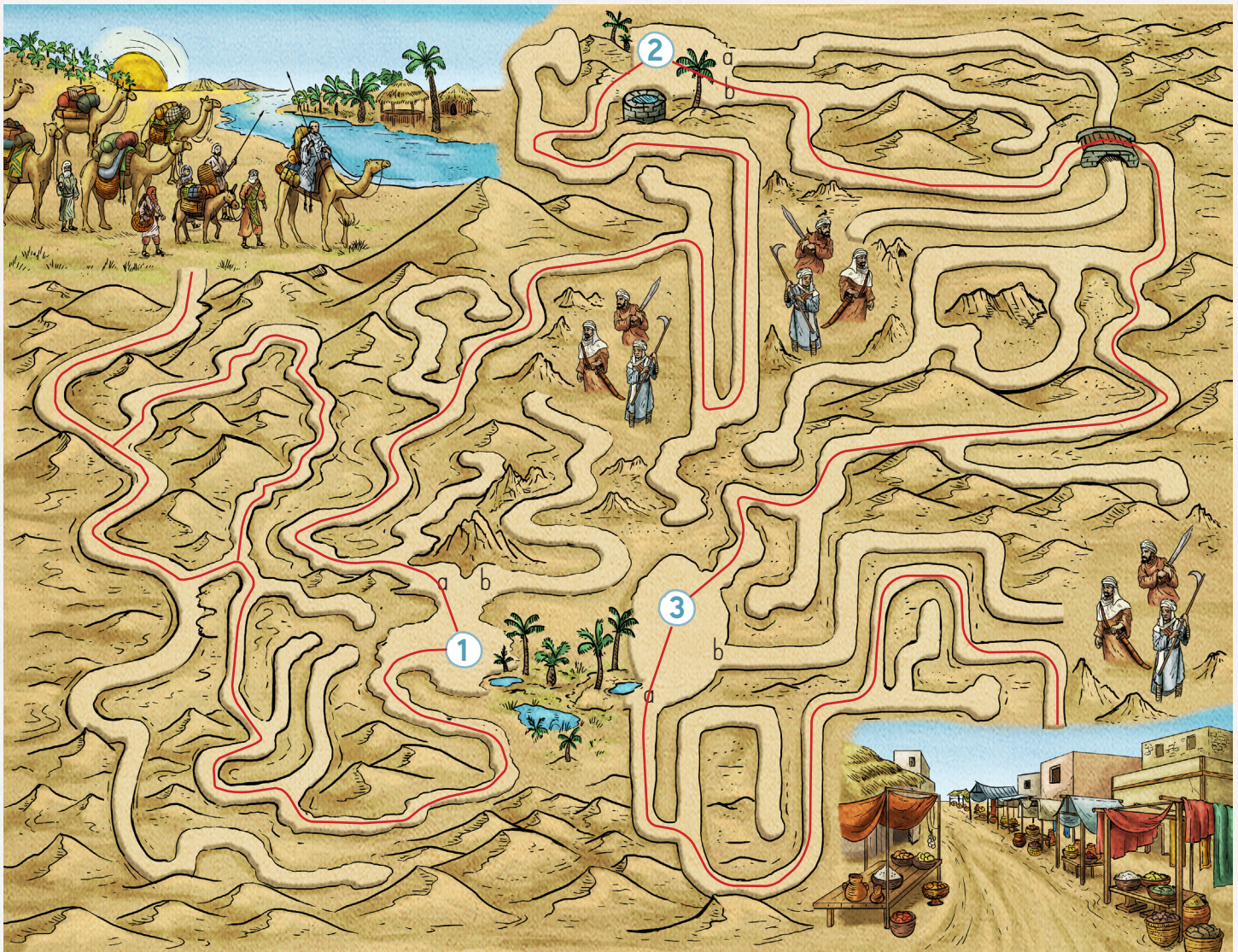
silver



=§ GHANA MERCHANT MAZE §=

LESSON
21

Complete the maze to help the caravan safely reach the trading market in Ghana. At each intersection with a number, there are potential bandits. Pause and answer the question correctly to know which way to go to protect the caravan and lead it safely to the market.



1. How many warriors were in the Ghana army?

a. 200,000

b. 10,000

2. Ghana was located between what kinds of fields?

a. wheat and corn

b. salt and gold

3. Who was allowed to have gold nuggets from the mines in Ghana?

a. only the government

b. only the merchants

AFRICAN KINGDOM RULERS

As you listen to the lesson, draw lines from each fact you hear to the correct ruler. Some of the facts will not be correct for any ruler.

Doubled the size of the Mali Empire

Made Songhai the largest empire in African history

Was the wealthiest man to ever live

Led the only navy in Africa

Brought Muslim architects and scholars back to Mali

Juggled royal scepters

Defeated the Mali Empire and established the Songhai Empire

Could not capture goldfields

Sent pigeons to the moon

Took pilgrimage to Mecca

Ordered pizza from other countries

Introduced weights and measures to trade centers

Helped spread Islam through the kingdom

Invented time travel

Was named Muhammad I

Made all royal decrees rhyme

Converted to Islam

Gave speeches backwards

Trained crocodiles to dance



Mansa Musa



Sonni 'Ali



Askia Muhammad

§ NATIVE AMERICAN AREAS §

LESSON
24

As you listen to the lesson, fill in the missing labels on the map below.

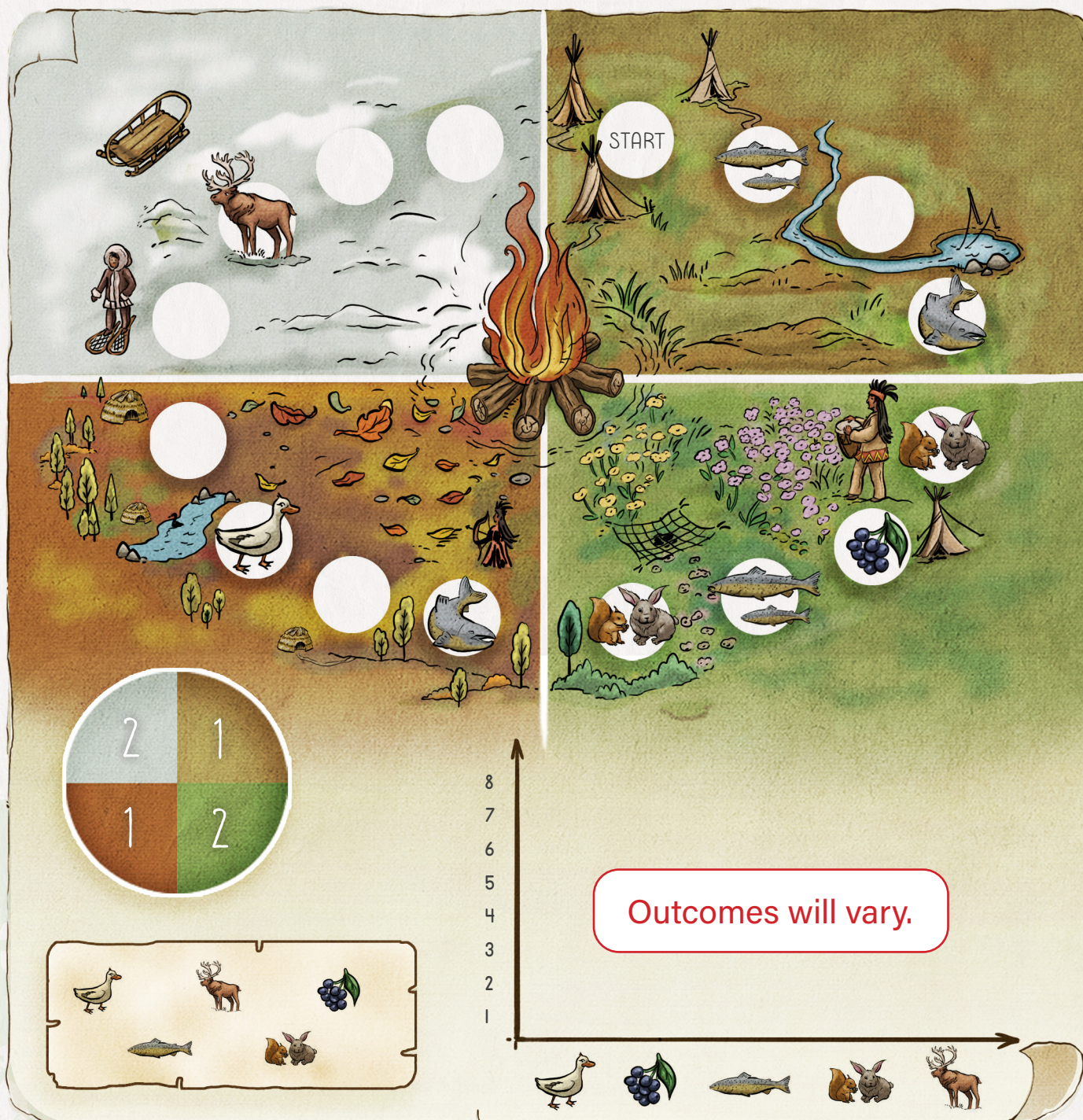


WORD BANK

Inuit	Tlingit	Lillooet	Navajo	Iroquois
Aleut	Hokan	Shoshone	Blackfoot	Seminole
Métis	Mojave	Paiute	Comanche	Cherokee
Salishan	Shahaptian	Hopi	Algonquin	

SEASONAL COLLECTING

Place your pawn on the start. Using your pencil and a paper clip, make a spinner and place it in the middle of the numbered circle below the game board. Spin to see how many spaces to move your game pawn. If you land on a food-collection spot, roll your dice to see how many you get to collect. Make that number of tally marks in the chart below the spinner. Then spin again. When you make it through all the seasons, make a bar graph showing what you were able to collect. If playing with others, compare your final charts to see how different years might have looked for these tribes. Remember that food was never guaranteed in a new season or location. Some years would be much better than others.

