




The Good and the Beautiful
CURRICULUM

HISTORY

YEAR 3

Course Book

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ABOUT THIS COURSE

COURSE OVERVIEW

Covering ancient times to modern history, *The Good and the Beautiful History: Year 3* course is designed to foster a true love of learning history through engaging lessons, activities, a beautiful time line, visually rich maps and illustrations, and an engaging review tool that extend and apply the learning. Many history courses are composed of dry facts given from a secular, humanistic viewpoint, stripped of meaning, faith, and beauty. The Good and the Beautiful History courses promote truth, beauty, family interaction, and meaningful exploration with an emphasis on God and high character. Designed to be taught family style, this course was written for children in grades 3–8. Over the course of four years, children will be exposed to a whole sweep of world history, stopping in each year to focus on different time periods.

CHRISTIAN WORLDVIEW

The Good and the Beautiful curriculum takes a Christian worldview. With input from people with diverse ethnic, racial, and religious backgrounds on both our staff and our review panels, this course is built on the common ground and basic biblical principles that apply to all Christians. Rather than focusing on doctrine, the curriculum teaches Christlike character and principles of liberty based on the following:

- God created the world and all people; each individual is precious in His sight and is deserving of liberty.
- Jesus Christ lived a sinless life and atoned for our sins.
- Following the timeless core principles of Christ's gospel found in the Bible leads to happiness.

ITEMS NEEDED WITH THE COURSE

History Course Book: Year 3: This 220-page, full-color, lay-flat bound course book guides parents through teaching the 60 lessons in the course.

Big Book of History Stories—Year 3: This collection of 18 fiction and nonfiction stories accompanies some of the lessons in this course to bring the children into the lives and events of the people in the time period being taught. Each story features beautiful full-color illustrations as well as an optional audio recording for the parent or instructor to follow along with. The audio recording for each story can be found on the Good and Beautiful Homeschool app, which can be downloaded by scanning the QR code to the right or by visiting goodandbeautiful.com/apps. Alternatively, they can also be accessed by visiting goodandbeautiful.com/history-resources.



ABOUT THIS COURSE

Student Explorers: The activities in the Grades 3–6 and Grades 7–8 *Student Explorers* help children apply the information learned in the lessons in a tangible way. Most lessons have accompanying written assignments, which increase in complexity for the higher grades. The Grades 7–8 *Student Explorer* also includes lesson extensions—articles written about topics that go into more detail at a higher level than the course book lessons. The lesson extensions conclude with comprehension questions and extension activities that will challenge the older students.

Maps & Images: Bringing the lessons to life, the first section of *Maps & Images* is full of illustrated and real-life images of the events, people, and places talked about in the lessons, along with maps of the locations in the world where these events happened. In the second section, children can find punch-out cards used for matching games and more.

History Time Line Book: Spanning all four years of this curriculum, the *History Time Line Book* helps the children put the events they hear about in the lessons into the context of the history of the world. Every few lessons, each child will place a colorful and detailed sticker onto his or her own time line, or the course book will prompt the parent to locate a specific event or person on the time lines with the children. The glossary provides additional detail for nonsticker events mentioned in passing.

Time Tunnel Review Cards: Spanning all four years of this curriculum, these 85 Time Tunnel Review Cards provide a fun, colorful way to review important people and events discussed in the course. Every few lessons, the course book will prompt the parent to review with the children the cards that cover topics already discussed in previous lessons. The insert in the Time Tunnel Review Cards box provides several different review methods to help the parent adjust to each child's learning style.

Answer key PDFs: Answer keys for the written activities in the *Student Explorers* are available for free on the Good and Beautiful Homeschool app or as a free download at goodandbeautiful.com/history-resources.



ABOUT THIS COURSE

HOW TO TEACH THIS COURSE

Frequency and length: This course is designed to be completed in a school year with two lessons per week, which should each take about 20–30 minutes to complete. Lesson times will vary depending on the amount of discussion and exploration you choose to do. Because the *Grades 7–8 Student Explorer* is more advanced and in-depth, older children will need to spend additional time completing the included lesson extensions and activities.

How to teach the lessons:

- **Note:** This course is not designed to be a self-study course; rather, it is interactive. Each lesson includes discussion questions and activities that are more engaging and effective if completed with an instructor or as a group.
- Preview the lesson and take note of where the different components will be used and where you will need to pause for discussion questions or other activities.
- Collect the supplies listed at the beginning of each lesson, which include the components used in the lesson as well as any common household items that may be needed to complete an activity. Punch out any needed cards from the *Maps & Images* book.
- If a lesson contains a story from the *Big Book of History Stories—Year 3*, and you desire to use the audio recording, turn to the story as directed in the lesson text, find the three-digit code on the story's title page, and enter that code into the Good and Beautiful Homeschool app when prompted to access the recording. Then begin the recording and continue following along throughout the story. A short chiming sound will indicate when to turn the page. Otherwise, begin reading the text aloud.
- The course book will direct you regarding when to use the different components of the course, including all the other books and the Time Tunnel Review Cards.



ABOUT THIS COURSE

Sections to note:

- Lesson Prep: If the lesson requires any preparation beforehand, such as punching out cards from the *Maps & Images* book, it will be stated in this section.
- Items Needed: Listed here will be any of the other course components needed to complete the lesson as well as household items that may be needed for activities. Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.
- Let's Connect: Each lesson contains one to four open-ended discussion questions designed to deepen learning, discuss moral ideas associated with history, and connect the material to the children's individual lives. Answers are not provided as they will vary from family to family.
- Time Line Events: Many events in the *History Time Line Book* do not have a sticker but can still add interest and learning opportunities when placed in context. When this icon appears in the lesson text, you may choose to have the children locate the event on their time lines and discuss its significance.
- Hard & True Facts: Some aspects of history contain sensitive, controversial, or potentially disturbing content that nonetheless can be important to learn about and discuss. The "Hard & True Facts" sections are intended to create opportunities for optional discussion with children grades 7-8 about sensitive topics and controversial events, but they can be discussed with children of all ages if you feel comfortable doing so.



Items to always have on hand:

- crayons
- colored pencils
- pencils
- a device on which to play the audio narration



§ SUPPLIES NEEDED §

LESSON 1

- none

LESSON 2

- recycled materials such as cardboard, scrap paper, toilet paper, or paper towels (grades 7–8, optional)
- modeling clay or play dough (grades 7–8, optional)

LESSON 3

- none

LESSON 4

- none

LESSON 5

- 2 cups all-purpose flour (grades 7–8)
- 1 cup table salt (grades 7–8)
- 1 cup water (grades 7–8)
- stylus-type tool, such as a toothpick (grades 7–8)

LESSON 6

- none

LESSON 7

- none

LESSON 8

- Bible (optional)

LESSON 9

- none

LESSON 10

- none

LESSON 11

- none

LESSON 12

- 2 store-bought pie crusts (grades 7–8)
- hazelnut spread and/or any flavor of jam (grades 7–8)

LESSON 13

- none

LESSON 14

- scissors for each child
- glue
- Bible (grades 7–8, optional)

LESSON 15

- Bible (optional)

LESSON 16

- 1 dice for each child
- 10 beans or other small items for each child
- stopwatch or other timekeeping device (optional)

LESSON 17

- none

§ SUPPLIES NEEDED §

LESSON 18

- 1 sheet of printer paper for each child
- 2 cups flour for each child
- 1 cup salt for each child
- 1 cup water for each child
- 1 tablespoon cream of tartar for each child
- 1 paintbrush for each child
- blue, yellow, and green acrylic paint

LESSON 19

- plantain chips or fried plantains (may substitute banana chips) (optional)
- nuts (optional)
- figs (optional)
- citrus, such as oranges or tamarinds (optional)
- tape measure (grades 7–8)

LESSON 20

- none

LESSON 21

- several different types of salt, such as table, sea, ice cream, black, flake, coarse kosher, pink Himalayan, or smoked (grades 7–8)
- several different types of food to put salt on, such as tomatoes, hard-boiled eggs, chocolate, cucumber slices, or meat (grades 7–8)

LESSON 22

- none

LESSON 23

- none

LESSON 24

- none

LESSON 25

- 1 pencil for each child
- 1 paper clip for each child
- 1 dice for each child
- 1 game pawn for each child

LESSON 26

- none

LESSON 27

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



§ SUPPLIES NEEDED §

LESSON 28

- none

LESSON 29

- deep-frying or candy thermometer (grades 7–8)
- towel or plastic wrap (grades 7–8)
- pan or skillet large enough for deep frying (grades 7–8)
- tongs (grades 7–8)
- paper towels (grades 7–8)
- 2 cups oil or shortening for deep frying (grades 7–8)
- 4 cups all-purpose flour (grades 7–8)
- 2 tablespoons baking powder (grades 7–8)
- 2 teaspoons salt (grades 7–8)
- 1 cup warm (not hot) milk or water (plus a bit more if the dough is dry) (grades 7–8)
- toppings, such as taco meat, beans, butter, sugar and cinnamon, jam, or honey (grades 7–8)

LESSON 30

- none

LESSON 31

- none

LESSON 32

- none

LESSON 33

- none

LESSON 34

- none

LESSON 35

- none

LESSON 36

- 1 dice for each child
- a small game marker (such as a dry bean) for each child

LESSON 37

- scissors
- glue
- kettle (optional)

LESSON 38

- none

LESSON 39

- 2 dice

LESSON 40

- none

LESSON 41

- none

LESSON 42

- none

§ SUPPLIES NEEDED §

LESSON 43

- 1 dice for each child

LESSON 44

- none

LESSON 45

- none

LESSON 46

- none

LESSON 47

- none

LESSON 48

- none

LESSON 49

- none

LESSON 50

- none

LESSON 51

- none

LESSON 52

- none

LESSON 53

- none

LESSON 54

- none

LESSON 55

- 10-sided dice

LESSON 56

- none

LESSON 57

- none

LESSON 58

- none

LESSON 59

- none

LESSON 60

- none





SOLOMON & THE PHOENICIANS

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ Maps & Images book
- ☐ History Time Line Books
- ☐ Grades 7–8 Extension Supplies
 - ☐ 2 cups all-purpose flour
 - ☐ 1 cup table salt
 - ☐ 1 cup water
 - ☐ stylus-type tool, such as a toothpick



TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Card 44 with the children using a review method from the insert in the Time Tunnel Review Card box. Optional: Also review Time Tunnel Review Cards from any course years previously completed.

SOLOMON'S TEMPLE

Read to the children: When King David died, his son Solomon took the throne and began to rule, as God had promised. Perhaps feeling the weight of his new position, Solomon prayed to God with a request. He said, “Give therefore thy servant an

understanding heart . . . that I may discern between good and bad” (1 Kings 3:9).

What do you think the word “discern” might mean? [Pause for answers.] When we discern, it means we recognize the difference between two things or we understand something that wasn’t clear at first. So in order to discern, we must carefully seek understanding. This is essential for making good decisions. King Solomon thoughtfully worked to understand what choices were truly beneficial and fair for the Israelites. Because of this, he is remembered as a wise king. Let’s talk about some of the wise things he did for his kingdom.

While King David focused heavily on expanding the kingdom and conquering neighboring lands, Solomon dedicated his time to growing relationships with other kings and rulers, as well as strengthening and beautifying Israel at home.

If you were a king, would it be important to you to have beautiful buildings in your kingdom? Why or why not? [Pause for answers.] This was extremely important to Solomon. He made every effort to ensure his buildings were magnificent. It took 13 years to build Solomon’s grand palace, and it took seven years to build what may be his most famous accomplishment: the temple.

This idea is basic in our language today, but it was new in the Phoenicians' day. The Phoenicians' system is currently considered one of the first alphabets ever used! Later languages like Greek, Latin, and ultimately English were influenced by this alphabet.



c. 1100 BC:
Phoenician
Alphabet

PURPLE DYE

Read to the children: The Greeks were the ones to give these people the name "Phoenician." It means "purple people." The Phoenicians discovered that a gland in the murex [MYUR-ex] sea snail produced a liquid that would turn a vivid purple when exposed to air. They used this as a dye for fabrics.



While you read this section, show the children the images titled "Tyrian Purple" on page 16 of the *Maps & Images* book.

Read to the children: Because the dye was produced in the city of Tyre, it became known as Tyrian purple. The process of producing this dye was not easy. It may have taken six pounds of the liquid to dye one pound of wool. That would mean it took 10,000 snails to dye a single robe! The dye stained the skin of the workers who extracted the liquid, and that's how they got the nickname "purple people." The Phoenicians were quite secretive about the source of the dye, so only they knew how to produce it. Because of this, Tyrian purple cloth was valuable and expensive; only the most wealthy could afford it, such as kings and queens. This is why we associate purple with royalty even today.



HISTORY TIME LINE BOOK ACTIVITY

Have the children place the time line sticker #62 on the "1500–300 BC: Phoenicians" event in their *History Time Line Books*.

SOLOMON & HIRAM

Read to the children: The Bible records that Solomon had a deep friendship with the Phoenician

King of Tyre, named Hiram [HI-rum]. When Solomon built the temple, he wanted to use only the finest materials, so of course he used purple fabric. Solomon asked Hiram to send him a man who was skilled in working "in purple" to help craft the veil or curtain for the temple (2 Chronicles 2:7).

The Phoenicians were also known for their prized cedar trees, which the Bible calls the "cedars of Lebanon." These cedars produced beautiful, durable wood that Solomon requested for the temple construction. According to the Bible, "Hiram gave Solomon cedar trees and fir trees according to all his desire" (1 Kings 5:10).

Ask the children the following question.

LET'S CONNECT

Solomon had a friend from a different land with different skills and practices. Why is it beneficial to interact with people who are different from us?



STUDENT EXPLORER ACTIVITY

Have the children complete the "Phoenician Riddle" activity on page 3 (page 15 for grades 7–8) of their *Student Explorers*.

ISRAEL DIVIDED

Read to the children: It was wise of Solomon to work together with other kings and rulers, but unfortunately not every outside influence was helpful for him.

Solomon married many wives from different kingdoms. These wives did not believe in Solomon's God but rather worshiped false gods and idols, which are human-made objects that people pray to. Living among these practices and behaviors, Solomon eventually chose to turn away from the one true God—the One he built the temple for, the One who had blessed him with wisdom. Ultimately, he began to worship these false gods himself. Sadly,

though Solomon started his reign wisely, he finished very foolishly. Because of this, Solomon lost God's blessing, but his sin affected others too. With their leader faltering, Israel was no longer united around the one true God. By the time Solomon died, the kingdom of Israel had grown weak and divided.

Ask the children the following question.

LET'S CONNECT

Following the example of people of different beliefs ultimately led Solomon away from God. What can we do to love those of different beliefs without falling away ourselves?

king, but not everyone accepted him as their ruler—far from it. Of the 12 Israelite tribes, Judah and Benjamin were the only two who accepted Rehoboam. These two tribes came together to form the kingdom of Judah in the south. The other 10 tribes formed their own kingdom, which kept the name Israel and was ruled by a man named Jeroboam [JEHR-uh-BOH-uhm]. The Israelite tribes were united no longer, and this eventually opened the door for other civilizations to sweep in and take control.



While you read this section, show the children the images titled “Ancient Influences” on page 18 of the *Maps & Images* book. Read the “Around the World” section below to the children.



While you read this section, show the children the map titled “The Divided Kingdom” on page 17 of the *Maps & Images* book. Read to the children: After Solomon's death, his son Rehoboam [REE-huh-BOH-uhm] became



LESSON 5 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 5 extension titled “The Amarna Letters” in their *Student Explorers*.

AROUND THE WORLD



The world is a busy place! Let's visit some other places during this time period. As I read, look at the artwork associated with each civilization and think about how their inventions and ideas have influenced our lives today.

- c. 1200–400 BC: The Olmec people of Central America were the first known people to make rubber, which they dried in strips and wrapped into balls to play with. The game required players to hit the ball with their hips, so much Olmec artwork of players shows them wearing thick, wide belts to protect their bodies.
- c. 600–200 BC: Greek architects built many striking buildings whose details have been copied in modern structures. One famous example is the Corinthian column, which was used in the design of part of the United States Capitol Building.
- c. AD 105: Chinese craftspeople invented the first known paper. Before paper became widely used, people wrote by carving letters into stone or clay or writing on sheets of tree bark, woven plant stalks, or animal skin.



ISRAEL: JESUS CHRIST'S LIFE & THE SIEGE OF MASADA

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ *Maps & Images* book
- ☐ *History Time Line Books* (optional)
- ☐ *Big Book of History Stories—Year 3*
- ☐ Good and Beautiful Homeschool app (optional)
- ☐ Bible (optional)

Isaiah lived in Jerusalem during the days of the great Assyrian Empire. Israel was its own kingdom then, but Isaiah could see that difficult times were ahead: The Jews would soon endure captivity under foreign rulers. But looking forward to the future, he wrote of One who would be born among the Jews, who would save them and reign over them in peace.

He wrote: "For unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace. Of the increase of his government and peace there shall be no end" (Isaiah 9:6-7).

Around the same time, another Jewish prophet named Micah made a similar prediction. He wrote that "out of [Bethlehem] shall he come forth . . . that is to be ruler in Israel; whose goings forth have been from of old, from everlasting" (Micah 5:2).

Review Time Tunnel Review Cards 44-47 with the children using a review method from the insert in the Time Tunnel Review Cards box. Optional: Also review Time Tunnel Review Cards from any course years previously completed.

A RULER IN ISRAEL

Read to the children: Hundreds of years before Israel was ruled by the Romans, there lived a Jewish prophet named Isaiah. You may have heard his name before. He wrote some very important passages found in the Old Testament that contained significant messages and warnings from God to His people.

There were others who spoke of this leader who was to come. We know that when Daniel saw Nebuchadnezzar's dream, he prophesied that the kingdom of God would replace all earthly kingdoms. For many years the Jews trusted these prophecies and looked forward to the day of their deliverer, or, as they called Him, their Messiah.

After the Jews came under the rule of the Roman Empire, they hoped for their “Prince of Peace” now more than ever. But who was this child who would take the government upon his shoulder? Who was it that would come out of Bethlehem to become the “Ruler in Israel”?



