



HISTORY

YEAR 3

Student Explorer

⌘ GRADES 7-8 ⌘

TABLE OF CONTENTS

Lesson 1	1	Lesson 31	124
Lesson 2	5	Lesson 32	128
Lesson 3	8	Lesson 33	131
Lesson 4	12	Lesson 34	133
Lesson 5	15	Lesson 35	136
Lesson 6	19	Lesson 36	139
Lesson 7	23	Lesson 37	143
Lesson 8	30	Lesson 38	147
Lesson 9	34	Lesson 39	151
Lesson 10	38	Lesson 40	154
Lesson 11	42	Lesson 41	156
Lesson 12	46	Lesson 42	159
Lesson 13	49	Lesson 43	163
Lesson 14	53	Lesson 44	167
Lesson 15	60	Lesson 45	170
Lesson 16	64	Lesson 46	173
Lesson 17	68	Lesson 47	177
Lesson 18	71	Lesson 48	181
Lesson 19	76	Lesson 49	185
Lesson 20	80	Lesson 50	189
Lesson 21	84	Lesson 51	193
Lesson 22	88	Lesson 52	197
Lesson 23	92	Lesson 53	201
Lesson 24	95	Lesson 54	205
Lesson 25	99	Lesson 55	209
Lesson 26	103	Lesson 56	213
Lesson 27	107	Lesson 57	217
Lesson 28	112	Lesson 58	221
Lesson 29	116	Lesson 59	225
Lesson 30	120	Lesson 60	229

INSTRUCTIONS

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

The history lesson extensions are also found here. These extensions are optional for older students (grades 7–8) to complete on their own. Each extension is accompanied by comprehension questions and/or extension activities.

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

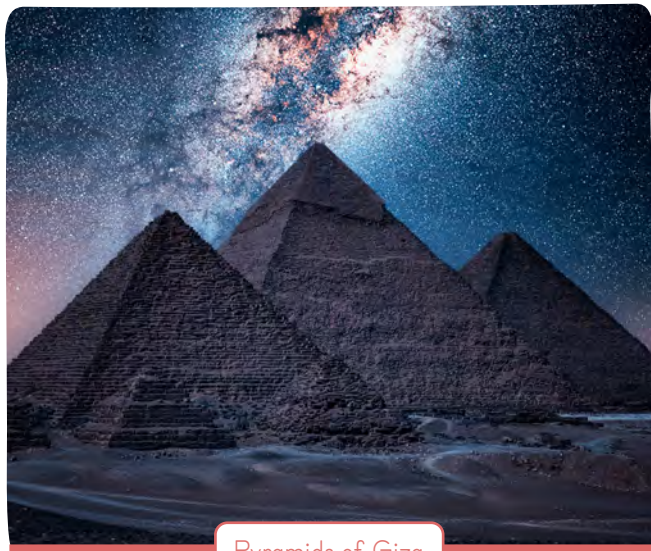
THALES OF MILETUS

Read the following and complete the activity at the end of the extension:

When people study topics like history and science, they often ask, “Where did it all begin?” While we know that God created the universe and everything in it, not everyone has had access to this truth. However, these people still sought after knowledge, asking questions and striving to understand where our world came from. Today, let’s learn about one man who did this very thing and had a big impact on his society—and the world—as a result. As you read, think about how you can show the same curiosity and determination in your own studies.

Long ago in the Egyptian desert, a man named Thales of Miletus [THAY-leez of my-LEE-tus] stood staring up at the magnificent pyramids near the Egyptian city of Giza. Thales was a mathematician, philosopher, and scientist, and at that moment, he was wondering exactly how tall the tallest pyramid was. Although the pyramid was about 2,000 years old, no one knew its exact height, and no

system existed for measuring objects at a distance. While pondering his question, Thales made a brilliant observation about the sun’s path and how the length of his shadow changed over the course of a day. At one point the length of his own shadow equaled his height. Thales realized this must also hold true for the pyramid. So at that same time of day, Thales measured the length of the shadow of the tallest pyramid of Giza and correctly found its height to be about 146 meters (480 feet). Through this process of observation and measurement, Thales introduced the concept of ratios and proportionality, which was only one of his many contributions to science, math, and philosophy.



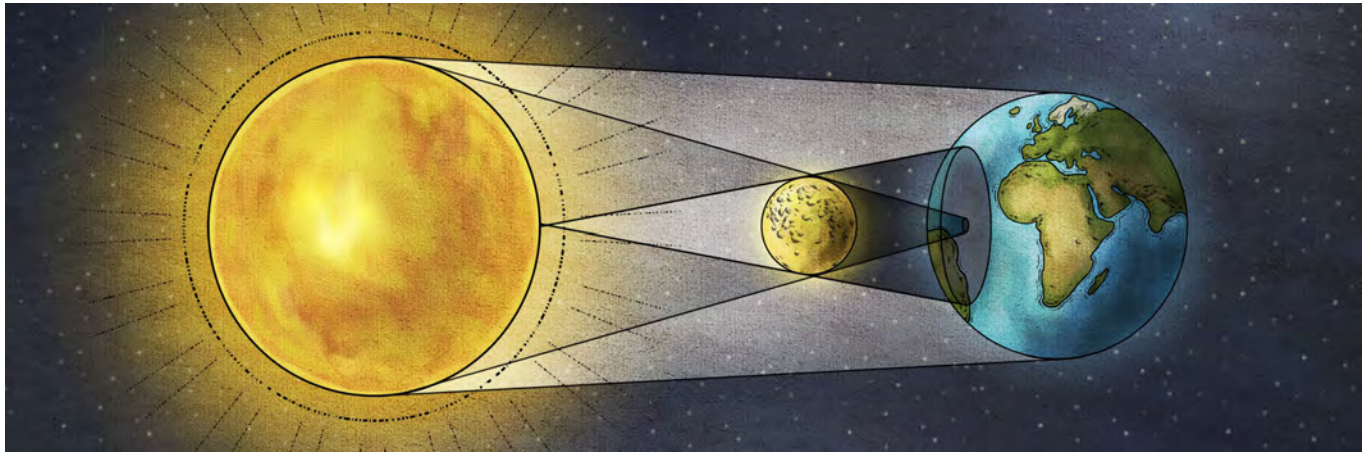
Pyramids of Giza



Thales of Miletus

Thales of Miletus was born around 624 BC in the Greek colony of Ionia in the city of Miletus. One of his big questions involved “the nature of all things.” In other words, Thales wanted to know if an original substance exists from which everything in the universe is made. After making some careful observations, Thales concluded that water must be the original substance. He noticed many details, such as water in a bowl evaporating into the air; water vapor condensing into clouds and raining down; the abundance of water in the oceans, lakes, and rivers; the wateriness of animal eggs; and the need

Much of what we know about science and history today is thanks to people who asked questions and then looked for answers. Use the example below to draw your own solar eclipse diagram, including labeling the sun, moon, and earth. Around the edges of your diagram, write one to three questions you have about history. Perhaps you are curious about when something was invented or when a certain person lived. Share your questions with your parent or guardian and, with their permission, use books and/or the internet to find the answers. Write the answers on the lines below the diagram.



A large rectangular box with a red border, intended for drawing a solar eclipse diagram.

Seven horizontal lines for writing questions and answers.

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

Originally, the menorah was a seven-branched candelabra beaten out of one piece of solid gold. It stood in the southern part of the temple and was lit every day by the high priest. Today, observant Jews light a candle each night of Hanukkah, which represents the eight days that the flame burned in the temple, even though there was only enough oil for one day, during the Macabbean Revolt. The ninth candle is used to light the others.



This is a Jewish symbol named after King David of Israel, and it is very famous. This symbol was first used in the Middle Ages. German Nazis used it to identify Jews and at times forced Jews to wear it. Today, it is used on the flag of Israel and is displayed in many Jewish synagogues. It is called the Star of David (or the Magen David).