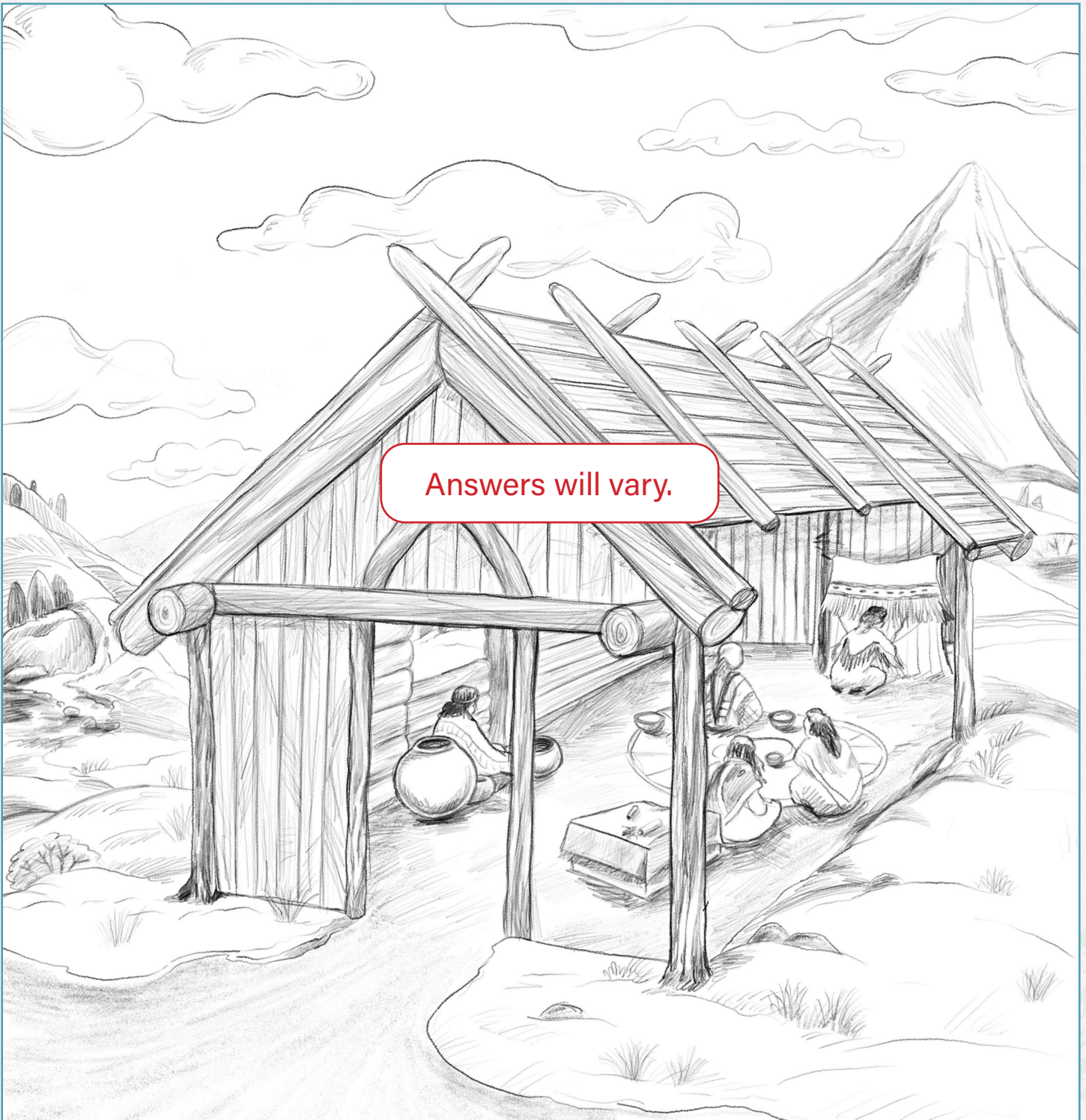


≈§ NORTHWEST COAST HOME §≈

LESSON
26

As you listen, fill in the Northwest Coast home below as you imagine it would have looked if you had lived with a Northwest family. Listen for ideas of what you might add to your picture as you learn about different types of art these people created.

Answers will vary.



MINI NAVAJO RUG

→ Tribes in the Southwest, like the Navajo, made beautiful rugs and blankets. Follow the steps below to weave your own mini Navajo rug.

Note: This optional craft takes longer than most optional crafts—about 1–2 hours.

DIRECTIONS:

1. With a ruler draw a line $\frac{1}{4}$ inch from one side of the cardboard. Then mark every $\frac{1}{4}$ inch.



2. Cut the $\frac{1}{4}$ -inch marks up to the first line. Repeat steps 1 and 2 on the opposite side of the cardboard. This is your loom.



ITEMS NEEDED:

- 1 20-centimeter by 27-centimeter (8-inch by 11-inch) piece of thin cardboard
- multiple skeins of yarn in various colors
- 1 yarn needle
- 1 fork
- ruler
- scissors

3. Wedge the end of some yarn (still attached to the skein) into the first slit of your loom. Then pull the yarn tightly across the loom and insert it into the corresponding slit on the opposite side. Hook the yarn around the back of the tab and bring it back to the front of the loom on the same end. Continue until you have reached the desired width of your mini Navajo rug. These parallel strings are called the warp threads. Cut the end of the yarn, leaving a short tail.



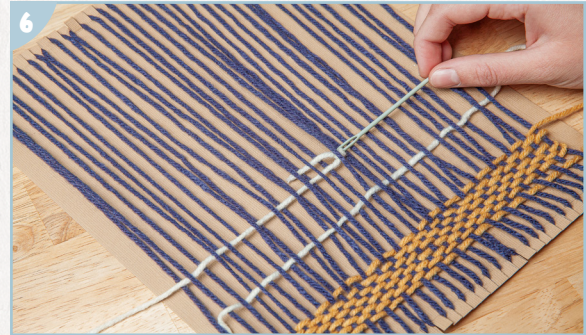
- Now it's time to weave! Choose your first color of weaving yarn and cut a piece about 4 feet long. You may cut shorter or longer pieces as desired. Thread the piece of yarn onto the yarn needle. Begin weaving about 1 ½ inches from the edge of the loom, alternatively passing over and under the warp threads.



- Pull the yarn through until there is about a 3-inch tail left. Then weave back through the warp threads, alternating which warp threads you pass over and which you pass under. It should be the opposite order of what you did in the first row. Use a fork to press the second row snugly against the first row. **NOTE:** Be careful not to tighten the yarn so much that the warp threads bunch. Overtightening will cause the rug to get narrower as you progress.



- Continue weaving until you have finished the first color, leaving a tail of about 3 inches.



- With another length of yarn, continue weaving, pressing each row against the previous row, leaving a tail.



- When you have finished weaving, unhook the loops from the tabs one at a time, cut them at the halfway point of the loop, and tie them. Then weave the tails along the sides of the rug into the rug with the yarn needles, or tie them and trim them short. Your mini Navajo rug is finished!



=& EDIBLE PLANTS &=

Read the descriptions below about edible plants. The name for each plant is scrambled up on the right side of the page. Use the word bank at the bottom of the page to unscramble the letters and discover the name of each plant.

Caution: Always make sure to positively identify a plant and get permission from a knowledgeable adult before eating, as many plants are poisonous.



This plant has prickly purple seed heads. Its root is delicious fried. Make sure to only gather first-year plant roots, though, since second-year roots are bitter.

kbudocr

burdock



You have probably seen this plant around a pond or near other wetlands. You can eat its shoots. Clean them and remove the outer layers to eat the shoots raw or cooked.

lacttai

cattail



These look like common lawn weeds, but you can eat them if they haven't been sprayed with weed poison. The stems, roots, and leaves can be cooked up like spinach or enjoyed in a salad.

eoInddnai

dandelion



This plant can make your skin sting and burn if you touch it. However, if you carefully boil the leaves, stem, and roots without touching them, you can eat them in pasta, soups, and stews.

gnsigitn telnet

stinging nettle



This was a staple food to some Native Americans. Its roots can be eaten raw, boiled, roasted, dried for later, or ground into a flour. Even its seeds can be used as a seasoning.

iutiobcorst

biscuitroot

WORD BANK:

biscuitroot

dandelion

cattail

stinging nettle

burdock

=§ USES FOR BISON §=

LESSON
29

When the Plains Native Americans moved to a more nomadic lifestyle, the bison became their primary source of food and material. They found a use for practically every part of the animal! Read the clues for how each part of the bison was used and fill in the answers in the crossword. Use the word bank if necessary.

3. To preserve the meat, most of it was cut into strips and dried in the strong plains wind to create this food.

7. Other horns were carved into this kind of utensil.

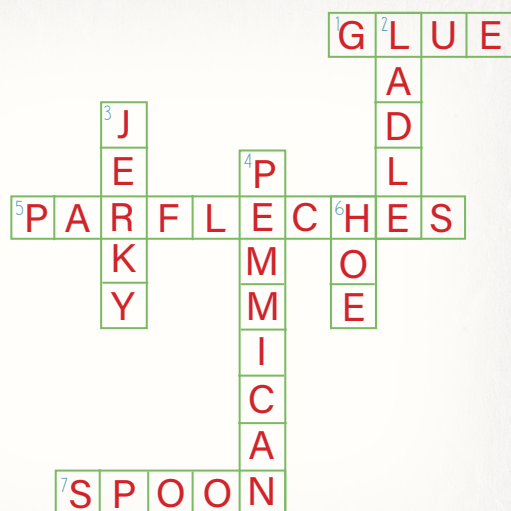
2. The people carved some horns into this kind of utensil.

4. Sometimes, women pounded the dried meat with fat and mixed berries to make this food.

5. From bison hides, people made bedding, utensils, and these special carrying pouches.

1. The Plains people discovered they could cook the hooves to make this substance.

6. Long bones, such as the shoulder blade, made excellent tools like this one.



WORD BANK:

JERKY
PEMMICAN

PARFLECHES*
GLUE
HOE

LADLE
SPOON



* [par-FLESH]

The Haudenosaunee Confederacy and the US Government have many similarities. Using the chart titled "Haudenosaunee & US Governments" on page 80 of the *Maps & Images* book as a reference, find and circle all the correct similarities below.



All meetings take place in a tree house.

There are balances between different powers.

There is a detailed process to remove leaders.

Members cannot hold more than one office.

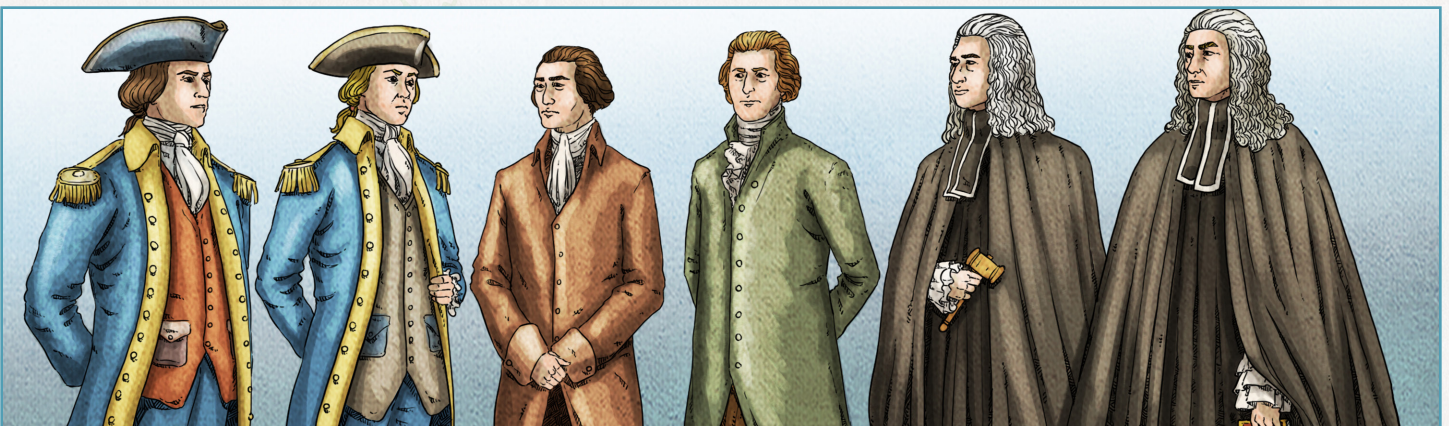
It is clear who is authorized to declare war.