63 BC:
Roman Conquest
of Jerusalem

Less than 100 years after the Romans conquered Jerusalem, angels proclaimed the birth of that ruler, saying, “For unto you is born this day in the city of David a Savior, which is Christ the Lord” (Luke 2:11). The name of this baby was Jesus.

When Jesus grew up and began teaching people about God, some recognized Him as the Son of God who had been foretold. Others struggled to see Him for who He really was. They thought He was just the son of Mary and Joseph, a simple carpenter who lived in the town of Nazareth. It was also difficult for the Jews to see Jesus as their deliverer because He did not confront the Romans; He did not even speak of confronting them. Surely this could not be the One they had waited for. In fact, they said it was blasphemous, unholy, and improper for Him to claim He was the Son of God sent to save His people.

But these people were wrong. Jesus truly was the Son of God. He was the Messiah. Even as some tried to stop Him, He was the Savior and continued to serve and teach the people He lived among until He had finished His work.

HEROD'S TEMPLE



While you read this section, show the children the image titled “Herod’s Temple” on page 33 of the *Maps & Images* book.

Read to the children: Jesus was born in Bethlehem during the days of King Herod the Great. The Romans had hand-selected Herod to be governor over Judea because they knew he would be obedient to them. Herod was raised as a Jew, though his ancestors were not fully Jewish. As king of Judea, he hoped to be



47 BC:
Herod's
Appointment
as Governor of
Galilee

liked by both the Romans and the Jews, but this was almost an impossible task.

Herod still tried to impress the Jews. He decided to improve the Second Temple, which was now nearly 500 years old. In 20 BC he began restoring the temple with new materials. He added bigger courtyards, hoping to make a magnificent temple complex for which the people would remember him. Today people do remember him for his rebuilt temple, though it wasn’t entirely finished until AD 63, many years after he died. This temple would become an important, central place for Jesus as He spread His message among the Jews. He taught there many times and used the symbol of the temple in his teachings elsewhere.

If desired, read or discuss the following events from Jesus’s life.

- **Jesus, Herod, and the Wise Men (Matthew 2:1-21)**
- **Jesus in the Temple (Luke 2:40-52)**
- **Jesus and John the Baptist (Mark 1:1-11)**



STUDENT EXPLORER ACTIVITY

Have the children complete the “Teachings of Jesus” activity on page 17 (page 60 for grades 7-8) of their *Student Explorers*. If desired, have the children share one or all of the teachings they chose and their reasons for choosing.



BIG BOOK OF HISTORY STORIES: CARL BLOCH'S REMARKABLE ART

Read to the children: Let’s walk through the life of Jesus Christ by exploring the artwork of a great painter named Carl Bloch.

Turn to the story titled “Carl Bloch’s Remarkable Art” on pages 37-42 of the *Big Book of History Stories—Year 3*. Begin playing the audio recording or read the story to the children.

Ask the children the following question.

LET'S CONNECT

Which story from Jesus's life, either from these paintings or from the Bible, stands out to you? Why?

CHRISTIANITY CONTINUES

Read to the children: As the number of Jesus's followers grew, news of His success in teaching spread as well. You might think that a person calling Himself the King might give Rome cause for concern, but Roman leaders seemed to feel that Jesus posed no real threat to them.

But for the Pharisees and Sadducees, He was a real threat. If too many Jews began to follow Him, He could replace them as the religious leader of the people. So they spent a lot of time and effort trying to convince Rome that Jesus was dangerous. Finally, Rome gave in and crucified Him alongside two thieves.

The Pharisees and Sadducees thought that Jesus's death would solve their problem. Jesus was not the type of savior that most Jews pictured; He certainly had not delivered them from Rome in the way they had expected. Now that He was dead, Jewish leaders thought they could convince Jesus's followers—and everyone else—that He had simply been a foolish, prideful man.

But then Jesus's followers found His tomb empty. Soon after that, the 12 men Jesus had chosen as his apostles, or special witnesses, saw that He was resurrected, meaning He came to life again and rose from the grave! After spending 40 more days learning from Him, they witnessed Him ascend into heaven, and with these experiences, they went out confidently to share their knowledge of Jesus with the world.

Even after all this, Jewish leaders contended with Jesus's apostles over their teachings for many years. Rome even became worried about the growing

religion, and over time all the apostles were killed or exiled. Still, this did not end Christianity. Christians continued to share their beliefs, faith in Christ continued to spread, and eventually Christianity became the official religion of the Roman Empire and, later, the largest religion in the world. In this way Jesus did indeed establish a great kingdom on the earth.

CONFLICT WITH ROME

Read to the children: Meanwhile, the Jews continued to have trouble with Rome. As they became increasingly frustrated with Roman rulers, one group decided they had had enough. This group was known as the Zealots because they were very *zealous*, or passionate, about creating an independent Jewish government.

Just over 30 years after the crucifixion of Jesus Christ, the Zealots led a unified revolt against Rome. It was a success. They pushed the Romans out of Jerusalem and set up a temporary government.

But Rome responded aggressively. In AD 70, after four years of battle, the Romans overpowered the Jewish army and poured back into Jerusalem. They destroyed much of the city, and Herod's Temple was burned to the ground only seven years after its completion, never to be rebuilt.

A small band of Zealots continued to fight bravely from a fortress in the mountains known as Masada. They resisted for several years, but the Romans eventually pushed through and conquered the fortress, officially ending the revolt. The Jews were scattered to other nations, both willingly and unwillingly. It would be thousands of years before they could return and establish themselves again in Jerusalem.



LESSON 15 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 15 extension titled “The Jewish–Roman Wars” in their *Student Explorers*.



ANCIENT AFRICA: TRADE, SKILLS & EDUCATION

LESSON PREP

- ☐ Punch out the “Special Skills” cards from pages 231–232 of the *Maps & Images* book.

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ *Maps & Images* book



TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Cards 44–47 with the children using a review method from the insert in the Time Tunnel Review Cards box. Optional: Also review Time Tunnel Review Cards from any course years previously completed.

EDUCATION

Read to the children: Close your eyes and tell me what comes to mind when I say the words “education” and “learning.” [Pause for answers.] Now think about those words again, but this time imagine how you would learn if you lived in a world where learning came from sources other than

written materials like books. What comes to mind now? [Pause for answers.]

Reading books is not the only way we can learn, is it? Plenty can be gleaned from listening to, observing, and spending time with skilled, wise people. This is precisely how ancient Africans were educated. A child’s learning was woven into their daily life, and every person in their village was a teacher. In fact, the saying “It takes a village to raise a child” originated in Africa! Children were considered precious and celebrated in the ancient African cultures, so everyone felt a responsibility to teach children to respect their elders, appreciate their culture, and consider the needs of the community.

A child’s education began in the home. Male and female roles were clearly defined, and each gender was assigned specific tasks. Boys worked alongside their fathers, learning skills such as hunting, herding, metal working, and wood carving. Girls assisted their mothers with gardening, cloth making, herbal-medicine production, and cooking. As they worked, parents instilled in their children virtues such as hard work, honesty, respect, and loyalty.

Another important aspect of education in ancient Africa was learning specialized skills. Creativity was

especially valued, and people used their creativity in many different ways. Let's look at some of the unique skills ancient Africans developed and perfected.

Take turns reading the "Special Skills" cards in any order.

Children also received training in the village's values from elders in their community. They participated in special traditions that reinforced the virtues taught by their parents. For example, people across Africa strongly believed that a man should be able to lead and support a family before he was allowed to marry, so young men had to prove themselves through rituals and ceremonies.

One ritual a young man might have to complete was acquiring cattle. He would work for his father until he was able to raise his own herd of cows. A thriving herd proved that he was ready to provide for a family of his own.

He might still have a ceremony to complete before he was allowed to marry, though, such as the bull-jumping ceremony. During this ceremony several prized bulls were lined up, and to prove his dexterity, the young man had to run back and forth across the tops of the bulls' backs four times! When he could successfully complete this task, he was considered a man and worthy of marriage.

In addition to gender roles and values, ancient Africans deeply valued their history. We learned in the previous lesson that many villages had a storyteller who used stories and fables to preserve the society's history and to teach important lessons.

Ask the children the following question.

LET'S CONNECT

Which elders in your life have taught you the most? What have you learned from them?



STUDENT EXPLORER ACTIVITY

Read to the children: Many of the items Africans produced could only be found in Africa, so they were highly valued by people in other countries. Likewise, goods produced in Europe and the Middle East were attractive to and desired by Africans, so a thriving trade relationship soon developed between these areas. Let's take a look at some of the most common items African people traded with Europe and the Middle East.

Have the children complete the "Goods Traded in Africa" activity on page 22 (page 80 for grades 7-8) of their *Student Explorers*, using the image titled "Goods Traded in Africa" on page 50 of the *Maps & Images* book as a reference.

TRADE



While you read this section, show the children the reference map of the world on pages vi-vii of the *Maps & Images* book.

Read to the children: Looking at this map, by what method do you think traders from Europe and the Middle East traveled to Africa? [by ship or boat] While there are a few small areas where Africa is connected to Europe and Asia by land, it was by and large easiest to reach Africa by boat, and the easiest part to sail to was northern Africa.

Think back to our lesson on African geography. What covers most of the northern part of the continent? [Sahara Desert] Did many people live in the Sahara Desert? [No, most people lived in the sub-Saharan part of Africa.] This means that to transport goods between the trade ports on Africa's north coast and other regions where Africans lived, merchants had to travel through the Sahara Desert.

Now imagine you are a trade merchant in Africa, and you have a heavy load of merchandise you need to haul across the vast desert. You might think that the best method is a cart; wheels are extremely efficient at moving heavy loads, right? Usually, yes, but cart wheels weren't very effective in the rough, sandy terrain of the Sahara. Merchants quickly



GREAT PLAINS CULTURE AREA

ITEMS NEEDED

- ☐ *Big Book of History Stories—Year 3*
- ☐ Good and Beautiful Homeschool app (optional)
- ☐ grades 7–8 extension supplies
 - ☐ deep-frying or candy thermometer
 - ☐ towel or plastic wrap
 - ☐ pan or skillet large enough for deep frying
 - ☐ tongs
 - ☐ paper towels
 - ☐ 2 cups oil or shortening for deep frying
 - ☐ 4 cups all-purpose flour
 - ☐ 2 tablespoons baking powder
 - ☐ 2 teaspoons salt
 - ☐ 1 cup warm (not hot) milk or water (plus a bit more if the dough is dry)
 - ☐ toppings, such as taco meat, beans, butter, sugar and cinnamon, jam, or honey

THE LIFE OF A CHILD



If desired, while you read this section, have the children look at the “Native American Areas” map on page 25 (page 95 for grades 7–8) of their *Student Explorers*. Read to the children: What are some of your favorite ways to

play? [Pause for answers.] You might not realize it, but many of your favorite games or toys can help prepare you for adulthood. Whether you are learning problem-solving and physics with magnetic tiles or responsibility and care with dolls, toys and games can help you develop important skills you’ll need as you grow older. Of course, this isn’t a new idea. The Native Americans in the Great Plains culture area recognized the importance of play centuries ago! The toys children in the Great Plains area played with were quite similar to toys you may have now or had when you were younger.

Young girls of the Great Plains nations were given dolls to care for. As girls grew older, their parents gave them child-sized hide-scraping tools, much like parents today sometimes give their children toy vacuums or hammers. Girls learned to sew by first making clothes for their dolls, and they learned to take care of a house by first setting up and keeping clean a child-sized tent, much like modern-day children may have a dollhouse or playhouse.

Young boys received bows and arrows that had dulled tips. As they grew, they were given progressively larger, heavier bows, and eventually they were taught how to quietly hunt small game. The boys in the village competed in shooting matches and pretend battles. Winning either of

these meant that the boy would receive the praise of the men in his village, which was a high honor. As children grew, their training transitioned to the girls helping the women on the farms and the boys joining the men on big hunts and in battles. Let's read a story about a brother and sister of the Sahnish [SAH-nish] nation who had reached this stage in life.



BIG BOOK OF HISTORY STORIES: RED FOX AND THE BIG HUNT

Turn to the story titled "Red Fox and the Big Hunt" on pages 79–89 of the *Big Book of History Stories—Year 3*. Begin playing the audio recording or read the story to the children.

Ask the children the following question.

LET'S CONNECT

Why do you think God created us to need practice to improve? What bigger lessons can we learn from that? Is there anything God expects us all to practice?

THE ARRIVAL OF HORSES

Read to the children: When we discuss culture areas, as we have been doing for the past several lessons, we are talking about the Native Americans' way of life before they came in contact with European settlers. The story we just read describes life for the Great Plains people before they met the first Spaniards.

As we saw with the Plateau and Great Basin culture areas, for many Native Americans, life changed drastically after they encountered Europeans. This holds true for the Great Plains culture area as well.

Today, traveling from the Bering Strait, through Alaska, and into one of the Midwestern states might take a few hours if you're flying or a few days if you're driving. The first people to arrive in the Americas had neither plane nor car, so it took

centuries for people to migrate that deeply into the continent.

When they finally did settle the Plains, the people built permanent villages along the rivers, established farms, and supplemented their crops with hunting and fishing. They lived this way until European settlers arrived. But it wasn't only the settlers themselves who made an impact on the Native Americans' way of life. Which animal did the Spanish pass on to the Great Basin and Plateau people that drastically changed their way of life? [horses] The same thing happened with the Great Plains people.

With the introduction of the horse, bison hunting became much easier. Rather than stalking these animals on foot a few times a year, like the characters in our story, groups of Native Americans on horseback could easily follow herds of bison as they migrated across the plains. Soon people reduced their belongings, keeping only what they could carry with them, and switched to a more nomadic way of life. While most people continued to plant crops in the spring, left to hunt in the summer, returned to harvest their crops in the fall, and left again to hunt in the winter, other people completely abandoned their permanent villages and hunted year-round!

The introduction of the horse brought about another important change: Societies became less egalitarian [ee-gal-i-TARE-ee-uhn]. In **egalitarian societies**, all people are considered equal and enjoy the same rights. When the Great Plains people began to acquire horses, the men with the most horses rose in influence and power. Do you think this affected the peace in the villages? [Pause for answers.] Unfortunately, the change in power dynamics led to conflicts between nations. People began stealing other people's horses in an effort to gain economic standing and glory. Of course, the group from whom the horses were stolen would retaliate, leading to even more violence. Eventually, this struggle for power shifted and became a conflict between Native Americans and Europeans. As we will witness in just a few lessons, the effects of this shift were devastating.



THE LEWIS & CLARK EXPEDITION

LESSON PREP

- ☐ Punch out the “Lewis’s Mentors” cards from pages 259–260 of the *Maps & Images* book.

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *History Time Line Books*
- ☐ *Big Book of History Stories—Year 3*
- ☐ Good and Beautiful Homeschool app (optional)

THE FRONTIER

Read to the children: Thomas Jefferson had long dreamed of and planned how the United States might spread westward. Even well before he was president, he had considered routes people might take for exploration and suggested processes for adding new western states to the nation. He was fascinated by maps and books that told of explorers’ treks through North America.

The year before the Louisiana Purchase was signed, Jefferson had already found the man he believed could lead an expedition to the West. It was his

own secretary, Meriwether Lewis. Jefferson and Lewis knew each other well and trusted each other. Jefferson had chosen Lewis as his secretary in part because Lewis had personal knowledge of the western frontier.

Today, states such as Ohio, Kentucky, and Tennessee are in the middle of the United States, but in 1800 these places were part of the western frontier. The **frontier** was the edge of US settlement—the final ground before the unfamiliar lands to the West. Here there were only small towns and isolated homesteads, separated by wide stretches of plains or forests. Settlers might live along dirt trails, far away from stores, schools, and hospitals, so they had to know how to fend for themselves. They were also likely to meet Native Americans, so they had to learn to make friendships and maintain peace with people whose cultures and languages were very different from their own.

What specific skills do you think you would need to live on the frontier? [finding, growing, and preparing food; building fire and shelter; navigating unfamiliar territories; caring for injuries or illnesses; learning new languages; trading goods; making friends of different cultures]

Jefferson's secretary, Meriwether Lewis, had gained such frontier skills during his time in the US Army, where he had quickly risen to the rank of captain. As such, Jefferson believed Lewis was a perfect candidate to lead the journey into the United States' new frontier: the Louisiana Territory.

PREPARING SUPPLIES

Read to the children: President Jefferson wasted no time in preparing for a westward expedition. A month before the Louisiana Purchase agreement was signed, he sent Captain Lewis to the federal armory at Harpers Ferry, Virginia, to prepare supplies and equipment for the trip. But even though he acted quickly, Jefferson refused to be hasty or reckless. He and the people he appointed were careful to prepare so that the expedition had the highest chance of success. Lewis kept a very detailed list of everything he took on the journey. This included tools such as a microscope, a scale, a compass, and thermometers. It also included pencils and paper so that he could record his experiences. Understandably, the journals from the expedition became a treasured piece of American history.



STUDENT EXPLORER ACTIVITY



While you read this section, show the children the images titled "Lewis's Packing List" on pages 92–93 of the *Maps & Images* book. Read to the children: Look through this excerpt from Lewis's packing list. Do you see anything that surprises you? If you were to go on a similar kind of trip today, how might your list be different than his was in 1803?

Have the children complete the "Packing List" activity on page 35 (page 136 for grades 7–8) of their *Student Explorers*.

PREPARING KNOWLEDGE

Read to the children: In addition to the necessary supplies, Jefferson wanted to make sure Lewis had

the knowledge needed to be successful. For several months Lewis visited Pennsylvania to meet with some of the most well-known experts of the time. These men would teach him the skills required to navigate an unknown territory. Among his trainers were an astronomer, a botanist, and a medical doctor.

Take turns reading the "Lewis's Mentors" cards in any order.

PREPARING PEOPLE

Read to the children: Even with better knowledge, Lewis wouldn't undertake this great task alone. He invited an experienced soldier and good friend named William Clark to come along as his co-captain. Because these two men led the journey, it was written down in history as the Lewis and Clark Expedition.

Lewis and Clark recruited a group of about 45 men to accompany them. The group was technically part of the army and was called the Corps [core] of Discovery. Clark helped to train and drill the Corps so its members would be ready to work together in the face of great challenges.