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



Are there any holidays, symbols, or languages that are special to your family? What are they, and why are they special?

THE SEPTUAGINT

Read the following and complete the activity at the end of the extension:

Finding a copy of the Bible in our language is quite easy today, but that wasn't always the case. The Old Testament authors wrote primarily in Hebrew, and the New Testament authors wrote in Greek, so without the gift of translation, the text of the Bible would only be accessible to Hebrew and Greek speakers. Thanks to tremendous efforts over the centuries, at least part of the Bible has now been translated into over 3,600 languages. But when and where did this monumental translation effort first begin?

The first translation of biblical text was the Septuagint [sep-TOO-uh-jint], which paved the way for future translations, giving a significant portion of the world access to God's Word. Until the Israelites were exiled from Israel, a movement known as the Jewish Diaspora [die-A-spore-uh], most Jews spoke only Hebrew. As they were Hellenized, meaning they took on the Greek culture due to living in places such as Greece and Egypt, Greek became the Jews' primary language. This meant that, in time, most Jews could no longer read the Hebrew Old Testament. So, in the third century BC, the Hebrew Old Testament was translated into Greek. This translation is now part of what we call the Septuagint.

The story of this initial translation effort is somewhat shrouded in legend. According to one ancient source called the Letter of Aristeas, the Egyptian king at the time, Ptolemy Philadelphus [TALL-uh-mee fill-uh-DEL-fuss], commissioned the translation so he could have a Greek copy of the Old Testament in his library in Alexandria. He selected 72 scholars, six from each of the 12 Tribes of Israel, to complete the translation. It is from this number,

72, that the name "Septuagint" came, referring to the Latin word for 70. The legend is that the 72 scholars all worked independently, writing their own translation of the first five books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. However, when the translators came together to compare their work, they found that all 72 translations were identical.

How much of this legend is accurate? Today, scholars believe that the first five books of the Old



Septuagint translators

Testament were indeed translated in Egypt in the third century BC, just as the ancient source says. However, most think that the details of the legend, especially the 72 identical translations, were greatly exaggerated.

Over the next few hundred years, more books of the Old Testament were translated into Greek. Other books that are not included in the Old

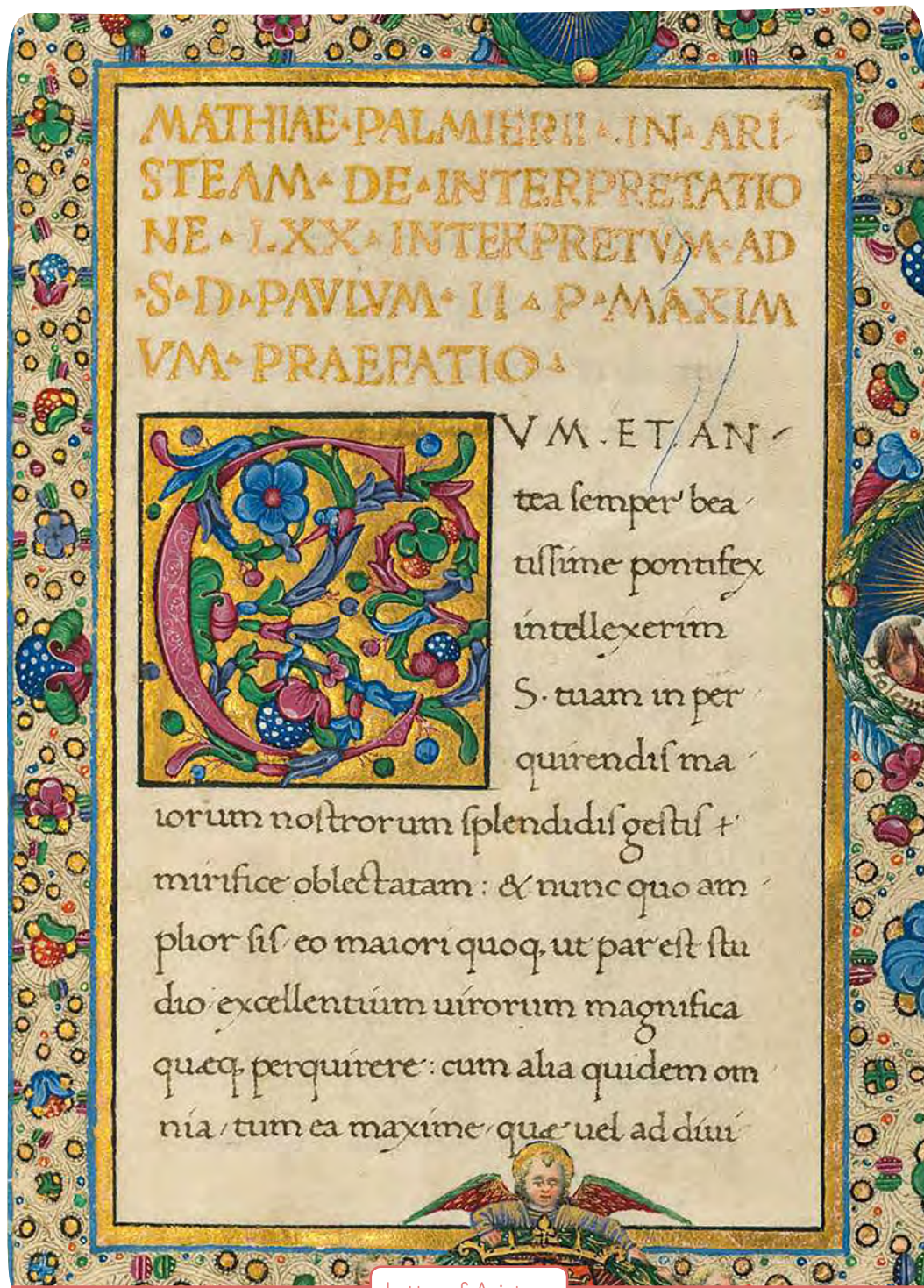
Testament were also translated and added to the Septuagint. The version of the Septuagint that we have today has 51 books, whereas the Hebrew Old Testament contains only 39. These additional 12 books are considered by Jewish scholars to be apocryphal [uh-PAW-kri-ful], meaning that they decided these books were not divinely inspired and thus should not be included in the Hebrew Old Testament.

However, certain Christian groups do consider these books to be divinely inspired and include them in their editions of the Bible.

There are other differences between the Hebrew Old Testament and Septuagint too. For example, in the Septuagint, the book of Psalms has one more chapter, the books of Daniel and Esther have extra sections, and the book of Jeremiah is much shorter: about one-eighth the length of the Hebrew text.

The Septuagint is important for several reasons. For one, the New Testament authors all spoke Greek, so most of the time they quoted from the Septuagint when referencing scripture in their writing. This means the Septuagint can help scholars

understand the writers of the New Testament better. The Septuagint also provides insight into how ancient scholars approached translation, and it shows us how Jews interpreted the Hebrew scriptures at an early stage. Perhaps most importantly, the Septuagint paved the way for translating the entire Bible into all major languages so we may easily access God's word.

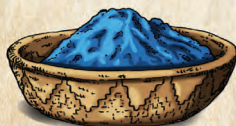


Letter of Aristeas

GOODS TRADED IN AFRICA

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

AFRICAN ITEMS



EUROPEAN & MIDDLE EASTERN ITEMS



ANCIENT AFRICAN TRADE

Read the following and complete the activity at the end of the extension:

If we wanted to determine whether or not ancient Africans had contact with people from other parts of the world, where might we look? It is doubtful that we would find something as obvious as a log of each time they met someone from another country. Historical evidence is rarely that straightforward. But we can analyze findings such as texts, ruins, and artifacts from the time period and draw conclusions from what we find.