A carrot must be eaten before any meeting begins.

A buffalo must be at each meeting.

There are two branches of legislature.

All members must wear matching hats.



THE THREE EVENTS

LESSON
31

As you listen to the lesson, pay attention to each of the three events that affected Native Americans in North America during this period. As each event is described, circle the correct answer to the question for each event below. If desired, color the pictures for each event while you listen.

THE FIRST EVENT

What was the first event?

a. They planted corn.

b. They planted carrots.

c. They started hunting.



THE SECOND EVENT

What was the second event?

a. The population of slaves grew.

b. The Swedish arrived.

c. Europeans arrived.



THE THIRD EVENT

What was the third event?

a. After the Revolutionary War, Americans wanted to eat more corn.

b. After they gained independence, Americans wanted Native Americans to become like them.

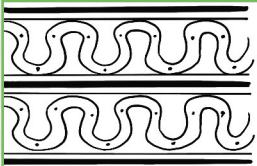
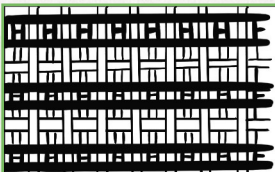
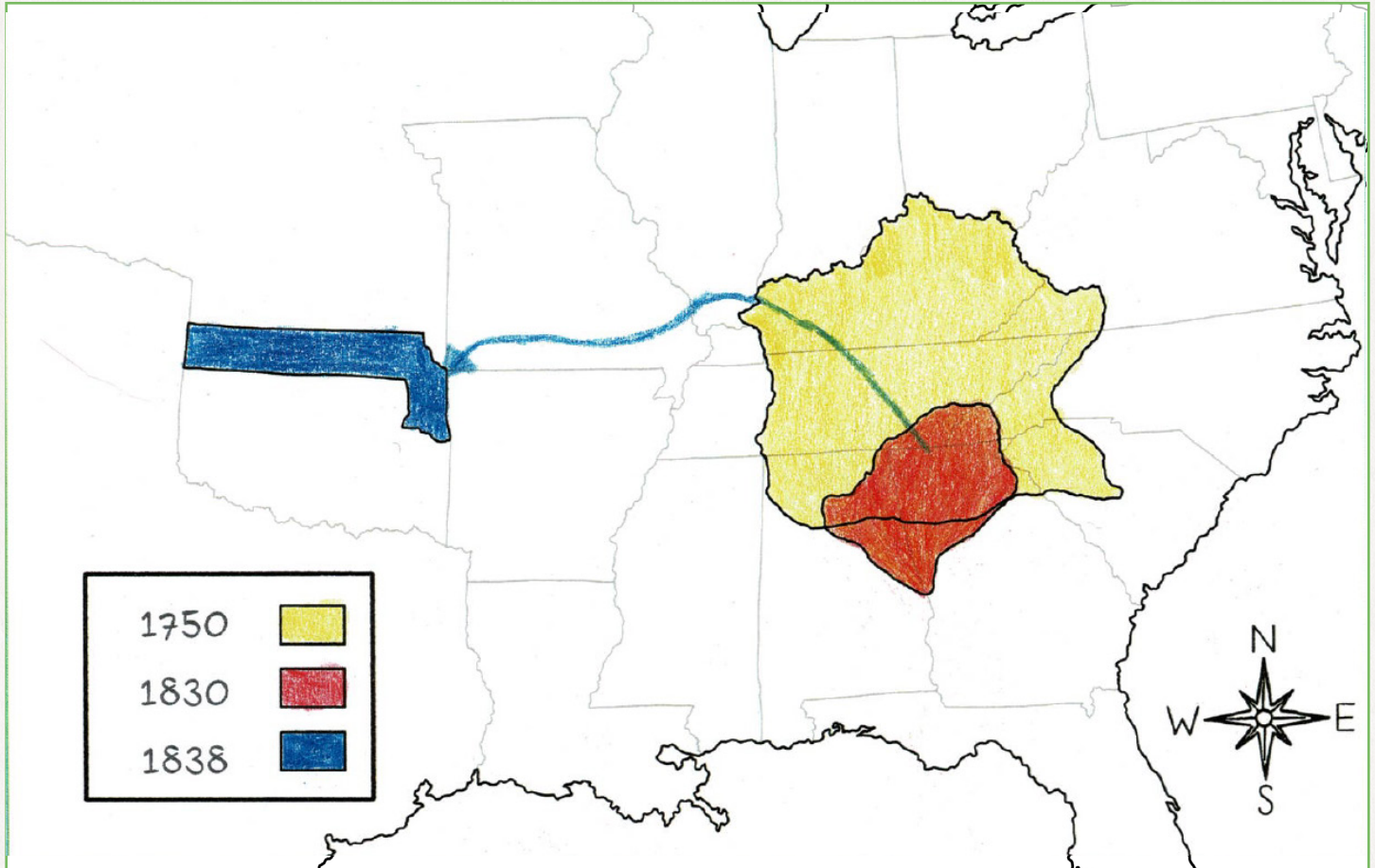
c. After the Civil War, Americans didn't want Native Americans to have slaves.



During this lesson you will see three maps in the *Maps & Images* book that show Cherokee territory in different years. For each map you see, color the correct year on the key, and then shade the matching area on the map.

Tip: Start with a light color like yellow, since some colors will be overlapping.

If desired, complete the Cherokee patterns at the bottom of the page while you listen to the lesson.



If desired, the child should have completed the Cherokee patterns while listening to the lesson.

=§ PACKING LIST §=

LESSON
35

Review "Lewis's Packing List" on pages 92–93 of the *Maps & Images* book, and then make a list of your own. What would you take on an expedition today? Circle anything on the list below you would like to take, cross off any items you would not need, and add anything else you think would be needed.

Answers will vary.

MY PACKING LIST

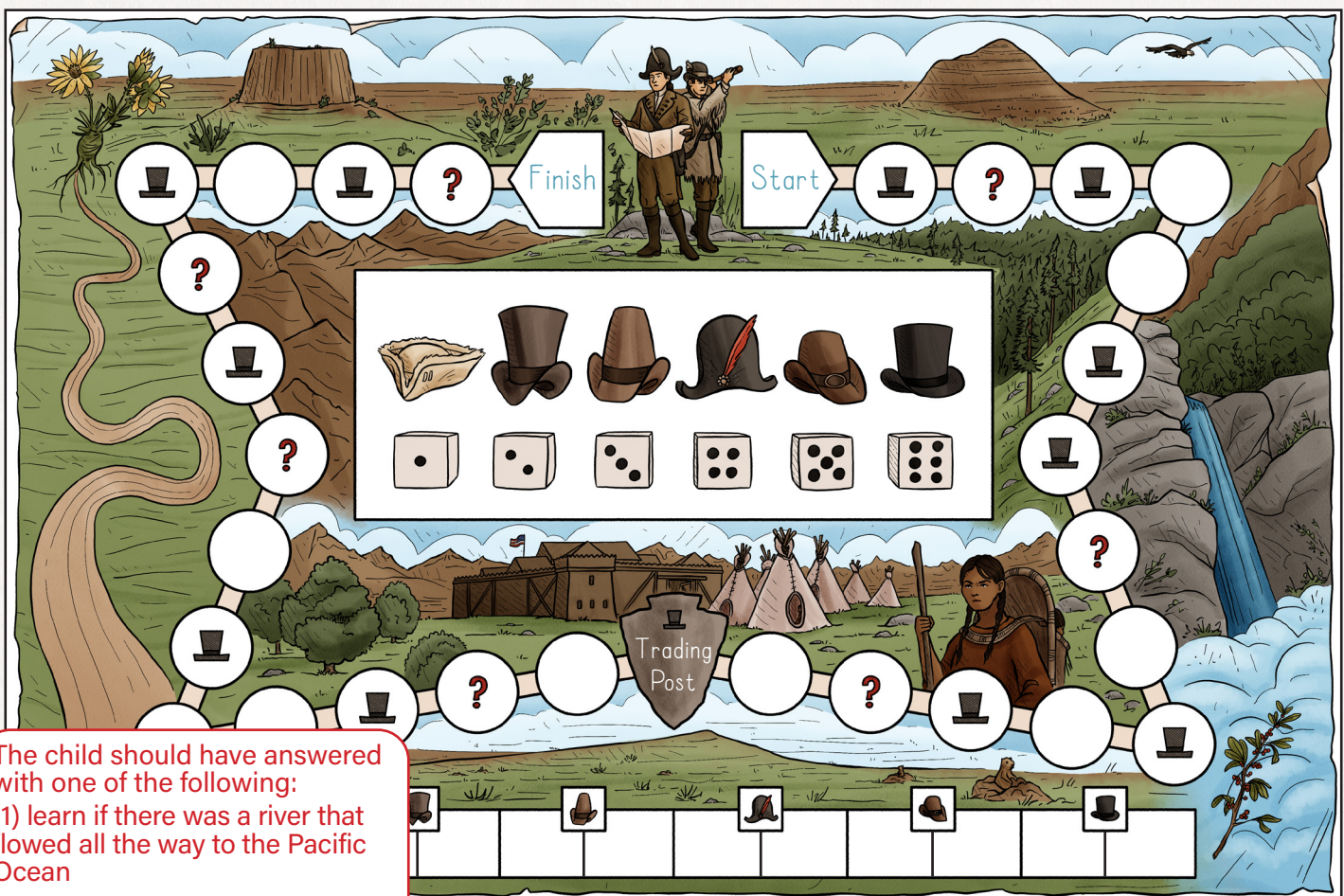
shirts	water
kangaroos	pajamas
socks	pants
bead necklaces	shoes
glasses	board games
rope	garbage bags
dishes	large framed works of art
red silk handkerchiefs	soap
portable food	gourmet desserts

Other things I would need: **Answers will vary.**

_____	_____
_____	_____
_____	_____
_____	_____

TRADING-OUTPOST GAME

You will play a two-person trading-outpost game. Use beans or other small markers as your characters. Before you begin, each player should circle one beaver hat in the center of the game board. Then, place your characters at "Start." The first player rolls the dice and moves that many spaces. If you land on a space with a beaver hat, roll the dice again to see which type of hat you collect. Draw a tally mark on the bottom for each hat type received. There is a box for each player to keep track. If you land on the Trading Post, you get one hat of your choice. If you land on a question-mark space, answer one question at the bottom of the page correctly to roll again. If you answer the question incorrectly, your turn is over. (Hint: Check your answers in the Course Book.) When both players reach "Finish," the person with the most hats wins. If the hat a player circled at the beginning of the game is their most collected hat, they get a bonus point.