In May 1804, after more than a year of preparation, the Corps of Discovery set out onto the Missouri River to see what they would find. Before we read about their journey, let's take a quick look at the path they took.



Show the children the image titled "Lewis & Clark Expedition" on page 94 of the *Maps & Images* book and discuss what it shows.

Ask the children the following question.

LET'S CONNECT

Lewis made sure to find the right supplies, knowledge, and people. How can finding the right supplies, knowledge, and people help you be successful in your goals?



BIG BOOK OF HISTORY STORIES: LEWIS AND CLARK ADVENTURE WEST

Turn to the story titled “Lewis and Clark Adventure West” on pages 91–99 of the *Big Book of History Stories—Year 3*. Begin playing the audio recording or read the story to the children.

THE RESULTS

Read to the children: President Jefferson had outlined three goals for the expedition to accomplish:

- Learn if there was a river that flowed all the way to the Pacific Ocean.
- Discover the climate, geography, and plant and animal life of the land.
- Begin friendly trade relationships with the Native Americans who lived in the West.

Though the expedition’s members found themselves mainly traveling on rivers, travel on land was

necessary as there was not a river that flowed all the way to the Pacific Ocean. However, they did return with much new information about the land, climate, animals, and plants, and they were able to establish friendly trade relations with several Native American nations.

In addition, Lewis and Clark created a new map of the western lands that allowed other people to follow in their footsteps. Now the floodgates were open. People were excited about a new land and what the future of Westward Expansion held.



HISTORY TIME LINE BOOK ACTIVITY

Have the children place the time line sticker #73 on the “AD 1804–1806: The Lewis & Clark Expedition” event in their *History Time Line Books*.



LESSON 35 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 35 extension titled “Expedition Wildlife Encounters” in their *Student Explorers*.





THE FIRST & SECOND INDUSTRIAL REVOLUTIONS

LESSON PREP

- Punch out the “Industrial Revolution” cards from pages 265–272 of the *Maps & Images* book.

ITEMS NEEDED

- Maps & Images* book

THE INDUSTRIAL REVOLUTION

Read to the children: So far in this unit, we’ve focused on the ways the United States changed during the 1800s. However, the United States was not the only part of the world that was going through changes at that time—far from it! Inventions like steamboats and steam trains impacted several other countries, too, including Britain, Belgium, Germany, and even Japan. During the 1800s these countries welcomed many new technologies that would impact them forever. This boom of new technology is known as the Industrial Revolution.

Let’s pause to think about what this term means.

Lay out the “Industrial” and “Revolution” cards. You or a child read the “Revolution” card.

Read to the children: If your family learned a new language and then began speaking only that language in your home, we could call that a “language revolution” because your family’s way of speaking would be entirely different from what it was before.

So what would an “industrial” revolution be?

You or a child read the “Industrial” card.

Read to the children: Raw materials are the most basic, simple things that you need in order to make a certain product. For instance, when someone makes a car, the car’s raw materials include steel, plastic, rubber, glass, and so on. A person who makes cars alters and combines these materials to make something new. This process is called manufacturing or industry.

So when we say “industrial,” we often simply mean “the way things are made.” The Industrial Revolution was a time when nations around the world completely changed the way they made many different things.

New technologies such as steam engines made it possible to make new kinds of machines like steam trains, and these new machines made it possible to manufacture and trade more goods at once—and to do it faster than ever before.

Historians think of the Industrial Revolution as a turning point in world history because it totally transformed the way people lived in many parts of the world.

THE SPREAD OF CHANGE

Read to the children: The very first wave of the Industrial Revolution began in Britain and then spread into other parts of Europe and the United States. One reason it began in Britain is that Britain had a large workforce to enter the manufacturing industry.

Before the Industrial Revolution, goods such as fabrics or metals had to be handcrafted one piece at a time by knowledgeable workers. These workers expected to be paid a high wage since they were completing specialized tasks. British manufacturers wanted to find ways to save money, and one answer was to use machines instead of skilled workers. Machines could produce goods faster and wouldn't have to be paid.

Running machines could still be expensive, however, because machines were powered by steam engines, and steam engines required heat from fire, and fire needed fuel to burn. Fuel could cost a lot of money! Luckily for manufacturers, Britain had large amounts of one important fuel source: coal. In Britain, coal was more readily available and cheaper than firewood, so it became the fuel of choice. Using cheap coal made machines more affordable for manufacturing companies than having lots of workers.

During the late 1700s and early 1800s, Britain, then Belgium, France, Germany, and the United States all began using machinery powered by steam engines. Over time this led to the growth of the factory system, where workers were hired to operate and maintain machines rather than craft the goods

themselves. Many people left their farms or came from other countries and moved into the cities to get jobs in factories full of machines. Cities grew larger, and the people there became accustomed to a new daily routine: walking down bustling streets to the factory for work.

If desired, read and discuss the “Hard & True Facts” section on the following page with the older children.

INVENTIONS OF THE REVOLUTION

Read to the children: The Industrial Revolution did not spread to the rest of Europe or other parts of the world until the late 1800s. In the 1870s Japan became the first country outside Europe or the United States to experience it, but the rest of Asia, Africa, and South America did not see great industrial changes until the 20th century.

The Industrial Revolution occurred in two waves, each with its own unique characteristics. While the dates for these waves aren't exact, they give us a rough idea of when certain changes happened.

Take turns reading the “First Industrial Revolution” and “Second Industrial Revolution” cards in order.

Read to the children: Let's look at several inventions from each of these two periods. We'll sort them into a time line as we go.

Lay out the rest of the “Industrial Revolution” cards, mix them up, and put them into a stack. Take turns drawing one card from the top and reading it. After reading each card, lay it out in chronological order.



Ask the children the following question.

LET'S CONNECT

What major inventions have come in the last 10–20 years? How do you think these inventions have changed our daily lives?



LESSON 45 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 45 extension titled “Textile Industry & the Luddites” in their *Student Explorers*. (Note: There are no other *Student Explorer* activities for this lesson.)

HARD & TRUE FACTS

o o o

Working at a factory could be brutal. Many manufacturers in the 1800s thought little about how to make their factories safer and healthier for the workers. Employees might work for 12 or more hours each day while standing in rooms full of smoke from the coal-burning machines. The machines included exposed moving parts, burning fires, and scalding hot water. Deadly accidents were frequent. At the time, people of any age could be hired at factories. Young children less than 10 years old were often preferred because they could work in tight spaces if needed, and they didn't have to be paid as much. Children worked the same long hours and faced the same dangerous conditions as adults.

Even outside factories, the cities themselves were often dangerous and unhealthy. There were not enough homes for all the new immigrants, and neighborhoods became overcrowded. Worn-out factory workers often came home to cramped communities of makeshift houses. In these areas the water could easily be contaminated, and there were frequent outbreaks of disease.

People recognized these harsh conditions, and eventually improvements were created, such as child-labor laws, housing-construction booms, purposeful city planning, and advancements in medicine.





WORLD WAR II BEGINS

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *History Time Line Books* (optional)
- ☐ *Big Book of History Stories—Year 3*
- ☐ Good and Beautiful Homeschool app (optional)

ITALY'S POST-WAR RESENTMENTS

If desired, refer to the chart titled “Major Events of WWII” as you read this lesson, using the “Lessons Mentioned” column as a guide.

Read to the children: World War I and the Treaty of Versailles left more countries than Germany feeling raw and wounded. While the treaty may have been too severe with Germany, other countries were not addressed at all. Italy, in particular, felt slighted. It had been promised large amounts of land in exchange for its participation in the war, but those promises were not included in the treaty and were not fulfilled afterward.

Just as we saw in Germany, this led to instability in the country, and when the Wall Street stock market crashed in 1929, Italy fell into severe economic hardship. Again, just like in Germany, this opened

the door for another fascist dictator to increase his power. In Italy that ruler was Benito Mussolini [be-NEE-tow moo-suh-LEE-nee]. By 1930, Italy was a totalitarian, one-party, fascist state, just like the Nazi regime in Germany.



While you read this section, show the children the map titled “Italian Empire During WWII” on page 143 of the *Maps & Images* book. Read to the children: Mussolini was not satisfied with ruling only Italy. He wished to establish a new Roman Empire by first expanding the land he controlled in Africa. Ethiopia held natural resources and land that the Italians desperately needed, so in 1935 Italy invaded. During the conflict that followed, Italy would gain control of even more territory, but it would lose it all when the war ended.

POLICY OF APPEASEMENT



Have the children open to the “German Expansion” activity on page 49 (page 193 for grades 7–8) of their *Student Explorers*. As you read the lesson text, have the children follow the instructions to complete the activity, using the map titled “German Territories” on page 144 of the *Maps & Images* book as a reference.

Read to the children: After Italy invaded Ethiopia, a curious thing happened: The other European countries turned a blind eye. Adolf Hitler took this lack of response as encouragement that he, too, could invade other nations with no repercussions. He decided to test this theory in 1936 by invading the Rhineland, a neutral zone between Germany and France. Color the Rhineland blue on your map.

Again, the other European countries did nothing. The United Kingdom did not see Germany's occupation of the Rhineland as a threat to the security of Europe, and in fact, British leaders said that Hitler was only "marching into his own backyard." France was too politically and militarily weak to respond without outside help.

When Hitler saw that he met no resistance, he grew even bolder. In 1938 he united Germany and Austria. This broke the terms of the Treaty of Versailles, but the United Kingdom and France felt so unprepared for another war they did not try to stop him. Color Austria green on your map.

Today, the United Kingdom's and France's unwillingness to confront Hitler is known as the "Policy of Appeasement." They thought that if they let Hitler have what he wanted, they could avoid a war. If you've ever given your toy to another child to keep them from throwing a fit, you've practiced your own Policy of Appeasement.

Sometimes giving your toy to the child works: They are satisfied and go about their day. Other times, though, giving a fitful child what they are demanding only leads to more demands. You find that they don't just want your doll, they want your car and train too.

This is what happened with Hitler. When he found that the other European countries were not going to tell him "no," he decided to take even more. This time, he set his sights on Sudetenland [suh-DEH-tuhn-land], a mountainous region in Czechoslovakia [CHECK-uh-sluh-VAK-ee-uh] near the Austrian and German borders that was populated by Germans. Hitler threatened to declare war if Sudetenland was not given to Germany. The Czechs

did not want to give up this land, so they looked to the United Kingdom and France for help.

Hoping to avoid war, the leaders of France and the United Kingdom agreed to meet with Hitler in what is now known as the Munich [MYOO-nikh] Conference, with Mussolini attending to help negotiations. At this meeting Hitler assured everyone that Sudetenland was the final territory that he wanted. He promised not to seek additional land, and British Prime Minister Neville Chamberlain believed him. Germany, France, Italy, and the United Kingdom signed the Munich Agreement, accepting Germany's new expanded borders. Leaders persuaded the Czechoslovakians to cede, or give, Sudetenland to Hitler. Color Sudetenland purple on your map.

Chamberlain returned to the United Kingdom and told waiting crowds that the Munich Agreement with Germany affirmed "the desire of our two peoples never to go to war with one another again." Not even a year later, however, Hitler broke this agreement by invading and conquering the rest of Czechoslovakia. Color Czechoslovakia red on your map. Once again, the other European countries did nothing to stop Hitler.

Ask the children the following question.

LET'S CONNECT

Hitler clearly did not intend to stop with Sudetenland, so why do you think he signed the Munich Agreement?

WAR BEGINS

Read to the children: Shortly after the Munich Conference, Hitler also made a deal called the Nazi-Soviet Pact with the Russian leader Joseph Stalin, whom we learned about in the last lesson. In this agreement Hitler and Stalin publicly promised that Germany and the USSR would not invade one another. This agreement may seem surprising; we know that Hitler actually did want to overtake the

USSR to provide “living space” for the Germans. So you may wonder why he would promise not to invade it.

Find Germany and the USSR on the map in your *Student Explorer*. Which country is located between these two countries? [Poland] To overtake the USSR, Germany would need to march through Poland. It made more sense to capture Poland first, then move on to the real prize, but if Stalin saw Hitler’s move into Poland as a threat, he would retaliate. Hitler did not want to risk a situation in which he might need to simultaneously fight the United Kingdom and France to the west and the USSR to the east, so he wanted to appease Stalin for the time being.

To achieve this, a secret clause was included in the pact, which only Germany and the USSR knew about: It divided Eastern Europe between the two countries and divided Poland in half, one part for the USSR and one part for Germany. This way, the USSR and Germany could each invade its portion of Poland without either country worrying it would be next. On your map, draw a line through Poland to divide it in half, using the “German Territories” map as a reference.

With the Nazi-Soviet Pact in place, on September 1, 1939, Germany invaded Poland. This event is generally considered the official beginning of World War II. Color Poland orange on your map.



AD 1939:
Start of
World War II

Chamberlain had made a public declaration warning Hitler that he would declare war if Germany invaded Poland. Since no one stopped his invasion of Czechoslovakia, Hitler ignored this ultimatum, thinking Chamberlain didn’t mean it. But on September 3, the United Kingdom and France declared war on Germany. Together they were known as the Allied Powers.

For seven months nothing happened. Yes, Britain and France were officially at war with Germany, but little military action occurred. This period of time is often referred to as the “Phoney War.” Then, in April

1940, Hitler invaded Denmark and Norway. Color Denmark and Norway yellow on your map.



BIG BOOK OF HISTORY STORIES: RIVKAH’S RIDE TO FREEDOM

Read to the children: The battles that followed were hard on everyone involved, but this period was most difficult for Jews in the countries that Germany occupied. When Hitler became leader of the Nazi Party, he began insisting that the Jewish people were the cause of Germany’s hardships and so should be forced to leave the country. As time went on, though, this morphed into the belief that the Jewish community should be eliminated altogether. Can you imagine what it must have felt like to be a Jewish person during this time—especially in a country that Hitler occupied? What could they do? Let’s read a story to discover how one family in Norway preserved their lives.

Turn to the story titled “Rivkah’s Ride to Freedom” on pages 209–227 of the *Big Book of History Stories—Year 3*. Begin playing the audio recording or read the story to the children.



LESSON 51 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 51 extension titled “WWII Spies & Secret Agents” in their *Student Explorers*.





WAR IN THE PACIFIC

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ *Maps & Images* book
- ☐ *History Time Line Books*

remember that after surviving the Battle of Britain, the United Kingdom was left standing alone against Germany. Once the United States entered the war, it quickly sent troops to the British Isles to provide aid to the Allied forces there. Meanwhile, the United States also launched counterattacks against Japan in the Pacific Ocean.



TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Cards 44–58 with the children using a review method from the insert in the Time Tunnel Review Cards box. Optional: Also review Time Tunnel Review Cards from any course years previously completed.

JAPAN DOMINATES THE PACIFIC

If desired, refer to the chart titled “Major Events of WWII” as you read this lesson, using the “Lessons Mentioned” column as a guide.

Read to the children: Overnight, the United States went from a country at peace to a country at war, fighting in not one but two areas of the world. In wartime, an area in which important military events occur is sometimes known as a *theater*. Until Japan bombed Pearl Harbor, World War II battles had been confined to the theater of Western Europe. You’ll



While you read this section, show the children the map titled “Japanese Empire in 1942” on page 152 of the *Maps & Images* book. Read to the children: Initially, the Japanese forces outnumbered the American troops. Japan tore through the Pacific region unchecked, amassing a long series of military successes. Within a matter of months, Japanese forces had invaded Guam, Wake Island, Hong Kong, the Philippines, Indonesia, Malaya, Singapore, Burma, and Thailand. The Japanese Empire now stretched throughout eastern China, Korea, southeastern Asia, New Guinea, and eventually into the Aleutian Islands in North America. It appeared that Japan was just as unstoppable in the Pacific as Germany was in Europe.

On April 1, 1945, more than 60,000 US soldiers and marines stormed the shores of the island of Okinawa. As on Iwo Jima, the Japanese troops had dug in for months beforehand. The defenders had tunnels, artillery, and almost unlimited ammunition. In the initial attack, heavy rains and craggy terrain slowed the Americans' progress. Finally, by the end of May, the US Marines managed to capture key areas of the island.

Over the course of the almost-three-month battle, more than a quarter of a million people were killed, including about one-fourth of the civilian population on the island. The United States was victorious, but the cost was terribly high.

If desired, read and discuss the "Hard & True Facts" section below with the older children.

Ask the children the following question.

LET'S CONNECT

Time and again the Japanese forces realized they could not win the battle, yet they refused to surrender. Why do you think that was? What can be gained from continuing to fight even when you know you will lose?



HISTORY TIME LINE BOOK ACTIVITY

Have the children place the time line sticker #81 on the "AD 1941-1945: US Involvement in World War II" event in their *History Time Line Books*.

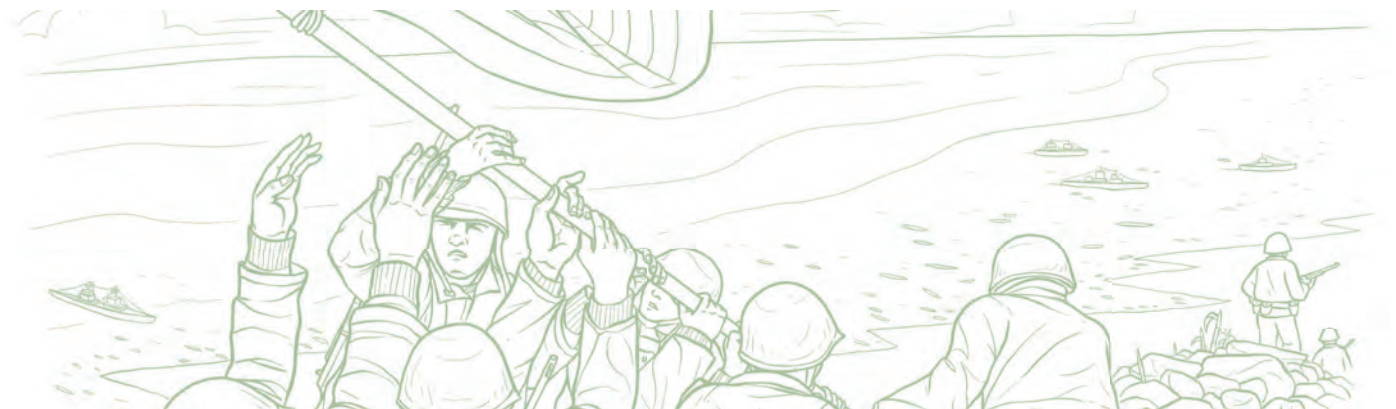


LESSON 54 EXTENSION

Have students grades 7-8 complete the self-directed Lesson 54 extension titled "Battle of the Atlantic" in their *Student Explorers*.

