

# THE ARTIOS™ HOME COMPANION SERIES

## Courage, Character & Consequences

THE CIVIL WAR TO THE PRESENT

Elementary School

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ANALYTICAL GRAMMAR

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**Please note:** The articles compiled in this history text are from a variety of authors and do not always reflect the views or beliefs of Artios Academies. Although history should always be factual, it is recorded by humans who have opinions, beliefs and viewpoints that affect how they present material. We do our best to choose articles that best provide information, various worldviews for discussion, and as much accurate historical information as possible. However, there are times when an article may contain a statement that does not reflect our worldview or beliefs. When that occurs, our teachers do their best to discuss these items in class.

# The Artios Home Companion Series

## Curriculum Preface

Welcome to The Artios Home Companion Series! The curriculum and resources contained in The Artios Home Companion Series are the same as those which we use in our accredited academic program at our Artios Academies locations. Thus, you can be assured that it is a quality curriculum. However, The Artios Home Companion Series goes far beyond the normal tendency to promote retention of facts and random pieces of information. The developers of this series know that a child is not educated simply because he or she has completed a particular curriculum or logged a certain number of hours. From God's viewpoint, "educated" is something you become.

As home educators, many of us desire to give our children a Biblical education, grounded on Biblical principles. Many home educators apply Biblical principles to WHAT is taught, but it is also important to apply Biblical principles to HOW the subject is taught. The reality is that many of us were educated in a system that had priorities, principles, and philosophies that, at their very core, were non-Biblical — or even worse, diametrically opposed to a Biblical philosophy of education. Yet, we want to educate our children differently.

As a mom who home-educated her children for 23 years and as a teacher of hundreds of home-educated students for more than 25 years, my search and study for a Biblical approach to education, one that goes beyond just random facts and information, has been an ongoing journey. In many instances, I found myself learning right alongside my own children while retraining my thoughts, approaches, and methodology to fit what I saw in Scripture. I often wished that I could just buy one complete curriculum and be done with it. However, my heart told me that to meet the needs of each of my children individually, I needed to put much thought, prayer, and research into pulling together a unique curriculum that adapted to each of them. It was difficult and time-consuming to pull together pieces from various sources, knowing what to include and what to leave out.

Then, after going through this laborious process, it was even more daunting to realize the REAL work hadn't even begun. With materials selected and lesson plans ready, my work was just beginning. When it was time to execute the plan, I would need to be available to find those teachable "heart" moments with my children that would educate and stimulate so much more than just the mind. My goal with each of my children has been to graduate a well-rounded, heart-instructed student, who knows the source of real knowledge and wisdom.

As my husband John and I began to envision how a Biblical approach to education would play out in our personal lives, in the lives of each of our children, and then in the life of our family, several key and core values began to surface. These core values formed a firm foundation upon which to build our lives and our family. They don't reflect methodology. Instead, they reflect a foundation upon which to base methodology. These values, in and of themselves, don't describe what we do. Instead, they reflect the foundation upon which we make strategic choices in fulfilling what God has called us to do.

In a sense, these core values represented our worldview of education. "Christianity Today" defines worldview as follows:

- A set of presuppositions (assumptions which may be true, partially true, or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic makeup of our world.
- More simply put, *worldview* refers to is the sum total of what we believe about the most important issues of life.<sup>1</sup>

As we began home educating our children, we discussed what we felt were our God-given responsibilities and priorities in raising our children. The attempt to define and verbalize these priorities

has been an ongoing process. However, I assure you that without these priorities, or when we lose sight of them, we are greatly tempted to make decisions based on fear, peer pressure, tradition, or many other ungodly influences.

Throughout The Artios Home Companion curriculum, the choice of eclectic resources, the application of truths, the choice of emphasis, and the leading ideas emphasized all reflect these core values. During the development of The Artios Home Companion, we have tried to apply a Biblical worldview and the core values that have appeared throughout our study of Scripture. It is our prayer that this curriculum will be of great help to those parents wishing to reflect these core values to their own children and will save them the time of pulling together a myriad of resources.

What are these core values?

- God’s Word reigns supreme and is the guiding force behind our thoughts and actions in every area of life.
- The heart is the focus of spiritual growth.
- God created man as multi-faceted and unique individuals.
- God’s Word “equips” the children of God.
- Our lives and choices should reflect God’s character to those around us.
- The family is a God-ordained institution through which the next generation is nurtured and disciplined.

Let’s take a look at each of these core values in more depth.

### **God’s Word reigns supreme and is the guiding force behind our thoughts and actions in every area of life.**

God’s Word speaks to the issues that we face including questions regarding the origin of the world, marriage, friends, entertainment, government, economics, and yes, even education. Because of this, God’s Word and the principles found therein should be pointed out and emphasized in those “teachable moments” found in every academic and arts related topic and in every situation that we face as we “walk along the way” with our students. It is not enough to throw Scripture at a particular topic in arts and academics. Our goal should be to begin and end our study of each subject with God’s Word as the foundation and the lens through which we view it.

1 Timothy 3:16 and 17 states this very plainly when it says, “All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.” In the Greek, this is the only instance of the word “Artios” appearing and it means: competent, equipped, thoroughly prepared. Isn’t that what we want for our children? We want them to be competent, equipped, and prepared for whatever God has for them and for whatever the future holds. The answer to making sure they are equipped is not found in the perfect curriculum, the perfect methodology, or the perfect teacher. The source for equipping our children is God’s Word. If we believe this to be true, Scripture must reign in every aspect of life, instruction, and education. This belief should motivate us to ponder and consider the influence (or lack thereof) of God’s Word in every academic and artistic subject.

In 2 Peter 1, Peter talks about the power of Scripture as including “all things that pertain to life and godliness.” Thus, a Christian’s worldview, including his approach to education, is to be based on Biblical truth. To hurry through those teachable moments and opportunities, or to fail to see opportunities to teach our students how to apply God’s truth as the guiding force behind their lives, is to miss a vital aspect of a truly Biblical approach to education. I love how Paul states this in I Corinthians 2:12-16 when he says, “Now we have received not the spirit of the world, but the Spirit who is from God, that we might understand the things freely given us by God. And we impart this in words not taught by human wisdom but taught by

the Spirit, interpreting spiritual truths to those who are spiritual. The natural person does not accept the things of the Spirit of God, for they are folly to him, and he is not able to understand them because they are spiritually discerned. The spiritual person judges all things, but is himself to be judged by no one. ‘For who has understood the mind of the Lord so as to instruct him?’ But we have the mind of Christ.”

As I have journeyed through a study of Scripture to find what God says about the education of my children, I have realized time and time again that my thinking was “off” from what Scripture said was to be my priority. Colossians 2:8 gives a charge that many of us should take to heart: “See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ.”

Many times, in the area of education, I have found myself influenced by a leader’s personality, by peer-pressure, by friends, by fear, and by tradition. If my number-one core value and the guiding force behind my thoughts and actions in every area of life is that God’s Word reigns supreme, then that should apply to my approach and to my priorities in the education of my children. It is to Scripture that I should first turn when making decisions in this and every area of my life.

In developing this curriculum, one of our goals has been to assist you in educating and equipping your children by providing you with a framework and specific help in finding those teachable moments, those times when God’s Word can be applied to the topic at hand, so that amazing discussion and interaction can take place between you and your child as you “teach them in the way.”

### **The heart is the focus of spiritual growth.**

For a Christian educator, our primary focus should always be the instruction of the heart. Noah Webster, in his 1828 dictionary, defines the word heart as “the seat of affections and passions as of love, joy, grief, enmity, courage, pleasure.” He defines “educate” in this way: “to bring up, as of a child; to instruct; to inform and enlighten the understanding; to instill into the mind principles of arts, science, morals, religion, and behavior. To educate children well is one of the most important duties of parents and guardians.”

The heart is referred to hundreds of times throughout Scripture and its mention can be put into the following categories defined by Ruth Beechik, author of *Heart and Mind*: thought, emotion, motive, physical, spiritual, moral, general or a combination of these. We instruct the heart of our students thoroughly and diligently. Deuteronomy 6:6-7 says “And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.”

When we focus on the instruction of the heart, those things that we find important in education and in outward performance and appearance are forever altered. Although it is a noble aspiration to have your children do well in school, it is not a supreme priority. Although it is a noble aspiration to have them achieve high honors in various areas of life, it is not a supreme priority. It is not enough to focus on outward performance and conformity, our goal should be the instruction of our child’s heart. We must remember that the “fear of the Lord is the beginning of wisdom” — a wisdom that is much more than a head knowledge, but rather leads to a heart change.

Throughout this curriculum we have tried to find opportunities to assist you, not only with teaching the academic subjects, but by pointing out those times when instruction of the heart is vital. The study of history, literature, science, the arts and more, provides ample opportunities to demonstrate “heart matters” to our children.

### **God created man as multi-faceted and unique individuals.**

Many of us have been educated in a secular system or perhaps private schools in which a secular philosophy of education has become prevalent. A secular philosophy of education views a student as a

wonderful and complex human organism just waiting to be filled by a learning process that is measured simply by the retention of facts and information.

In contrast, a Biblical view of education views education and learning as a personal process that not only involves a student’s heart, but also his soul and mind. With this view, education can be measured by wisdom, understanding, and a knowledge of the truth. Our children should be seen as “whole” and unique individuals whose whole being should be addressed through the process we call education.

Thus, our instructional approach throughout The Artios Home Companion Series is to implement a creative and integrative approach to learning. Just as each individual is unique and multi-faceted, life, in and of itself, is also multi-faceted. When a student cannot understand how his subject matter interacts with real life, or with other aspects of study, the motivation and enthusiasm for learning will not be as strong as it could be. When students realize that what they are studying is not alienated from other subjects or from real life, there is a mental and emotional engagement. This where real progress begins.

Our subjects are integrated, not only by time period, but also by theme and emphasis, which will be referred to throughout the curriculum as “Leading Ideas.”

Not only is our approach to content and instruction creative, integrative, and multi-faceted, but throughout The Artios Home Companion Series, the learning activities and assessments are also creative, integrative, and multi-faceted, addressing various types of learning styles and teaching personalities.

Last but not least, if you are teaching children of various ages within your home, we have integrated weekly topics at the appropriate age development level, to allow for more family interaction, study, and discussion. This integration avoids having each student studying something different and the teacher (that’s you), being pulled in numerous different directions.

### **God’s Word “equips” the children of God.**

While traveling this 23-year journey of home education, I came across a book called *The Noah Plan* from The Foundation for American Education. Within that book, the authors contrast two historic worldviews of education. When we say that we have as a core value the fact that God’s Word “equips” the children of God, it is important to define the word “equip.” To many the word “equip” applies only to areas of knowledge, academic competence, usefulness in society, and the ability to produce. However, the philosophy that I found within this valuable resource, *The Noah Plan*, contrasted two very different views of someone who is “equipped” or “educated.”

The authors contrasted a Hebrew mindset of education with a Greek mindset of education. I have included their chart:

	<b>Hebrew Mindset</b>	<b>Greek Mindset</b>
<b>Education Begins:</b>	Knowledge of God	Knowledge of Man
<b>Essential Quality:</b>	Holiness of God	Transference of Knowledge
<b>Education is for:</b>	All the people	Wealthy and leisure classes
<b>Education is to develop:</b>	The whole person	Aptitudes and talents
<b>Why Learn:</b>	To revere God	To comprehend
<b>Object of Education:</b>	To know God and submit to the authority of His Word	To know thyself



While a knowledge of man, a transference of knowledge, a knowledge of oneself, the ability to comprehend, and the development of specific aptitudes and talents may be important, do you notice the difference in focus between the two columns? One column focuses on man, the other on God.

A few years ago, I wrote a book titled: *Beginning With the End in Mind*, which is basically a study of 2 Peter 1 and its application to various areas of our lives. In no uncertain terms, Peter tells us that our two supreme priorities as Christians are to know God and to grow to become more like Him. If we “begin with the end in mind” in education, with a focus on what God says is most important, then our approach and priorities in education will be transformed.

### **Our lives and choices should reflect God’s character to those around us.**

The study of history based on the lives and characters of individuals provides a superb means by which our focus on God’s character helps us discern the ways in which the lives of significant historical figures did or did not portray true reflections of their Creator. It has been said that the study of history should prevent us from repeating the mistakes of the past. However, it is one thing to study history. It is a completely different approach to study history through the study of individuals, to study the arts through the lens of historical events and their influences, and to study literature as a reflection of the time in which it was written. By studying these subjects and others in an integrative method, not only are the subjects themselves given new meaning in the lives and minds of our children, but these individuals, events, actions, and products are all shown to be related. “No man is an island,” and nothing could show this fact to be more true than the study of subjects in an integrative and creative format.

It is all too common to study subjects in isolated and mindless file folders of information, never taking the time to show our students how life and LIVES interact with one another. As children of the Most High God, we are to be a reflection of God to the world around us. But often we think that our actions and our choices make little difference in the grand scheme of things. Nothing could be further from the truth. Our lives have the ability to influence for good or for evil, for positive action or for negative apathy. Studying history, literature, the arts, and other subjects as they relate to each other helps students develop an integrated way of thinking and reasoning. On a spiritual level, it helps them see their own lives as a reflection of God in their unique spheres of influence.

### **The family is a God-ordained institution through which the next generation is nurtured and disciplined.**

The family is God’s first institution shown in Scripture, and by the very nature that it was created by God as a reflection of Christ and His church, it has important meaning and an aspect of holiness and sanctity. Yet, each family is made up of individuals. Because of that, there are many variables in our approach to educating our children as individuals.

It is our hope and prayer that The Artios Home Companion Series will be able to literally come alongside you and assist you in your role as the God-ordained institution through which the next generation is nurtured and disciplined. We hope that you will find contained within the pages of these resources the structure, guidance, and flexibility needed to approach the students within your family as individuals, all while you move together as a family unit to bring honor and glory to the One of whom we are to be a picture.

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1. *Exploring Christianity - Truth*, <http://www.christianity.co.nz/truth2.htm>

# The Artios Home Companion Series

## Curriculum Details

It has been said that methodology is nothing more than applied philosophy. All the core values I previously mentioned are now put into practical application through the logistics, choices, and options found within The Artios Home Companion Series. Each unit is divided into a teacher overview and one or more student lessons. For families with students at multiple grade levels, each level within the curriculum is color coded: elementary, middle school, and high school.