The child should have answered with one of the following:

- (1) learn if there was a river that flowed all the way to the Pacific Ocean
- (2) discover the climate, geography, and plant and animal life in the land
- (3) begin friendly trade relationships with the Native Americans who lived in the West

Answers will vary but may include the following:

- (1) European manufactured goods
- (2) metal goods, such as guns and cooking instruments
- (3) animal furs

Which important
animals did
Europeans
exchange in Europe?

Beavers

Dresses, shirts, and hats lined with fur from foxes, minks, or otters, and high felt hats made from the pelt of a beaver

They met to trade furs.

How did Europeans show
their respect for the
same language?

They exchanged gifts.

The child should have answered with one of the following:

- (1) competition over trade routes and the potential profits
- (2) strong alliances that came with the trade routes

≡ NATIONAL ROAD MAZE ≡

LESSON.
37

Help the explorers travel through the wild maze of wilderness to a newly developing town in the West. Look for any potential dangers or challenges along the route. Once you have completed the maze, cut out the road at the bottom of the page and glue it so that it leads from the explorers to the new town (from east to west) to see how much faster it was to travel on roads. Circle the road's correct name.



National Road

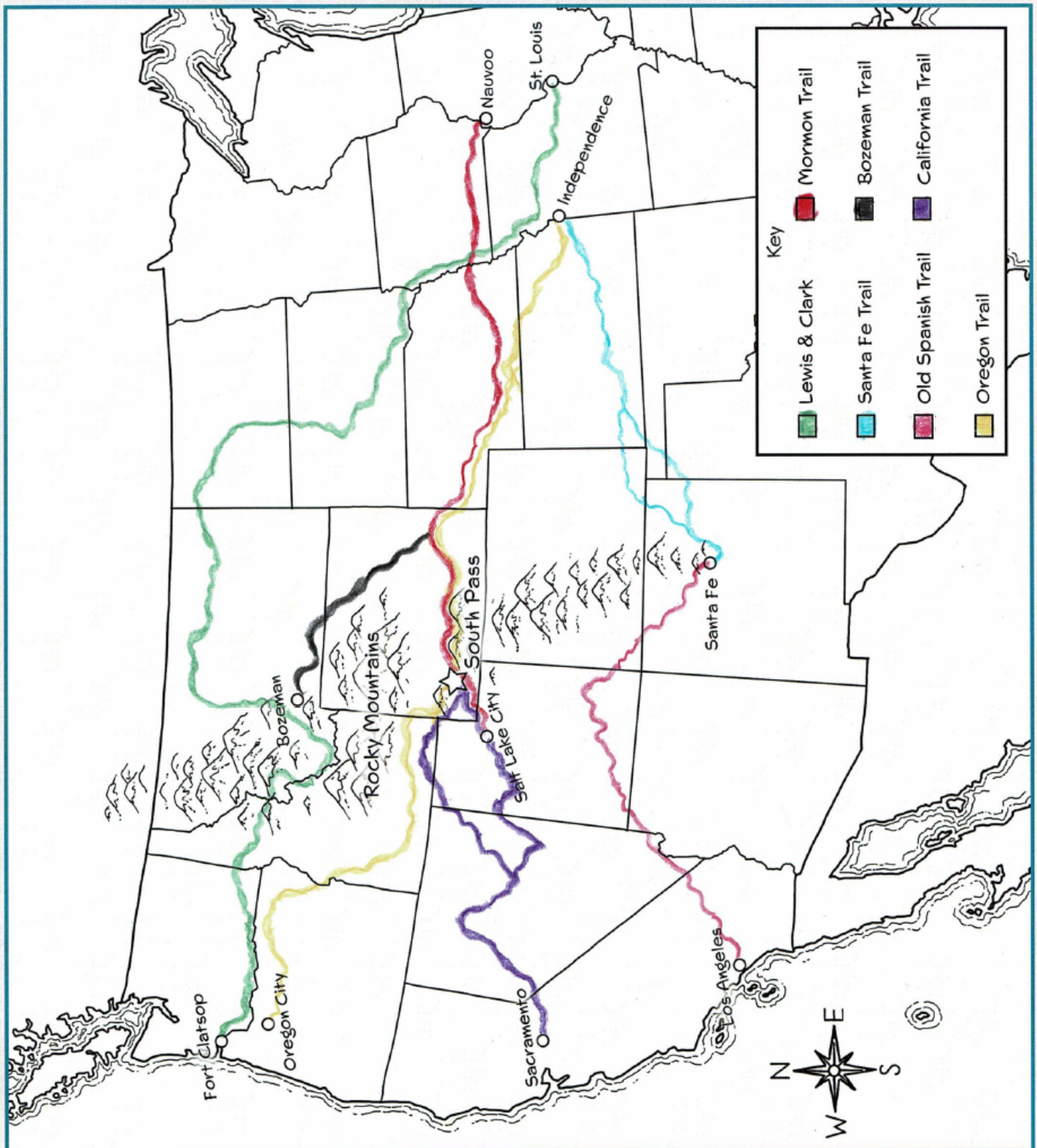
The child should have cut out the road and pasted it on the maze so that it leads from the explorers to the new town.

way

WESTWARD TRAILS

LESSON
38

Using the map titled "Westward Trails" on page 102 of the *Maps & Images* book as a reference, follow the instructions in the lesson to draw the trails on this map, filling out the key as you go.



CAN YOU GET RICH?

Use two dice to see if you could have gotten rich during the Gold Rush. You can play with a partner or by yourself, following the directions in the green box below.

Will you be a miner or a merchant? Circle your choice. Then answer the questions numbered 1-5 below. If you answer a question correctly, you get to roll the dice and take a chance at finding gold. Roll the dice and use the "Miner" or "Merchant" chart to see how much gold you get with each roll. If you do not or cannot answer a question correctly, your turn is over. Tally your gold findings in the boxes at the bottom of the page. See if you can strike it rich playing alone or get more gold than your partner if playing with two players.



MINER

roll a 12: get 10 gold
roll a 2-11: get 0 gold



MERCHANT

roll a 10-12: get 2 gold
roll a 5-9: get 1 gold
roll a 2-4: get 0 gold



1. Besides the Gold Rush, what were some of the motivations for Westward Expansion?

emigration, religion, or trade



2. Who became a Mexican citizen and was granted 200 square kilometers (77 square miles) of land near Sacramento in 1839?

John Sutter



3. What did John Marshall find in the soil of the riverbank at Sutter's Fort?

gold



4. How did the Treaty of Guadalupe Hidalgo impact travel for Americans?

Americans could move to California without leaving their country and without changing their citizenship.



5. Before the discovery of gold, what was the ethnicity of the majority of people in California?

Native American



Total:

REMEMBER THE ALAMO

LESSON
41

As you listen to the lesson, draw a line from each person you learn about to the correct fact about them.

Stephen F. Austin

Not only did this person end the Mexican constitution, but he also set himself up as a dictator.

Santa Anna

This person was a famous frontiersman who joined the fight for the Alamo.

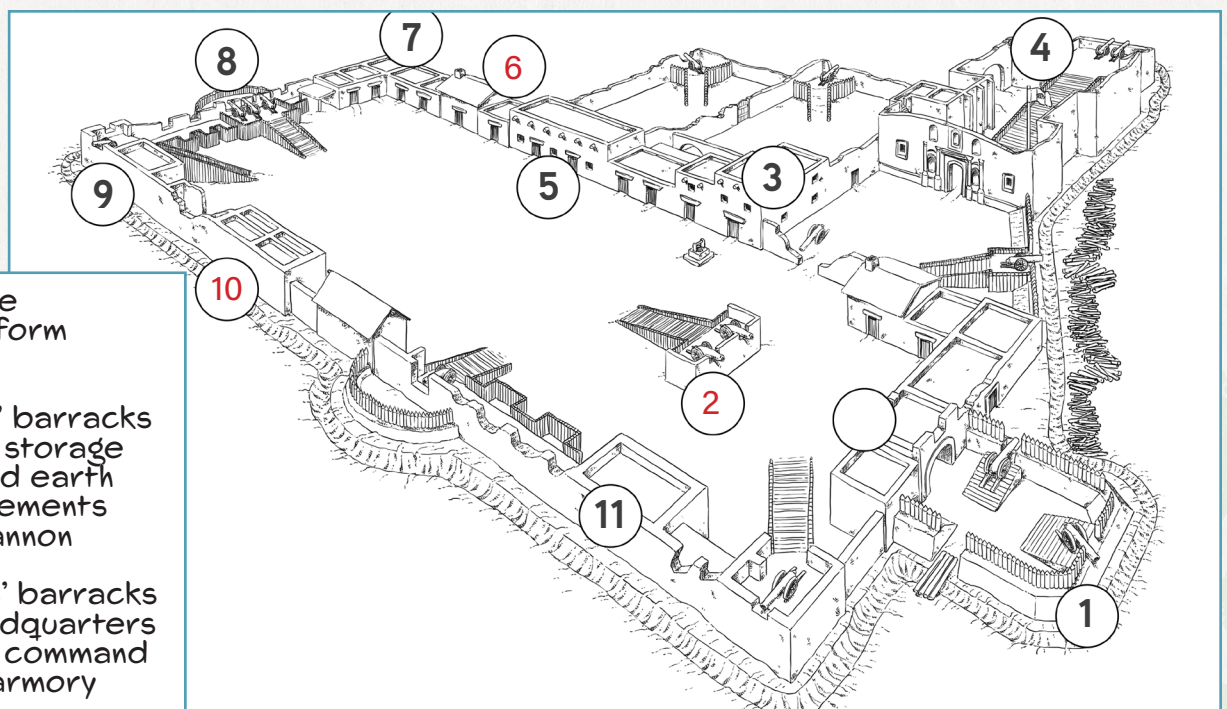
William Travis

This person is sometimes called "the Father of Texas."

Davy Crockett

This brave colonel defended the Alamo from Mexican soldiers.

Using the image titled "Map of the Alamo" on page 117 of the *Maps & Images* book as a reference, fill in the missing labels on your own map below.



1. main gate
2. gun platform
3. hospital
4. chapel
5. soldiers' barracks
6. artillery storage
7. wood and earth reinforcements
8. three-cannon battery
9. officers' barracks
10. fort headquarters
11. artillery command post & armory

TRAVELING TIME LINE

As you listen to the lesson, fill in the blanks on the time line below with the details of the event that matches each picture.