HARD & TRUE FACTS

When the Japanese forces realized they were going to lose the Battle of Okinawa, they made a last-ditch effort to pull off a victory and sent in kamikaze [ka-muh-KAH-zee] pilots. Kamikaze pilots deliberately flew their planes into enemy ships as a suicide attack. They resorted to this tactic because a crashed plane could do far more damage than a bomb or torpedo, and the Japanese leaders hoped that these kamikaze missions would take out US ships when the damaged planes fell on them. Almost 2,000 Japanese pilots died this way during the Battle of Okinawa.





THE US HOME FRONT

LESSON PREP

- ☐ Punch out the “Women in the Military” cards from pages 273–274 of the *Maps & Images* book.

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ *Maps & Images* book
- ☐ 10-sided dice

Read to the children: In life there are almost always unintended consequences when a decision is made. When the United States decided to declare war on Japan, Germany, and Italy, leaders understood what some of the effects would be: Many soldiers would lose their lives, the country would spend a significant amount of money, and the economy would be affected. Yet there were other consequences that US leaders could not have predicted. Those effects changed the social landscape of the United States forever.

THE DRAFT

Read to the children: When the United States entered World War II in December 1941, millions of men enlisted to join the military. Yet even with this massive outpouring, the United States did not have enough troops to send to both the European and Pacific theaters.

A year earlier the US government had instituted the first peacetime draft in the country’s history. A **draft** is when citizens are required to serve in the military. Officials had realized that the United States might be drawn into the war in Europe, so they wanted to be ready. After the Pearl Harbor attack, it became necessary to use this draft.



TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Cards 44–58 with the children using a review method from the insert in the Time Tunnel Review Cards box. Optional: Also review Time Tunnel Review Cards from any course years previously completed.

A TIME OF CHANGE

If desired, refer to the charts used in Lesson 49 titled “Major Events of WWII” as you read this lesson, using the “Lessons Mentioned” column as a guide.

AROUND THE WORLD

o o o

Similar to the US home front, people in many other countries experienced drafts and food rationing during World War II, and women entered the workforce to replace the men who went to fight. But each country's situation was unique, and some of them were much closer to the war than people in the United States were. Let's learn about a few of these places.

- **United Kingdom:** While the United Kingdom was never fully occupied by the Nazis, many British cities experienced air raids in which German planes dropped bombs on civilian, or non-military, businesses and homes. Around 52,000 civilians were killed during these raids. As a result, many British families who lived in at-risk areas sent their children to live in the countryside until the war ended. The British government also passed laws that created a taxpayer-funded school system for all children ages 11 to 15, and British hospitals provided free health care to those injured in the war. After the war ended, the British government created the National Health Service, which continues to provide free health care to British residents and foreign war refugees today.
- **China:** In the late 1920s, fighting between the two major political parties led to a rebellion by China's peasant class, which sparked a civil war. The fighting continued for years until 1937, when the two sides paused their conflict to face a common enemy: Japan. Japan had already occupied parts of China, but in 1937 it launched a full invasion, marking the start of World War II in Asia. Japanese forces controlled about one-third of China's population and brutally attacked other areas to crush resistance. An estimated 35 million Chinese people were killed or wounded. After Japan's defeat in 1945, China's civil war resumed; it ended in 1949 when the Communist Party took control.
- **Libya, Ethiopia & Egypt:** Formerly part of the Ottoman Empire, Libya was colonized by Italy in 1911, while Ethiopia had been under Italian occupation for only a few years when the war began in 1939. Egypt had declared its independence from the United Kingdom in 1922, but in practice its government was still controlled by British authorities. All three countries suffered greatly under these influences, which were often harsh and inconsiderate of the natives. When the Italian army invaded Egypt and other parts of North Africa in 1940, the British military led the defense, aided by African people from various colonized countries. Civilian areas on both sides were attacked and bombed during this part of the war, though the exact death toll is still uncertain. Despite the death and violence, in 1941 Britain helped Ethiopia drive out Italian forces, restoring the sovereign emperor and the country's independence. When Italy publicly surrendered two years later, Libya spent some time under French and British control before eventually gaining its own freedom in 1951.



HISTORY

YEAR 3

≡ *Maps & Images* ≡

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ASSYRIAN PALACE



“Artist’s Impression of a Hall in an Assyrian Palace” by Austen Henry Layard (1817–1894), 1853

ANCIENT WRITING

Sumerian Cuneiform



Egyptian Hieroglyphics



Phoenician Alphabet

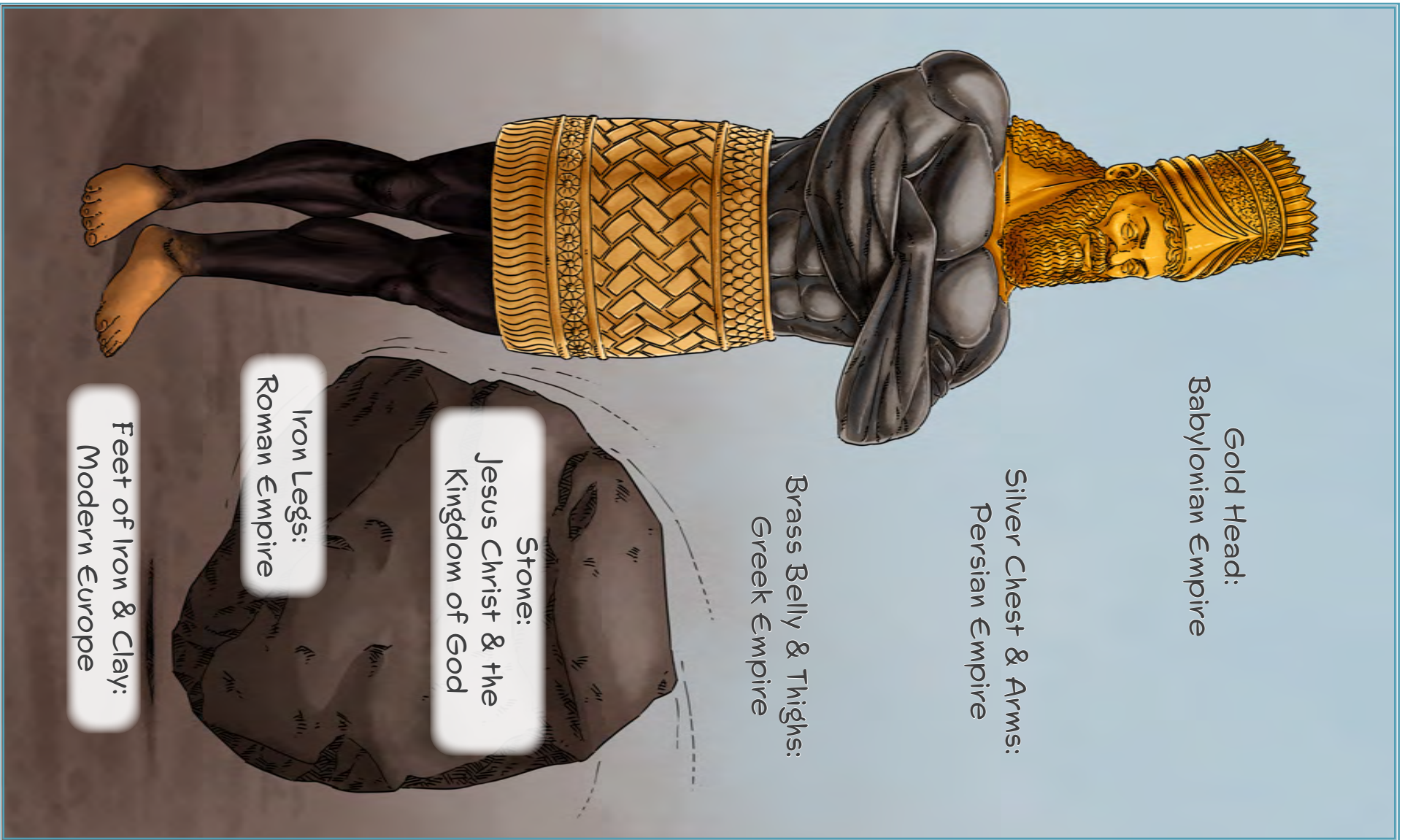


NINEVEH



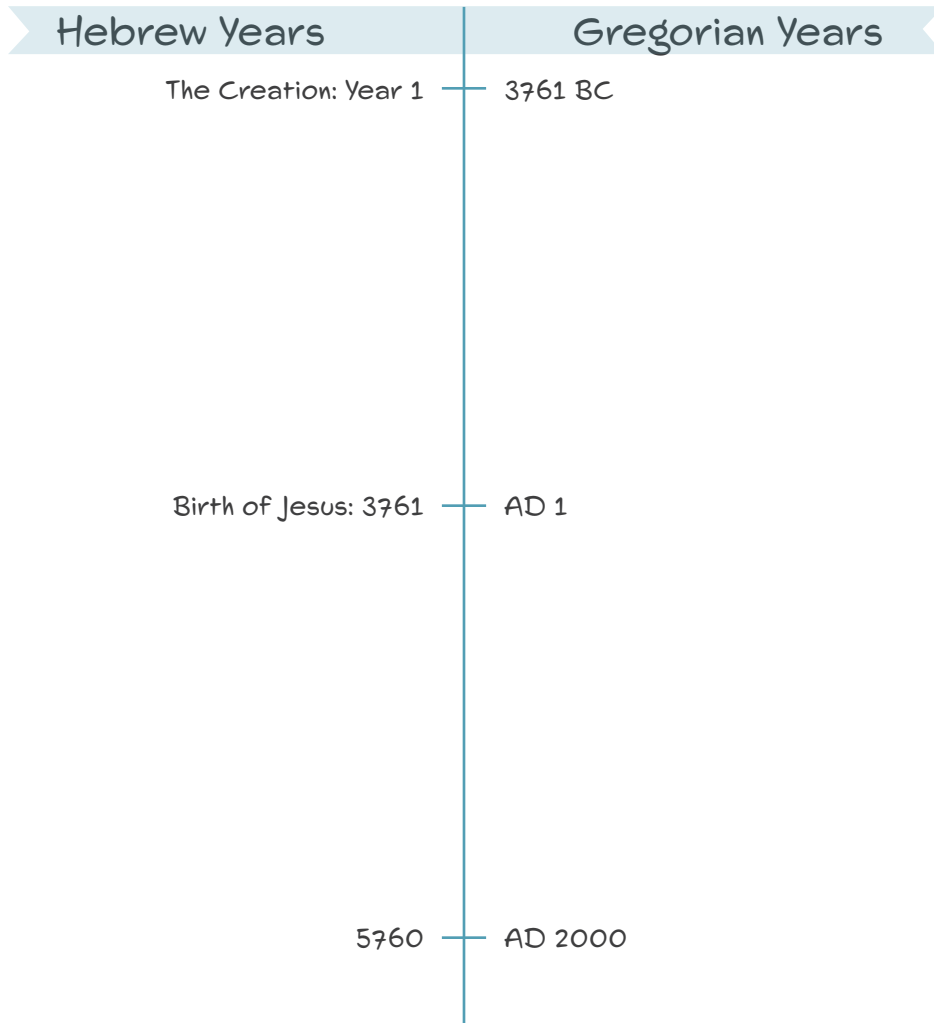
"Artist's Impression of Assyrian Palaces" by Austen Henry Layard (1817–1894), 1853

EMPIRES IN THE DREAM



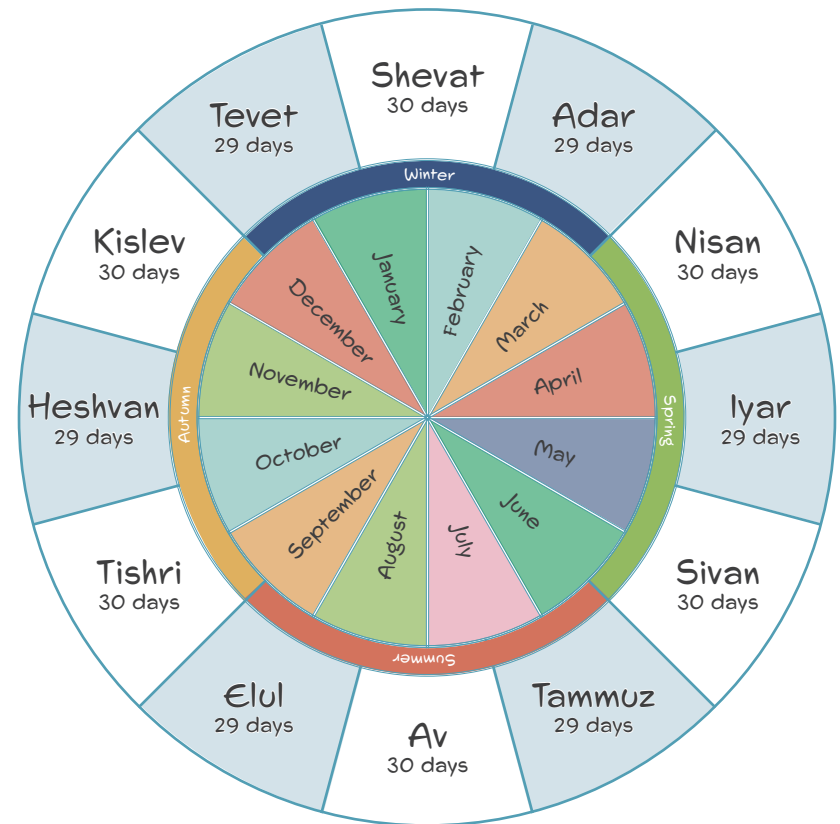
HEBREW CALENDAR

Time Line



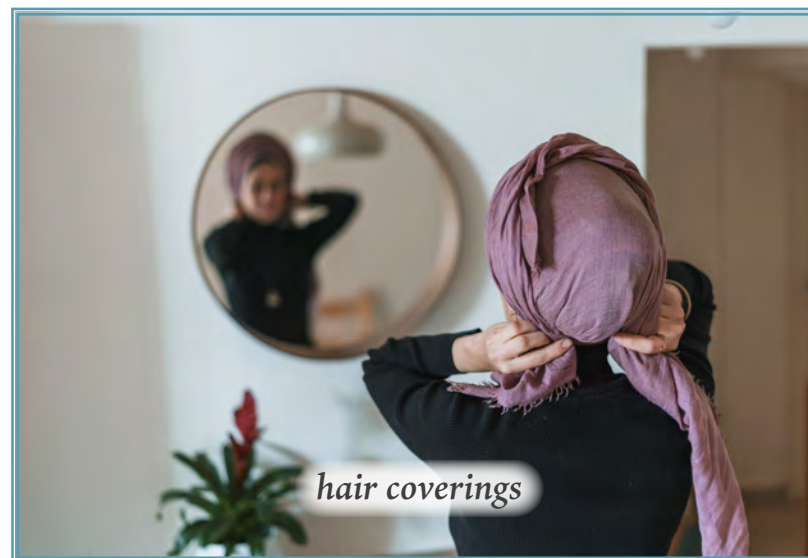
The Hebrew time line begins at year 1 with the Creation.
This is approximately 3761 BC on the Gregorian time line.

Months



There are 12 Hebrew months, three to each season
of the year. Each month has either 29 or 30 days.