### Unit Overview

At the beginning of each unit, you will find a unit overview for you as the adult. On this page you will find several important main headings: Topic Overview; Assignments and Activities; Key People, Places, and Events; Leading Ideas; and in some lessons, Vocabulary.

At the start of each unit, it will be important for you to read through this overview. The information contained in this section will give you insight into the objectives for each unit. It will give you a broad overview of what you will be studying with your child throughout the unit and the emphasis suggested by The Artios Home Companion Series. Although middle school and high school students are becoming more independent than their elementary counterparts, it is still important to stay abreast of what your student is studying even at these ages so that you are able to hold them accountable and keep them moving forward through the material and so that you can use the leading ideas and discussion questions as launching pads for discussions that lead to the discipleship of your children as you teach them “along the way.”

### Student Notebook

It is highly recommended that elementary and middle school students learn to set up a notebook based on their studies in The Artios Home Companion Series. This sets a wonderful foundation for the 4 R’s of Research, Reason, Relate, and Record. You and your child’s classroom teacher will determine the best means of organizing this notebook.

At the high school level, it is vitally important for students to conquer the skill of organization and to learn to set up a notebook of their own. These skills are crucial for college level study in the future. This information will also prove useful on the college level when your student is asked to do research on a particular topic. At that point that your student will find this notebook an especially useful resource.

- History Section: In the case of history, the notebook serves as a great resource for portfolio review and a content-driven history timeline. This notebook can be set up based on the chronological sequence of the units contained in the curriculum, with a divider for each unit, or it can be divided into seven week sections, or even one long line of notebook information. However you choose to use this notebook approach, be sure to place the information in the notebook in the order in which it is presented in the curriculum.
- Literature Section: This section should be broken down by book studied and contain information on the author, plot, literary elements, etc. as they pertain to each literary piece studied.
- Vocabulary Section: Last but not least, in both history and literature the student will be exposed to new vocabulary.

## Lesson Contents

Teacher Overview:	This section contains an overview of that unit's topic.
Assignments and Activities:	Suggested reading, activities, and resources that correlate with the unit's topic and emphasis are included in this section. For <b>elementary</b> and <b>middle school</b> students, the assigned selection can be read aloud or independently, depending on the level and learning style of the student. For <b>high school</b> students, the assigned reading can be read independently, but during a week of a particularly difficult topic or section of reading, the parent should be available for questions and discussion.
Leading Ideas:	These are ideas, principles, and lessons that can be taught based on the information contained in the unit and then reinforced through teachable moments and various activities. These principles are supported by Scripture that can be memorized to affirm this learning.
Key People, Places, and Events:	A list of important people, places, and events are given to which your student should give special attention. The first significant instance of each of these in a lesson will be in a <b>bold</b> font.
Discussion Questions:	It is suggested that following the reading for the day, the student "narrate" the information that has been read. At the <b>elementary</b> level, this can be done orally or in written form using one of the notebook pages provided for in the curriculum. Discussion questions serve as a guide to discern what information should be emphasized in that narration process. At the <b>middle school</b> and <b>high school</b> levels the student should "narrate" in written form the information that has been read, including the answers to any discussion questions.
Vocabulary:	In some lessons, vocabulary words will be listed. These should be written down and a contextual or researched definition written out as well. It is suggested that these be written in a separate divider section of the student's notebook and that one letter of the alphabet be assigned to each page. The first significant instance of each of these in a unit will be in a <b>bold</b> font.
Articles:	These present one of our many opportunities as Christian parents and teachers to help students develop discernment. Some articles may present the myths and beliefs of various cultures and time periods. At times, those beliefs are presented within the articles as though they were true (i.e., Greek and Roman Mythology). Please help your students to recognize those things that stand opposed to God's Truth as you go through each lesson together, and contrast those beliefs with the Christian doctrines of monotheism and salvation by grace through faith.
Special Study:	Sometimes a student's interest or curiosity will be piqued by a particular person or event in history. Don't miss this opportunity to flex with the interest of your student. The Artios Home Companion Series provides suggested activities and a schedule outline. However, this should never be considered a constricting resource but rather a jumping-off point for interest-driven adventures!

Learning Styles:

Each unit contains main assignments and suggested activities. However, you may want to mix up activity types from time to time. This way, you will find some optional or substitute activities that you can use with your student to assess or reinforce their learning along the way. These activities are made up of learning-style-specific activities designed to specifically target different types of learners.

Websites:

Some units list websites and videos for a parent or student to access, either for suggested assignments or additional resources. These are included on our HCS Class pages, and a list of the websites and videos that are suggested for assignments is also included in the Appendix of this book. Because of the dynamic nature of the Internet, any web addresses or links contained in this volume may have changed since publication and may no longer be valid. As we become aware of these, we will attempt to find replacements and list them on our website. If a web link won't open a web page by clicking the link, try typing the URL into a web browser. **Note:** *The articles, websites, and videos selected for this curriculum represent a wide variety of artistic and teaching styles in order to provide students with familiarity with more than a single style for conveying information. Also, while we benefit from the research involved in the production of each one, please be aware that some information presented within them, or values espoused by their producers, may not be fully accurate or in agreement with Christian values. Please always be discerning while teaching.*

Unit	History	Language Arts ~ L.A. Page 1
1	EL: Heading Toward Civil War..... 13  MS: Foreshadowing America’s Civil War  HS: Prelude to the American Civil War	EL: <i>Freedom Train: Story of Harriet Tubman, Dorothy Sterling</i> ..... L.A. Page 5  MS: Poetry of the Modern Time Period: Edgar Allen Poe  HS: Poetry of the Modern Time Period: John Keats
2	EL: America Goes to War Against Itself ..... 30  MS: Conflict Flares Up Into Civil War  HS: Conflict Erupts Into Civil War	EL: <i>Freedom Train: Story of Harriet Tubman, Dorothy Sterling</i> ..... L.A. Page 7  MS: Poetry of the Modern Time Period: Lewis Carrol  HS: Poetry of the Modern Time Period: Edgar Allen Poe
3	EL: The Civil War Heats Up ..... 49  MS: The Civil War Through Gettysburg  HS: America’s Civil War Intensifies	EL: <i>Freedom Train: Story of Harriet Tubman, Dorothy Sterling</i> ..... L.A. Page 8  MS: Poetry of the Modern Time Period: Robert Frost  HS: Poetry of the Modern Time Period: Henry Wadsworth Longfellow
4	EL: The Civil War Shifts Direction ..... 80  MS: The Civil War Through 1864  HS: The Civil War Rages On	EL: <i>Freedom Train: Story of Harriet Tubman, Dorothy Sterling</i> ..... L.A. Page 8  MS: Poetry of the Modern Time Period: Shel Silverstein  HS: Poetry of the Modern Time Period: Gerald Manley Hopkins
5	EL: The Civil War Comes to an End ..... 95  MS: The End and Results of America’s Civil War  HS: The War’s End and Its Aftermath	EL: <i>The Root Cellar, Janet Lunn</i> ..... L.A. Page 10  MS: <i>Across Five Aprils, Irene Hunt</i>  HS: <i>Uncle Tom’s Cabin, Harriett Beecher Stowe</i>
6	EL: Binding Up the Nation’s Wounds ..... 108  MS: Moving Forward After Civil War  HS: Reconstruction and Postwar Advancements	EL: <i>The Root Cellar, Janet Lunn</i> ..... L.A. Page 11  MS: <i>Across Five Aprils, Irene Hunt</i>  HS: <i>Uncle Tom’s Cabin, Harriett Beecher Stowe</i>
7	EL: Industries and the West ..... 123  MS: Industries and the American West  HS: Industries and the Great American West	EL: <i>The Root Cellar, Janet Lunn</i> ..... L.A. Page 11  MS: <i>Across Five Aprils, Irene Hunt</i>  HS: <i>Uncle Tom’s Cabin, Harriett Beecher Stowe</i>

Unit	History	Language Arts
8	EL: The Gilded Age ..... 138 MS: The Gilded Age in America HS: America's Gilded Age	EL: <i>The Root Cellar</i> , Janet Lunn ..... L.A. Page 12 MS: <i>Across Five Aprils</i> , Irene Hunt HS: <i>Uncle Tom's Cabin</i> , Harriett Beecher Stowe
9	EL: America - A World Power ..... 150 MS: A Changing World HS: America Becomes a World Power	EL: <i>The Root Cellar</i> , Janet Lunn ..... L.A. Page 12 MS: <i>Across Five Aprils</i> , Irene Hunt HS: <i>Uncle Tom's Cabin</i> , Harriett Beecher Stowe
10	EL: Start of the Twentieth Century ..... 158 MS: The Twentieth Century Begins HS: Dawn of the Twentieth Century	EL: <i>The Singing Tree</i> , Kate Seredy ..... L.A. Page 13 MS: <i>Peter Pan</i> , J.M. Barrie HS: <i>A Doll's House</i> , Henrik Ibsen
11	EL: Reform in America ..... 165 MS: American Spirit of Reform HS: The Spirit of Reform in America	EL: <i>The Singing Tree</i> , Kate Seredy ..... L.A. Page 14 MS: <i>Peter Pan</i> , J.M. Barrie HS: <i>A Doll's House</i> , Henrik Ibsen
12	EL: Labor Troubles ..... 173 MS: Labor Relations HS: Industrial Democracy	EL: <i>The Singing Tree</i> , Kate Seredy ..... L.A. Page 15 MS: <i>Peter Pan</i> , J.M. Barrie HS: <i>A Doll's House</i> , Henrik Ibsen
13	EL: President Wilson and the Start of the Great War ..... 183 MS: The World Goes to War HS: Wilson and the Start of World War I	EL: <i>The Singing Tree</i> , Kate Seredy ..... L.A. Page 16 MS: <i>Peter Pan</i> , J.M. Barrie HS: <i>A Doll's House</i> , Henrik Ibsen
14	EL: America Enters the Great War ..... 193 MS: America in the First World War HS: America Enters World War I	EL: <i>The Singing Tree</i> , Kate Seredy ..... L.A. Page 16 MS: <i>Peter Pan</i> , J.M. Barrie HS: <i>A Doll's House</i> , Henrik Ibsen

Unit	History	Language Arts
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21	EL: The Cold War Years ..... 270  MS: The Cold War Era HS: The Cold War Era Continues	EL: <i>Number the Stars</i> , Lois Lowry ..... L.A. Page 24  MS: <i>Diary of a Young Girl</i> , Anne Frank HS: Works of Poetry from WWI and Speeches from WWII
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Unit	History	Language Arts
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28	EL: Toward a New Millennium ..... 316  MS: End of a Millennium HS: Advent of a New Millennium	EL: <i>My Side of the Mountain</i> , Jean George .....L.A. Page 29  MS: <i>A Wrinkle in Time</i> , Madeleine L’Engle HS: <i>Out of the Silent Planet</i> , C.S. Lewis
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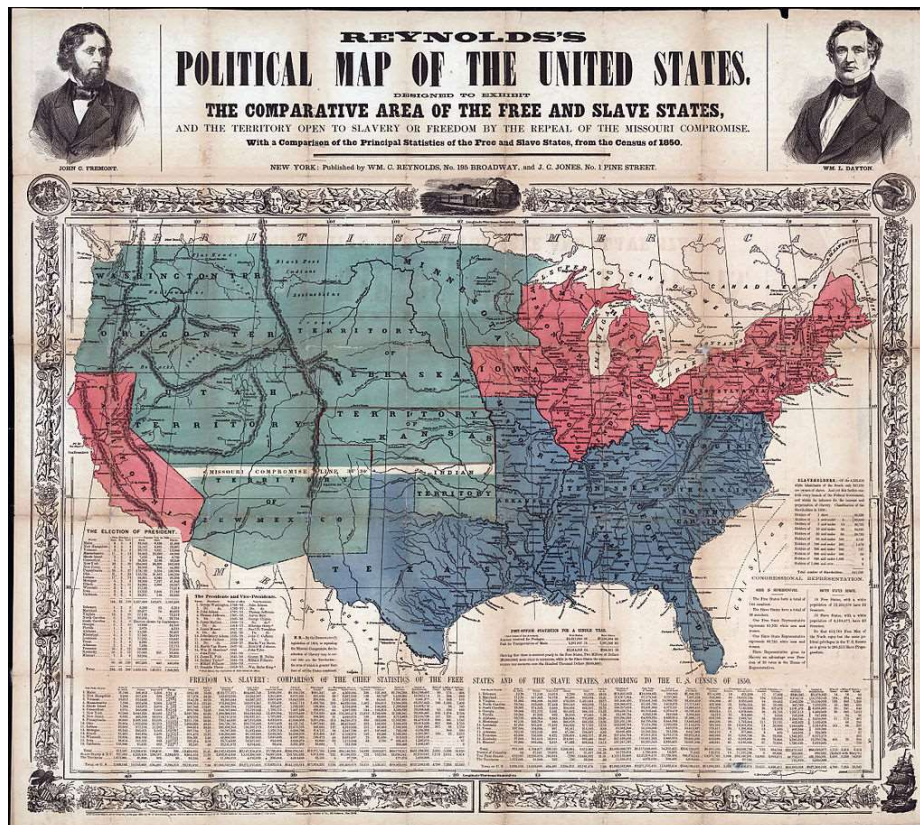


# The Artios Home Companion Series

## Unit 1: Heading Toward Civil War

### Teacher Overview

DURING THE FIRST HALF of the nineteenth century, major changes took place around the world, with improvements in the ways people traveled and communicated, and many clever inventions. At the same time, nations and people groups fought against each other for control and independence in various parts of the world. Although slavery was abolished by most countries early in the century, the struggle to end the terrible practice in America was a long and bitter one. This unit will review this time period to help us understand how it led America's Civil War and the modern era that followed.



Map of free and slaveholding states (c.1856)

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete four lessons in which they will learn about **events that led to America's Civil War**, as well as **nineteenth century advances and conflicts around the world**.

**Note:** Many of the readings in the lessons of this volume have been supplemented with text boxes that look like this and contain updated or additional information not included by the articles' original authors.