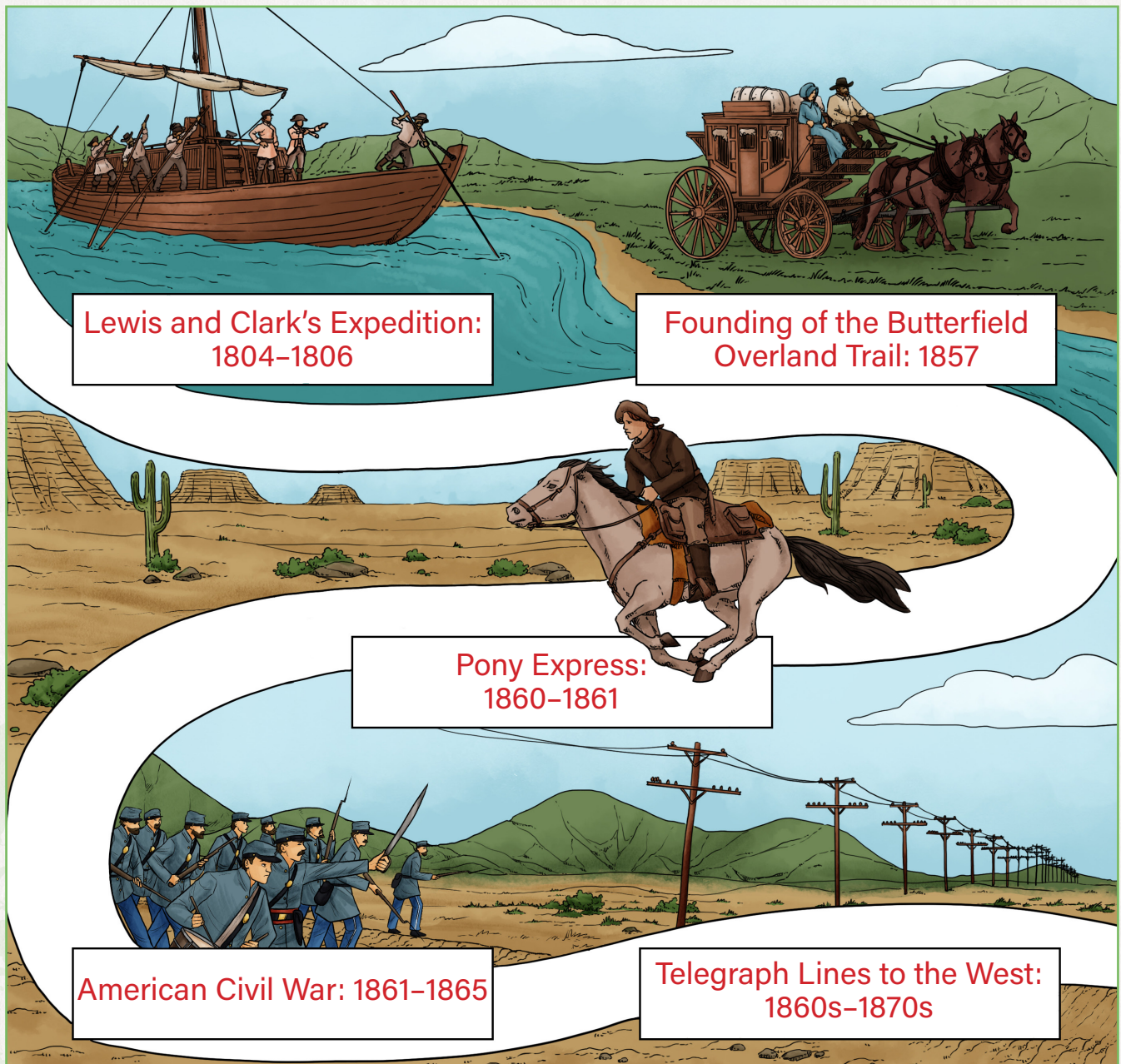
Telegraph Lines to the West:
1860s-1870s

Pony Express:
1860-1861

Lewis & Clark's Expedition:
1804-1806

Founding of the Butterfield Overland Trail:
1857

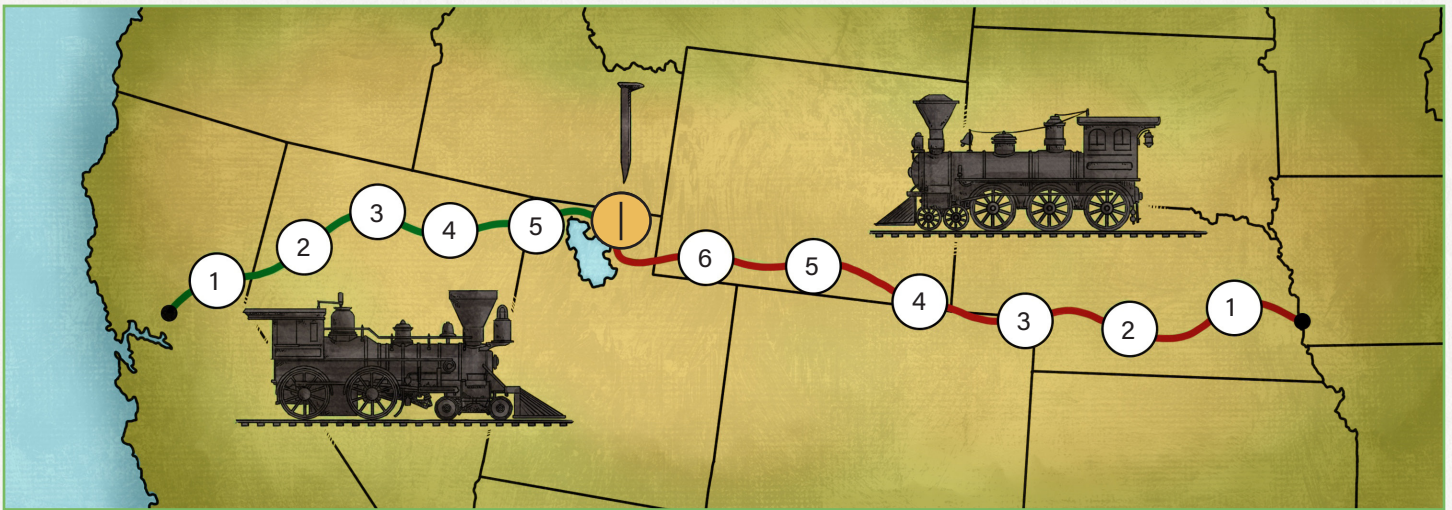
American Civil War:
1861-1865



RAILROAD RACE GAME

LESSON
43

Race to Promontory Summit! Grab a parent or another player for this two-player game. Each of you will need one dice. In order to color in one circle on your side of the map, you need all the supplies listed for your railway company. To gather the necessary supplies, roll your dice as quickly as possible and color in each supply item as you roll the matching number. (Note: You cannot gather supplies for a map circle you are not currently on. You must gather all supplies for Circle 1 before moving on to Circle 2. For example, if you are on Circle 1, you can gather steel rails only for that row, even if you roll a 1 twice. Also notice that the Central Pacific Railroad Company has fewer circles but needs dynamite to blast through the rough terrain.)



Resources Required for Central Pacific Railway

steel rails wooden ties

spikes ballast

food & water dynamite

1						
2						
3						
4						
5						

Resources Required for Union Pacific Railway

steel rails wooden ties

spikes ballast

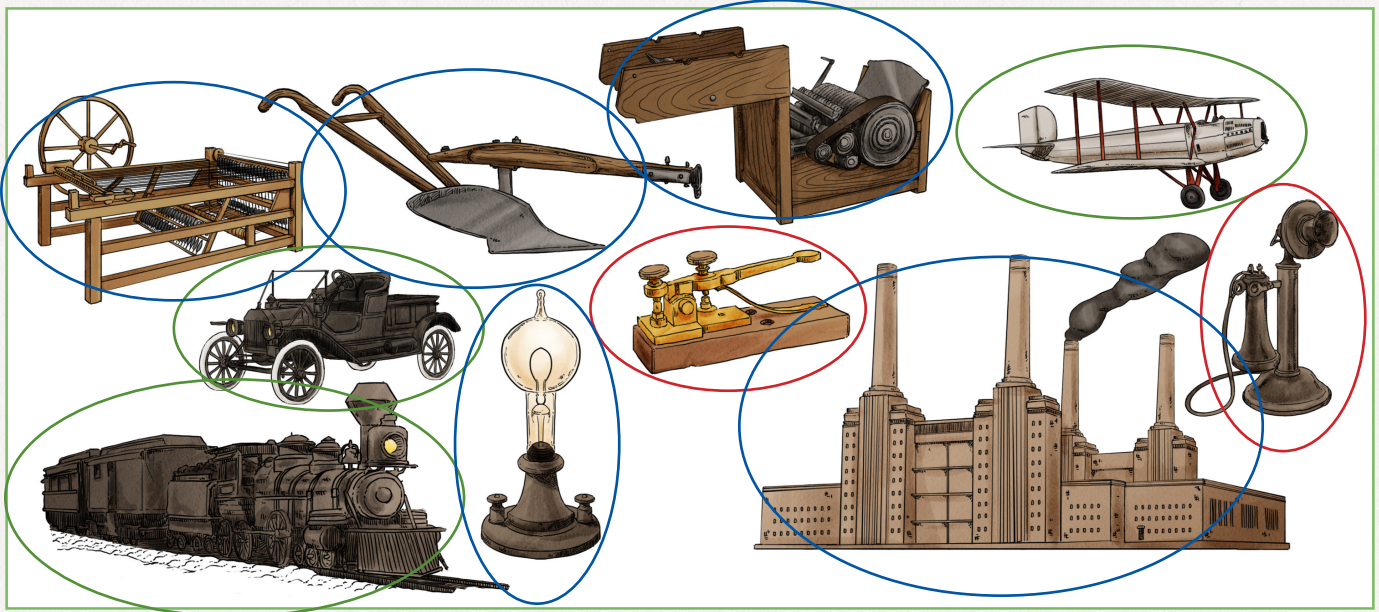
food & water re-roll

1					
2					
3					
4					
5					
6					

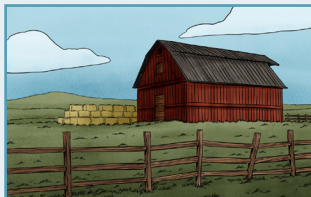
Outcomes will vary.

INDUSTRIAL INVENTIONS

Let us review. All the inventions below were important to the Industrial Revolution. Circle the inventions that impacted how people traveled in green, those that impacted how they communicated in red, and those that changed how people lived and worked in blue.



The images on the left show how something was done before the Industrial Revolution. Draw a line to each item on the right that shows how that thing was changed or done differently after the revolution.



⌘ MORSE CODE ⌘

LESSON
47

Decipher the code below, and then make a code of your own in the box. Bonus: Try saying your code out loud and have another person decode it by sound.

... -- -- -- . -- . / -- -- -- -- . . /

Samuel Morse

. . -- . -- . . -- -- . . -- / - /

improved the

- . . -- . . -- . . -- . . -- / . -- . -- .

telegraph.