The people of ancient Africa left us a myriad of evidence to study. From writings in the fifth century BC to artifacts from the 16th century AD, we can look at the story each piece tells, then weave those stories together to gain a broader understanding. Let's look at three findings from ancient Africa to determine what, if any, trade relationships they enjoyed.

Hanno of Carthage

One of the first accounts of contact between Africa and other nations can be found in the writings of the explorer Hanno of Carthage. The city of Carthage was founded on the north coast of Africa by Phoenician settlers in the ninth century BC, but Hanno was one of the first explorers from Carthage to successfully travel and settle other parts of Africa. He first traveled to the western coast of Africa in the fifth century BC. At this time merchants in Carthage had established trade with Europe, the Middle East, and Egypt, but they had not been able to reach southern Africa due to the extreme

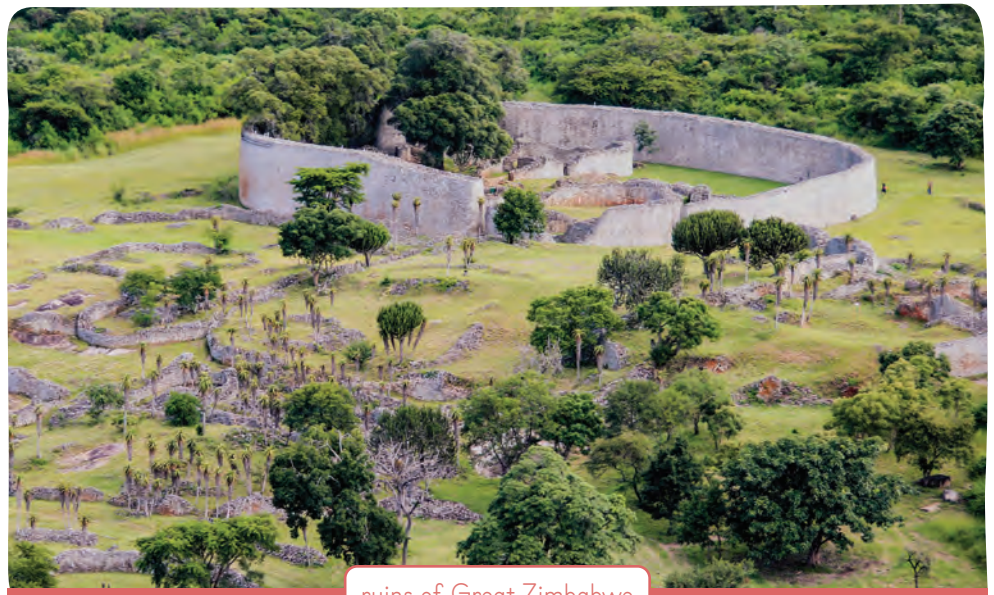
difficulty in crossing the Sahara Desert by foot. Hanno wondered if they would be able to see what lay to the south via boat.

Setting sail with 60 boats carrying 30,000 men and women, Hanno stopped at several places along the coast to found colonies. Among these was Tangier in modern-day Morocco. Hanno's colonies thrived, and his expedition became one of the most famous voyages in history. He kept a written account of his voyage, which details each stop he made along the African coast, as well as the colonies he founded.

This written account shows us that not only did ancient Africans have contact with people from other nations through Carthage and other coastal cities, but they also developed a trade relationship with merchants such as Hanno.

Great Zimbabwe

In the southern region of Africa, standing near Masvingo, Zimbabwe, are the stone ruins of the ancient city known only as Great Zimbabwe. Established around AD 1100, the ruins today consist of three main sections: the Hill Complex, the Great Enclosure, and the Valley Ruins.



ruins of Great Zimbabwe

The entire complex spans about 720 hectares (1,779 acres), hinting at the wealth the city must have possessed. Great Zimbabwe was also located on the shortest route between some nearby gold mines and the Indian Ocean on Africa's east coast. What can we conclude from those pieces of evidence? That Great Zimbabwe's people may have traded gold for other goods from merchants sailing on the Indian Ocean!

Archaeologists have unearthed numerous artifacts in Great Zimbabwe that originated from other countries: porcelain from China, pottery from Persia, coins from Arab countries. These findings further support the idea that the people of Great Zimbabwe traded gold for goods from other countries.

Benin Bronzes

Another famous archaeological site is located in Benin City, near the southern coast of West Africa. Beginning around the 16th century, the oba, or king, of Benin City employed a guild of artists to produce artworks for the royal court. For almost 400 years, highly skilled craftsmen produced incredibly detailed brass and bronze pieces:

Commemorative heads were made in honor of each oba's reign; plaques depicting important events in Benin history were used to decorate the walls of the palace; royal regalia, such as crowns and swords, were used in royal ceremonies; figurines were sculpted to depict animals and humans; jewelry, such as bracelets and necklaces, were fashioned for royal use.

Through the surviving collection, we can glean detailed knowledge of Benin history—including what, if any, trade relationships they enjoyed. We know from these artworks that the Benin kingdom had a trade relationship with Europeans, particularly the Portuguese, from the 15th century because on some of the plaques, scenes depict Portuguese traders with beards and European facial features. Furthermore, it has been determined that the brass and bronze used for these sculptures actually came from Europe. It is not difficult to conclude that Portuguese traders brought goods from Europe to trade for the city's magnificent artwork.

With a little investigative work and critical thinking, we can quickly piece together evidence that people in ancient Africa enjoyed a thriving trade relationship with other nations.



Benin bronze plaque

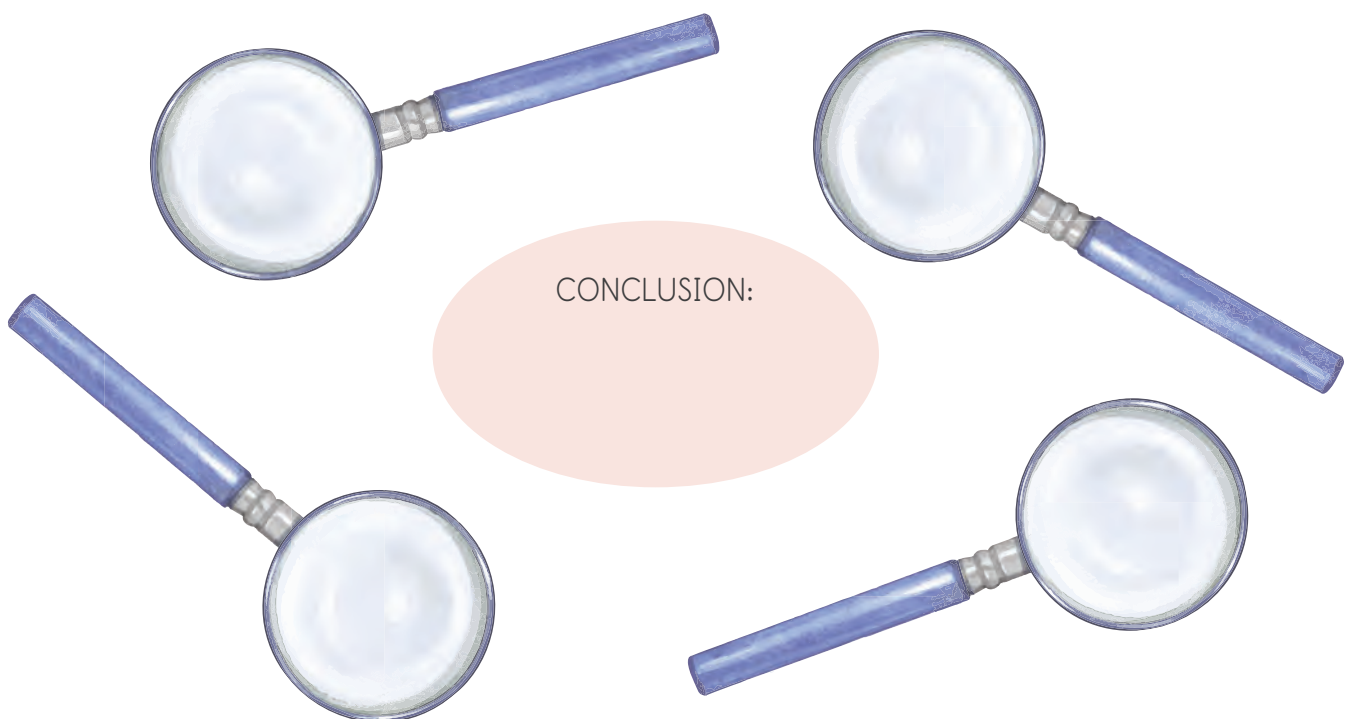


Benin bronze head

What clues did archaeologists find that supported the conclusion below? Write your answers in the magnifying glasses.