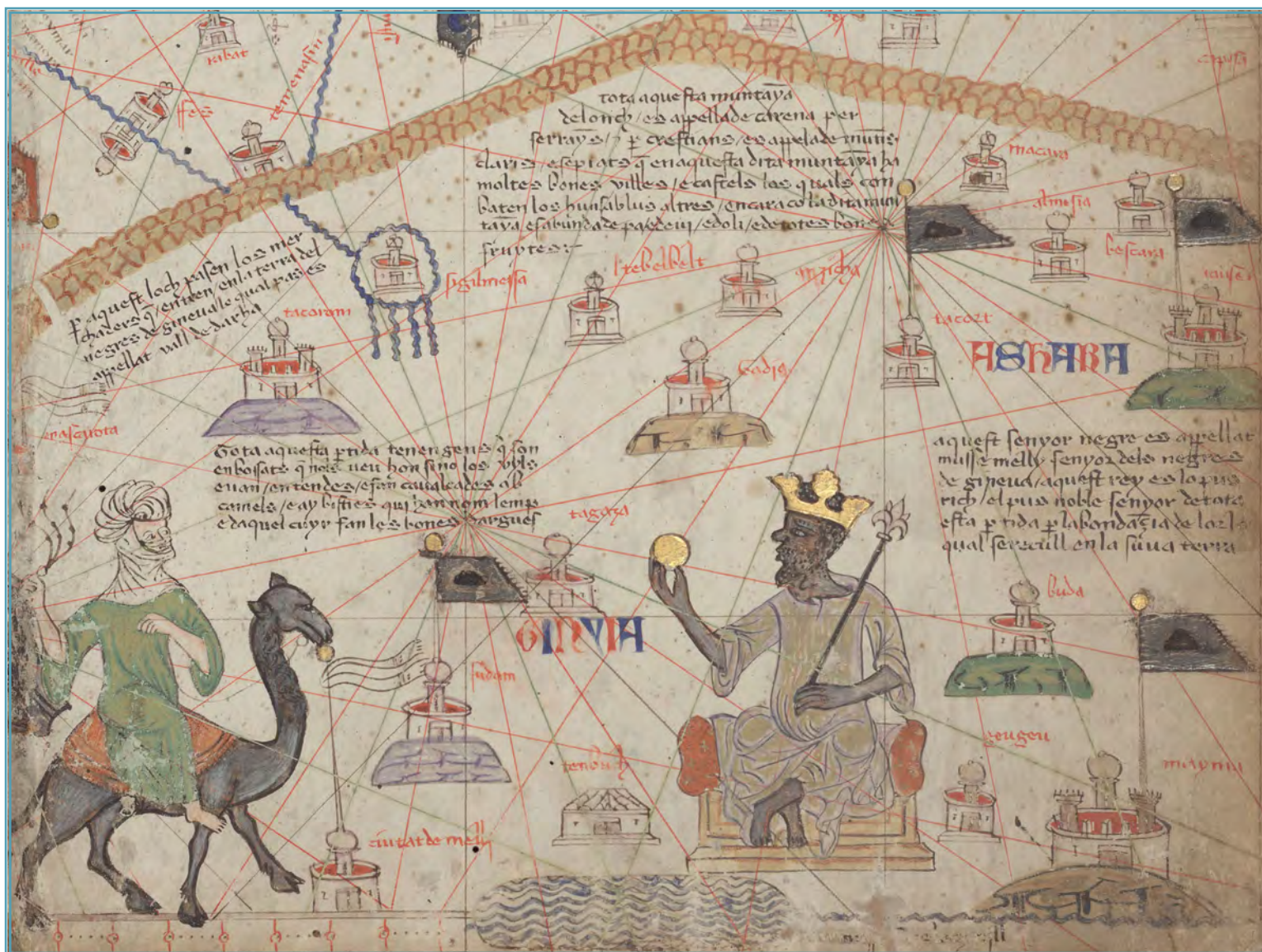
ORTHODOX JEWISH CLOTHING



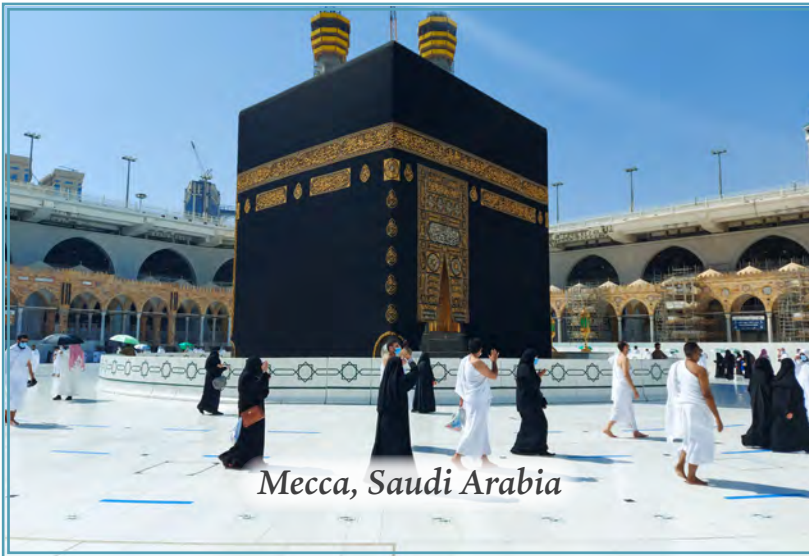
ANCIENT AFRICAN INSTRUMENTS



CATALAN ATLAS



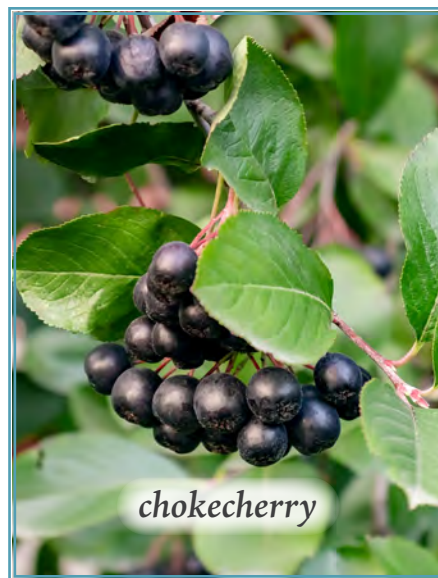
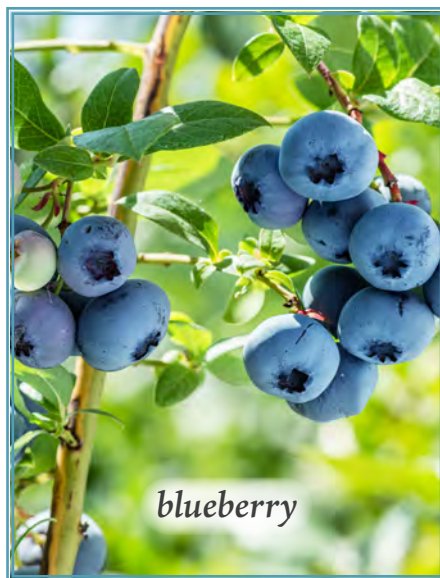
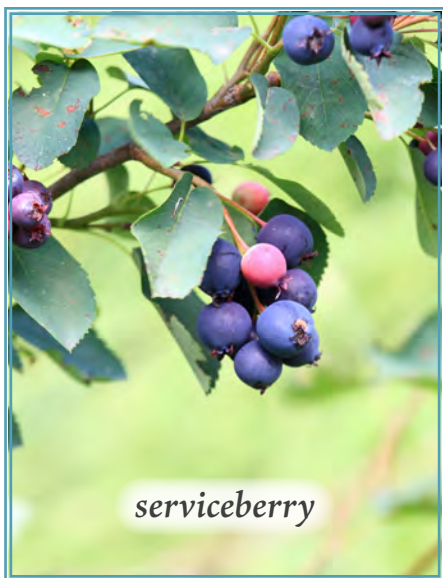
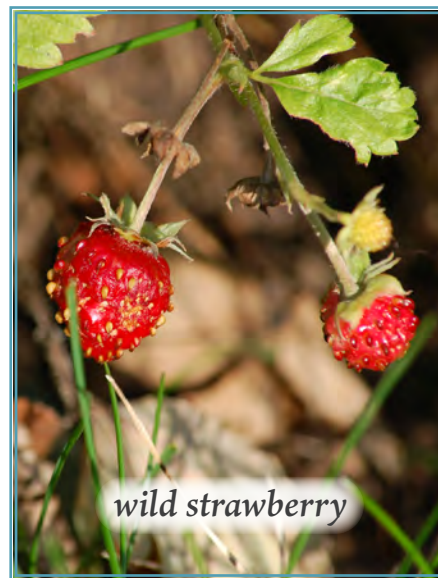
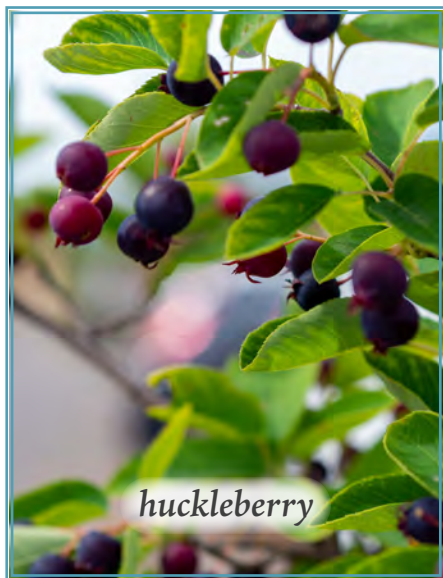
PLACES OF PILGRIMAGE



NORTHWEST COAST ART



PLATEAU PLANTS



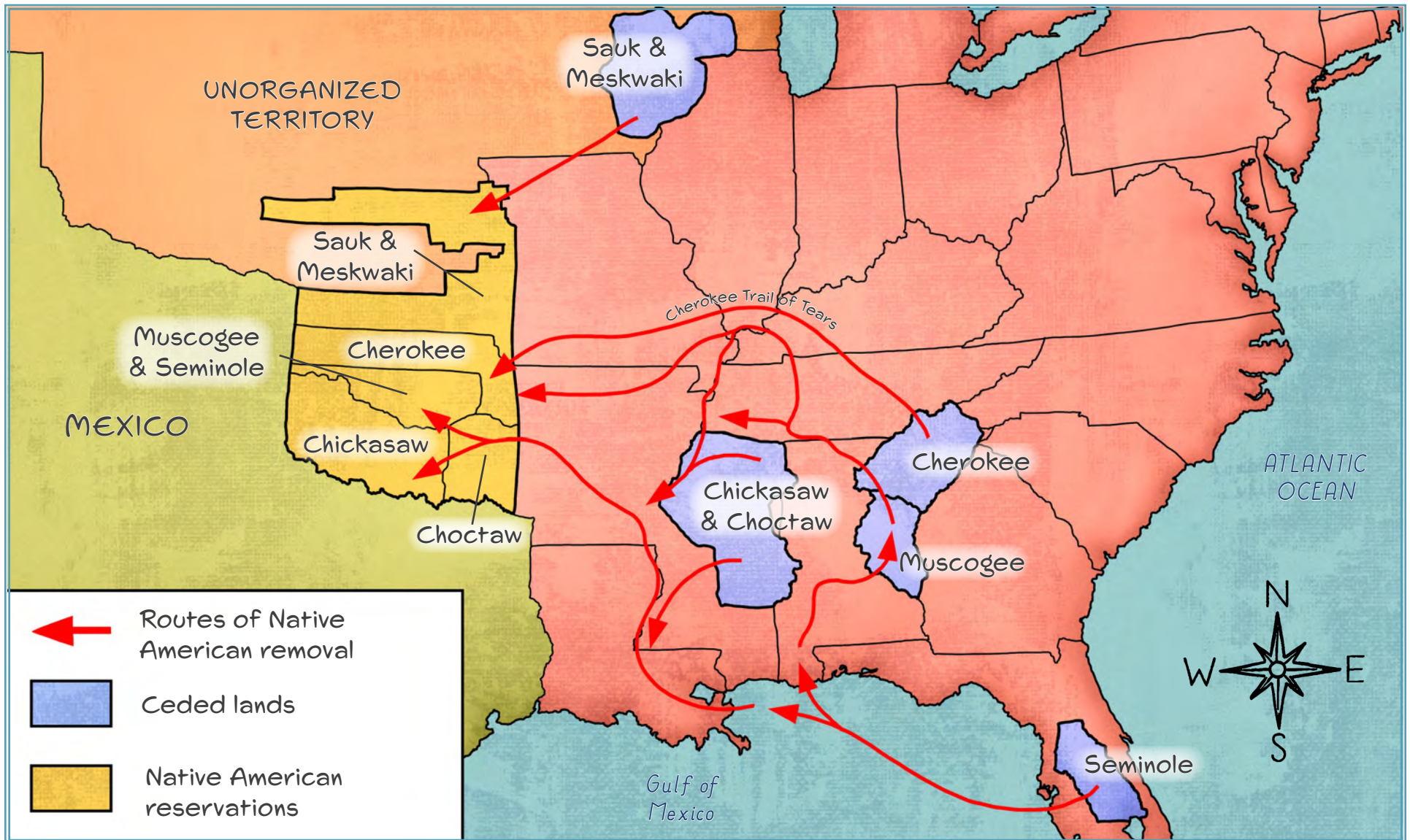
PLATEAU NATIVE AMERICANS



HAUDENOSAUNEE & US GOVERNMENTS

Haudenosaunee Confederacy	United States Constitution
Members cannot hold more than one office in the Confederacy.	Members of Congress cannot hold other federal government offices, and members of the executive and judicial branches cannot serve in Congress.
There is a process to remove leaders if needed.	There is a process to remove the president, vice president, or civil officers from office if needed.
There are two branches of legislature and a process for passing laws.	There are two branches of Congress, the House of Representatives and the Senate, each with specific powers.
The 50 chiefs represent each nation and have the power to declare war.	Congress has the power to declare war.
Power is balanced between the Haudenosaunee Confederacy and the individual nations.	Power is divided between the federal government and the individual states.

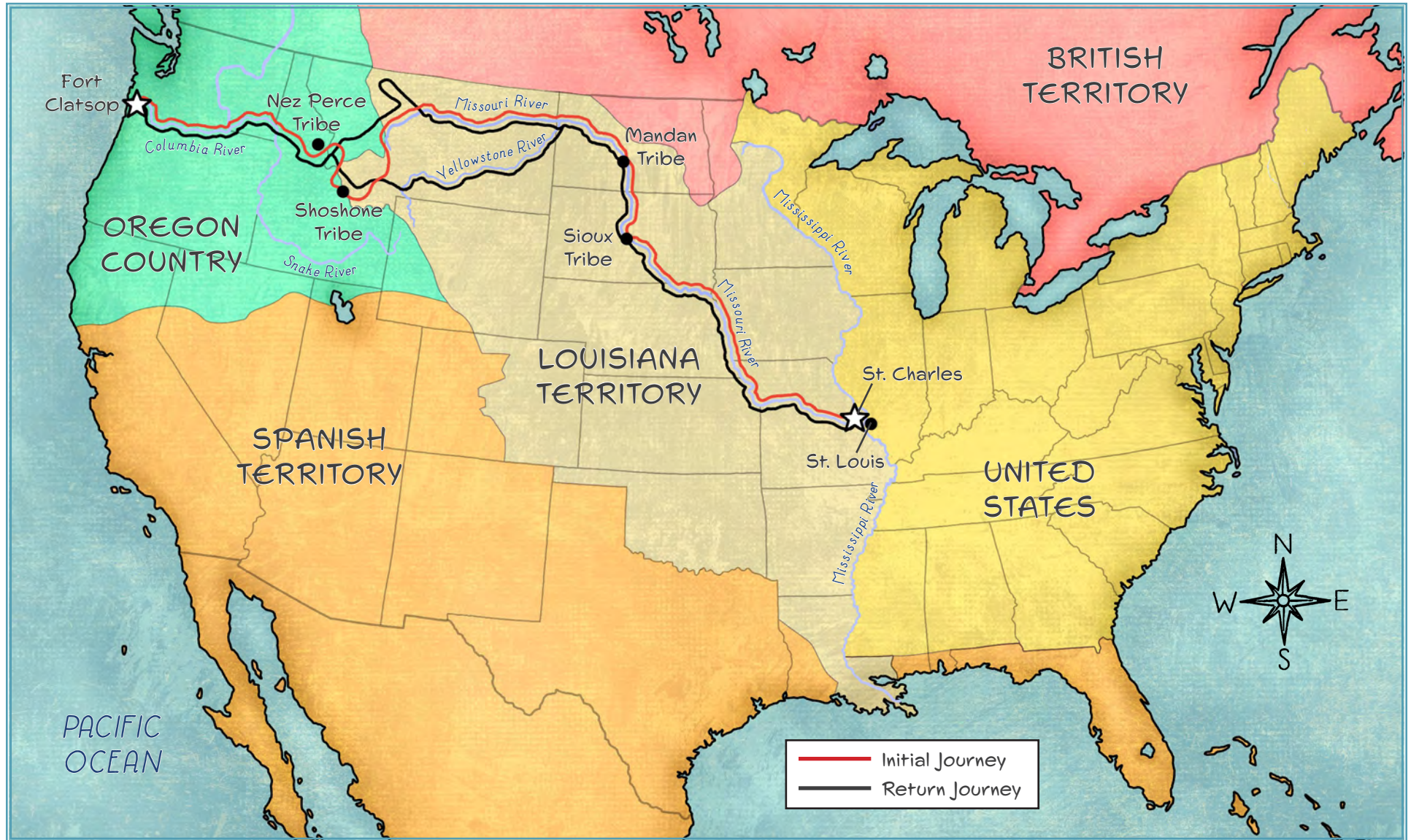
TRAIL OF TEARS



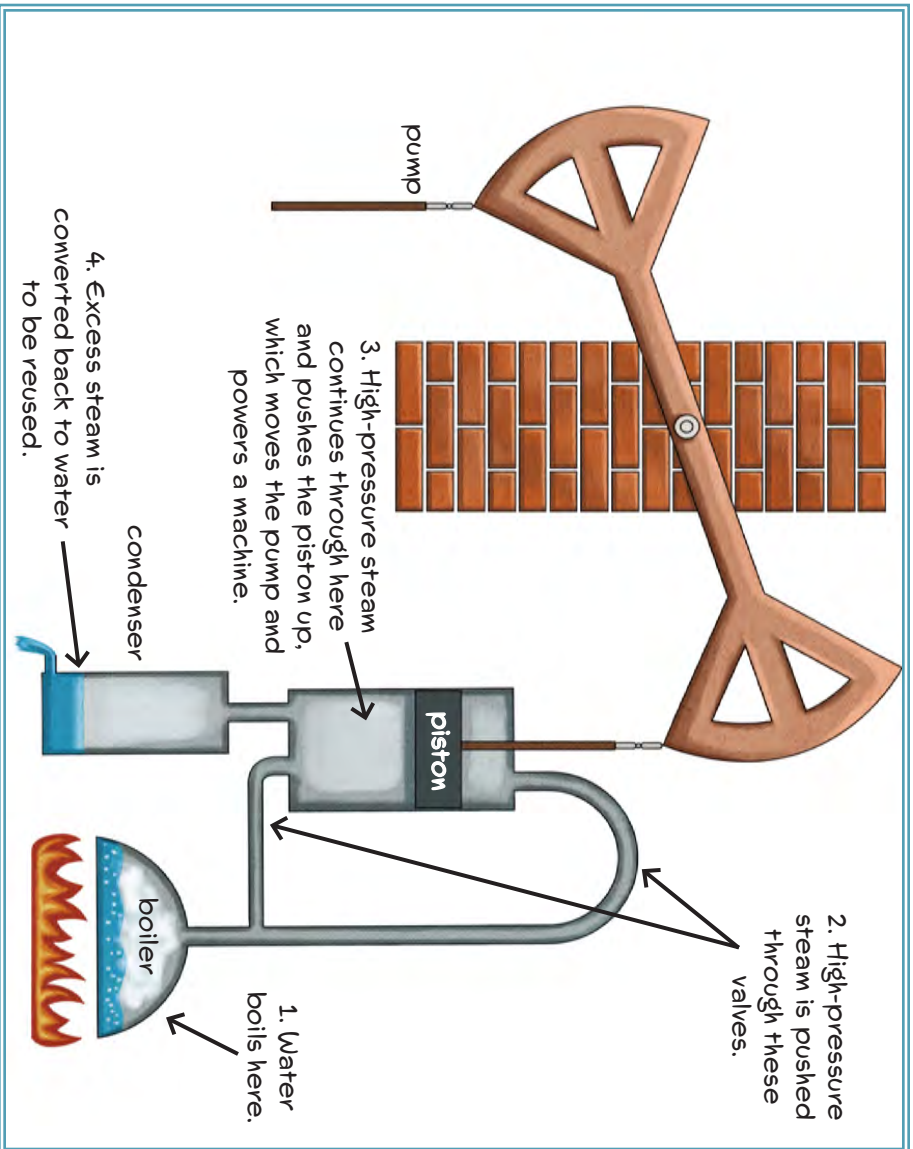
LEWIS'S PACKING LIST

- 1 mariner's compass & 2 pole chains
- 1 set of plotting instruments
- 3 thermometers
- 1 cheap portable microscope
- 1 pocket compass
- 1 brass scale
- 6 magnetic needles in small hinged cases
- 1 measuring tape marked with feet & inches
- 2 hydrometers
- 1 patent log
- 6 papers of ink powder
- 4 metal pens
- 1 set of small slates & pencils
- 2 crayons
- 1 bundle of sealing wax
- books
- maps
- charts
- blank vocabularies
- writing paper
- 1 pair of brass money scales with 2 sets of weights
- 15 rifles
- 15 powder horns and pouches
- 15 pairs of bullet molds
- 15 pairs of wipers or gun worms
- 15 ball screws
- 24 pipe tomahawks
- 24 large knives
- extra parts of locks & tools for repairing arms
- 15 gun slings
- 500 best flints
- 200 pounds of best rifle powder
- 400 pounds of lead
- 15 three-point blankets
- 15 watch coats with hoods & belts
- 15 woolen overalls
- 15 waterproof rifle frocks
- 30 pairs of socks or half stockings
- 20 fatigue frocks or hunting shirts
- 30 shirts of strong linen
- 30 yards of common flannel
- 6 copper kettles
- 4 drawing knives
- 2 augers
- 1 hand vice
- 24 files, assorted