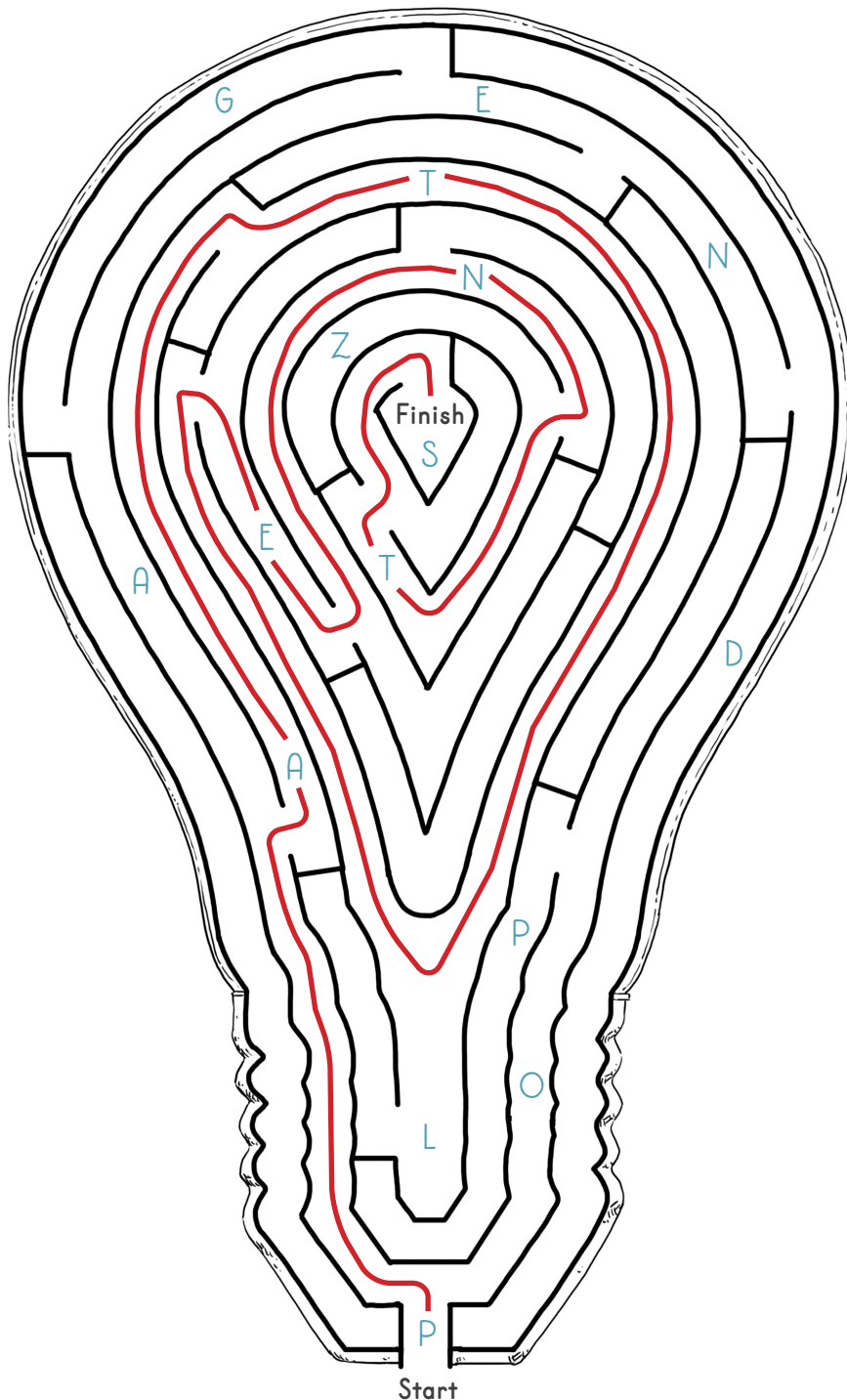
Answers will vary.

A . - di-dah
B - . . . dah-di-di-dit
C - . - . dah-di-dah-dit
D - . . dah-di-dit
E . dit
F . . - di-di-dah-dit
G - - dah-dah-dit
H di-di-di-dit
I . . di-dit
J . - - - di-dah-dah-dah
K - - dah-di-dah

L di-dah-di-dit
M - - dah-dah
N - . dah-dit
O - - - dah-dah-dah
P . - - . di-dah-dah-dit
Q - - - - dah-dah-di-dah
R . - dah-dit
S . . di-di-dit
T - dah
U . . - di-di-dah
V . . . di-di-di-dah

W . - - di-dah-dah
X - . - dah-di-di-dah
Y - . - - dah-di-dah-dah
Z - - . . dah-dah-di-dit
Period
- - - -
di-dah-di-dah-di-dah
Question Mark
- - . - -
di-di-dah-dah-di-dit

Complete the maze to answer the first question. The letters on the correct path will give you the answer. Then answer the second question.



1. What was something Edison spent a lot of his life collecting?

patents

2. Circle all the correct statements about Thomas Edison below and cross out all the false statements.

☒ He was partially deaf.

☒ He rescued a three-year-old child from getting run over by a boxcar on a railroad.

☐ He is well known for his invention of cars. He was able to make them quickly in his factory.

☒ He built a lab in his parents' basement.

☒ He created an invention that could play back a person's voice.

☐ Edison spent a lot of time learning about plants, specifically peanuts.

☒ One of his most well-known inventions is the light bulb.

☐ Not only was he a famous inventor, but he also became the president of the United States.

☒ Edison invented the kinetograph, which later evolved into the production of movies by Edison and other inventors.



RISE OF NAZISM TIME LINE



LESSON
49

As you listen to the lesson, answer the questions on the time line below.

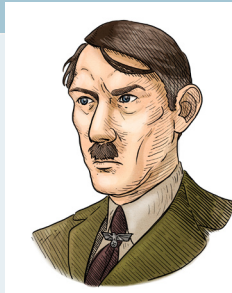
The child should have written one of the following:

- pay \$33 billion in reparations
- give up its overseas colonies
- surrender large sections of land to France and Poland
- greatly reduce the size of its army
- refrain from building submarines or maintaining an air force

Fascist Beliefs

In addition to racial superiority, anti-Semitism, and totalitarianism, what is another fascist belief?

- a. nationalism
- b. feminism
- c. modernism



Who was the National Socialist German Workers' Party's charismatic new speaker?

- a. Adolf Hitler
- b. Benito Mussolini
- c. Joseph Stalin

1923



What resulted in bills like this?

- a. hyperinflation
- b. Renaissance art



1929

The Great Depression in which country impacted German loans?

- a. United States
- b. Britain
- c. France

1932

This caused the collapse of the German economy, and the

- a. Hitler
- b. Blanket
- c. Nazi

Party gained control of the government.

LEMONADE STANDS

On the right are two lemonade stands: one that operates in a communist country and one that operates in a capitalist country. Draw a line from each of the attributes on the left to the lemonade stand it describes.

Individual buys lemons, sugar, water, ice, and cups

Owned by the individual

No competition with other lemonade stands for business

Competes with other lemonade stands for business

Owned by the government

Individual gets all profits

Income is based on the number of cups sold

Government provides lemons, sugar, water, ice, cups

Government gets all profits

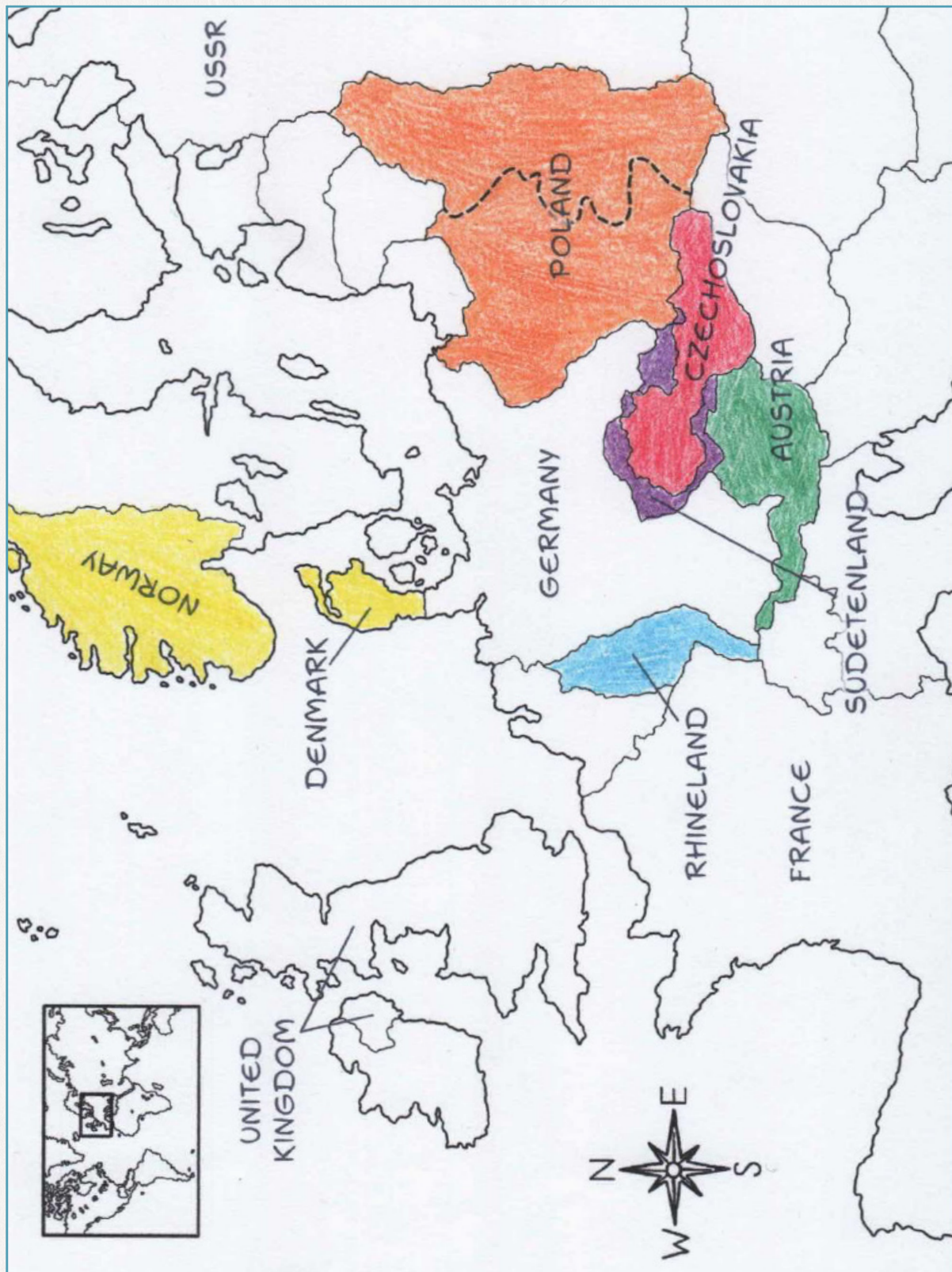
Same payment given to all stand owners regardless of sales made