- Define vocabulary words.
- Throughout this course students will be asked to complete biography notebook pages. They are to do a small amount of outside research (if needed after completing the lesson's readings), and then write up a biographical page on the subject. They will add this and later biography pages to the appropriate unit's section in their history notebook. In this unit they will write biography notebook pages on **Florence Nightingale**. They will add these and later biography pages to the appropriate unit's section in their history notebook.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Idea

**The Bible provides the ethics by which to judge people and nations.**

– Exodus 20:1-17—Read or listen to this passage in the ESV at:

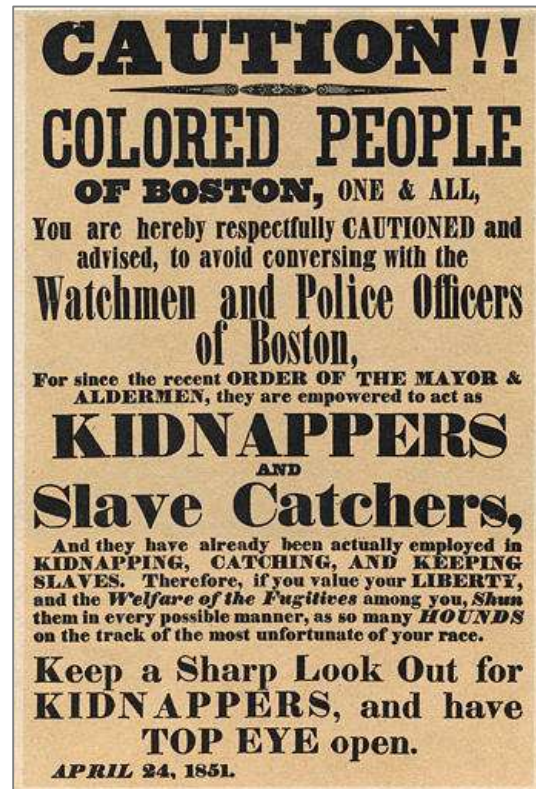
<http://www.bible.is/ENGESV/Exodus/20>

## Vocabulary

Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:
prominent	none	none	none
gallery			
resign			
address			
compromise			

## Key People, Places, and Events

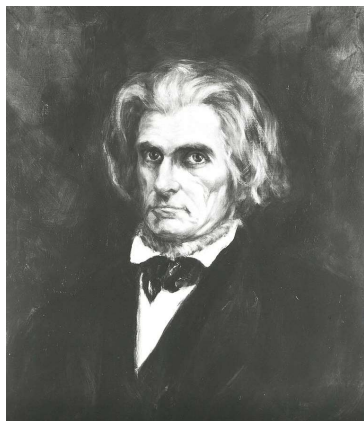
John Calhoun  
Henry Clay  
Daniel Webster  
Missouri Compromise  
Andrew Jackson  
Compromise of 1850  
Fugitive Slave Act of 1850  
Charles Goodyear  
Samuel Morse  
Quintuple Alliance  
European Revolution of 1848  
Napoleon III  
Second French Republic  
Crimean War  
Florence Nightingale  
British Empire  
Queen Victoria  
Victorian Era  
Irish Potato Famine



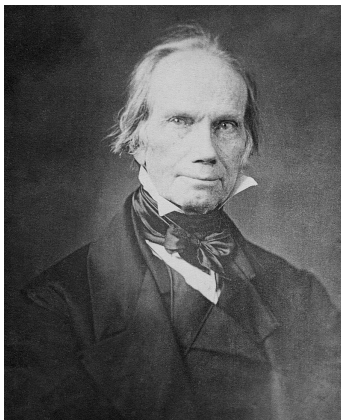
## Lesson One

### History Overview and Assignments Three Statesmen Who Disagreed

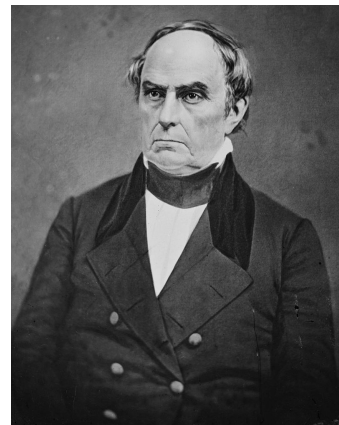
THE DISAGREEMENT over slavery in America stirred deep feelings over whether new territories should be free or open to slavery when they became states. To better understand how this issue led to America's Civil War, we will look at the lives and careers of three early statesmen named John Calhoun, Henry Clay, and Daniel Webster.



John C. Calhoun



Henry Clay



Daniel Webster

### Reading and Suggested Assignments

- Read the article: *Calhoun, Clay, and Webster*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

prominent  
resign  
address

gallery  
compromise

### Key People, Places, and Events

John Calhoun      Henry Clay      Daniel Webster

### Discussion Questions

1. How old was John Calhoun when his father died?
2. List the government positions he held during his lifetime.

3. How did Henry Clay learn to become a good public speaker?
4. What character qualities made him a favorite among the people in Kentucky?
5. How did Clay differ from Calhoun in the way they viewed disagreements?
6. What nickname did Clay earn because of this?
7. What remarkable thing did Daniel Webster do when he was eight years old?
8. What did he do for a year after finishing college? Why?

*Adapted for Elementary School from the book:*

## ***Stories of Later American History***

*by Wilbur F. Gordy*

### ***Calhoun, Clay, and Webster***

The land gained by America from Mexico in 1848 added much to the size of the country. But it led to a bitter dispute between the North and the South over slavery. For the North said: “All this territory shall be free.” The South said: “It must all be open to slavery.”

The conflict over slavery was no new thing. It had become quite serious—and dangerous—many years before the Mexican-American War. To understand why America was not yet rid of slavery, we must go back to some earlier events in the history of the Union. To do this, we will follow the lives and careers of three **prominent** statesmen, **John C. Calhoun, Henry Clay, and Daniel Webster**, who each took a major part in the events.



John C. Calhoun at the age of 40,  
by Charles Bird King (1822)

### **John Calhoun**

John Calhoun, born in South Carolina in 1782, was the fourth of five children. His father died when he was only thirteen, and until he was eighteen, he remained on the farm, living a quiet, simple outdoor life, plowing, hunting, riding, and fishing.

Then his brother, who had noticed that John was quite smart, persuaded him to get an education. After studying in an academy, he entered Yale College. After graduating in 1804, he took a course in the law school at Litchfield, Connecticut, and then returned home to complete his studies to become a lawyer.



Calhoun's office and library

John worked hard to be a good student, and as a man he was always steady and serious-minded. During the early years of his public life, he won much praise for his close attention to work, his stately speeches, and his courteous manners. His good posture and his piercing dark eyes made

him an impressive figure, while as a speaker his powerful voice was sure to command attention.

In 1808 he entered the South Carolina Legislature. This was the beginning of his long public career of more than forty years. During this time, he served his country as a representative in Congress, secretary of war, vice president of the United States, secretary of state, and United States senator.

In all these many years he was a prominent leader, especially in those events which concerned the slaveholding southern planter. This we shall see later, after we have met the second of the powerful trio of great statesmen, Henry Clay.



Henry Clay as a senator,  
Henry F. Darby (c.1858)

### Henry Clay

Henry Clay was born near Richmond, Virginia, in 1777, in a low, level region called “the Slashes.” He was one of seven children. His father was a Baptist clergyman, of fine voice and pleasing manner of speaking. He died when little Henry was four years old, leaving only a small amount of money for his family to live upon.

Henry went, like the other boys of “the Slashes,” to a tiny log school without

windows or floor. The schoolmaster, who knew very little himself, taught the boys to read, write, and do simple math. But that was all.

Outside of school hours Henry shared in the family’s farm work. He helped with the plowing and often rode the family pony to the mill, using a rope for a bridle and a bag of corn, wheat, meal, or flour for a saddle. For this reason he was called “the Mill Boy of the Slashes.”

When fourteen years old he was given a job as clerk in a Richmond drug store. But he was not to stay there long, for about this time his mother married again, and his stepfather became interested in him. Realizing that Henry was a boy of unusual ability, he secured for him a position as copying clerk in the office of the Court of Chancery at Richmond.



The birthplace of Henry Clay, near Richmond

Henry was fifteen years old, tall, and thin when he took this job. The other clerks made fun of his homemade, poorly-fitting clothes. But Henry’s bold answers quickly silenced them, and they soon grew to respect and like him. He was an earnest student. He stayed indoors reading in the evenings, while the other young fellows were wandering around the town. He was eager to do something special in the world.

His chance soon came in the course of his daily work. His good handwriting attracted the notice of the chancellor, a very able lawyer. This man was wise and kindly and had a deep influence on his young friend.

Clay joined the Richmond Debating Society and soon became the star speaker. He improved his speaking by daily studying some passage in a book of history or science, and then going out into a quiet place and practicing making speeches about what he had learned.

The chancellor knew about this, and it pleased him. He advised Henry Clay to study law, and within a year after his studies began, when he was only twenty-one years old, he became a lawyer.

To begin his law practice, he went to Lexington, Kentucky, which was then a small place of not more than fifty houses; but Clay very soon built up a good practice. Although he had arrived with scarcely a penny, within a year and a half he became so successful that he was able to marry the daughter of a leading family. He soon owned a beautiful estate near Lexington, which he called "Ashland."

He became a great favorite among the people of the state, largely because he was absolutely truthful and honest in all his dealings. He was also talented, good-natured, and friendly to all. It is said that no man has ever had such power to influence a Kentucky jury as Henry Clay.

Twice he was sent to the United States Senate to fill seats left vacant by senators who **resigned**, and here his power as a speaker was so great that when it was known that he would **address** the Senate the **galleries** were always full.

Such was the beginning of his life as a statesman. It lasted some forty years, and

during this long period he was a prominent leader in the great events having to do with the country's future.

He filled various national offices. He was Speaker of the House of Representatives for many years, was four years secretary of state, and during much more than half of the time between 1831 and 1852 he was a member of the United States Senate. Three times he was a candidate for president, but he was not elected.

He would not turn from what he considered his duty, even to help his political party. "I would rather be right than be president," he said, and men knew that he was sincere.

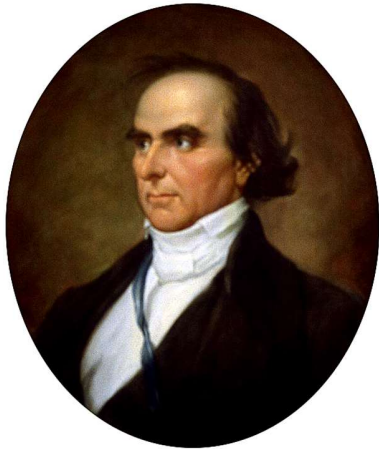
Living in a Southern state, he would naturally have the interests of the South at heart. But he did not always take her part. While John Calhoun usually saw only one side of a question, Henry Clay would look at both sides and present his views in such a way as to bring about a **compromise** settlement. Therefore, he was called "the Great Peacemaker."

Henry Clay did his hardest work as a peacemaker while the Senate put together the Missouri Compromise in 1820, the Compromise Tariff in 1833, and the Compromise of 1850. We will look into all of these a little later, after we come to know something about the last and perhaps the greatest of our three statesmen, Daniel Webster. For all three were interested in the same great movement.

### Daniel Webster

Daniel Webster was born in 1782 among the hills of New Hampshire, the son of a poor farmer and the ninth of ten children. As he was a frail child, not able to work much on the farm, his parents let him spend

much of his time fishing, hunting, and roaming over the hills. In this way he came into close touch with nature and gained a kind of knowledge which was very useful to him in later years.



Daniel Webster as a senator,  
by Adrian S. Lamb, commissioned in 1955 by the US  
Senate, based on an oil painting by George Healey

He was always learning things, sometimes in most unusual ways, as is shown by something which took place when he was only eight years old. Having seen in a store near his home a small cotton handkerchief with the Constitution of the United States printed upon it, he gathered up his small earnings to the amount of twenty-five cents and eagerly bought the treasure. From this unusual copy he learned the Constitution, word for word, so that he could repeat it from beginning to end.

Of course, this was a most remarkable thing for an eight-year-old boy to do, but the boy was himself remarkable. He spent much of his time reading and studying books. They were few in number but of good quality, and he read them over and over again until they became a part of himself. It gave him keen pleasure to memorize fine poems and also noble selections from the Bible, for he learned easily and remembered well what he learned. In this way he stored his mind with the highest kind of truth.

When he was fourteen his father sent him to an academy. The boys he met there were mostly from homes of wealth and culture. Some of them were rude and laughed at Daniel's plain clothes and country ways. Of course, the poor boy, whose health was not robust and who was by nature shy and independent, found such treatment hard to bear. But he studied well and soon commanded respect because of his good work.

After leaving this school he studied for six months under a private tutor, and at the age of fifteen he was prepared to enter Dartmouth College. Although he proved himself to be a youth of unusual mental power, he did not take high rank in scholarship. But he continued to read widely and thoughtfully and stored up much valuable knowledge, which he later used with clearness and force in conversation and debate.

After finishing college Daniel became a teacher for a year and earned money enough to help pay his brother's college expenses. The following year he studied law and in due time became a lawyer. As a lawyer he was very successful, his income sometimes amounting to twenty thousand dollars in a single year. In those days that was a very large amount of money.

But he did not manage his money affairs well and, no matter how large his income, he was always in debt, because he spent too much.

Indeed, Webster was a man of such large ideas that he did all things on a large scale. It was vastness that appealed to him. And this ruling force in his nature explains his eagerness to keep the Union whole and supreme over the states. This we shall soon clearly see.

## Lesson Two

### History Overview and Assignments Slavery and the Tariff

IN THE YEAR 1820, the North and the South agreed on a compromise. To please the South, Missouri would enter the Union as a state in which slavery would be permitted. To please the North, slavery would not be allowed in any part of the Louisiana Purchase which lay north or west of Missouri. This was called the Missouri Compromise. Higher tariffs and taxes on the South led to more conflict, and the state of South Carolina threatened to secede, or pull out, from the Union and form a separate nation.