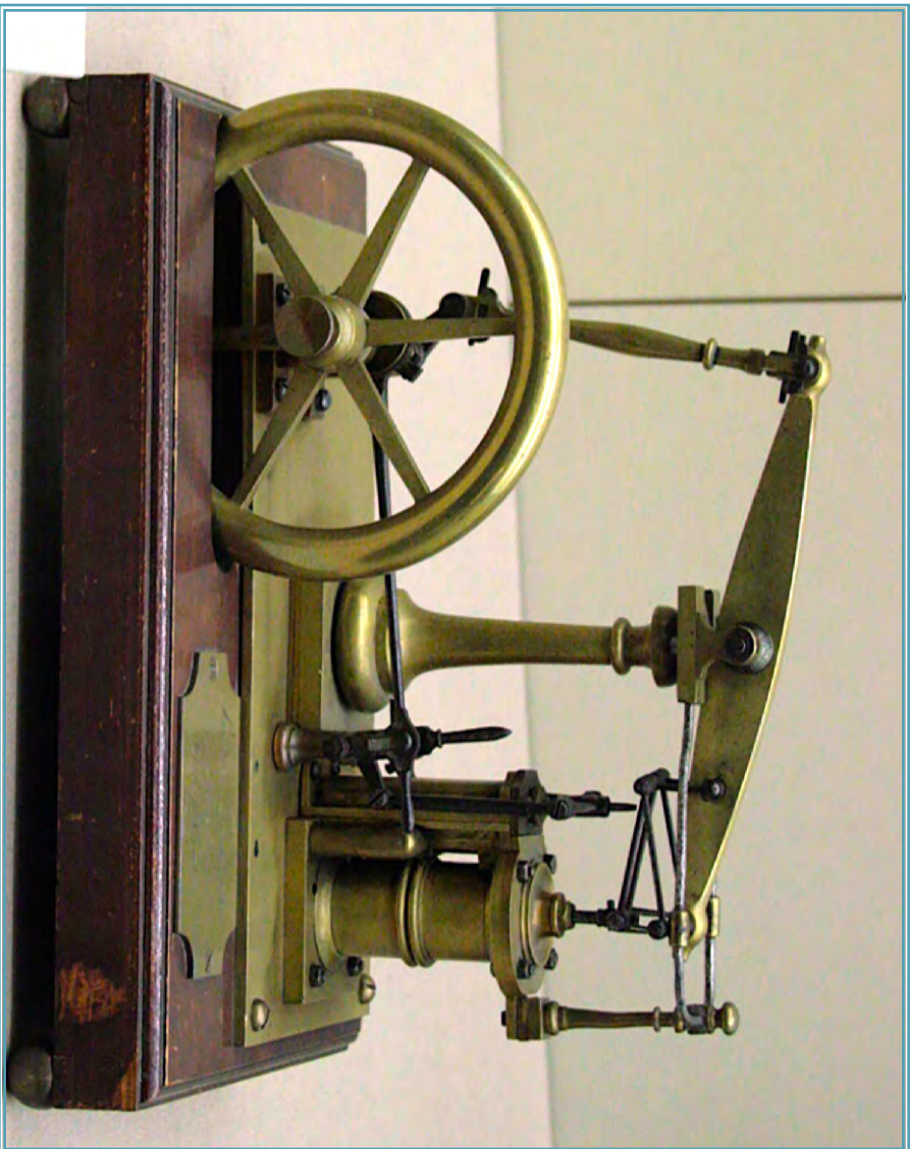
LEWIS & CLARK EXPEDITION



WATT'S STEAM ENGINE



Diagram



Model

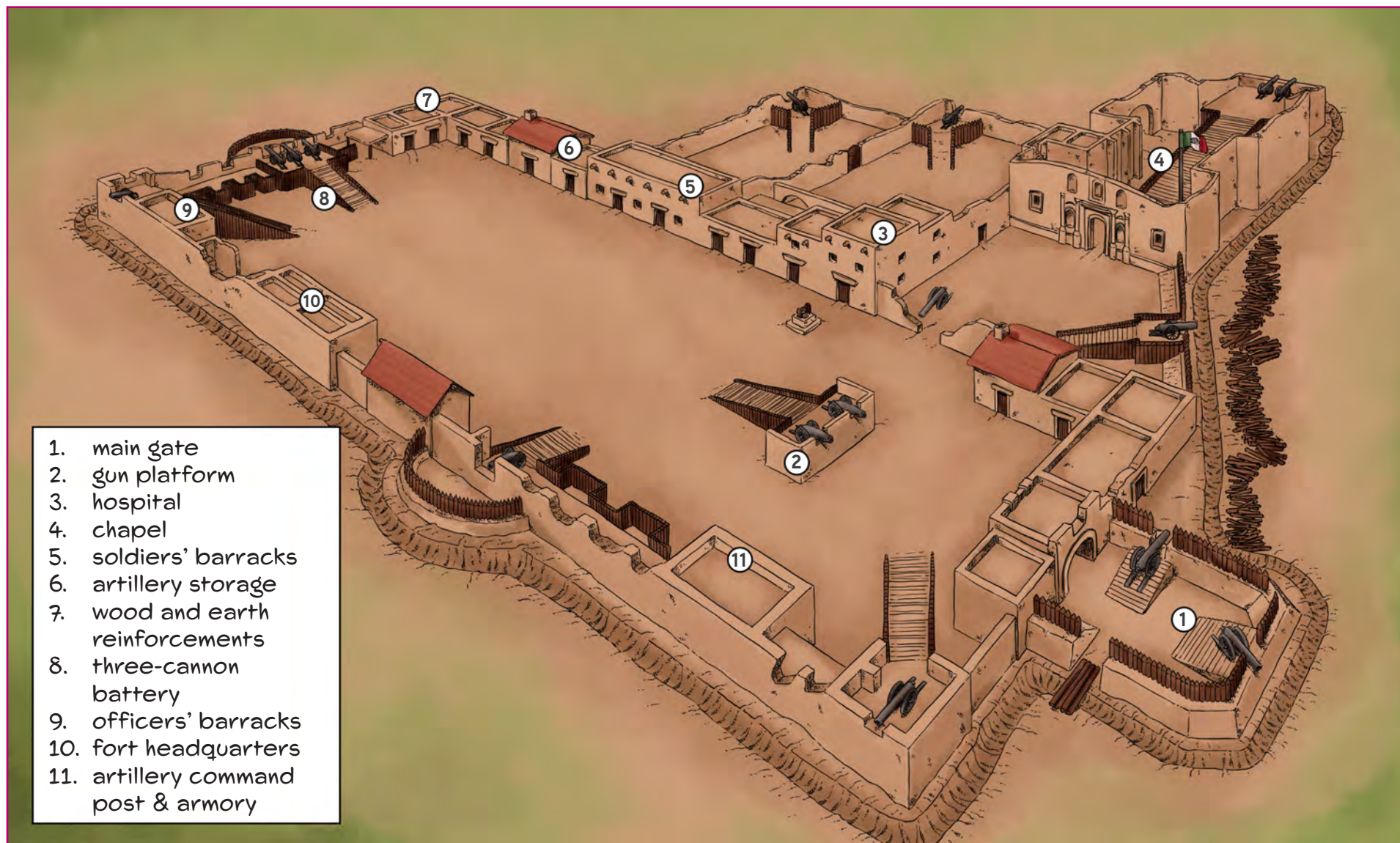
HANDCARTS



19TH-CENTURY HOMESTEADS



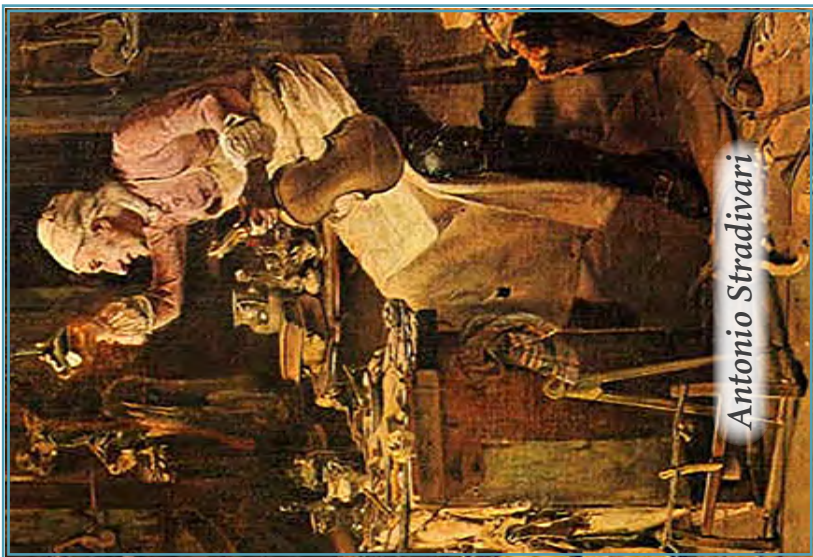
MAP OF THE ALAMO



GEORGE WASHINGTON CARVER



MUSICAL CREATIONS



Antonio Stradivari



The Nutcracker



Stradivari violin



Wolfgang Mozart, age 6

The Good and the Beautiful
CURRICULUM

~& The Big Book of ~&
HISTORY
STORIES
YEAR 3

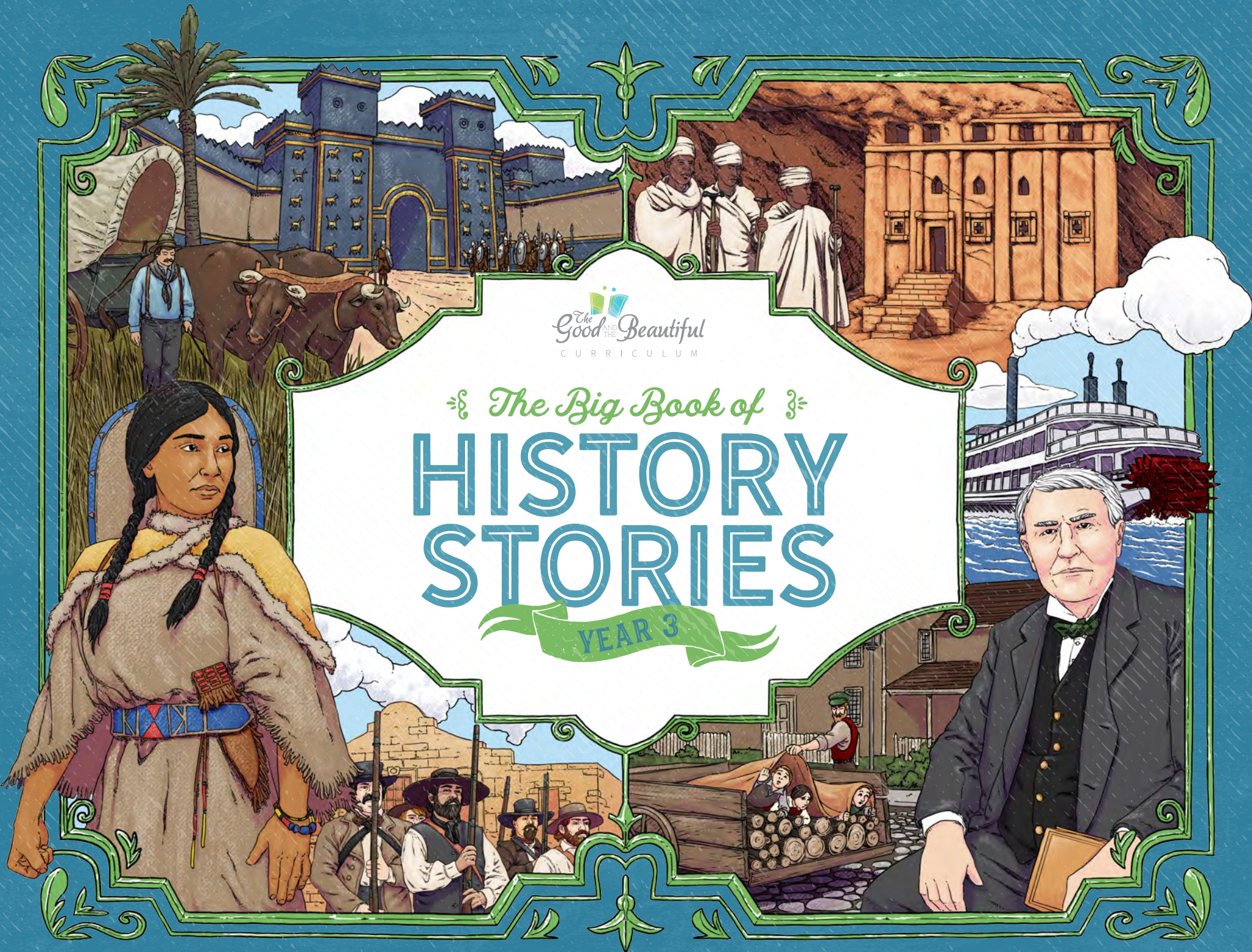


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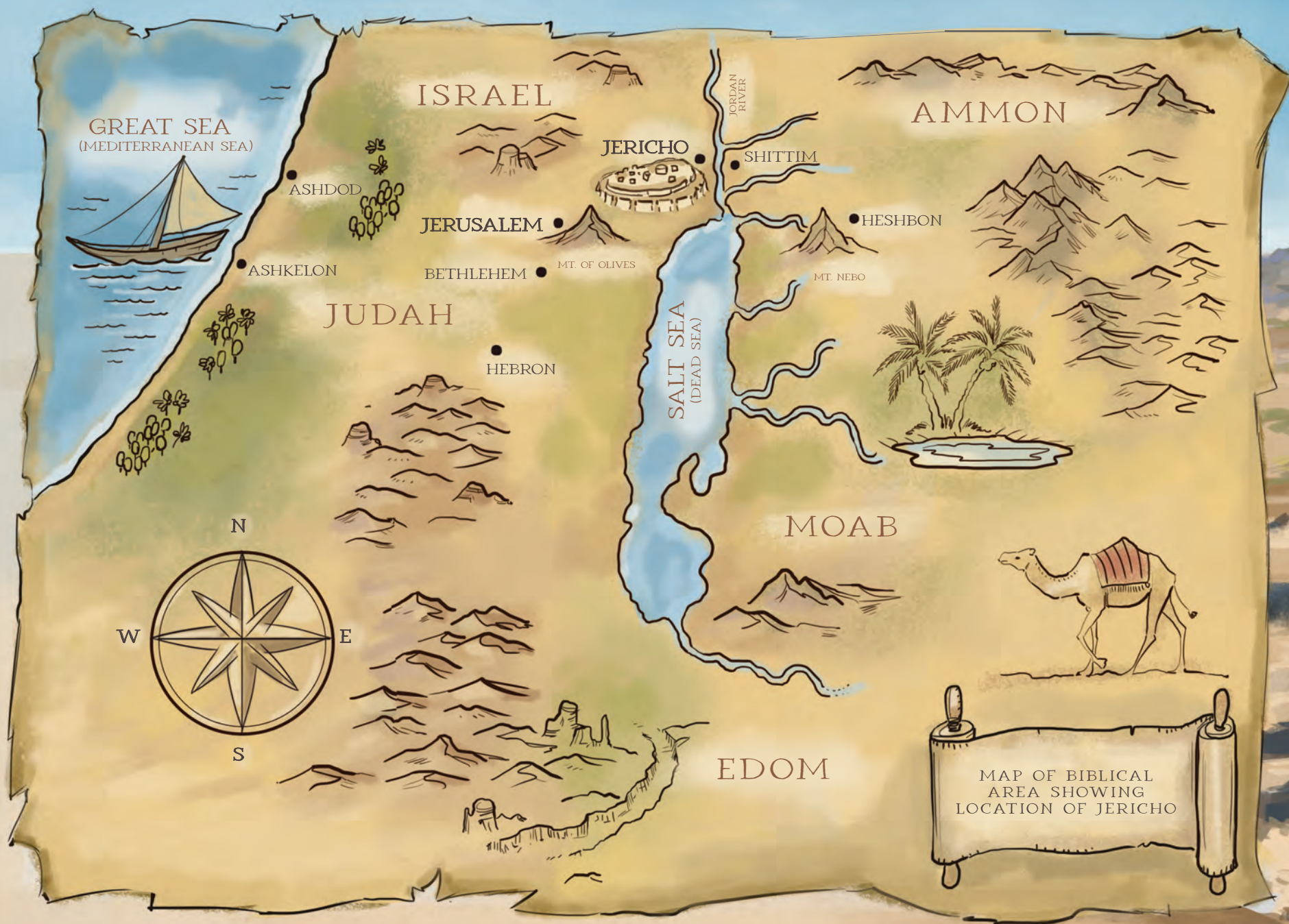
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AUDIO ACCESS CODE:

Uncovering JERICHO

Written by Ileana Board ♦ Illustrated by Ollie Cuthbertson







Fourteen-year-old Samuel woke with a start, then yawned and stretched. The bright Middle Eastern sun blinded him for a few moments as the car came to a stop. Samuel and his uncle, Dr. Lawrence, had traveled from England to the Tell es-Sultan Field School, where Samuel's cousin, Amelia, was working as an archaeology intern.