Think about writings or artifacts that might tell future generations about your family. What clues might be left behind, and what conclusion might archaeologists draw?



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



WORD BANK

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

LESSON 24 EXTENSION

NATIVE AMERICAN-EUROPEAN RELATIONS

Read the following and complete the activity at the end of the extension:

If you were a European newly arrived in the Americas, what kind of interactions would you have with the people already living there? If you were Spanish or English, you would be more likely to have conflicts with the native peoples than if you were French or Dutch. However, if your purpose in coming to the Americas was to share your Christian faith with the Native Americans, you might speak up on their behalf so that your government would treat them fairly and with compassion.

The Spanish and English wanted to settle the Americas, and they weren't always considerate of the native people who already lived there. Spanish conquistadors came as conquerors, and they wanted wealth, so they claimed land for Spain and enslaved the native people to work for them. English colonists typically brought families and came as settlers, so initially many native people befriended early English colonists, trading with them and teaching them about local crops and animals. However, as more settlers came, they wanted more land, and they didn't always ask before taking it. In addition, their fences and farming practices often prevented the Native Americans from hunting and farming the way they had for hundreds of years. Soon, fighting began.

In contrast, the French and Dutch were not as interested in living on Native American land, so they made friends with the native people and respected them as trading partners and military allies. The French were happy with the money they made trading furs with Native Americans, and they were grateful when the Native Americans shared their experience with trapping and hunting. The Dutch believed that they should respect Native American rights to the land and attempted to purchase land fairly from them.

Settlers from different European countries had desires to share Christianity, including the Spanish, who set up missions where they encouraged the native people to learn about the gospel. The French Jesuits lived among the Native Americans and befriended them in order to teach them about Jesus Christ. In New England a minister named John Eliot mastered Algonquin and translated the Bible into that language. He hoped that native converts would eventually become missionaries to their own people. Some did accept Christianity from these efforts; however, complications arose when



Mission Espada

some Native Americans thought they could believe in Jesus Christ while still maintaining their other religious practices. Other times, some Europeans' cruel and dishonest treatment of Native Americans interfered with the missionaries' efforts to share Christianity.

For example, Franciscan friar Juan de Escalona lamented, "We cannot preach the gospel now, for it is despised by these people on account of our great offenses and the harm we have done them." Roger Williams, the founder of Rhode Island, pleaded with his fellow colonists to treat the native people well. "I humbly pray your consideration, whether it be not only possible, but very easy, to live and die in peace with all the natives of this country? . . . Hath not the God of peace and Father of mercies made these natives more friendly in this, than our native countrymen in our own land to us? . . . I humbly ask, how it can suit with Christian ingenuity to take hold of some seeming occasions for their destructions?"



Red Jacket

Red Jacket, or Sa-Go-Ye-Wat-Ha, of the Iroquois Nation, explained how relationships between his people and the Europeans had good and bad aspects: "Your forefathers crossed the great waters and landed on this island. Their numbers were small. They found friends and not enemies. . . . We took pity on them . . . and they sat down amongst us. We gave them corn and meat. . . . At length their numbers had greatly increased. They wanted more land. They wanted our country. . . . Wars took place. . . . They also brought strong liquors among us. It . . . has slain thousands."

Another native leader, Chief Joseph of the Nez Perce, also talked of the friendship between his people and Europeans. "The first White men of your people who came to our country were named Lewis and Clark. . . . These men were very kind. They made presents to our chiefs and our people made presents to them. . . . All the Nez Perces made friends with Lewis and Clark, and agreed to let them pass through their country, and never to make war on White men. This promise the Nez Perces have never broken." Unfortunately, gold was later discovered on Nez Perce land, and relations between the tribe and the American government became strained.



Chief Joseph

This map shows the general territory claimed by four European nations in the 1600s as well as the general location of some Native American groups around that time, though many Native Americans moved around a lot. Use the information given to answer the first question below.



1. Which Native American groups shown above were most likely to interact with the Spanish? How about the French, Dutch, or English?

2. Many Native Americans welcomed Europeans and helped them, but the European arrival brought a lot of changes. Think of a time when a new family moved into your neighborhood, church community, homeschool group, or other group you belong to. How did the community treat the new family? How did the new people change the group?

USES FOR BISON

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

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

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

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

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



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

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

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



WORD BANK:

JERKY
PEMMICAN

PARFLECHES*
GLUE
HOE

LADLE
SPOON



* [par-FLESH]

Is there anything in your life that is as essential to your lifestyle as the bison was to the Plains people? How so?

NATIVE AMERICAN RESERVATIONS

Read the following and complete the activity at the end of the extension:

When the United States became a sovereign nation, its new territory encompassed lands belonging to other sovereign nations—tribes of native people who were collectively called Indians by the Europeans. As you learned in the previous extension, relations between the US government, the settlers, and the tribal nations we now refer to as Native Americans were often difficult, especially regarding land, and treaties were often broken.

Government leaders decided to set aside certain lands for the native people and require them to live on these lands, called reservations. This plan would clear the land for White settlers and make the tribes live in settlements instead of roaming. Originally, these lands were located where the tribes had always lived, although the reservations were much smaller than their original homelands. As more and more White settlers moved in, however, the government decided that native people needed to live outside what were then the boundaries of the United States. The Indian Removal Act of 1830 forced the Cherokee and other eastern tribes to relocate west of the Mississippi River.

The forced relocation caused a great deal of suffering, and life on the reservations was not easy. Native people were given land that was considered useless by White settlers, and as we've learned, they were expected to give

up traditional practices, such as hunting buffalo, to become farmers even though the land they were given was poor farmland. Many native people became dependent on government food rations, which provided unfamiliar food such as wheat instead of corn. Some native people adapted to these new foods, such as the Navajo, who invented fry bread, but all too often, they simply didn't get enough nutritious food to eat. Additionally, tribes were forbidden to speak their native languages or practice their religions. Native children were taken without consent from their families and put into government schools where they were taught to abandon their cultural traditions. They were punished for speaking their native languages and often went years without seeing their families.



Both tribal members and those of European background eventually recognized the injustices present in the reservation system and worked to try to correct those injustices. In 1934, the government set a goal of restoring native culture and lands to the tribes. Improving the lives of native people is still a priority today, as the US government strives to do better treating tribal nations fairly and rebuilding relationships of trust and respect with them. There is still much work to be done.

Today, there are 326 reservations in the United States. If you visit a reservation today, you may see a sign with a greeting such as "Welcome to the Osage Nation" and a tribal nation flag flying alongside an American flag. Tribal nations have the authority to determine tribal citizenship, issue identification, and make and enforce laws on their land. They have their own police and judges, and they may have special rights for hunting, fishing, and other use of natural resources. For example, some Inuit people in Alaska have permission to hunt bowhead whales, a traditional source of food, even though international law prohibits most whaling. Native tribes, however, do not have the right to make treaties with foreign nations or to declare war or issue their own currency. Those who live on reservations are citizens of the United States as well as citizens of their native nation.