*Slaves Waiting For Sale—Richmond, Virginia,  
by Eyre Crowe (1861)*

### Reading and Suggested Assignments

- Read the article: *Slavery and the Tariff*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

Missouri Compromise

Andrew Jackson



## Discussion Questions

1. What was the Missouri Compromise?
2. Which part of the country did John Calhoun speak for?
3. Why did the people of South Carolina oppose the high tariff laws?
4. What did Daniel Webster think about South Carolina's refusal to obey the law?
5. Describe the plan proposed by Henry Clay and adopted by Congress.

*Adapted for Elementary School from the book:*

### ***Stories of Later American History***

*by Wilbur F. Gordy*

### ***Slavery and the Tariff***

Before the American Revolution there was slavery in all the thirteen colonies. Some of the colonies wanted to get rid of it; but England, the mother country, would not let them, because England profited by the trade in enslaved people. After the Revolutionary War was over, though, some states outlawed it on their own soil, and in time Pennsylvania and all the states to the north and east of it became free states.

Many people then believed that slavery would gradually die out, and perhaps this would have happened if the growing of cotton had not been made profitable by Eli Whitney's invention of the cotton gin, which picked out the seeds. After that invention came into widespread use, instead of slavery's dying out, it grew. This was because more and more cotton could be quickly made into fabric, and more and more people were needed to pick it.

This fact became very evident when Missouri asked to become a state and join the Union. The South, of course, wanted it to come into the Union as a slaveholding state, because the side that had more states would have more Congress members, who would decide what would be the laws for the future. The North, fearing the spread of slavery into the Louisiana Purchase, was

equally set upon its coming in as a free state.

The struggle over the question was a long and bitter one, but finally both the North and the South agreed to give up a part of what they wanted; that is, they agreed upon a compromise. It was this: Missouri would enter the Union as a slaveholding state, but slavery was not to be allowed in any part of the Louisiana Purchase which lay north or west of Missouri. This was called the **Missouri Compromise** (1820).

It was brought about largely because of speeches made by Henry Clay, who wanted to please both sides, and because of his part in it he was called "the Great Peacemaker." But John Calhoun was one of the men who did not think the Missouri Compromise was a good thing for the country. He therefore strongly opposed it.

The next clash between the free states and the slaveholding states was caused by the question of the tariff, or tax upon goods brought from foreign countries. Not long after the Missouri Compromise was agreed upon, Northern manufacturers were urging Congress to pass a high-tariff law. They said that, since factory labor in England was so much cheaper than in America, goods made in England could be sold for less money in America than American factory-made

goods, unless a law was passed requiring a tax, or duty, to be paid upon the goods brought over. Such a tax was called a protective tariff.

John Calhoun, who spoke for the Southern planters, said: “This high tariff is unfair, for, while it protects the Northern man, it makes us of the South poorer, because we have to pay high prices for the things we do not make.”

You understand, there were no factories in the South, for the people were mostly planters. With cheap labor done by enslaved people, a Southerner could make more money by raising rice, cotton, sugar, or tobacco than he could by manufacturing. Also, it was thought that the soil and climate of the South made that part of the country better suited for farming than for anything else.

“So the South should be allowed,” said Calhoun, “to buy the manufactured goods—such as cheap clothing for her [enslaved people], and household tools and farming implements—where she can buy them at the lowest prices.”

But despite this bitter opposition in the South, Congress passed the high-tariff law in 1828, and another in 1832.

The people of South Carolina were naturally unhappy about this. So, under the guidance of Calhoun, some of the leading men there met in convention and declared: “If the United States government tries to enforce these laws on our soil, South Carolina will go out of the Union and form a separate nation.”

The President of the United States at that time was **Andrew Jackson**. Although he did not favor a high tariff, he was firm in his belief that whatever laws Congress passed should be enforced in every state in

the Union. When the news came to him of what South Carolina had done, he declared: “The Union! It must and shall be preserved!” He was ready to use the army and the navy, if necessary, to force any state to obey the law.

In this bitter controversy Daniel Webster, then senator from Massachusetts, took a bold stand for the Union. He said: “Congress passed the tariff law for the whole country. If the Supreme Court decides that Congress has the power, according to the Constitution, to pass such a law, that settles the matter. South Carolina and every other state must submit to this and every other law which Congress sees fit to make.”

This shows clearly that Daniel Webster’s belief was that the Union stood first and the state second. His deep love for the Union breathes all through his masterly speeches, the most famous of which is his “Reply to Hayne.”

Robert Hayne, a senator from South Carolina, was on the side of the South and set forth its views in a public debate. He had declared that the state was first and the Union second, and so powerful seemed his arguments that many doubted whether even Daniel Webster could answer them.

But he did answer them. In a remarkable speech of four hours he held his listeners spellbound, while he argued, with convincing power, that the Union was supreme over the states.

Again the great peacemaker, Henry Clay, brought forward a plan of settling the trouble between the two sections. By this compromise the tariff duties were to be gradually lowered. This plan was adopted by Congress 1833, and again there was peace for a time.

## Lesson Three

### History Overview and Assignments Another Compromise in 1850

AFTER AMERICA gained more land at the end of the Mexican-American War, another disagreement arose, because the North still wanted all new states to be free, while the South still wanted them to be slaveholding states. Once again Henry Clay proposed a compromise in order to save the Union.



*A Ride for Liberty—The Fugitive Slaves*, by Eastman Johnson, Brooklyn Museum (c.1862)

#### Reading and Suggested Assignments

- Read the article:  
*The Compromise of 1850.*
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
    - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Key People, Places, and Events

Compromise of 1850

Fugitive Slave Act of 1850

#### Discussion Questions

1. What was decided by the Compromise of 1850?
2. What was also decided at this time about people who ran away from slavery?

*Adapted for Elementary School from the book:*

### ***Stories of Later American History***

*by Wilbur F. Gordy*

### ***The Compromise of 1850***

The next big conflict between the North and the South came after the war with

Mexico, when America gained more land. Once again, the North wanted new states to

be free states, and the South wanted them to be slaveholding states.

Once again Henry Clay tried again keep peace. Although he was now an old man of seventy-two and in poor health, he spoke many times in his powerful, persuasive way, proposing another compromise that he hoped would establish harmony between the North and the South and save the Union.

On one occasion when he was to speak, he had to enter the Capitol leaning upon the arm of a friend, because he was too weak to climb the steps alone. After entering the Senate Chamber that day, the great speech he made was so long that his friends, fearing fatal results, urged him to stop. But he refused. Later he said that he did not dare to stop for fear he should never be able to begin again.

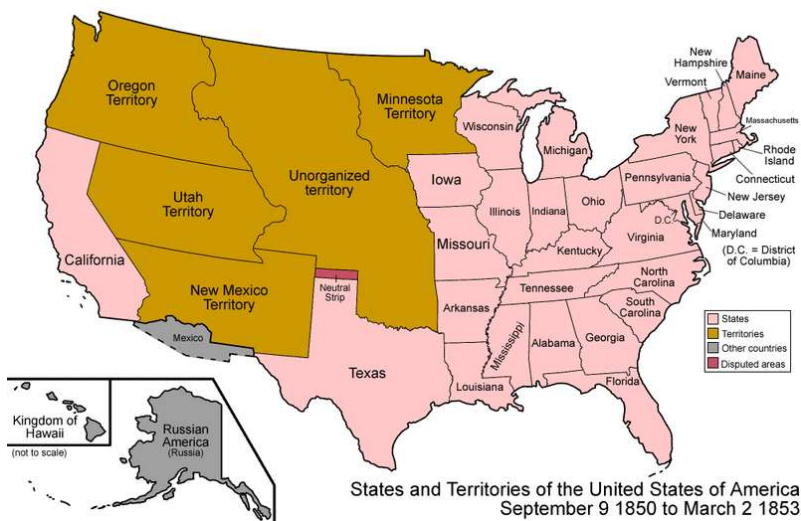
But John Calhoun was no less ready to do all he could for the South. The white-haired man, now in his sixty-eighth year and, like Clay, struggling with illness, went to the Senate Chamber, wrapped in flannels, to make his last appeal on behalf of the slaveholders. The powerful speech he made, which was a warning to the North,

expressed the deep and sincere conviction of the aged statesman that the breakup of the Union was at hand. He made a strong plea that the opposition to slavery should stop, and that the South, which, he said, was the weaker section, should be treated fairly by her stronger neighbor, the North.

Having made this last supreme effort in defense of the section of the country which he loved as he loved his own life, the pro-slavery veteran, supported by two of his friends, passed out of the Senate Chamber.

Despite Calhoun's opposition, the **Compromise of 1850** passed. California came in as a free state. This pleased the North. All the rest of the territories which America got from Mexico were left to decide for themselves whether they would have slavery or freedom. This pleased the South.

At the same time Congress also adopted a law that made things even harder for those opposed to slavery—the **Fugitive Slave Act of 1850**—which declared that when enslaved people ran away from the South into the Northern states, they had to be returned to their masters; and when Northern people were called upon to help to capture them, they had to do so.



States and Territories of the United States of America  
September 9 1850 to March 2 1853

The United States after the Compromise of 1850

CC BY 2.5 User Golbez [Compromise of 1850 - Wikipedia](#) [Compromise of 1850 - Wikipedia](#)

## Lesson Four

### History Overview and Assignments The World During the Nineteenth Century

MANY CHANGES took place in America and the rest of the world during these years. America's national government was growing in power, and people became concerned that individual states had fewer rights than they had before. The compromises over slavery had never really settled the issue. Transportation and communication improved, making migration to western territories so popular that the troublesome question could not be put off any longer. At the same time, other parts of the world were also facing change and conflict.



Revolutionary Barricades in Vienna, May 1848

### Reading and Suggested Assignments

- Read the article: *Growth of the Republic*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Do a small amount of outside research and write a biography page about the life and work of **Florence Nightingale**. You may include some drawings if you like.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Charles Goodyear	Napoleon III	British Empire
Samuel Morse	Second French Republic	Queen Victoria
Quintuple Alliance	Crimean War	Victorian Era
European Revolution of 1848	Florence Nightingale	Irish Potato Famine

## Discussion Questions

1. What new type of school was developed during the early nineteenth century?
2. What made the difference that improved the speed of newspaper reporting?
3. What made the difference in how fast mail was sent across the country?
4. What did people have more time for?
5. What kinds of items were transported by canal?
6. List three improvements made to farm equipment made during the first half of the nineteenth century.
7. What did Charles Goodyear develop?
8. What improvement was made to the telegraph in 1858?
9. What was the difference between the unionists and those who wanted stronger state rights?
10. What caused the European Revolt of 1848?
11. What happened in France afterward?
12. What were the causes and result of the Crimean War?
13. Who was Florence Nightingale, and what important field was greatly improved by her work?
14. Which country controlled much of the world by the middle of the nineteenth century?
15. What island country was devastated by a crop disease?

*Adapted for Elementary School from the book:*

### ***History of the United States***

*by William M. Davidson*

### ***Growth of the Republic***

***1830 – 1860***

#### CHANGES IN AMERICAN LIFE

By the middle of the nineteenth century America had a public school system, paid for by public taxes. At first these schools were only for young students and those who went on to college. But as the system improved, a new type of school called “high school” was developed to follow grade school, and many Christian colleges were opened in the newer states.

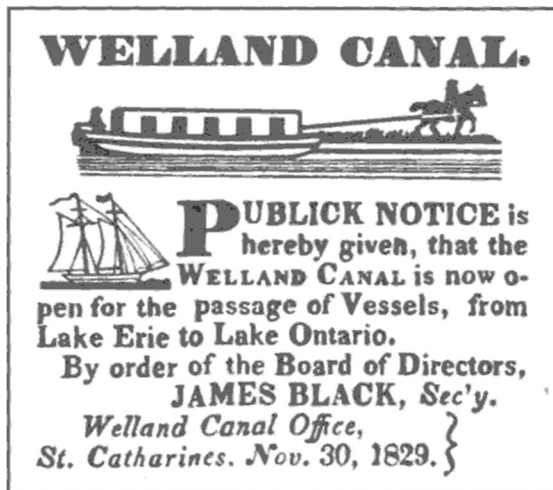
Newspapers became available most everywhere, and by the 1860s it was possible to describe events in all parts of the United States within a day and a night of when they happened. The spread of the electric telegraph was the improvement that made the difference here. In 1799 it had taken the news of George Washington’s death two weeks to reach the Boston newspapers, but the last address of President Buchanan in 1861 was printed in

Boston the morning after it was made in Washington.


What the telegraph was to the newspapers, the railroads were to mail. Mail was sent over railways as quickly as they were extended into different parts of the country. Mail and newspapers improved the spread of information and the growth of national pride and feeling.

As the wealth and leisure of the people improved, people had more time to enjoy pleasures like reading. Printing presses were built, and the number libraries greatly increased. Best of all, creative American writers emerged. Novels, history books, newspapers, and magazines became very popular.

Between 1820 and 1850, many canals were built. On these, vast quantities of coal, grain, timber, flour, and iron were carried to market, and passenger boats pulled by horses on the shore carried travelers from city to city.



**WELLAND CANAL.**



**PUBLIC NOTICE** is hereby given, that the **WELLAND CANAL** is now open for the passage of Vessels, from Lake Erie to Lake Ontario.

By order of the Board of Directors,  
**JAMES BLACK, Sec'y.**

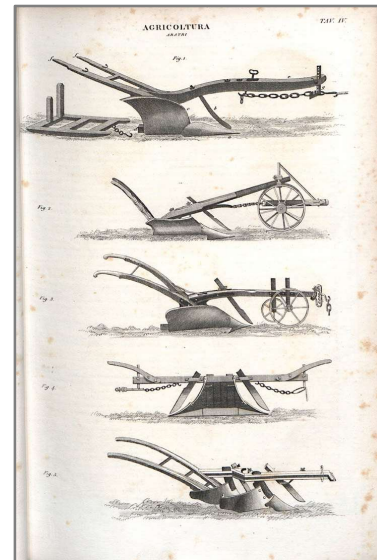
Welland Canal Office,  
St. Catharines. Nov. 30, 1829. }

A public notice about the opening of a canal between Lake Erie and Lake Ontario in 1829

By 1860 railroads were built in all directions. No horse could draw a boat as fast as a locomotive could take a railway train, so they became more popular than the canals. Yet the canals had filled a great

purpose. They had first shown that the fertile western prairies could feed the eastern states by carrying grain and vegetables to them.