GERMAN EXPANSION

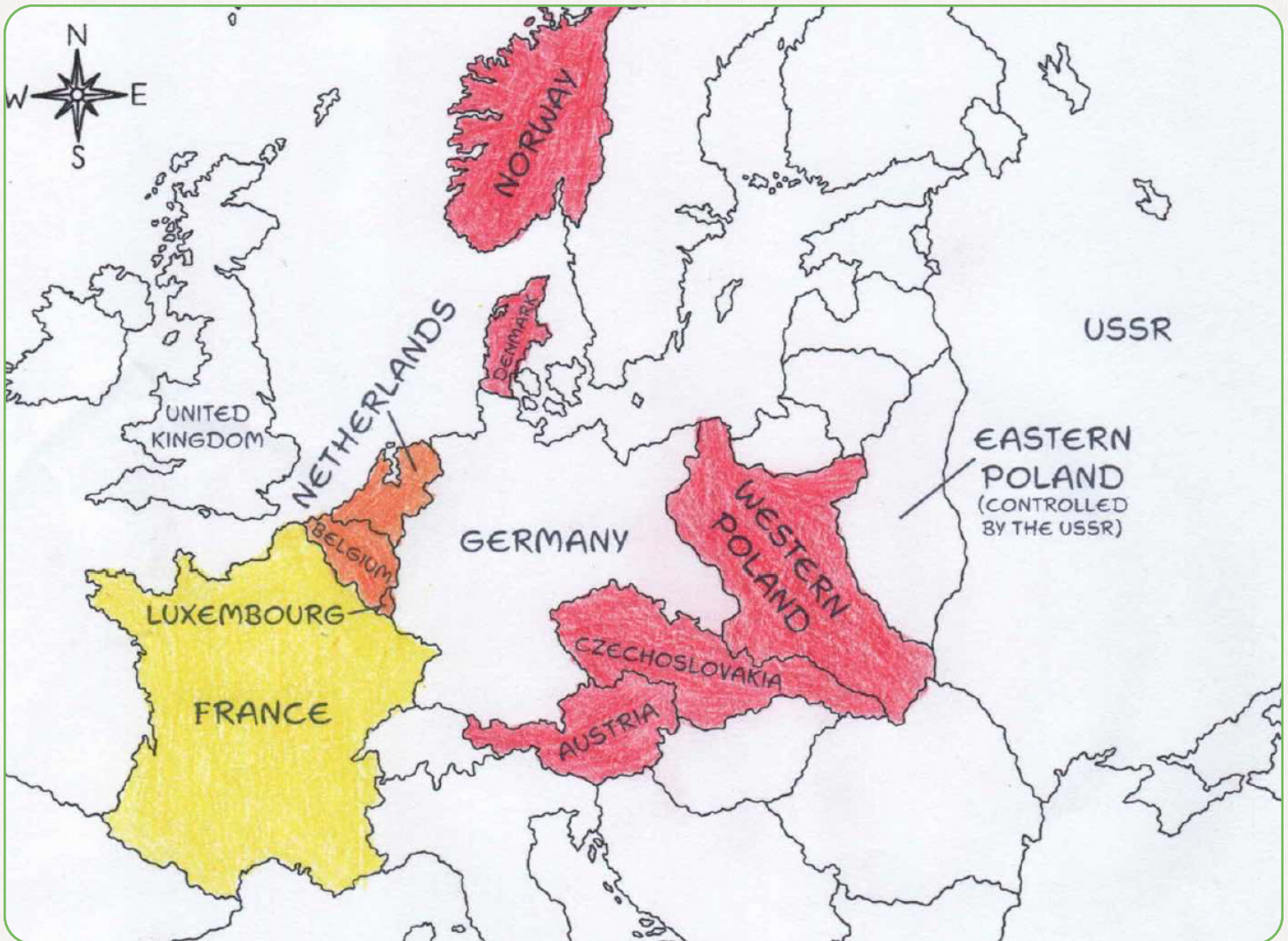
LESSON
51

As you listen to the lesson, follow the instructions to color the map below to show how far Germany expanded during World War II, using the map titled "German Territories" on page 144 of the *Maps & Images* book as a reference.



WESTERN CAMPAIGN

As you listen to the lesson, follow the instructions to color the map below to show how far Germany expanded during World War II, and then answer the questions.



1. If Hitler could eliminate the Allied Powers, he would have no remaining resistance to the west. What country would that let him concentrate on instead?

- a. the United States b. Japan c. the USSR d. Iran

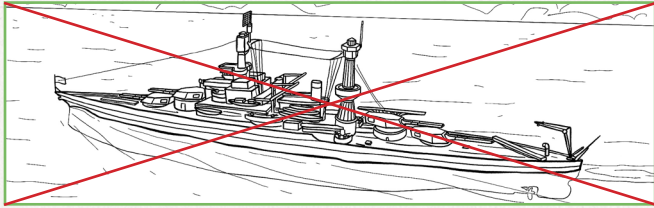
2. What was the blitzkrieg attack on Belgium, the Netherlands, and Luxembourg known as?

- a. bad breakdown b. blitz battle c. breaking countries d. lightning war

PEARL HARBOR SHIPS

LESSON
53

Many of the battleships that were damaged or destroyed during the attack on Pearl Harbor were named after states. See if you can unscramble the letters to figure out the name of each battleship below.



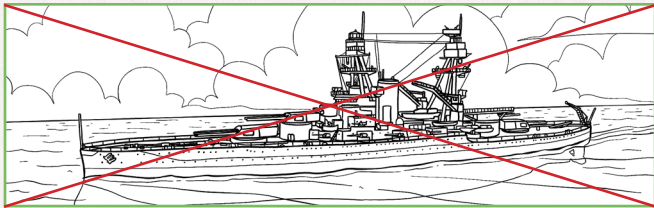
setW irVagiin

West Virginia



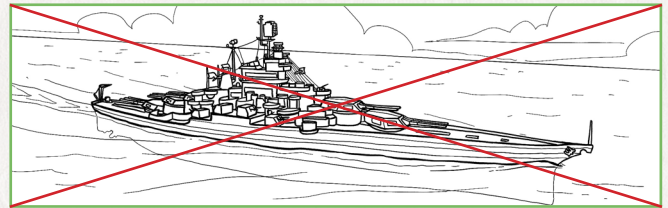
dayMrlan

Maryland



komaOah

Oklahoma



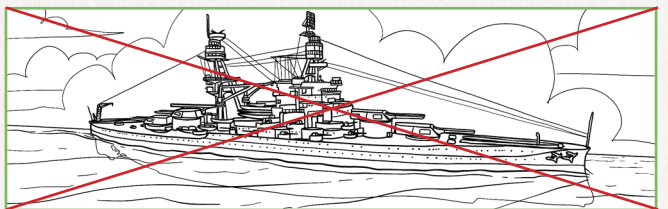
laCiorfani

California



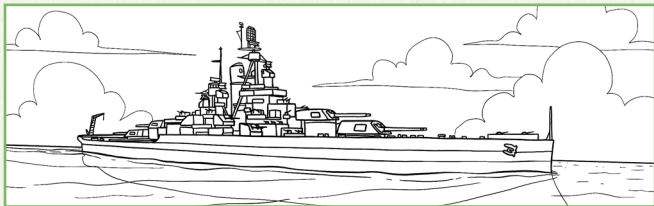
seeneTnes

Tennessee



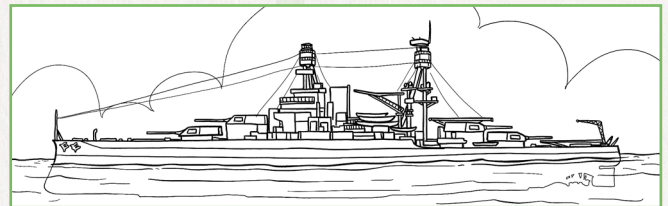
zAnrioa

Arizona



daNeav

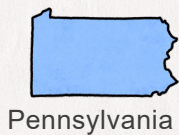
Nevada



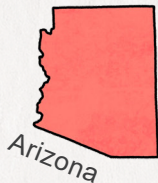
seanPnvynila

Pennsylvania

If a state below is red, the ship sank; if it is blue, it was damaged but didn't sink during the attack. Cross out each ship above that sank.



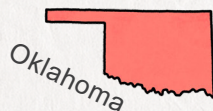
Pennsylvania



Arizona



Nevada



Oklahoma



Tennessee



California



Maryland



West Virginia

Many types of secret codes were used to conceal important information during World War II. Codes that replaced individual letters with different letters or symbols were called ciphers. Take a look at a few different ciphers below. Use the codes to figure out what each type was called.

This type of cipher used symbols rather than letters or numbers.

⌋ ⌋ ⌋ Ciphers

P I G

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋

These ciphers used letters that were shifted into a new order. Each letter represents a different letter. For example, the alphabet might start at Y rather than at A. Each letter is bumped into meaning something new. To solve this cipher, you would only need to know how far to shift the alphabet.

Q F G D R Ciphers

S H I F T

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X

Ciphers made this way only used numbers. The example below shows how each letter is represented by a number instead. Sometimes these could get quite complicated and would even be mixed with other types of ciphers. For example, all the numbers could be shifted to represent different letters as well.

14 21 13 2 5 18 19 Ciphers

N U M B E R S

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Choose one of the ciphers above and write your own secret code in the space below.

Answers will vary.

≡ § DRAFTING PROBABILITY § ≡

LESSON
55

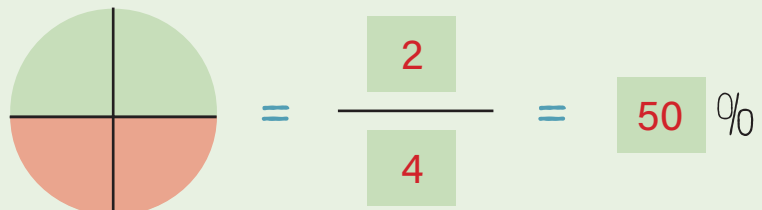
Imagine you have been required to fill out a draft card and submit it. What was the probability of actually being drafted in World War II? If 45 million registered and only 10 million were chosen, you had around a 22% chance of being drafted. Choose a character below and draw a box around him. Then, see if your character is drafted. Use a 10-sided dice to give a rough approximation of how this might play out. Roll the dice two times and circle the numbers of each matching character below. They are drafted. Was your character chosen?