An example of how reservations can make their own decisions about how to govern themselves occurred when the United States came out with rulings against posting the Ten Commandments on government property. Councilwoman Angela Kephart of the Cherokee Nation declared that since they were a sovereign nation, they had the right to display whatever they wanted in their council chambers. The tribal council voted unanimously to display the Ten Commandments. Today, tribal members may live anywhere, but many choose to remain on the reservations because of family and



cultural ties. Native tribes are keeping their cultural traditions alive and teaching their children tribal languages, enriching themselves as well as the entire United States by preserving these treasured ways of life.

With help from a parent, guardian, or other trusted adult, make Navajo fry bread.



NAVAJO FRY BREAD



NOTE: Because this recipe involves hot oil, make sure to have adult supervision! While unlikely, a grease fire is a possibility when cooking with fattier foods. Review fire safety with your parent before beginning this activity. Should a grease fire occur, **NEVER POUR WATER ON A GREASE FIRE!** Instead, spray with a fire extinguisher designed for kitchen and grease fires or pour baking soda on the fire.

INGREDIENTS

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

DIRECTIONS

1. Mix the flour, baking powder, and salt together. Add the milk or water. Knead the dough until soft but not sticky. If the dough is dry or crumbly, add more water or milk a tablespoon at a time. If the dough is sticky, add a sprinkle of flour. Cover the dough with a towel or plastic wrap and let it rest for 30 minutes.
2. Set the pan or skillet onto a stove burner set to off and attach the candy thermometer. Pour the oil into the pan and set the burner to medium-high heat. Watch the oil until it reaches 375 degrees Fahrenheit on the thermometer. While you wait, cover a plate with paper towels to hold the cooked fry bread.
3. Separate the dough into 5-centimeter (2-inch) balls (about the size of a ping-pong ball). Flatten the balls into circles and poke a small hole in the center with a utensil or toothpick (this helps prevent it from puffing up too much). Carefully lower the circles into the hot oil. Fry for 2–3 minutes per side, flipping carefully with tongs, until they are golden brown. Remove using the tongs and place on a plate covered with paper towels to absorb excess oil.
4. Let cool slightly, and then serve as is or top with your preferred toppings.

REMEMBER THE ALAMO

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

Stephen F. Austin

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

Santa Anna

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

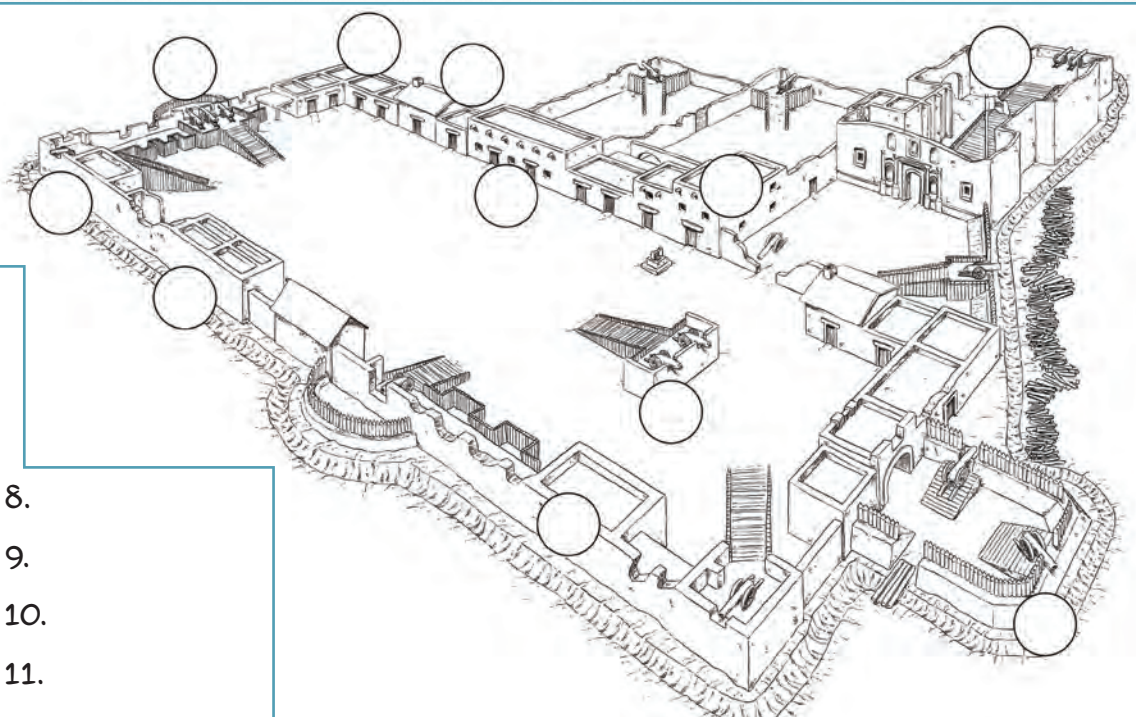
William Travis

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

Davy Crockett

This brave colonel defended the Alamo from Mexican soldiers.

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



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

SAN ANTONIO MISSIONS

Read the following and complete the activity at the end of the extension:

Aside from Mission San Antonio de Valero, later known as the Alamo, several other missions were built by the Spanish. All along the San Antonio River, these missions thrived for a time before eventually fading into history. Today, tourists can visit the San Antonio Missions National Park and take a step back in time, exploring preserved mission sites that are still well used by religious communities today!

Mission Concepción

One of four missions located within the park, Mission Concepción [cohn-sep-see-OHN] is home to a preserved stone church that's been standing for over 250 years! Now faded by age, the church's outer and inner walls were once covered in vibrant frescoes. Many of these can still be viewed in the building's interior. Visitors can also explore a nearby limestone quarry and a six-room convento, both kept in good condition to reflect how they looked centuries ago. Mission Concepción was founded in 1716 and moved to its current location in 1731. For a time, it served as the living quarters for the Father President of the College of Querétaro, a man who oversaw not one but three San Antonio missions.

Mission San José

Nicknamed the "Queen of the Missions," this site was founded in 1720 and is considered by many to be the largest and most prosperous San Antonio Mission. In the 1930s, its history-weathered buildings were restored, reviving some of their former beauty. The church at Mission San José is particularly famous for its breathtaking stonework, such as the intricately carved "Rose Window" on one wall. During its life, the mission was responsible for the baptisms of over 2,000 Native Americans. Today, it serves as a central point for tourists, including a visitor center and a museum that dives into the mission's lengthy history.

Mission San Juan

This mission, while smaller than the others, stands out for its beautiful natural scenery and multiple churches. Originally named Mission San José de los Nazonis ("of the Nazonis," a local indigenous group), it was relocated in 1731 and renamed Mission San Juan. The mission grew into a thriving community that sustained itself, with the Native residents growing their own food and smithing their own tools. A second church was built to fit growing populations, and a third was started but never completed. Near the mission site is the Yanaguana [ya-nuh-GWAH-nuh] Trail, a short nature path that makes its way to the San Antonio River.

Mission Espada

Founded in 1690, Mission Espada is known as Texas's very first mission. Like Mission San Juan, it was built in a different place with a different name but was abandoned due to spreading sicknesses and violent conflicts in the area. After being relocated to San Antonio, the mission began anew, building a well-supplied community from the ground up. Along with the typical farms, blacksmiths, and carpenters, Espada earned a reputation for its cloth, spun and woven on local looms. One of these looms is still working on site today; visitors can watch live demonstrations of how wool and cotton were used to make clothing and blankets.



the Mission San José Rose Window

Match the four tourist locations and activities below with the correct mission sites.