The inventive genius of America was also at work during this time. Farm machinery had greatly improved. Steel plows came into general use. The threshing machine now took the place of the flail, and mowing devices replaced the scythe and the sickle.



19<sup>th</sup> century plows

**Charles Goodyear's** process of vulcanizing rubber had built up a large business in the manufacture of rubber goods. The sewing machine reduced the work of thousands of sewing-women. Manufacturing machinery of all kinds had been made more effective.

Locomotives greatly improved and the speed on railroads increased. Indeed, greater comforts had come into the homes and abounded everywhere on account of the activity of the inventive genius of America. **Samuel Morse's** telegraph was expanded overseas by the Atlantic cable in 1858, and messages were transmitted from the new to the old world.

### Humanitarian Concerns

*During this time of improvement, great strides were also made by many who worked to improve people's lives. Some people worked to help women gain legal rights and educational opportunities they didn't have before. Some of the same people, along with others, tried by speaking and writing to put an end to slavery. Others pressed for prison reform and more humane care for the mentally ill.*

Slowly the Union grew in importance. Statesmen began to prefer serving in national rather than state offices. Matters relating to home affairs were left to the states, but those relating to all the people or to foreign countries were quietly given over to the Union.

The people began to divide into two groups. Those who thought the states should have more power than the national government were said to be in favor of "states' rights." Those that believed in a stronger national government were called "unionists." Those in the South who wanted slavery to continue wanted stronger state rights. Those in the North were mainly unionists.

### CONFLICT IN EUROPE

During these years, the nations of Europe had many conflicts. After the many wars that finally brought about Napoleon's downfall, the victorious European nations wanted a time of peace. A partnership called the **Quintuple Alliance** formed between the nations of Prussia, Russia, Austria, Great Britain, and France. But little attention was given to the concerns of Europe's many different people groups, and some of them wanted independence.

An revolt in Paris forced the French king to flee the country, and this conflict sparked

other revolts throughout the Continent. Famine caused by crop failures, combined with a growing demand for individual rights, caused people in more than 50 countries to rebel against their governments in a great struggle called the **European Revolution of 1848**. In this struggle, some leaders demanded more help from the governments, while others worked to overthrow the governments.

After the revolt ended, the people of France, weary of conflict, allowed a nephew of Napoleon to take over their government. He called himself **Napoleon III** of the **Second French Empire**.



*Portrait of Napoleon III,  
by Franz Xaver Winterhalter (1855)*

In other nations, conflicts among the revolutionary leaders weakened their efforts, allowing the ruling powers to suppress their revolts.

### The Crimean War

While conflict raged in France, the Black Sea area became another region of unrest. Russia wanted to expand south and gain shipping ports on the Black Sea that



wouldn't freeze over like their northern ports. Declaring that the Eastern Orthodox Church needed protection, Russia provoked war with the Ottoman Turks.

Britain, fearful that a Russian victory would threaten the balance of power, entered the **Crimean War** against Russia. France and Italy joined on the side of Britain, and the war raged throughout the Crimean Peninsula for two years.

Poor management, along with disease, afflicted both sides, and in the end Russia surrendered. A peace settlement restored the balance of power that had existed before the war.

During this war, an English nurse named **Florence Nightingale** founded and ran a military hospital. Her work made great improvements to the medical field worldwide.

### The British Empire

After the death of Napoleon I, Britain had supreme power over the sea and world trade. By the second half of the nineteenth century the **British Empire** controlled Canada, Ireland, India, parts of Asia, much of Africa, Australia, New Zealand, and many Pacific islands.

The long reign of **Queen Victoria**, from 1837 to 1901, was known as the **Victorian Era**. This era became famous for its many improvements and cultural reforms.

In the middle of the century a devastating potato disease infected crops throughout Europe, striking especially hard in Ireland, where potatoes had become the main food of the poor. Over the next decade the **Irish Potato Famine** killed approximately one million Irish people, and twice that many left the island country. Irish uprisings sparked by poor British governmental response to the famine fueled a growing movement calling for Irish independence from Britain.



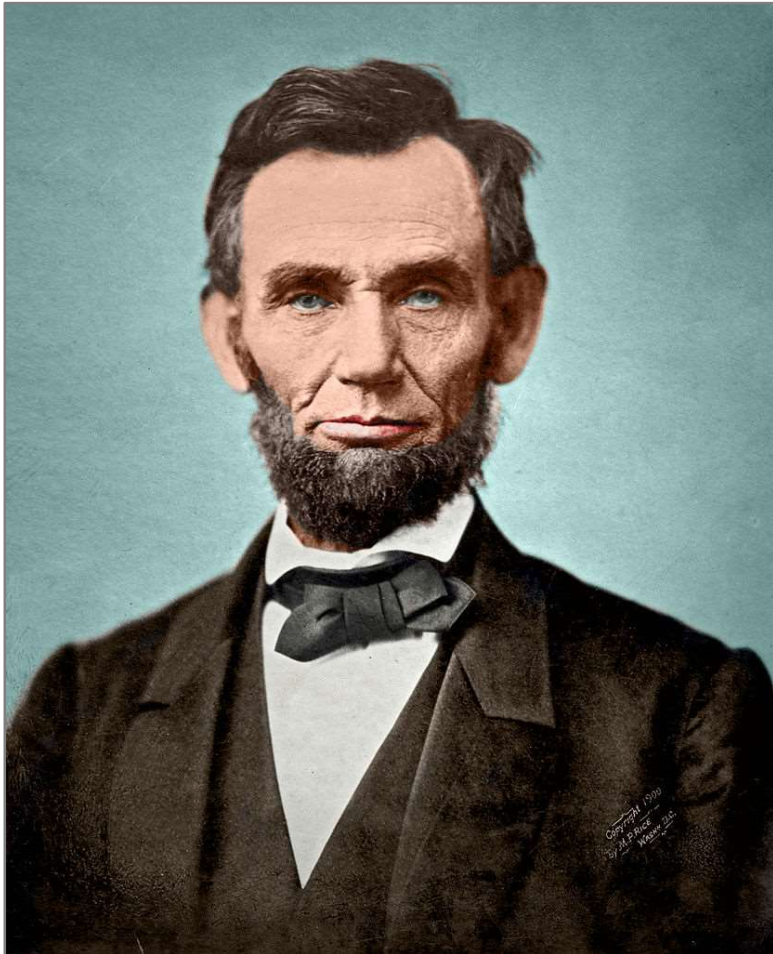
Florence Nightingale treating soldiers during the Crimean War

# The Artios Home Companion Series

## Unit 2: America Goes to War Against Itself

### Teacher Overview

ABRAHAM LINCOLN of Illinois became President of the United States in 1861. He was elected by a party in the North that didn't want slavery taken into free states or territories and wanted to make sure no more slaveholding states were made. In response, most of the Southern states decided to withdraw from the Union. A great war followed, called America's Civil War.



President Abraham Lincoln  
November 1863

### Key People, Places, and Events

Abraham Lincoln  
Confederate States of America  
Jefferson Davis  
Fort Sumter  
Robert Anderson  
West Virginia  
Ulysses S. Grant  
William T. Sherman  
Philip H. Sheridan  
Albert S. Johnston  
Robert E. Lee  
Thomas "Stonewall" Jackson  
Battle of Bull Run

### Vocabulary

**Lessons 1, 2 & 4:**  
*none*

**Lesson 3:**  
legislature  
candidate

**Lesson 5:**  
bombardment  
barrack

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete five lessons in which they will learn about the **early life of Abraham Lincoln** and the **beginning of America's Civil War**.
- Define vocabulary words.
- Begin collecting and organizing information to write a report about the life of **Abraham Lincoln**. *This report will be due at the end of Unit 4.*
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **The Bible provides the ethics by which to judge people and nations.**

Read Exodus 20:1-17 in your own Bible. Please use a translation such as the ESV or KJV and not a paraphrase such as *The Message*.

### **God is sovereign over the affairs of men.**

*And He made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place.*

– Acts 17:26



EARLY HOME OF THE LINCOLNS IN ILLINOIS.

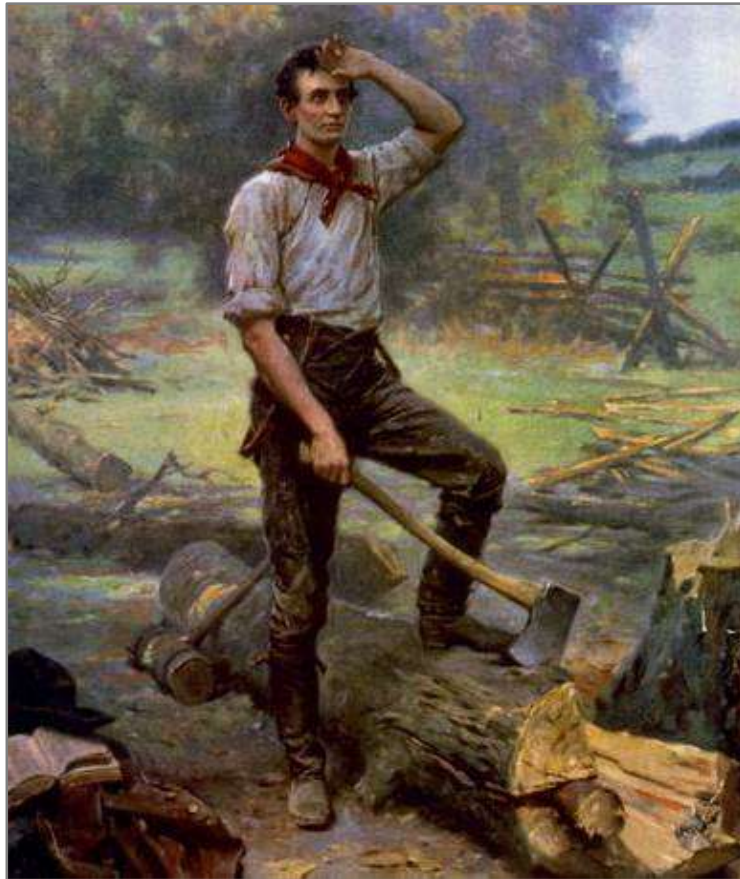
Located in Macon County, in the Sangamon Valley, about ten miles from Decatur. It was here, during the first year, that Abraham Lincoln and John Hanks split several thousand rails. Lincoln was about twenty years of age at this time.

An illustration from the book *Anecdotes of Abraham Lincoln and Lincoln's Stories*, edited by J.B. McClure (1884)

## Lesson One

### History Overview and Assignments Lincoln's Early Life

ABRAHAM LINCOLN was born on February 12, 1809, in a log shanty on a Kentucky farm. Although poor, Abraham Lincoln wanted very much to learn, so he spent many hours learning through reading and writing on his own.



Young Abraham Lincoln

### Reading and Suggested Assignments

- Read the article: *Abraham Lincoln, Part One*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Begin collecting and organizing information to write a report on the life of **Abraham Lincoln**. *This report will be due at the end of Unit 4.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Abraham Lincoln

## Discussion Questions

1. What did the people of his state like to call Abraham Lincoln? Why?
2. When and where was Abraham Lincoln born?
3. To what state did his family move?
4. Tell about “Abe’s” new home. Tell about the new cabin and its furniture.
5. Tell about “Abe’s” bed.
6. What was Abraham Lincoln’s first great sorrow?
7. What did Abraham Lincoln say about his mother?
8. How did Abraham Lincoln teach himself?
9. What books did he read?
10. How did he practice math and writing?

*Adapted for Elementary School from the book:*

### ***The Beginner’s American History***

*by David Henry Montgomery*

### ***Abraham Lincoln, Part One***

Not many days before gold was found at Sutter’s sawmill in California (in 1848), a tall, awkward-looking man from Illinois made his first speech in Congress. At that time he generally wrote his name:



But after he became President of the United States, he often wrote it out in full:



The plain country people of Illinois, who knew all about him, liked best to call him by the title they had first given him—“Honest Abe Lincoln,” or, for short, “Honest Abe.” Let’s see how he got that name.

### **The Lincoln Family Moves to Indiana**

**Abraham Lincoln** was born on February 12, 1809, in a log shanty on a lonely little farm in Kentucky.<sup>1</sup> He was the second child of Thomas and Nancy Lincoln.

When “Abe,” as he was called, was seven years old, his father moved the family to Indiana;<sup>2</sup> there the boy and his mother and sister worked in the woods and helped him build a new home. That new home was not as good or comfortable as some of our cow sheds are. It was simply a hut made of rough logs and limbs of trees. It had no door and no windows. One side of it was left entirely open, and if a roving wanderer or bear wanted to walk in to have dinner, there was nothing whatever to stop him. In winter Abe’s mother used to hang up some buffalo skins before this wide entrance to keep out the cold, but in summer the skins were taken down, so that living in such a cabin was the closest thing to living outdoors.

The Lincoln family stayed in that cabin for about a year; then they moved into a new log cabin which had four sides to it. They made a new set of furniture for the new house. Abe’s father got a large log, split it in two, smoothed off the flat side, bored holes in the underside, and drove in four stout

sticks for legs: that made the table. They had no chairs—it would have been too much trouble to make the backs—but they had three-legged stools, which Thomas Lincoln made with an axe, just as he did the table; perhaps Abe helped him drive in the legs.



“Abe” learning to use his axe

In one corner of the loft of this cabin the boy had a big bag of dry leaves for his bed. Whenever he felt like having a new bed, all he had to do was go out in the woods and gather more leaves.

He worked about the place during the day, helping his father, mother, and older sister, Sarah. For his supper he had a piece of cornbread. After he had eaten it, he climbed up to his loft in the dark, by a kind of ladder of wooden pins driven into the logs. Five minutes after that he was fast asleep on his bed of sweet-smelling leaves and was dreaming of hunting racoons, or of building big bonfires out of bushes and tree limbs.