Samuel was thrilled to have the opportunity to visit another country. Back home in England, Dr. Lawrence was the curator of the Oriental Museum in Durham. Part of his job was to travel all over the world to find new artifacts to replicate for display in the museum, and this time, he had invited Samuel to come along!

Samuel was excited to see a new place, but he wasn't looking forward to spending a bunch of time in the dirt. He could usually be found indoors with his nose buried in a book about conquests, epic battles, world-building, or unsolved mysteries.

Samuel opened the car door to see the white tents of the excavation site billowing in front of him. Amelia was waiting to greet them, her curly red hair slick with sweat and her clothes smeared with dust.

"Dad! Sam! I'm so glad you came! Welcome to Tell es-Sultan!" She beamed as she gave them both giant bear hugs.

Amelia spent the next hour showing her

father and cousin around the excavation site. There were people everywhere—locals as well as archaeology students with bush hats and brushes—looking for artifacts to help present-day researchers learn about the people who had lived on this site in the past. Stone walls jutting out here and there from the dusty ground were the only indication that this had once been a thriving city.



"Isn't this amazing?" Amelia asked Samuel with an air of reverence.

"I guess so," stammered Samuel. "I mean, it looks dusty, hot, and a million different shades of tan. A bunch of stones piled up on each other isn't exactly exciting." Samuel looked worried; he didn't want to offend his cousin, but he didn't want to lie either.

Amelia and her father exchanged knowing smiles, and Amelia replied, "I can see it's time to reveal our surprise. This place is considered the oldest city in the world. It is the site of one of the most famous battles in the Bible. Sam, this is JERICHO!"

Samuel's eyes widened as he took in what his cousin was saying. "Jericho? As in 'the walls came tumbling down'? THAT Jericho?!"

"Yes," his uncle replied. "We are standing on the very city that Joshua and the Israelites surrounded and marched around for seven days, and whose walls crumbled down on themselves after the seven days—THAT Jericho."



AUDIO ACCESS CODE:

Shadrach, Meshach & Abednego

Written by Heidi Jenkins | Illustrated by Jessica Clark

When King Nebuchadnezzar conquered Jerusalem, the Jewish people were removed from their homes and taken to a new land. Among those people were four young men who were firm in their beliefs, and the king soon saw that they would stick to those beliefs no matter what. These young men were named Daniel, Hananiah, Mishael, and Azariah.

Are these names unfamiliar to you? Perhaps you have heard of them by the names given to them under the rule of Nebuchadnezzar. Daniel, who later became the great prophet, was called Belteshazzar. Hananiah's name was changed to Shadrach, Mishael was known as Meshach, and Azariah was called Abednego.

Let's learn about these young men of strong faith.



“Is it true that you will not serve my gods or worship the image I have made?” the king demanded of the men when they were brought before him. “If you will fall down and worship the idol when you hear the instruments play all kinds of music, that is good. If you will not, you will be thrown into a fiery furnace. And who can save you then?”

Shadrach, Meshach, and Abednego did not hesitate to answer the king, nor did they waver. “O king, we won’t be careful in how we answer you,” they said. “God is able to save us from your furnace, if that is His will. But if He chooses not to, we still will not serve your gods nor worship the idol you have set up.”



Furious, the king demanded that the three men be thrown into the furnace and that it should be heated to seven times its normal heat. Shadrach, Meshach, and Abednego remained undaunted and didn't go back on their word. Instead, they allowed themselves to be bound and thrown into the fiery furnace. The flames were so severe that the servants of the

king who had thrown the Jewish men into the furnace were killed by its heat. But to the king's astonishment, he saw people walking around inside the furnace!

Quickly, the king stood and asked, "Didn't we throw three bound men into the furnace?"



AUDIO ACCESS CODE:

EFE and the EMERALD

✧ WRITTEN BY JENNY PHILLIPS • ILLUSTRATED BY MCKENZIE ROSE WEST ✧





Efe watched as items from a donkey caravan were unloaded. It was not a camel caravan, unfortunately—that was an event that didn’t happen every day. But donkey caravans arrived in the city daily, bringing things such as honey, metal, tools, leather goods, and cloth. This day, Efe’s mother had sent her to get some honey. Efe gave the man a very small chunk of salt—just the size of a blueberry—to pay for the large pot of honey she had picked out.

In the ancient kingdom of Ghana, salt was so important that it was used to buy things. It was actually worth its weight in gold. But there was no lack of salt or gold in the land. In one part of the kingdom lay great gold mines. The gold mines were so valuable that the exact location of the mines was a well-guarded secret. In another part of the kingdom lay huge salt mines. The salt and gold made the kingdom rich.

As Efe turned to go home, something shiny caught her eye. She saw a flash of green and gold fall from a basket on one of the donkeys. She froze and looked around. No one else had seen the item fall. Efe couldn't even see it now—it was covered by the powdery dirt. Her heart pounded, and she kept her eyes glued to the spot where she had seen the flash of color. She guessed that the golden item might hold an emerald.

"Perhaps," she thought, "an emerald would be enough to buy Father's freedom."

A few minutes later, the donkey caravan moved on. Efe casually walked into the street and pretended to stumble, dropping her pouch as if by accident. She bent to pick it up. Raking her fingers through the dirt, she also picked up the item that had fallen off the donkey. She couldn't see it, but she could feel the cool gold clutched in her hand—gold in the shape of a pendant.



For the next five weeks, Efe went about her work as she normally did, still lamenting the absence of her father but glad she had chosen to be honest. She helped her sister make pots, she cared for the goats, and she picked plums as she tried her best to work harder than ever to help her family.

Then, one evening, just as the sun was starting to set, Efe saw a man walking across the fields toward her. She shielded her eyes from the sun and squinted. “Father!” Efe yelled as she dropped the basket she was weaving and ran to meet him.

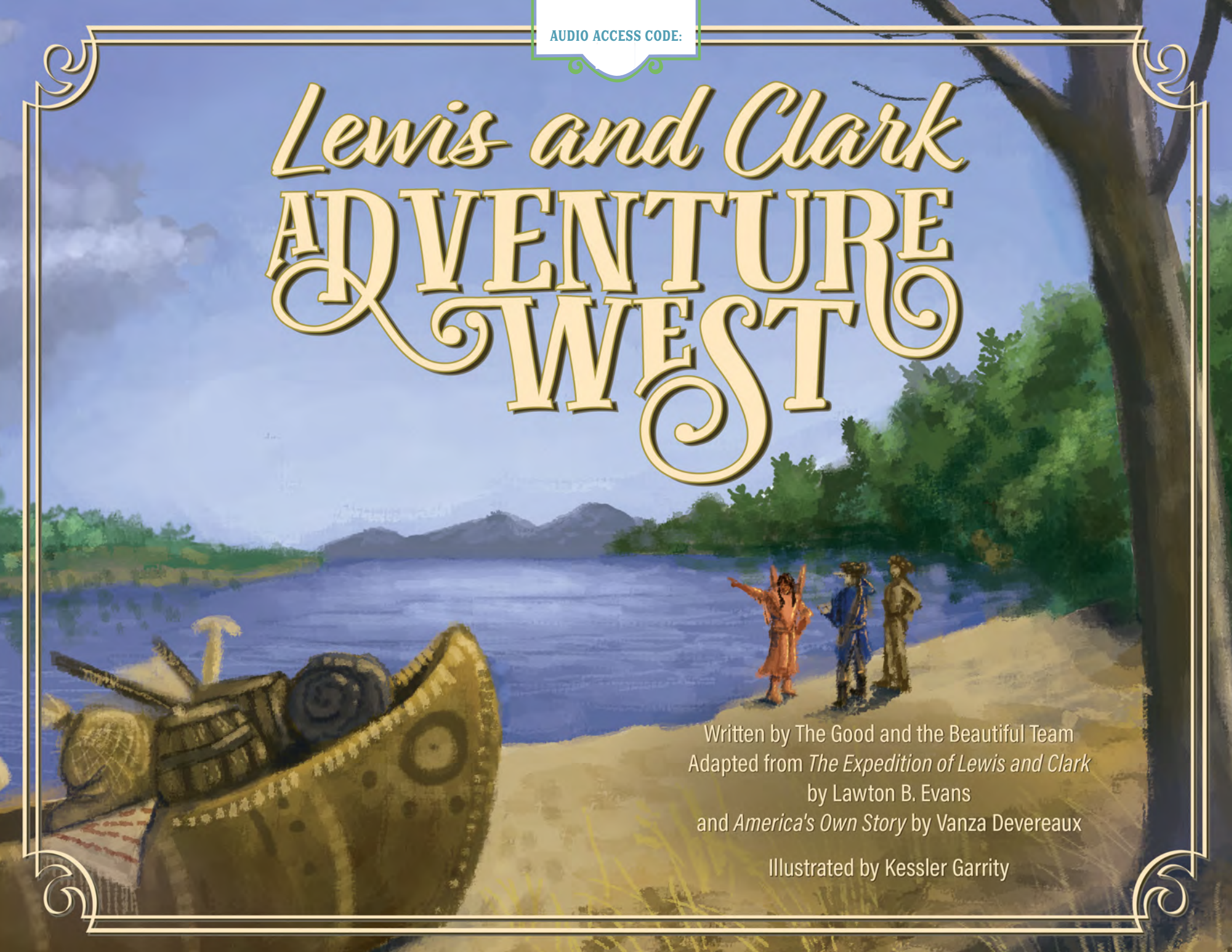
“It was the emerald, Efe!” he said. “King Tenkamenin listens to the concerns of his subjects. When his assistant told him how you returned his emerald and proclaimed my innocence, he had me brought to him to tell my story. Now I am free! Thank you for doing the right thing.”

Efe hugged her father. For the rest of her life, she reflected often on his words, which filled her heart with peace and joy: “Thank you for doing the right thing.”



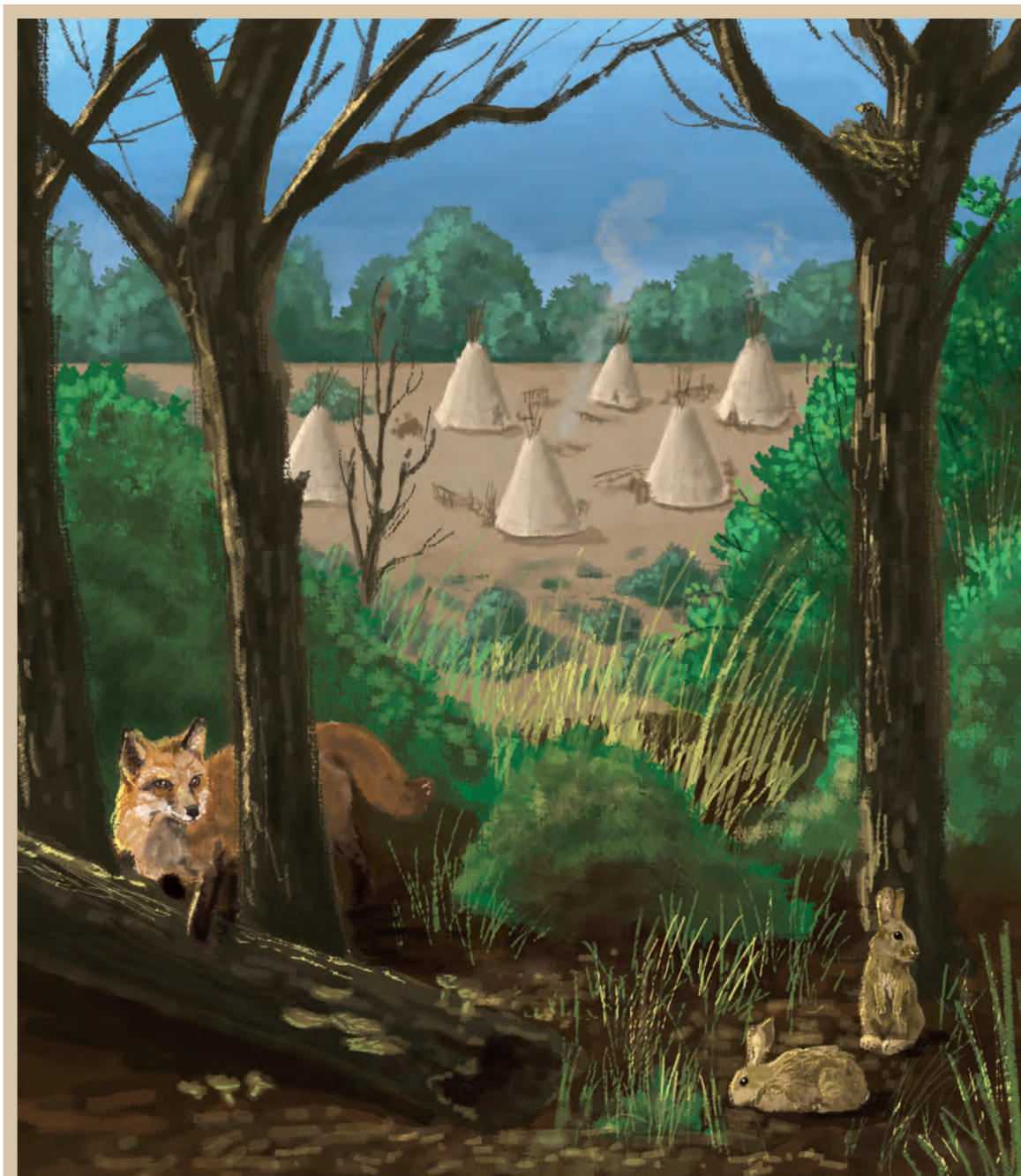
AUDIO ACCESS CODE:

Lewis and Clark ADVENTURE WEST



Written by The Good and the Beautiful Team
Adapted from *The Expedition of Lewis and Clark*
by Lawton B. Evans
and *America's Own Story* by Vanza Devereaux

Illustrated by Kessler Garrity



When the United States purchased the Louisiana Territory from France, US citizens knew little about this rugged land. Beautiful plants and tall trees covered the area, a variety of animals roamed the valleys and hills, and Native people lived throughout. What would acquiring this vast land mean for the United States?

President Thomas Jefferson resolved to answer that question. Purchased from the French for fifteen million dollars, the expanse of land doubled the size of the country and brought a wealth of opportunity for the United States and its people.

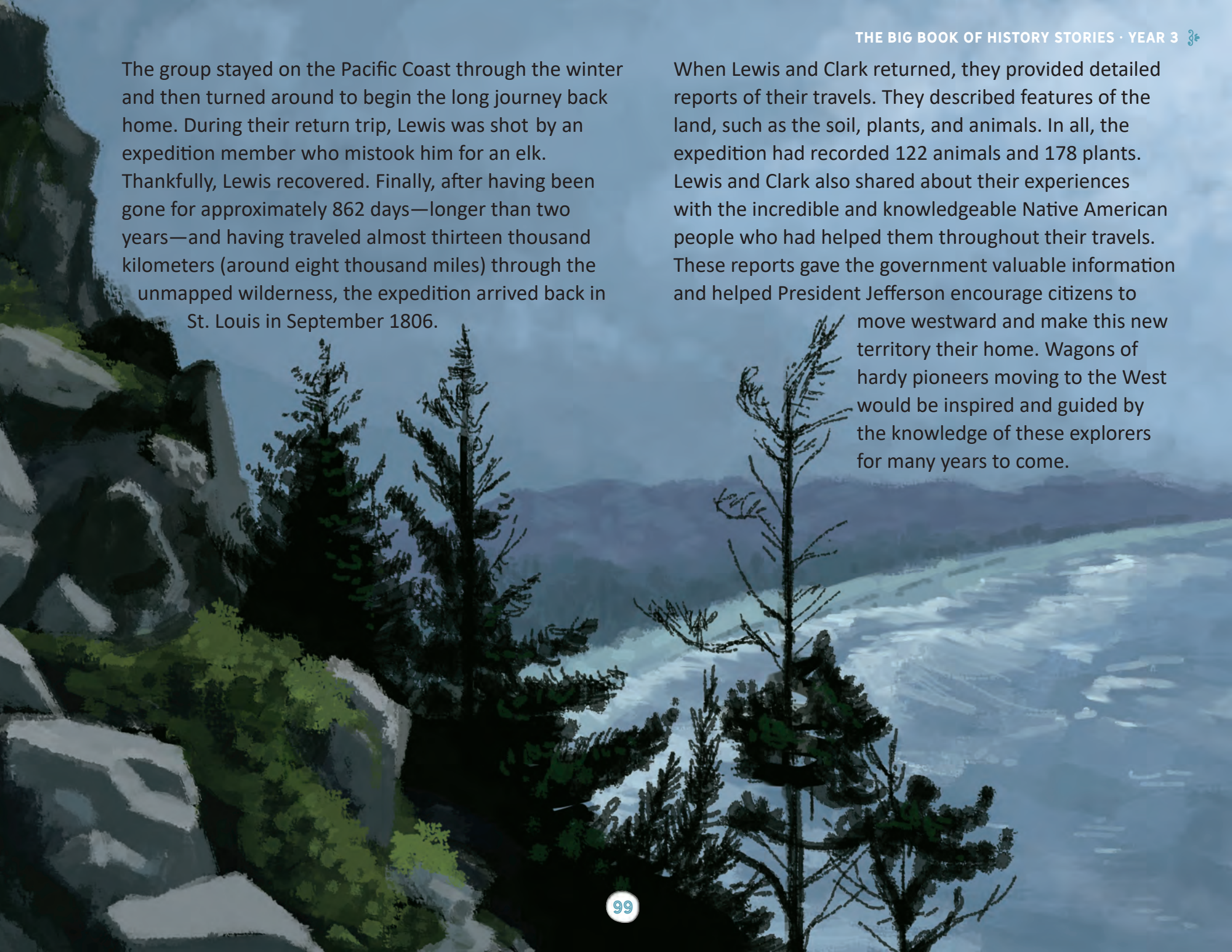
President Jefferson searched for the right man to send on a mission of exploration, and he chose his own secretary, Captain Meriwether Lewis. Lewis then invited another brave soul, Captain William Clark, to accompany him. President Jefferson gave them specific directions to take detailed notes of the land and to find out all they could about the different Native Americans they encountered. Both men began this endeavor with full hearts and determined minds.