Mission Concepción

loom demonstrations



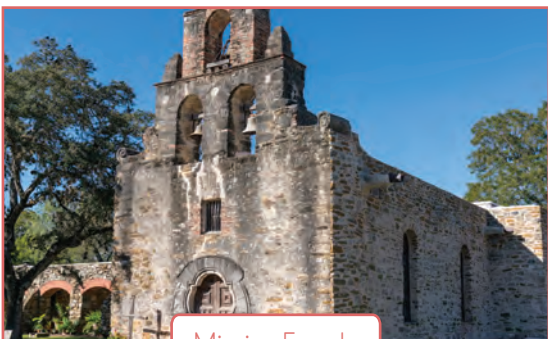
Mission San José

indoor frescoes



Mission San Juan

the Rose Window



Mission Espada

the Yanaguana Trail

§ MORSE CODE §

LESSON
47

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

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

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

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

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

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

W --- di-dah-dah
X --- dah-di-di-dah
Y --- dah-di-dah-dah
Z --- dah-dah-di-dit

Period

di-dah-di-dah-di-dah

Question Mark

di-di-dah-dah-di-dit

INVENTION OF THE RADIO

Read the following and complete the activity at the end of the extension:

Today, we can call or text a friend in mere seconds, but have you ever thought about how ideas and accomplishments of brilliant innovators from the past paved the way for these abilities? Gifted thinkers such as Samuel Morse developed new technologies to make sending and receiving information faster and easier. Morse's telegraph made instant communication possible for the first time. Alexander Graham Bell continued to explore carrying electrical signals across wires with his invention of the telephone, allowing people to hear each other's voices on the other end of the phone when electrical energy was changed to sound waves. These inventions motivated others to explore ways of sending messages without using wires, leading to one of the greatest innovations of all time—the radio.

Many people contributed to the success of the radio. German physicist Heinrich Hertz proved in the late 1880s that electric waves, known as radio waves, could be transmitted and received wirelessly. At the time of his discovery, he vastly underestimated the importance of his findings, stating, "I do not think that the radio waves I have discovered will have any practical application." In actuality, they became the fundamental building block of radio, capable of transmitting music, speech, and other information invisibly through the air.

Nikola Tesla, a Serbian-American inventor, created a special coil in 1891 that could transmit and receive powerful radio signals. It was instrumental in the success of radio, but unfortunately for Tesla, just before a planned experiment to transmit a signal, his lab was destroyed in a fire. This delayed his work briefly while others continued forward.

Italian inventor Guglielmo Marconi experimented with electromagnetic waves to send wireless signals and designed a transmitter to send out radio waves and a receiver to detect them. In Newfoundland, Canada, on December 12th, 1901, Marconi sat beside his assistant, George Kemp, as they attempted to receive the first radio signals over 3,000 kilometers (almost 2,000 miles) across the Atlantic Ocean from Cornwall, England. He anxiously listened for



Guglielmo Marconi

a sound, and with excitement and relief heard the Morse code message "pip-pip-pip," which represented the letter S. Marconi wrote, "I now felt for the first time absolutely certain that the day would come when mankind would be able to send messages without wires not only across the Atlantic but between the farthestmost ends of the earth."

Marconi's accomplishment was a breakthrough, and scientists were driven to find ways to send more sophisticated messages than Morse code dots and dashes, especially Canadian inventor Reginald Fessenden. Fessenden had worked with great minds such as Thomas Edison and George Westinghouse, and at age 10 had witnessed Alexander Graham Bell demonstrate the telephone in his laboratory. Fessenden became the first to successfully send a wireless transmission of the human voice in December 1900. Though it only traveled 1.6 kilometers (1 mile), Fessenden continued to improve his methods until he successfully conducted the first radio broadcast in world history.



Marconi radio

On Christmas Eve, 1906, Fessenden sat in the transmitting shack of a tower in Massachusetts that was 122 meters (400 feet) tall. Meanwhile, crews aboard the United Fruit Company ships and other vessels in the Atlantic Ocean were listening for the usual Morse code messages when suddenly, the standard short and long beeps were interrupted by Fessenden's voice. With great surprise they listened as a violin played "O Holy Night," followed by a reading of Bible scripture: "Glory to God in the highest and on earth peace to men of goodwill" (Luke 2:14). Fessenden concluded the first successful transmission of a voice across an ocean without the use of wires with the words "Merry Christmas."



Radio boomed in the years to come. It became instrumental to military operations during wartimes, allowing an exchange of information on land, air, and sea. Listeners at home with loved ones fighting in the wars relied on broadcasts for news. People loved radio for the entertainment it provided within the comfort of their own homes as programs broadcasting music and comedy shows became popular. By 1939, almost 80 percent of the US population owned a radio, connecting people in ways never before possible.

=§ LEMONADE STANDS §=

LESSON
50

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

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

Owned by the individual

No competition with other lemonade stands for business

Competes with other lemonade stands for business

Owned by the government

Individual gets all profits

Income is based on the number of cups sold

Government gets all profits

Government provides lemons, sugar, water, ice, cups

Same payment given to all stand owners regardless of sales made



What are some of the pros and cons of each lemonade stand?

USSR DESTRUCTION OF CHURCHES

Read the following and complete the activity at the end of the extension:

The leaders of the Soviet Union were determined to create a completely secular nation and eradicate religion, replacing it with dedication to the nation and to Communism. Part of this attack on religion targeted the beautiful Christian churches that filled Russia and the other countries that were part of the USSR. Before 1917, when Communism took over the country, Russia alone had over 50,000 churches. Soviet leaders were so efficient at destroying or repurposing the buildings that by 1941, only about 500 churches were still being used for worship. Although many lovely buildings were completely demolished, others survived, and once the Soviet Union collapsed in 1991 and the people were allowed to practice religion again, thousands of these churches were either restored as houses of worship or rebuilt completely.



Cathedral of Christ the Savior

The Cathedral of Christ the Savior in Moscow took almost 50 years to build and was consecrated in 1883. Unfortunately, Joseph Stalin, who came to power in the 1920s, wanted to build a colossal palace for the Soviet legislature, and he destroyed the church with dynamite in 1931. Although his palace was never built, an enormous outdoor swimming pool took the place of the beautiful church. In the 1990s, the Russian government approved the rebuilding of the iconic building, which restored much of the original design and added some modern updates. Today, the citizens of Moscow can once again worship in this stunning edifice.

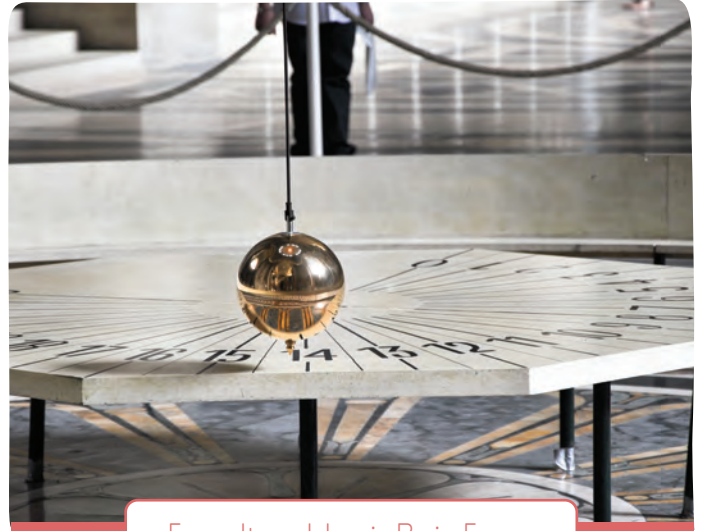


St. Isaac's Cathedral, St. Petersburg

The Cathedral of Christ the Savior was one of many religious sites that were desecrated as religion was banned. Churches were stripped of their domes and bells, which were melted down and molded into ammunition, and holy objects were destroyed. Priests were killed or forced into prison camps, and the people were forbidden to worship God. Those churches that remained standing were converted to serve other functions as museums, libraries, bakeries, factories, storehouses, or even prisons. How devastating it must have been for the people to have their holy places torn down or misused!