Homemade furniture

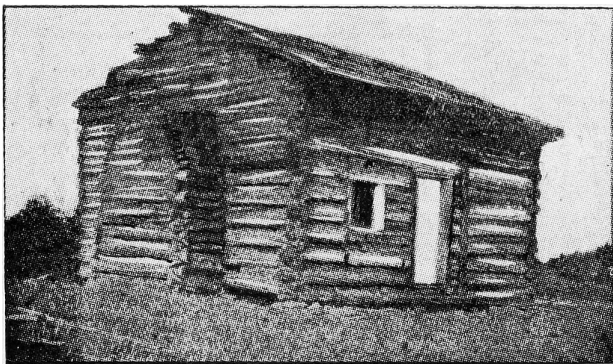
Abe’s mother was not strong, and before they had been in their new log cabin a year, she fell sick and died. She was buried on the farm. Abe used to go out and sit by her lonely grave in the forest and cry. It was the first great sorrow that had ever touched the boy’s heart. After he had grown to be a man, he said with eyes full of tears to a friend with whom he was talking: “God bless my mother; all that I am or ever hope to be I owe to her.”

At the end of a year Thomas Lincoln married again. The new wife that he brought home was a kind-hearted and excellent woman. She did all she could to make the poor, ragged, barefooted boy happy. After he had grown up and become famous, she said: “Abe never gave me a cross word or look, and never refused to do anything I asked him: Abe was the best boy I ever saw.”

### “Abe’s” Education

There was a log schoolhouse in the woods quite a distance off, and there Abe

went for a short time. At the school he learned to read and write a little, but after a while he found a new teacher—that was, himself. When the rest of the family had gone to bed, he would sit up and read his favorite books by the light of the great blazing logs heaped up on the open fire. He had not more than half a dozen books in all. They were *Robinson Crusoe*, *Pilgrim's Progress*, *Aesop's Fables*<sup>3</sup>, the Bible, a *Life of Washington*, and a small *History of the United States*. The boy read these books over and over till he knew a great deal of them by heart and could repeat whole pages from them.



Birthplace of Abraham Lincoln

Part of his evenings he spent in writing and practicing arithmetic. Thomas Lincoln was so poor that he could seldom afford to buy paper and pens for his son, so the boy had to get on without them. He used to take the back of the broad wooden fire-shovel to

write on and a piece of charcoal for a pencil. When he had covered the shovel with words or with sums in arithmetic, he would shave it off clean and begin over again. If Abe's father complained that the shovel was getting thin, the boy would go out into the woods, cut down a tree, and make a new one; for as long as the woods lasted, fire-shovels and furniture were cheap. Abe was the type of young person who would not let poverty or hardship keep him from learning and becoming successful.



Abe reading by firelight

1. Kentucky: Abraham Lincoln was born on the banks of the Big South Fork (or branch) of Nolin Creek in Hardin (now La Rue) County, Kentucky.

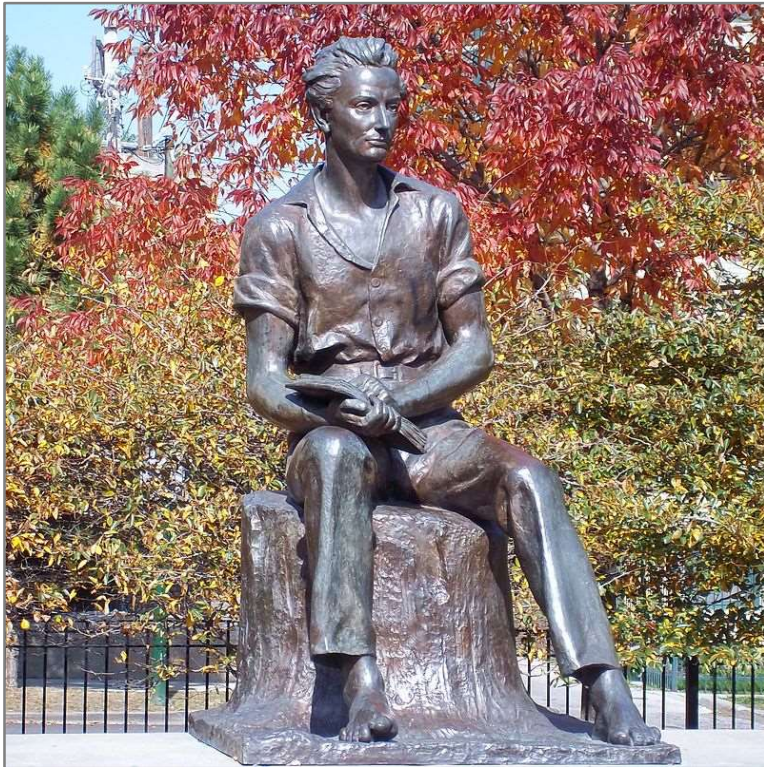
2. Indiana: the Lincoln family moved to a farm on Little Pigeon Creek, near Gentryville, in what is now Spencer County, Indiana.

3. Aesop (E'sop): the name of a noted writer of fables. Here is one of Aesop's fables: An old frog thought that he could blow himself up to be as big as an ox. So he drew in his breath and puffed himself out prodigiously. "Am I big enough now?" he asked his son. "No," said his son; "you don't begin to be as big as an ox yet." Then he tried again and swelled himself out still more. "How's that?" he asked. "Oh, it's no use trying," said his son, "you can't do it." "But I will," said the old frog. With that he drew in his breath with all his might and puffed himself up to such an enormous size that he suddenly burst. Moral: Don't try to be bigger than you can.

## Lesson Two

### History Overview and Assignments Lincoln's Teenage Years

YOUNG ABRAHAM LINCOLN moved with his family to the state of Illinois, where he continued to learn, grow, and develop strong character. He spent his days hunting and chopping wood and his nights reading and practicing his writing. He learned to be faithful even in the little things.



The young Lincoln in sculpture at Senn Park, Chicago

#### Reading and Suggested Assignments

- Read the article:  
*Abraham Lincoln, Part Two.*
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Continue working on your report about **Abraham Lincoln**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

1. How tall was Abraham Lincoln at the age of 19?
2. To what state did Lincoln's family move?
3. In what type of hunting frolics did Abraham Lincoln and his friends and family participate?
4. What kind of bargain did Lincoln make for a new pair of trousers?
5. Describe how Lincoln got the nickname "Honest Abe."
6. How do you suppose God used the challenges of Abe's early life to help prepare him for his adulthood?



Adapted for Elementary School from the book:

## ***The Beginner's American History***

by David Henry Montgomery

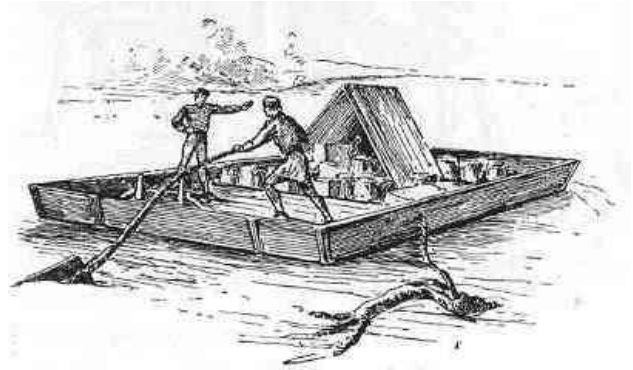
### ***Abraham Lincoln, Part Two***

By the time Lincoln was seventeen he could write with a good hand, do hard examples in long division, and spell better than anyone else in the county. Once in a while he wrote a little piece of his own about something which interested him; when the neighbors heard it read, they would say, "The world can't beat it."

At nineteen Abraham Lincoln had reached his full height. He stood nearly six feet four inches, barefooted. He was a kind of good-natured giant. No one in the neighborhood could strike an axe as deep into a tree as he could, and few, if any, were equal to him in strength. It takes a powerful man to put a barrel of flour into a wagon without help, and there is not one in a hundred who can lift a barrel of cider off the ground; but it is said that young Lincoln could stoop down, lift a barrel onto his knees, and drink from the bung-hole.

At this time a neighbor hired Abraham to go with his son to New Orleans. The two young men were to take a flatboat loaded with corn and other produce down the Ohio and the Mississippi. It was a voyage of about eighteen hundred miles, and it would take between three and four weeks.

Young Lincoln was greatly pleased with the thought of making such a trip. He had never been away any distance from home, and, as he told his father, he felt that he wanted to see something more of the world. His father made no objection, but, as he bade his son goodbye, he said, "Take care that in trying to see the world you don't see the bottom of the Mississippi."



Lincoln on the flatboat going down the Mississippi River

The two young men managed to get the boat through safely. But one night a gang of young men came on board, intending to rob them of part of their cargo. Lincoln soon showed the robbers he could handle a club as vigorously as he could an axe, and the rascals, bruised and bleeding, were glad to get away with their lives.

### **The Lincolns Move to Illinois**

Not long after young Lincoln's return, his father moved the family to Illinois.<sup>1</sup> It was a two weeks' journey through the woods with ox teams. Abraham helped his father build a comfortable log cabin; then he and a man named John Hanks split walnut rails and fenced in fifteen acres of land for a cornfield.

That part of the country had but few settlers, and it was still full of wild beasts. When the men got tired of work and wanted to frolic, they had a grand wolf-hunt. First, a tall pole was set up in a clearing;<sup>2</sup> next, the hunters in the woods formed a great circle of perhaps ten miles in extent. Then they began to move nearer and nearer together,

beating the bushes and yelling with all their might. The frightened wolves, deer, and other wild creatures inside of the circle of hunters were driven to the pole in the clearing; there they were shot down in heaps.



The log cabin in Illinois which Lincoln helped his father build

Young Lincoln was not much of a hunter, but he always tried to do his part. Yet, after all, he liked the axe better than he did the rifle. He would start off before light in the morning and walk to his work in the woods, five or six miles away. There he would chop steadily all day. The neighbors knew when they hired him that he wouldn't sit down on the first log he came to and fall asleep. Once when he needed a new pair of trousers, he made a bargain for them with a Mrs. Nancy Miller. She agreed to make him a certain number of yards of tow cloth<sup>3</sup> and dye it brown with walnut bark. For every yard she made, Lincoln bound himself to split four hundred good fence rails for her. In this way he made his axe pay for all his clothes.



Lincoln splitting logs for rails

The year after young Lincoln came of age, he hired out to tend a grocery and variety store in New Salem, Illinois.<sup>4</sup> There was a gang of young ruffians in that neighborhood who made it a point to pick a fight with every stranger. Sometimes they mauled him black and blue; sometimes they amused themselves with nailing him up in a hogshead and rolling him down a hill. The leader of this gang was a fellow named Jack Armstrong. He made up his mind that he would try his hand on "Tall Abe," as Lincoln was called. He attacked Lincoln, and he was so astonished at Lincoln's strength and wrestling prowess that he never wanted to try it again. From that time Abraham Lincoln had no better friends than young Armstrong and the Armstrong family. Later on we shall see what he was able to do for them.

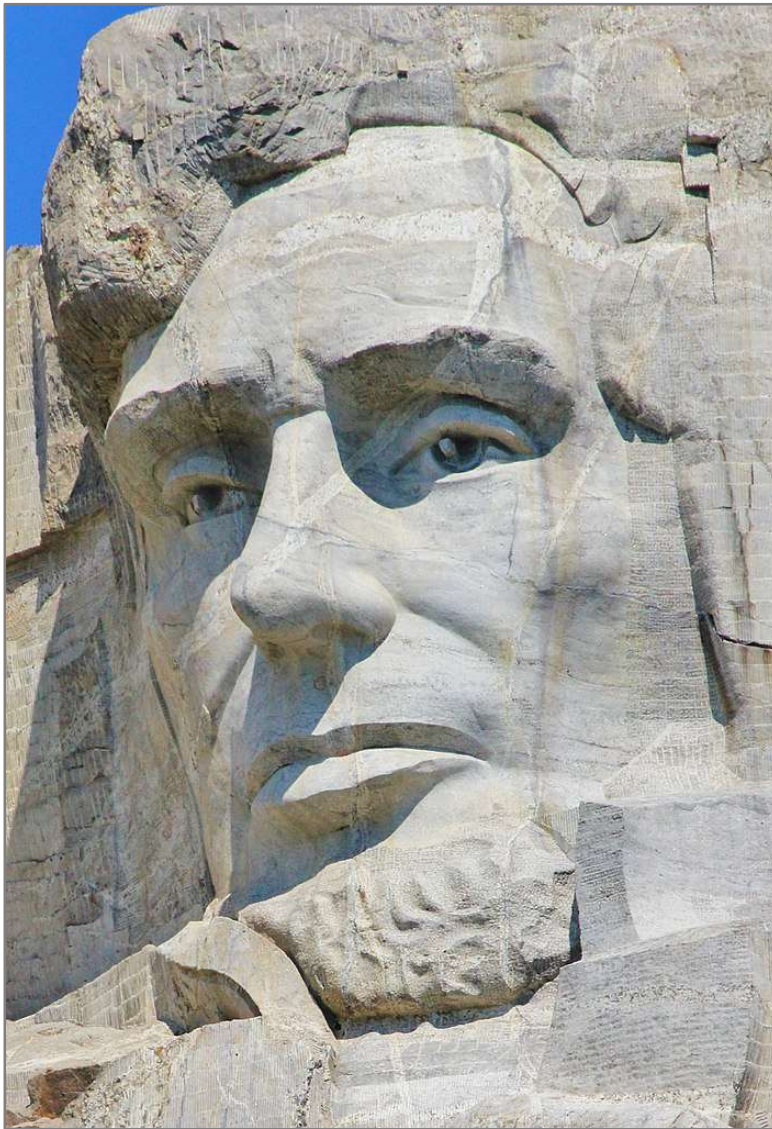
### “Honest Abe”

In his work in the store Lincoln soon won everybody’s respect and confidence. He was faithful in little things, and in that way, he made himself able to deal with great ones.

Once a woman made a mistake in paying for something she had bought and gave the young man six cents too much. He did not

notice it at the time, but after his customer had gone, he saw that she had overpaid him. That night, after the store was closed, Lincoln walked to the woman’s house, some five or six miles out of the village, and paid her back the six cents. It was such things as this that first made the people give him the name of “Honest Abe.”

1. Illinois: he moved to a farm on the North Fork (or branch) of the Sangamon River, Macon County, Illinois. Springfield, the capital of the state, is in the next county west.
2. Clearing: an open space made in a forest.
3. Tow cloth: a kind of coarse, cheap, but very strong cloth, made of flax or hemp.
4. New Salem is on the Sangamon River, in Menard County, about twenty miles northwest of Springfield, the capital of Illinois.