They gathered a group of soldiers and volunteers, and Lewis purchased a Newfoundland dog named Seaman, who would help with protection and hunting. The group met in St. Charles, Missouri, and officially launched their expedition on May 21, 1804. They were planning to travel the Missouri River in large wooden boats, but Lewis knew it would sometimes be too shallow for ships of that size. He designed a collapsible canoe to bring along on the journey, but unfortunately his design did not work, and he had to abandon his canoe along the way. Since the group intended to learn from and make friends with indigenous people

they met during their journey, they brought beads, knives, hatchets, mirrors, and brightly colored cloth with them to share and trade.

It was a beautiful time of year, and for days the men rowed their boats up the river, enjoying the scenic country as they traveled. Day after day the men passed by great trees with their branches hanging low to the water's edge, meadows filled with wildflowers, and thickets teeming with wildlife.





The group stayed on the Pacific Coast through the winter and then turned around to begin the long journey back home. During their return trip, Lewis was shot by an expedition member who mistook him for an elk. Thankfully, Lewis recovered. Finally, after having been gone for approximately 862 days—longer than two years—and having traveled almost thirteen thousand kilometers (around eight thousand miles) through the unmapped wilderness, the expedition arrived back in St. Louis in September 1806.

When Lewis and Clark returned, they provided detailed reports of their travels. They described features of the land, such as the soil, plants, and animals. In all, the expedition had recorded 122 animals and 178 plants. Lewis and Clark also shared about their experiences with the incredible and knowledgeable Native American people who had helped them throughout their travels. These reports gave the government valuable information and helped President Jefferson encourage citizens to move westward and make this new territory their home. Wagons of hardy pioneers moving to the West would be inspired and guided by the knowledge of these explorers for many years to come.

AUDIO ACCESS CODE:

THE PLANT DOCTOR

The Story of George Washington Carver

Written by Heidi Jenkins | Illustrated by Bojana Stojanovic





In 1880 George graduated from a high school in Kansas, and five years later, he was accepted to Highland College. George joyfully made his way to the college but was met with terrible disappointment, being turned away

because he was Black. For a time, George stopped trying to go to school and instead worked on creating a homestead for himself. There, he spent much of his time gathering, growing, and studying the plants he so loved.

Eventually, George settled in Iowa and met some new friends, a couple called the Milhollands. “Don’t give up!” they urged him. “Don’t stop learning!” Encouraged, George applied to Simpson College, and this time, the school was happy to have him. There, he studied art and piano, but an observant teacher named Etta Budd soon recommended a change that would alter his life and the history of agriculture forever.

“You ought to pursue a degree in botany,” she suggested. “You’re a talented painter, but you have such an impressive understanding of nature!” George heeded Miss Budd’s counsel and soon became the first Black student to attend Iowa State Agricultural College (now Iowa State University). It was there that he really began to make a name for himself.



In 1894 George became the first African American to ever earn a bachelor of science degree, but that wasn't enough—he wanted to learn even more! Just two years later, he completed his master's degree and became Iowa State's first Black faculty member. By this point, George had gained quite a bit of attention, and soon he had a big decision to make. Booker T. Washington, creator of the Tuskegee Institute (now Tuskegee University), had invited George to leave Iowa and come work for him instead.

Washington wanted to create an agricultural school at Tuskegee while continuing to have an all-Black faculty, and George was uniquely qualified for the job. George gave the offer a great deal of thought; he had long wanted to help Black farmers, and the job at Tuskegee would give him the opportunity to do just that. He accepted the position and lived at Tuskegee for the rest of his life.



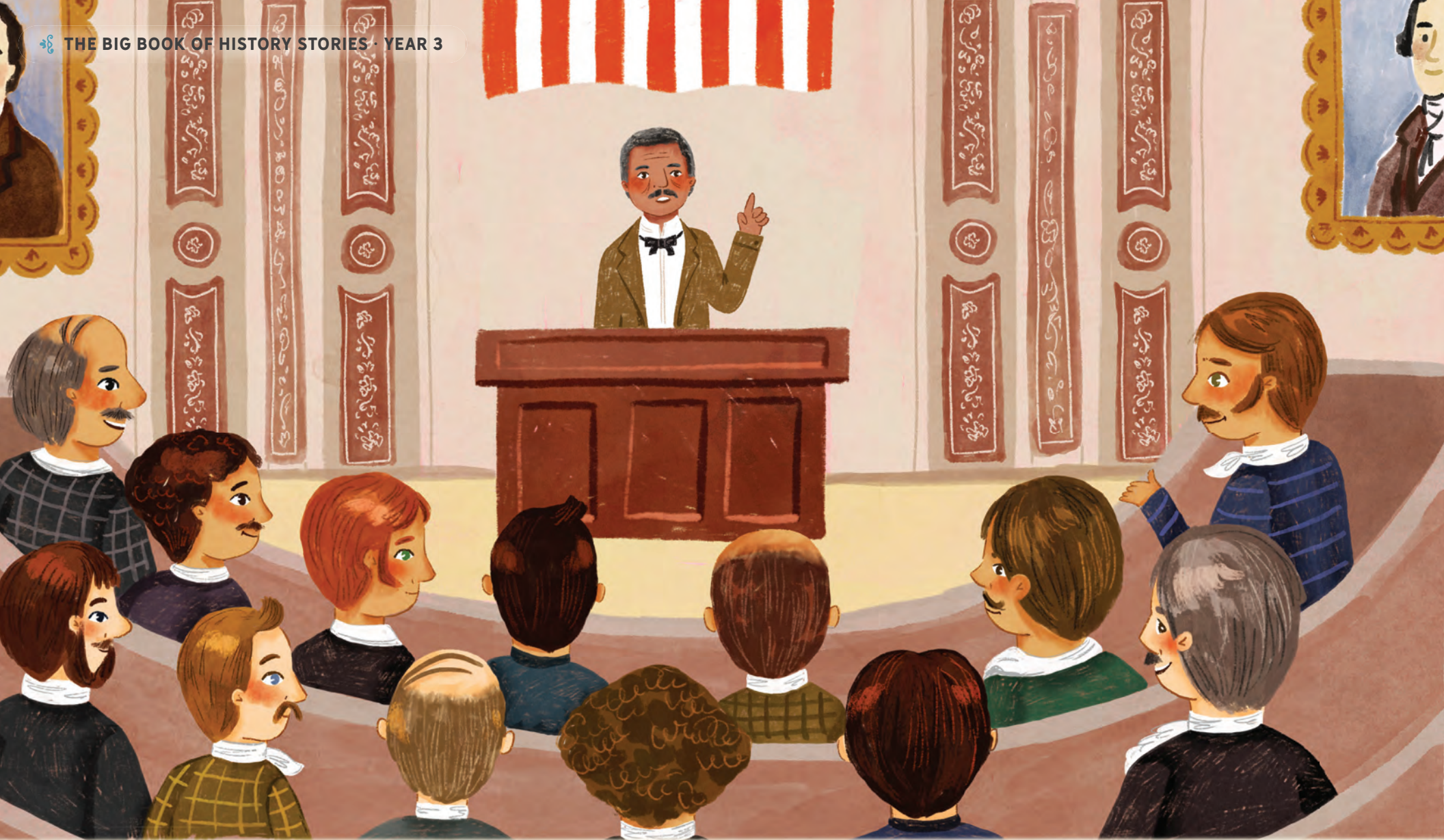
During his time at Tuskegee, George encouraged farmers to periodically grow peanuts instead of cotton—cotton depleted the soil, but peanuts did the opposite and added helpful nutrients. At first, locals were nervous about this idea. They had always grown cotton! But according to George, that was why the soil was so bad, so some people started to test his idea.

One day, George was faced with a predicament. “I did as you directed,” a woman said, “but now what do I do? I have so many peanuts that I don’t know what to do with them!”

With faith and determination, George headed to his lab, and he didn’t emerge until God had inspired him with multiple ways farmers could use their high-yielding crops. That number climbed to more than three hundred peanut-based products during his lifetime! Because of this, George came to be known as the “peanut man.”







George also taught people more than one hundred ways to use sweet potatoes and more than fifty uses for pecans, but his identity as the “peanut man” continued when, in 1921, he paid a visit to the US House of Representatives. He’d been asked to defend the country’s peanut industry, since many House members wanted the

peanuts brought in from other countries to be taxed. Though the representatives attempted to keep him from the meeting and were not respectful of him or his expertise when he first began, he soon held their full attention and spoke until he had convinced his audience of the importance and possibilities of peanuts.

AUDIO ACCESS CODE:

TESSA and the TULIP FARM

Written by Jenny Phillips | Illustrated by Marta Koshulinska

Ten-year-old Tessa sat on the grassy bank of the canal that bordered her family's tulip farm in the northern part of the Netherlands. As the white clouds floated lazily above her, she watched the windmills moving in the distance and let her bare feet dangle in the cool water. After a while, she picked up her wooden shoes and started to head back home across the flower fields. She hummed as she walked, feeling tempted to chase the white butterflies that occasionally fluttered up from the flowers.

When she saw her older brother, Jasper, running across the field toward her, yelling her name, her heart dropped. What was wrong?



In a few seconds, Jasper stood before her, panting. “Tessa!” he cried as he pointed north. “Look! Look at the smoke!”

Faintly in the distance, Tessa did indeed see smoke. “What is it from?” she asked, trying to push down her feelings of alarm.

“The Nazis! They’ve invaded. Father just heard it on the radio.”

“But . . .” Tessa stammered, “but when the war started eight months ago, we proclaimed neutrality, just like we did in World War I.”

“Well, Hitler decided to invade anyway. Father says Hitler wants us to be part of Germany, but he also wants our air bases and ports and the use of our canals and rivers to help him fight other countries around us. Come on, Father said we should stay inside until we know what is happening.”

The two siblings ran across the field toward their home.

Tessa and her family did not go out much over the next few days as the battle continued. They sat around the radio, listening for news. The fighting seemed to be getting closer and closer to their farm. Then they received the news: After just five days, the Netherlands had surrendered. The Dutch government and the royal family had escaped and gone into exile in London.

Tessa’s father gathered the family. “Do you know what this means now?” he asked. “We are under German occupation. I don’t know exactly how this is going to change the way we live, but it will.”

He pulled the Bible off the shelf and read Psalm 115:11—“Ye that fear the Lord, trust in the Lord: he is their help and their shield.” He sat Tessa on his knee and spoke quietly. “No matter what happens, we will trust in God.”



Life went on as normal at first, except for the Nazi soldiers occasionally driving up and down the streets in the distance. But then one day, when Tessa went to school, her teacher did not come. The students sat at their desks and waited for two hours. They had heard rumors from other villages of teachers who were Jewish being dismissed, some of them even being reassigned to labor-intensive work on farms taken over by the Nazis. Tessa's beloved teacher was Jewish.

The children sat in their chairs in silence, no one daring to speak, until, finally, a woman walked in and said with a German accent, "I'm your new teacher. Let's begin today with a new subject . . . the German language."

Tessa looked out the window and saw a Nazi jeep passing by. Her heart sank. *How long will we be under German control? Will we ever be free again?* she wondered.



AUDIO ACCESS CODE:



MARGARET AND THE REFUGEE

Written by Heidi Jenkins | Illustrated by Jessica Clark



“What can one person do?
That is the question that
people so often ask. Never
hesitate to do whatever you
can, for you may save a life.”

— Margaret Thatcher

Margaret and Muriel whirled toward the sound of a creaky hinge. There in the doorway stood their father, who was holding the door open for Edith. As she entered the home, Edith smiled shyly at the family.

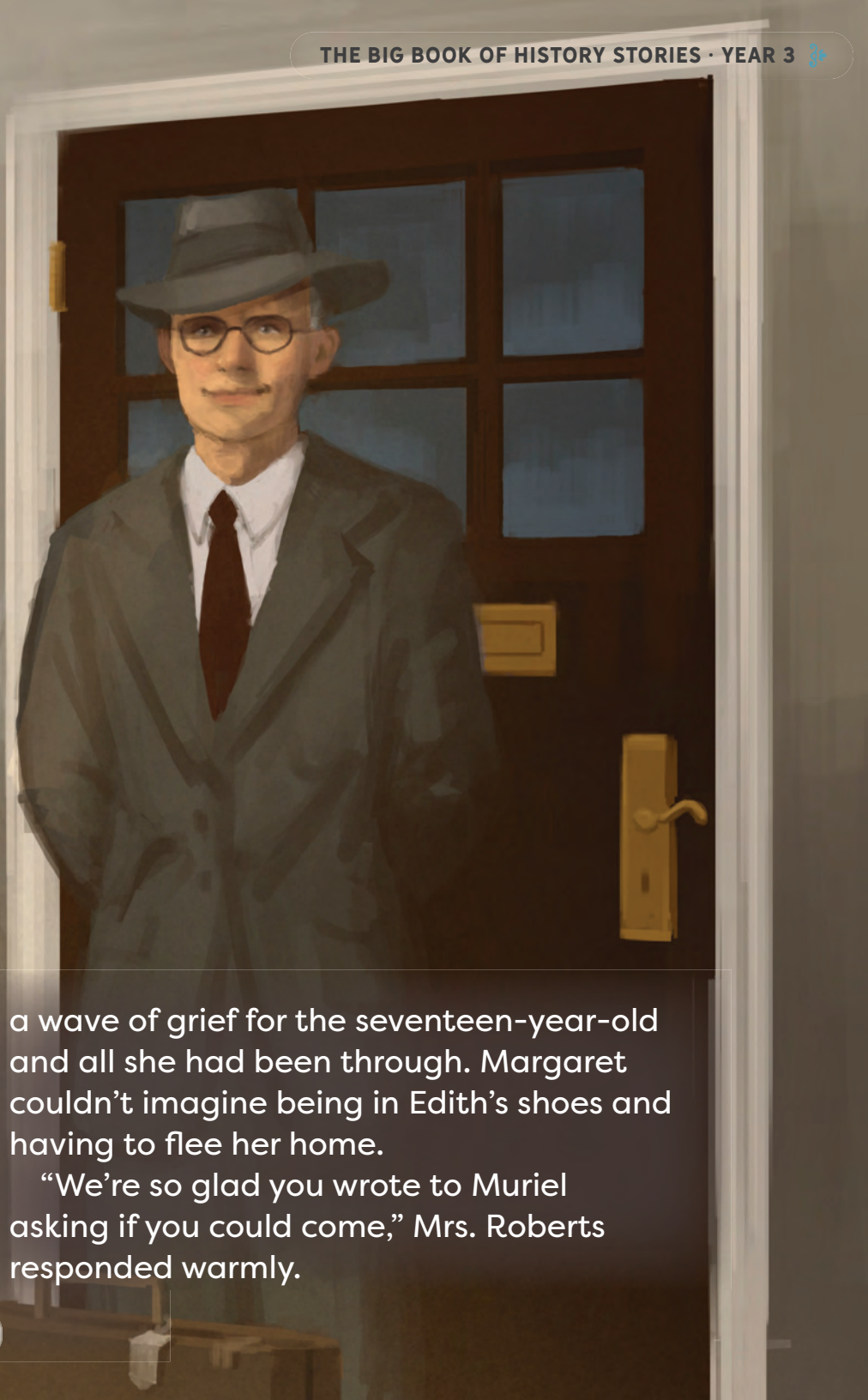
“Edith!” Muriel exclaimed, beaming and embracing the other girl. “It’s wonderful to see you.”

“Thank you!” Edith replied. “It’s so nice to meet you in person, Muriel.”

Father smiled as he closed the door behind himself. “Edith,” he said, nodding to the women in the room, “you know Muriel, of course. This is Margaret, and this is my wife, Beatrice.”



“Nice to meet you all,” Edith said. “Thank you so much for letting me come and stay with you. It means the world to me.” Edith’s eyes shone with something Margaret could not quite understand. She wasn’t sure if it was pain or appreciation. The look deeply affected Margaret, who was flooded with



a wave of grief for the seventeen-year-old and all she had been through. Margaret couldn’t imagine being in Edith’s shoes and having to flee her home.

“We’re so glad you wrote to Muriel asking if you could come,” Mrs. Roberts responded warmly.



In 1979, Margaret Thatcher made history when she became the United Kingdom's first female prime minister. This new role enabled Margaret to do even more good, and she served longer than any other prime minister during the 1900s. While in office she promoted freedom from governmental control by lowering income taxes and privatizing many types of businesses so



they were owned by individuals and not the government. When war broke out between Britain and Argentina, Margaret Thatcher led her country to victory. And throughout her time as prime minister, she worked closely with US President Ronald Reagan as they both fought against what they felt were the evils of their day.





Even before her appointment as prime minister, Margaret Thatcher made a lasting impression. In 1976, she spoke boldly against communism and the Soviet Union, earning herself the nickname the Iron Lady for her condemning words. The Soviet press meant to insult Thatcher with the name Iron Lady, but she wore the name with pride and continued to stand for freedom and human rights.

Margaret Thatcher served as Britain's prime minister for eleven years, and even after resigning, she continued to stand for her beliefs while she served as a member of parliament and pursued public speaking. Thatcher died in 2013 after a long and fruitful life. Though others didn't always agree with her policies and decisions, she served the people of her country and the world in many ways and left a powerful legacy.