St. Isaac's Cathedral with its massive golden dome has been a prominent sight in the

city known today as St. Petersburg since its completion in 1858. The Soviets turned the church into the Museum of the History of Religion and Atheism in 1931 and even installed a Foucault pendulum, whose swinging path shows the rotation of the earth, in the church's dome. Although the pendulum is a fascinating scientific instrument, of course it didn't belong in a cathedral dedicated to worshipping God. During WWII, attacking German planes used the building as a landmark and did not bomb it, so the Soviets moved items from other museums into St. Isaac's to keep them safe from the bombings. Today, the cathedral hosts religious services on some special occasions, but it still primarily functions as a museum, although the pendulum was removed in 1985.



Foucault pendulum in Paris, France

The Lutheran Church of St. Peter and St. Paul, also in St. Petersburg, had one of the strangest transformations. Soviet authorities originally used it for storage, but in 1962 the government installed a swimming pool inside the church itself. The altar was replaced with a diving board. Despite this desecration, the building survived, and in 1994 it reopened for worship services. Today, the impressive structure serves as the bishop's office for the Federation of Evangelical Lutheran Churches in Russia and Other States.

Easily the most iconic church in Russia, St. Basil's Cathedral in Moscow is also one of the oldest, having been completed in 1561. Soviet leaders considered demolishing the incredible building in the 1930s as part of their grandiose plan for Red Square, but Stalin chose to allow the church to remain standing as a museum of history and architecture. Today, the cathedral still belongs to the State Historical Museum, but the Russian Orthodox Church also holds regular services once more in the historic and inspiring landmark.



St. Basil's Cathedral, Moscow

After the fall of the Soviet Union in 1991, the Russian people began an extraordinary process of rebuilding and restoring damaged and destroyed Christian churches. Despite the economic, social, and political challenges Russia faced after decades of Communism, the country managed to prioritize its churches, rebuilding or restoring over 23,000 of them by 2010. Decades of religious repression cannot be overcome easily, but Russia has made great strides in renewing its religious and cultural heritage, and once more, the Russian people can worship God in their beautiful churches.

WWII SPIES & SECRET AGENTS

Read the following and complete the activity at the end of the extension:

It has been said that “knowledge itself is power.” During World War II, individuals and organizations collected secret information regarding the plans and activities of their enemies and worked behind the scenes by any means necessary to sabotage the enemy, or deliberately obstruct their goals. Espionage [ES-pee-oh-naj], the act of spying to gather information, was a popular and effective WWII tactic.

Many methods were implemented to keep a watchful eye on the enemy. Searching through documents such as maps, journals, newspapers, and photographs could yield useful clues, and these correspondences were often analyzed and researched in hopes of uncovering anything that might provide an advantage.

Other brave men and women served as spies or secret agents, entering territories occupied by the enemy. These individuals worked undercover to discover details about enemy military strategies, troop movements and locations, supplies and weapons, and other useful intel that could potentially influence the outcome of the war.



WWII poster

Spying was extremely dangerous work, and missions could result in death or torture if an agent was captured. This did not deter courageous individuals such as Virginia Hall, an American woman who was considered “the most dangerous of all Allied spies” by the Nazis. Virginia’s story is one of determination and perseverance. She had attempted unsuccessfully numerous times to join organizations to work in foreign services protecting citizens and promoting peace. She met with rejection early on because she was a woman but was also later turned away due to a disability. Virginia wore a wooden prosthetic leg she nicknamed “Cuthbert,” which she had gotten because of a hunting accident at age 27. She was mockingly called “the Limping Lady” by the Gestapo, the political police of Nazi Germany.

Despite adversity, Hall was eventually welcomed by the secret British organization Special Operations Executive, or SOE, and was trained as a special agent in the use of weapons, secret communication methods, and other useful skills. She was cunning and resourceful, extremely intelligent, and fluent in French, Italian, and German. Spending more than a year undercover in France, Hall avoided capture while organizing networks of spies and recruiting volunteers. She set up safe houses for escapees as well as

Use the code below to discover the answers to these interesting facts about spies, secret agents, and code breakers.



What is the name for an agent who pretends to be a spy for one country or organization but is actually spying for an enemy?



What was Virginia Hall's childhood nickname?



--	--	--	--	--

Virginia Hall once had to make a courageous journey to escape capture across these snowy mountains located between France and Spain.



--	--	--	--	--	--	--	--

Germany's leading agency for espionage and information-gathering was the Abwehr, a German word that means _____.



--	--	--	--	--	--

Sometimes spies would carry one of these that was small enough to fit inside of a matchbox.



--	--	--	--	--	--

Spies had to be clever when working undercover and sometimes needed special tools and weapons to accomplish their missions. For example, the item below could be used to conceal a map to help prisoners escape.



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

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

⌈ ⌋ ⌌ Ciphers

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
⌈	⌋	⌌	⌍	⌎	⌏	⌐	⌑	⌒	⌓	⌔	⌕	⌖	⌗	⌘	⌙	⌚	⌛	⌜	⌝	⌞	⌟	⌠	⌡	⌢	⌣

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

Q F G D R Ciphers

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

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

14 21 13 2 5 18 19 Ciphers

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

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

LESSON 55 EXTENSION

MITSUYE ENDO

Read the following and complete the activity at the end of the extension:

Tucked away in a small room somewhere inside the Topaz internment camp in Utah, 24-year-old Mitsuye [MIT-soo-yay] Endo and her best friend, Janet Sakaye [sah-KAI-yeh], leaped and twirled around the room, their faces beaming at the news they had just received. Mitsuye had won!

What, exactly, had she won? To answer this question, we must go back a few years to fully understand Mitsuye's story.

As you know, on December 7, 1941, Japan launched a surprise attack on Pearl Harbor. This attack wreaked havoc on the lives of Japanese Americans in the following months as anti-Japanese attitudes spread like wildfire through the country. The sentiments were so prevalent and so strong that major organizations began to take drastic measures against Japanese American citizens. One such measure was the California State Personnel Board's decision to fire all Japanese American employees. One of those workers was Mitsuye Endo.

The recently fired employees believed they were being treated unfairly. With the backing of the Japanese American Citizens League, many of them, including Mitsuye, filed a suit protesting their firing. But before that case could be heard, President Franklin D. Roosevelt signed Executive Order 9066. Soon, rather than heading to court, these and thousands of other Japanese Americans found themselves forcibly heading to internment camps across the country.

Meanwhile, a lawyer named James Purcell saw the injustice that was occurring and was determined to do something about it. That something was to sue the United States government. Before he could file such a suit, though, he needed a plaintiff. Who better to represent the unlawful detainment of Japanese Americans than Mitsuye Endo? After all, in many ways she was a model American citizen. She had grown up in Sacramento, CA, where she went to public school and attended a Methodist church.



Born in the United States, she had never visited Japan and didn't know how to read or write Japanese. Her brother was even a soldier in the United States Army!

At first, Mitsuye hesitated, but finally she agreed. Later, she explained, "I agreed to do it at that moment because they said it's for the good of everybody, and so I said, well if that's it, I'll go ahead and do it." On July 12, 1942, Purcell filed a petition in federal district court in San Francisco, arguing that the United States government could not imprison Japanese Americans without trial.



Mitsuye Endo

The court heard the case but, without explanation, dismissed it. Then a funny thing happened. The War Relocation Authorities offered to release Mitsuye from the internment camp if she agreed to drop the lawsuit. She refused. She wanted to win freedom for the other 120,000 detained Japanese Americans, not just for herself! For three years, Mitsuye endured the harsh conditions of the internment camp while she continued her legal battle.

The following year, in 1943, Purcell sent an appeal to the Ninth Circuit Court of Appeals. The judge decided that, instead of issuing a ruling himself, he would send the case directly to the Supreme Court. This decision made Mitsuye the plaintiff in the case *Ex parte Endo*.

The Supreme Court heard the case, and on December 18, 1944, it ruled in favor of Mitsuye. Not only did it rule in favor, but it ruled *unanimously* in favor!