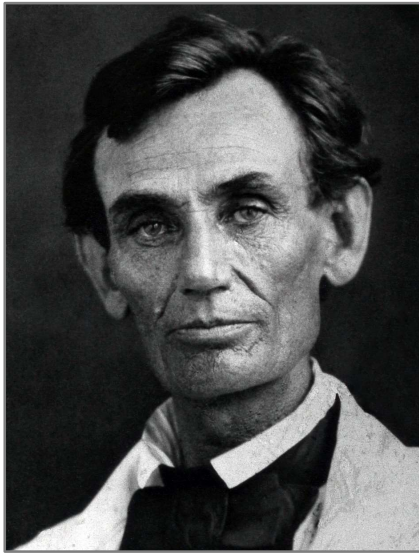
Lincoln’s image is carved into the stone of Mount Rushmore.

CC BY-SA 3.0 byTinasuzanne, [https://en.wikipedia.org/wiki/Abraham\\_Lincoln#/media/File:Head\\_of\\_Abraham\\_Lincoln\\_at\\_Mount\\_Rushmore.jpg](https://en.wikipedia.org/wiki/Abraham_Lincoln#/media/File:Head_of_Abraham_Lincoln_at_Mount_Rushmore.jpg)

## Lesson Three

### History Overview and Assignments Lincoln Becomes a Statesman

ABRAHAM LINCOLN'S noteworthy character was demonstrated during the Black Hawk War, in his jobs as postmaster, surveyor, and lawyer, and during a murder trial. His honesty made people trust him. In time the people elected him to positions in Congress and then as President of the United States.



Ambrotype of Lincoln in 1858, the year of his debates with Stephen Douglas over slavery

### Vocabulary

legislature

candidate



Statue of Stephen Douglas at the site of the 1858 debate in Freeport, Illinois  
CC BY 2.5 by IvoShandor [File:Freeport II Debate Square4.JPG - Wikimedia Commons](#)

### Reading and Suggested Assignments

- Read the article: *Lincoln Begins His Political Career*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue working on your report about **Abraham Lincoln**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Discussion Questions

1. After he returned from the Black Hawk War, what did Abraham Lincoln do?
2. What did people think of Lincoln after he began to practice law?

3. Describe the events of the Armstrong murder trial.
4. To what did the people of Illinois elect Lincoln?
5. Did they ever elect him to the state legislature again?
6. Tell about the great meeting in one of the towns of Illinois in 1860.
7. What was on the banner in support of Lincoln?

*Adapted for Elementary School from the book:*

## ***The Beginner's American History***

*by David Henry Montgomery*

### ***Lincoln Begins His Political Career***



Lincoln depicted protecting a Native American, Potawatomi, from his own men in a scene often related about Lincoln's service during the Black Hawk War

As a young man, Abraham Lincoln went to fight the Native Americans in what was called the Black Hawk War. The people in his part of the country had been expecting the war because sometime earlier a tribesman had walked up to a settler's cabin and declared that there were too many white men. He then threw a handful of dry leaves into the air, to show how he and his warriors were coming to scatter the settlers. He never returned, but a noted chief named Black Hawk, who had been a friend of the

famous Shawnee chief Tecumseh,<sup>1</sup> tried to drive out the settlers and get back the lands which certain Native Americans had sold them.

Lincoln said that the only battles he fought during this war were against the mosquitoes. He never killed a single Native American, but he saved the life of one elderly tribesman.

After Lincoln returned from the war, he was made postmaster of New Salem. He also found time to do some surveying and to begin the study of law. On hot summer mornings he might be seen lying on his back, on the grass, under a big tree, reading a law book. As the shade moved around, Lincoln would move with it, so that by sundown he had traveled nearly round the tree.

When he began to practice law, everybody who knew him had confidence in him. Other men might be admired because they were smart, but Lincoln was respected because he was honest. When he said a thing, people knew that it was because he believed it, and they knew, too, that he could not be hired to say what he did not believe. That gave him immense influence.

But Lincoln was as keen as he was truthful and honest. A man was killed in a fight near where Lincoln had lived, and one of Jack Armstrong's<sup>2</sup> brothers was arrested

for the murder. Everybody thought that he was guilty and felt sure that he would be hanged. Lincoln made some inquiries about the case and made up his mind that the prisoner did not kill the man.

Mrs. Armstrong was too poor to hire a lawyer to defend her son, but Lincoln wrote to her that he would gladly do it for nothing.

When the day of the trial came, the chief witness declared he was sure that he saw young Armstrong strike the man dead. Lincoln questioned him closely. He asked him when it was that he saw the murder committed. The witness said that it was in the evening, at a certain hour, and that he saw it all clearly because there was a bright moon.

“Are you sure?” asked Lincoln.

“Yes,” replied the witness.

“Do you swear to it?”

“I do,” answered the witness.

Then Lincoln took an almanac out of his pocket, turned to the day of the month on which the murder had been committed, and said to the court, “The almanac shows that there was no moon shining at the time at which the witness says he saw the murder.”<sup>3</sup> The jury was convinced that the witness had not spoken the truth; they declared the prisoner “Not guilty,” and he was at once set free.

Lincoln was a man who always paid his debts. Mrs. Armstrong had been very kind to him when he was poor and friendless. Now he had paid that debt.

Some men have hearts big enough to be kind to their fellow men when they are in trouble, but not to an animal. Lincoln’s heart was big enough for both.

One morning just after he had bought a new suit of clothes he started to drive to the courthouse, a number of miles distant. On

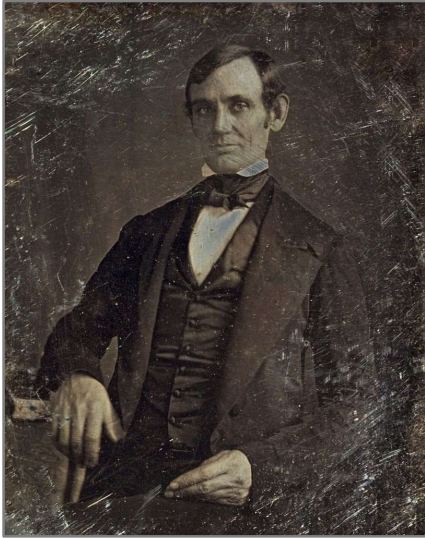
the way he saw a pig that was making desperate efforts to climb out of a deep mudhole. The creature would get partway up the slippery bank and then slide back again over his head in mire and water. Lincoln said to himself: “I suppose that I ought to get out and help that pig; for if he’s left there, he’ll smother in the mud.” Then he gave a look at his clean new clothes. He felt that he really couldn’t afford to spoil them for the sake of any pig, so he whipped up his horse and drove on. But the pig remained in his mind, and he could think of nothing else. After he had gone about two miles, he said to himself, “I’ve no right to leave that poor creature there to die in the mud, and what is more, I won’t leave him.” Turning his horse, he drove back to the spot. He got out and carried half a dozen fence rails to the edge of the hole and placed them so that he could get to it without falling in himself. Then, kneeling down, he bent over, seized the pig firmly by the forelegs and drew him up on to the solid ground, where he was safe. The pig grunted out his best thanks, and Lincoln, plastered with mud but with a light heart, drove on to the courthouse.

### **Elected to Congress**

Many people in Illinois thought that they would like to see such a man in the state **legislature** helping to make their laws. They elected him; and as he was too poor at that time to pay so much horse-hire, he walked from New Salem, a distance of over a hundred miles, to Vandalia, which was then the capital of the state.

Lincoln was elected to the legislature many times. Later, he moved to Springfield, Illinois, and made that place his home for the rest of his life.

The next time the people elected him to office, they sent him to Congress to help make laws, not for his state only, but for the whole country. He had come a long way up since the time when he worked with John Hanks<sup>4</sup> fencing the cornfield round his father's cabin; but he was going higher still—he was going to the top.



Lincoln in his late 30s as a member of the US House of Representatives. Photo taken by one of Lincoln's law students around 1846

### Elected President

In the spring of 1860 a great convention, or meeting, was held in one of the towns of Illinois. Lincoln was present at that convention. The object of the people who had gathered there was to choose a **candidate**<sup>5</sup> they would like to see elected President of the United States. After a number of speeches were made, a member of the convention rose and said that a person asked the privilege of giving the meeting a present. The assembled conventioners voted to receive it. Then John Hanks and one of his neighbors

brought in two old fence rails and a banner with these words painted on it:

**ABRAHAM LINCOLN,  
THE RAIL CANDIDATE  
FOR THE PRESIDENCY  
IN 1860.**

**TWO RAILS FROM A  
LOT OF 3000  
MADE IN 1830  
BY JOHN HANKS AND  
ABE LINCOLN.**

The rails were received with cheer after cheer, and Lincoln was chosen candidate. About a week after that a much greater meeting was held in Chicago, and he was chosen there in the same way. The next November Abraham Lincoln, “the Illinois rail-splitter,” was elected President of the United States. He had reached the top.



Lincoln's March 1861 inaugural at the Capitol building. The dome above the rotunda was still under construction.

1. Tecumseh: Native American Shawnee chief and warrior, known for leading a large tribal confederacy in opposition to the US in Tecumseh's War and the War of 1812.

2. Jack Armstrong: the leader of a pack of ruffians whose family was befriended by Lincoln after Lincoln victoriously fended off an unprovoked attack by Jack.

3. The almanac usually tells the time when the moon rises; and so by looking at any particular day of the month, one can tell whether there was a moon on that evening.

4. John Hanks: a family friend who had helped Lincoln and his father split rails to fence in fifteen acres of land after the Lincolns moved to Illinois.

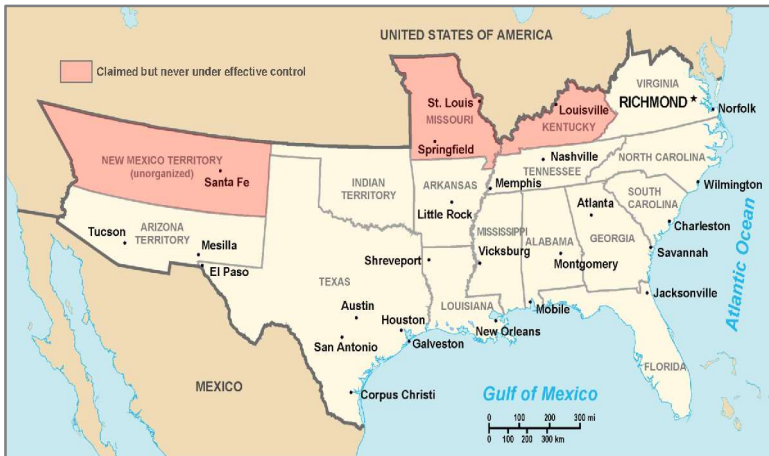
5. Candidate (can'di-date): a person who seeks some office, such as that of governor or president, or a person who is recommended by a political party for such an office. The people in favor of the candidate vote for him or her; and if the candidate gets a sufficient number of votes, he or she is elected.

## Lesson Four

### History Overview and Assignments Differences Between the States

“Abraham Lincoln, like most of the people in the North, believed that slavery was wrong. He once said, ‘If there was a bed newly made up, to which the children were to be taken, and it was proposed to take a batch of young snakes and put them there with them, I take it no man would say there was any question how I ought to decide.’”

– from the adapted article below



Map of the states and territories claimed by the Confederate States of America

- Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Continue working on your report about **Abraham Lincoln**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Reading and Suggested Assignments

- Read the article:  
*The War Between the States Begins.*
- After reading the article, summarize the story you read by either:

### Key People, Places, and Events

Confederate States of America  
Jefferson Davis

### Discussion Questions

1. Why did so many people in the South wish to leave the Union?
2. What is said in the article about slavery at the time of the Revolution?
3. What great change had taken place over the course of eighty years since the Revolution?
4. How did most of the people in the South feel about slavery?
5. How did most of the people in the North feel about slavery?
6. How did most of the people of the slaveholding states feel when Lincoln became president?



Adapted for Elementary School from the book:

## ***The Beginner's American History***

by David Henry Montgomery

### ***The War Between the States Begins***

In less than six weeks after Abraham Lincoln actually became president, in the spring of 1861, a terrible war broke out between the North and the South. The people of South Carolina, together with a great part of the people of ten other southern states, resolved to leave the Union.<sup>1</sup> They set up an independent government called the **Confederate States of America** and chose a man named **Jefferson Davis** to be its president.

The main reason so many of the people of the South wished to withdraw from the United States was that little by little the North and the South had become like two different countries.

At the time of the Revolution, when America broke away from the rule of England, every one of the states held enslaved people; but in the course of eighty years a great change had taken place. The enslaved people in the North had become free, but those in the South still remained enslaved. Now this difference in the way of doing work made it impossible for the North and the South to agree about many things.

They had come to be like two boys in a boat who want to go in opposite directions. One pulls one way with his oars, the other pulls another way, and so the boat does not get ahead. In the South most of the people thought that slavery was acceptable and that it helped the whole country. In the

North the greater part of the people were convinced that it was wrong, and that it did harm to the whole country.

But this was not all. The people who held people enslaved in the South wanted to add to their number. They hoped to gain more of the new country west of the Mississippi River for slaveholding states, so that there might always be at least as many slaveholding states in the Union as there were free states. In that way, there would always be enough Congress members to vote for slavery to continue. But Abraham Lincoln, like most of the people in the North, believed that slavery was wrong. He once said, "If there was a bed newly made up, to which the children were to be taken, and it was proposed to take a batch of young snakes and put them there with them, I take it no man would say there was any question how I ought to decide." Lincoln thought slavery was as dangerous as a bed full of snakes. He and his party were fully determined that no enslaved people whatsoever should be taken into the territories west of the Mississippi River, and that every new state which should be added should be entirely free.

For this reason it happened that when Lincoln became president most of the slaveholding states resolved to leave the Union, and, if necessary, to make war rather than be compelled to stay in it.

1. Union: Several years after the close of the Revolutionary War, by which America gained its independence of Great Britain, the people of the thirteen states formed a new government. That new government bound all the states together more strongly than before, thus making, as was then said, "a more perfect union." In 1861 eleven of the southern states sought to withdraw from the Union; this attempt brought on the war.