Let us try this again, but more accurately. Of the people who submitted draft cards, many of them were disqualified because of age, medical conditions, or important job deferments. Look at the characters below. Sometimes it is obvious who would be disqualified, but other times it is impossible to tell someone's job or medical background. Do your best and cross out six of the people below. Now there are only four eligible candidates to be drafted. Choose one and draw a box around him. Roll your dice twice. The closest number to the number you roll is chosen each time. Notice that your probability of being chosen goes up drastically.



If there were only four candidates, and two were chosen, what percentage of people were being drafted when they met all the requirements?





UNDESIRABLES



ooo

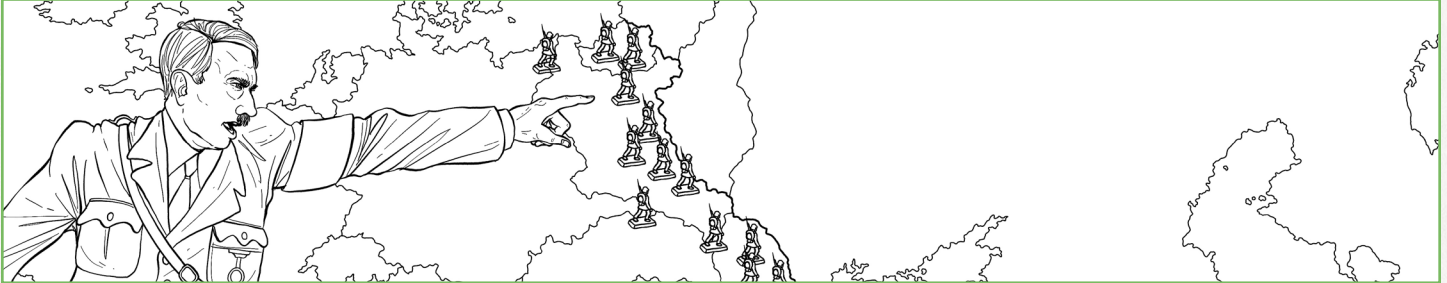
Read the poem below, written by Pastor Martin Niemöller [NEE-muh-ler], to learn more about other "undesirable" people during the Holocaust.

First they came for the Communists
And I did not speak out
Because I was not a Communist
Then they came for the Socialists
And I did not speak out
Because I was not a Socialist
Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
Then they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left
To speak out for me

The author of this poem, Martin Niemöller, was a German pastor during World War II. He initially believed in the Nazi government and its propaganda but eventually realized it would impact religious freedom. He was arrested for speaking out and sent to a concentration camp even though he was not Jewish. What can you learn from his poem?

Answers will vary.

As you listen to the lesson in the course book, fill in the missing information and answer the questions.



1. On December 18, 1940, Hitler signed the order to begin Operation **Barbarossa**.

2. What excuse did Hitler use to explain the amassing troops at the Soviet Union border?

German troops were keeping out of range of British bomb strikes.



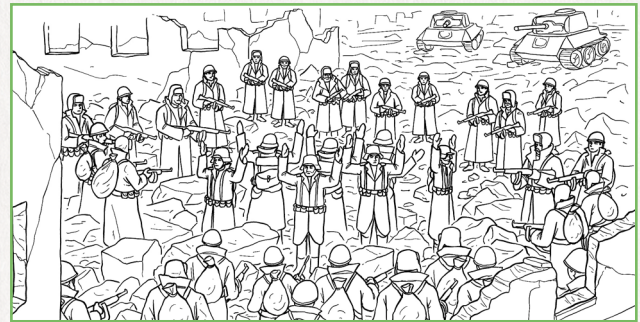
3. In October 1941 Hitler ordered the launch of Operation **Typhoon**.

4. The Soviets were well prepared for the **winter**; the Nazis were not.

5. Hitler's targeting of a Russian city became known as the Battle of **Stalingrad**.

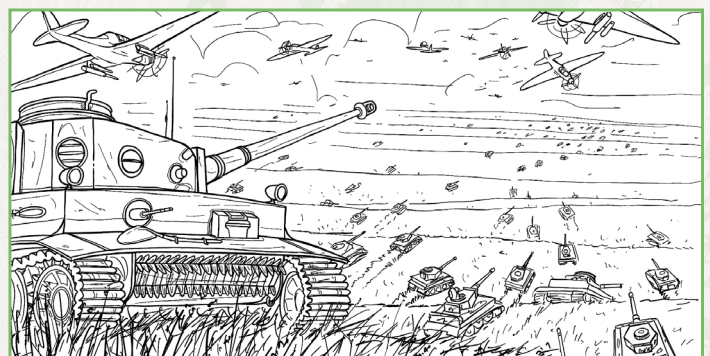
6. What famous order did Stalin issue?

"Not a step back!"



7. On July 5, 1943, Germany launched its attack known as the Battle of **Kursk**.

8. The Battle of Kursk was the largest **tank** battle in history.



CHURCHILL'S PREPARATION

Read each of Winston Churchill's accomplishments, and then draw a line to the events from his past that likely helped him achieve those deeds.

Answers may vary. An example is shown below.

Churchill wrote and delivered some of the most famous speeches of the 20th century. His words boosted British morale and inspired the people to continue to fight the Nazis in spite of difficulties on the home front.

Churchill demonstrated his skills of diplomacy during World War II when he convinced US President Franklin D. Roosevelt and Soviet leader Joseph Stalin that they all should work together to defeat the Nazis. While Roosevelt and Churchill were wary of communism, Churchill was able to convince everyone to put their concerns aside and work for the greater good.

Churchill was instrumental in designing the Allied Forces' war strategy. While Stalin pushed for the Allies to attack Germany from the west, Churchill had the wisdom to wait until Germany was worn out on other fronts. When the Allies finally did launch their own offensive in 1944, they turned the tide of the war in their favor.

Failing younger grades and repeating language and grammar classes

Gaining experience as a member of both the Conservative and Liberal Parties

Working as a war correspondent

Passing legislation while in Parliament

Writing prolifically in the 1930s

Experiencing combat

Serving as First Lord of Admiralty

Writing articles about combat experience

=§ SOLDIER EQUIPMENT §=

LESSON
59

Let us take a closer look at what some of these D-Day soldiers were equipped with. Unscramble the letters to label each of the items the soldier was carrying.

CKCKABAP

BACKPACK

These carried all kinds of emergency items, including food, since they didn't know where they would get more supplies.

MEETLH

HELMET

This wasn't strong enough to repel bullets, but it did help protect from other debris.

SGA SAKM

GAS MASK

Poisonous gas was sometimes used as a weapon, and each soldier had one of these to protect himself.

MIFRONU

UNIFORM

This was a shade of drab green to help the soldier camouflage with his environment.

BLEFTILE

LIFEBELT

This was used as a type of life jacket that went under a soldier's armpits to keep his head above water.

ANETENC

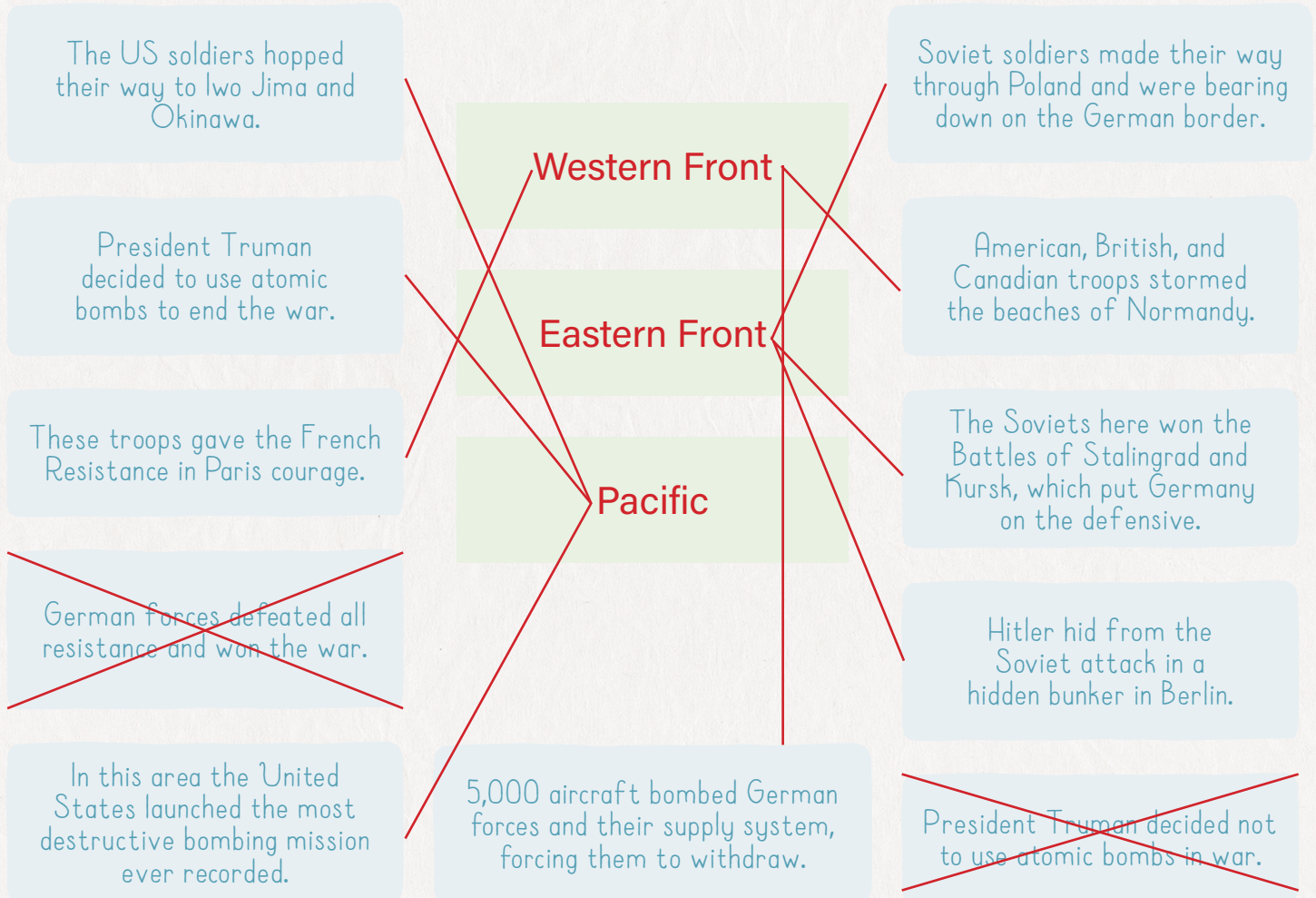
CANTEEN

This was like a special sturdy water bottle, usually attached to the belt.



ckckabap = backpack; meetlh = helmet; sga sakm = gas mask; mifronu = uniform; bleftile = lifebelt; anetenc = canteen

As you listen to the lesson, write the names of the three theaters that faced major conflict in the green boxes, and then draw lines from each theater to the facts that relate to that war front. Cross out any facts that are inaccurate.



What is most memorable to you about World War II?

Answers will vary.