So is this why Mitsuye and her friend were celebrating? Because she had won her freedom? Not

exactly. The day before the Supreme Court released its decision, it had notified the White House of its ruling. The Roosevelt administration immediately issued Public Proclamation No. 21, which declared that the wartime internment camps were to be closed and all formerly incarcerated Japanese Americans would be allowed to return to the West Coast. Mitsuye had won her own freedom, yes, but more importantly she had won freedom for all Japanese Americans.



internment camp

=§ SOLDIER EQUIPMENT §=

LESSON
59

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

CKCKABAP

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

SGA SAKM

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

BLEFTILE

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



MEETLH

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

MIFRONU

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

ANETENC

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

Why are the supplies and equipment of soldiers so important?

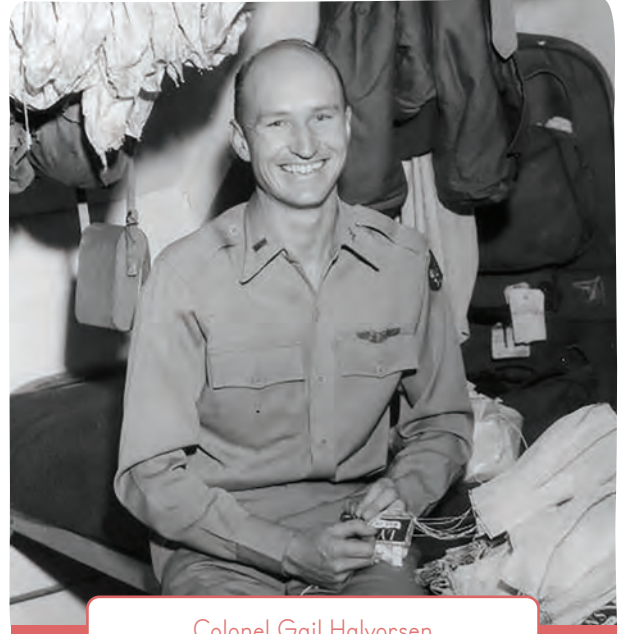
ckckabap = backpack; meetlh = helmet; sga sakm = gas mask; mifronu = uniform; bleftile = life belt; anetenc = canteen

THE BERLIN CANDY BOMBER

Read the following and complete the activity at the end of the extension:

"Little by little, a little becomes a lot." This wise proverb reminds us that the smallest actions can make the biggest difference. The story of Colonel Gail Halvorsen, a WWII US Army Air Force pilot known to his friends as Hal, is a notable example of this. Now remembered as "The Candy Bomber," Halvorsen made a small choice involving two sticks of gum that changed his life and the lives of others and turned into something much greater.

One day, while at a German airport utilized for airlift operations, Halvorsen noticed a group of about 30 children leaning against a barbed-wire fence. He spoke to them and was overwhelmed by their gratitude. Though they wore tattered clothes and had little to eat, what they worried about most was losing their freedom. At that moment, he wanted to give them something to bring them joy. He removed two sticks of gum from his pocket, and while not enough to share between them all, he handed the pieces through the fence and watched as they excitedly split them up to share, smelling the minty wrappers once they were gone. From this simple



Colonel Gail Halvorsen

kind gesture, a bigger idea grew. Halvorsen told the children to watch the sky for his plane, and he would bring them candy. When they asked how they would know it was him, he said, "I'll wiggle my wings before I land."

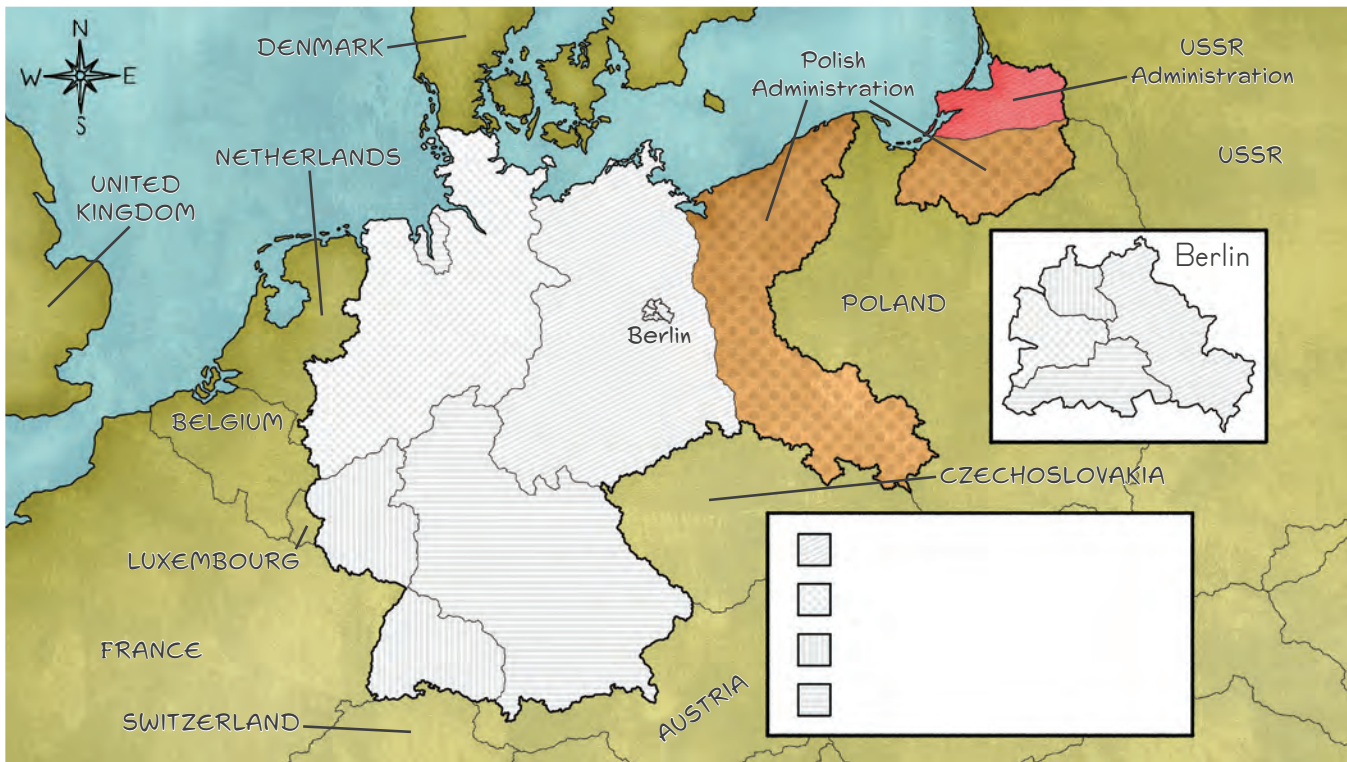
The children huddled against the fence that day were part of 2.5 million suffering civilians trapped in West Berlin because of disagreements between Allied Powers after WWII.

When the war had ended, Germany was split into four sections, each part occupied by an Allied Power: The Soviet Union controlled the eastern part, while the western part was controlled by France, Great Britain, and the United States. Germany's capital, Berlin, located in the middle of the part of Germany that the Soviet Union controlled, was also divided into four sections and shared by the Allied Powers.



Halvorsen preparing to board his plane

Use the map below to label the correct zones in both Germany and Berlin, then answer the questions. Start by completing the key. Label the first box as the "Soviet Zone." Label the second box as the "British Zone." The third box is the "French Zone," and the last one is the "American Zone."



1. Color the Soviet Zone red.



2. Color the British Zone green.



3. Color the French Zone yellow.



4. Color the American Zone blue.



5. Find Berlin on the map of Germany and place a star on the city.



6. How was Berlin divided?

7. How did the Berlin Airlift and Gail Halvorsen's actions show that "Little by little, a little becomes a lot"? What difference did they bring to the divided country of Germany?