## Lesson Five

### History Overview and Assignments The Beginning of America's Civil War

*“The war which had now begun was the most terrible ever fought on American soil. For far more even than the War of Independence it was a war of kindred. It made enemies of comrades and brothers. Men who had been dear friends suddenly found themselves changed into ruthless enemies, and families even were divided against each other.”*

– from the adapted article below



The painting *Capture of Ricketts' Battery*, depicting action during the First Battle of Bull Run, one of the early battles in the American Civil War. The painting is oil on plywood and is displayed in the Henry Hill Visitor Center at Manassas National Battlefield Park.

### Reading and Suggested Assignments

- Read the combined article:  
*Buchanan, the First Shots, Lincoln—From Bull Run to Fort Donelson, Part One*, and *Lincoln—The Story of the First Battle Between Ironclads, Part One*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.

- Continue working on your report about **Abraham Lincoln**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

bombardment

barrack

## Key People, Places, and Events

Fort Sumter

Robert Anderson

West Virginia

Ulysses S. Grant

William T. Sherman

Philip H. Sheridan

Albert S. Johnston

Robert E. Lee

Thomas “Stonewall” Jackson

Battle of Bull Run

## Discussion Questions

1. Why was Fort Sumter in Charleston in need of aid when Lincoln became president?
2. Which new state was formed by people who did not want to secede from the Union with the rest of their state?
3. Which side gained victory at Bull Run?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Buchanan, the First Shots,***

***Lincoln—From Bull Run to Fort Donelson, Part One,***

and

***Lincoln—The Story of the First Battle Between Ironclads, Part One***

America was fast drifting towards war; and soon the first shot was fired. Charleston, the harbor of South Carolina, was guarded by two forts, Fort Moultrie and **Fort Sumter**. Fort Moultrie was large, needing about seven hundred men to guard it properly, and Major **Robert Anderson**, who was in command on the Union side, had only sixty men under him. So, seeing that the people of South Carolina were seizing everything they could and that the government was sending him no help, he drew off his little force to Fort Sumter which could be more easily defended.

When Abraham Lincoln became president, almost the first thing he had to do

was to send relief to Major Anderson at Fort Sumter. So vessels were laden with food and sent off to the gallant little band.

But as soon as the Southerners heard the news, they determined to capture the fort before help could arrive. Soon a terrible **bombardment** began. Half a hundred cannon roared against the fort, shells screamed and fell, and the walls were quickly shattered. The **barracks** took fire, and after two days it became utterly impossible to resist longer.

So Major Anderson yielded, and with his brave company marched out with all the honors of war.

War was now begun in real earnest,

although strange to say, in spite of the terrible firing, not a life had been lost on either side.

Both North and South now began to arm. But when President Lincoln called for troops, four states scornfully refused to obey. These were Arkansas, Tennessee, North Carolina, and Virginia, and instead of gathering troops to help the government they joined the Confederates. Richmond, Virginia was chosen as the capital and Jefferson Davis was made President of the Confederacy, which now included eleven states.

In the west of Virginia, however, the people were loyal to the Union, and it was here that the first great land battles of the war were fought.

### **West Virginia Becomes a Separate State**

Life in this western part of Virginia which lay beyond the Alleghenies was very different from life in eastern Virginia. Western Virginia was not a land suitable for slavery, and for a long time the people had desired to part from eastern Virginia. Now during the war they received their wish, and **West Virginia** became a separate state. In June 1863, it was admitted to the Union as the thirty-fifth state.

The war which had now begun was the most terrible ever fought on American soil. For far more even than the War of Independence it was a war of kindred. It made enemies of comrades and brothers. Men who had been dear friends suddenly found themselves changed into ruthless

enemies, and families even were divided against each other.

For four years this bitter war lasted and counting all battles great and small there were at least two thousand, so we cannot attempt to follow the whole course of the great struggle.

### **Early Battles of the War**

The greatest leader on the Federal side was General **Ulysses S. Grant**, and next to him came **William T. Sherman** and **Philip H. Sheridan**. But it was not until the war had been going on for some time that these soldiers came to the front, and at first all the fortune was on the side of the South.

General **Albert S. Johnston** was commander in chief of the Southern army by the two most famous Southern leaders were **Robert E. Lee** and **Thomas J. Jackson**. Jackson is best known by the nickname of “Stonewall,” which he received at the **Battle of Bull Run** in Virginia, the first great battle of the war.

At this battle it seemed as if the Federals were winning, and some of the Confederates were driven backward. But Jackson and his men stood solid.

“See!” cried a general, “there is Jackson standing like a stone wall!” Thus Jackson got a new name, and the Confederates won the day.

“It was one of the best planned battles of the war,” said Sherman afterward, “but one of the worst fought. Both armies were fairly defeated, and whichever stood fast the other would have run.”

# The Artios Home Companion Series

## Unit 3: The Civil War Heats Up

### Teacher Overview

AS AMERICA'S CIVIL WAR dragged on through battle after battle, including the famous sea battle between the *Merrimack* and the *Monitor*, it became clear that stronger leadership was needed for both armies and that some statement must be made by the President to force the issues with the South. This came in the form of Lincoln's Emancipation Proclamation.

Lincoln, Jackson, Grant, Lee, Meade, and many other leaders had profound influence on various aspects of the war. Strong character and leadership can be seen demonstrated in each of their lives. It was after the Battle of Gettysburg that the tide of the war finally started to turn.



*The Monitor and Merrimack: The First Fight Between Ironclads,*  
a chromolithograph of the Battle of Hampton Roads, by Jo Davidson (1886)

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, student will:

- Complete five lessons in which they will learn about **events of America’s Civil War after Bull Run through Gettysburg**, as well as the **Emancipation Proclamation**.
- Define vocabulary words.
- Continue working on their report about **Abraham Lincoln**, due at the end of Unit 4.
- Write a biography page about **Thomas “Stonewall” Jackson**.
- Begin memorizing the **Gettysburg Address**, which is written out at the end of today’s article. *This will be due at the end of Unit 5.*
- Visit a website found at their **ArtiosHCS** curriculum website and list each important moment in the **Battle of Gettysburg**.
- Listen to a recording of the **Gettysburg Address**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **Honesty is a character quality to be desired.**

*The integrity of the upright guides them, but the crookedness of the treacherous destroys them.*

– Proverbs 11:3

### **God hates ungodliness and slavery.**

*Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.*

– 1 Timothy 1: 8-10

### **God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

## Vocabulary

### **Lesson 1:**

bivouac  
privateer  
blockade  
ironclad  
consternation  
impertinent

### **Lesson 2:**

torrent  
allegiance  
undaunted

### **Lesson 3:**

carnage  
fortnight  
dislodge  
artillery  
battery

### **Lesson 4:**

hamlet  
foliage  
rout  
gallant

### **Lesson 5:**

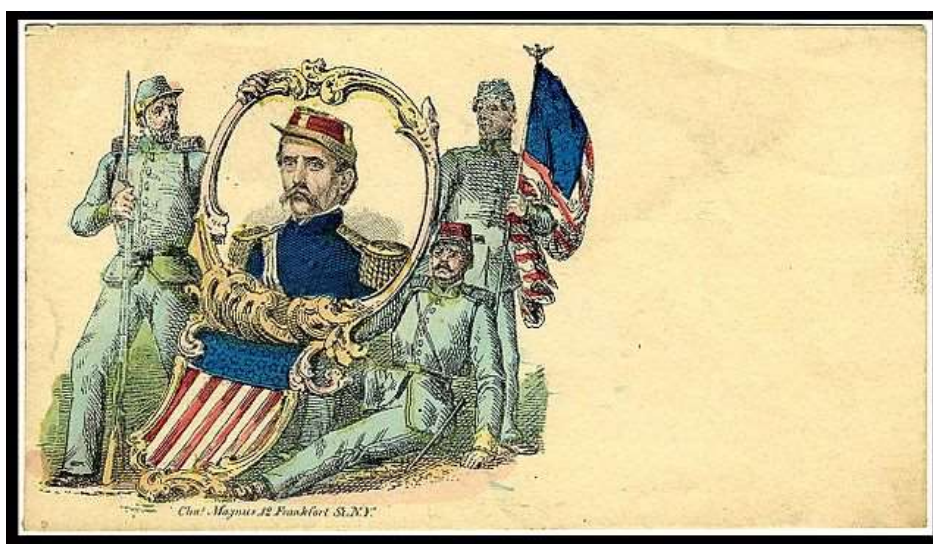
fusillade  
barricade  
bayonet

## Key People, Places, and Events

Battle of Wilson's Creek  
 Abraham Lincoln  
 Ulysses S. Grant  
 Capture of Fort Donelson  
 Merrimack  
 Monitor  
 Pittsburg Landing  
 Albert S. Johnston  
 P.G.T. Beauregard  
 Battle of Shiloh  
 William T. Sherman  
 David Farragut  
 Capture of New Orleans

George McClellan  
 Ulysses S. Grant  
 Joseph E. Johnston  
 Robert E. Lee  
 Thomas "Stonewall" Jackson  
 Second Battle of Bull Run  
 Battle of Chantilly  
 Battle of Antietam  
 Emancipation Proclamation  
 Ambrose E. Burnside  
 Battle of Fredericksburg  
 Richard Kirkland  
 Joseph "Fighting Joe" Hooker

Battle of Chancellorsville  
 George Meade  
 Peter Keenan  
 J.E.B. Stuart  
 George Meade  
 Battle of Gettysburg  
 Seminary Ridge  
 Cemetery Hill  
 James Longstreet  
 Pickett's Charge  
 George E. Pickett  
 Gettysburg Address



Union patriotic illustrated envelope



Confederate Patriotic Cover with Confederate seven star flag

## Lesson One

### History Overview and Assignments America's Civil War Heats Up

THE CIVIL WAR which had now begun was the most terrible ever fought on American soil. For even more than the Revolutionary War, it was a conflict which made enemies of comrades and brothers. Men who had been dear friends suddenly found they were ruthless enemies, and families were brutally divided against each other.



*Battle of Fort Donelson—Capture of Generals S.B. Buckner and His Army, February 16<sup>th</sup> 1862, by Kurz & Allison (c.1887)*

### Reading and Suggested Assignments

- Read the combined article:  
*Buchanan, the First Shots, Lincoln—From Bull Run to Fort Donelson, Part Two, and Lincoln—The Story of the First Battle Between Ironclads, Part Two.*
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue working on your report about **Abraham Lincoln**, due at the end of Unit 4.



- Begin memorizing the **Gettysburg Address**, which is written out at the end of this unit. *This will be due at the end of Unit 5.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

bivouac  
privateer

blockade  
ironclad

consternation  
impertinent

## Key People, Places, and Events

Battle of Wilson's Creek  
Abraham Lincoln

Ulysses S. Grant  
Capture of Fort Donelson

*Merrimack*  
*Monitor*

## Discussion Questions

1. Which side gained victory at Wilson's Creek?
2. What was the outcome at Fort Donelson?
3. What nickname did General Grant earn there?
4. What challenges did the North face in having a strong blockade of Southern ports and trade?
5. Describe the battle between the *Merrimack* and the *Monitor*.
6. Why might it almost be said that the battle between the *Merrimack* and the *Monitor* saved the Union?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Buchanan, the First Shots,***

### ***Lincoln—From Bull Run to Fort Donelson,***

and

### ***Lincoln—The Story of the First Battle Between Ironclads, Part Two***

Less than three weeks after Bull Run, the Union army met with another disaster at **Wilson's Creek** in Missouri. Here after a desperate and gallant fight, they were defeated, and General Nathaniel Lyon, their brave leader, was killed.

These defeats were a great shock to the Federals. For they had thought that the war would be a short affair of three months or so, and that the Southern revolt would be easily put down. Now they knew themselves mistaken, and pulling themselves together, prepared for a long and bitter struggle.

For some months, however, after Bull

Run and Wilson's Creek no important battles were fought. Then in the beginning of 1862 the war was carried into Kentucky, where a stern fight for the great rivers which flow through the state began. If the Mississippi could be strongly held by the Union forces, the Confederacy would be cut in two thus greatly weakened. "The Mississippi," said President **Abraham Lincoln**, "is the backbone of the rebellion; it is the key of the whole situation."

### **The Capture of Fort Donelson**

But to get possession of this key was no

easy matter. Early in February two forts on the Tennessee River were taken by the Federals under General **Ulysses S. Grant**. Then they marched upon Fort Donelson, a large and very strong fort on the Cumberland River. At the same time Commander Andrew H. Foote sailed up the river with a little fleet of seven gunboats to assist the army.

The weather was bitterly cold, and as the soldiers lay around the fort tentless and fireless, a pitiless wind blew, chilling them to the bone and making sleep impossible. Foote with his gunboats had not yet arrived, but in the morning the attack on land was begun. Up the hill to the fort the Federals swept, only to be driven back by the fierce Confederate fire. Again and again they charged. Again and again they were driven back, leaving the hillside strewn with dead and dying. At length the dry leaves which covered the hillside took fire. Choked by the smoke and scorched by the flames, the men could advance no more, and they sullenly retreated for the last time. The attack had failed.

That night the gunboats arrived, and soon the bombardment from the river began. But the firing from the fort was so fierce and well placed that before long two of the boats were disabled and floated helplessly down the stream, and the others too withdrew till they were out of range of the Confederate guns.

There was joy that night in Fort Donelson. By land and water the Federals had been repulsed. The Confederates felt certain of victory.

But the Federals were by no means beaten, and next morning they renewed the fight as fiercely as ever. Yet again the Confederates swept all before them, and the

right wing of the Federal army was driven from its position and scattered in flight. Victory for the Confederates seemed certain.

During this fight General Grant had not been with the troops, for he had gone down the river to consult with Foote, who had been wounded the day before. About noon he returned, and when he heard of the disaster his face flushed hotly. But he was a man who rarely lost his temper or betrayed his feelings. For a minute he was silent, crushing some papers he held in his hand. Then in his usual calm voice he said, "Gentlemen, the position on the right must be retaken."

And retaken it was.

General Charles F. Smith led the assault. He was an old soldier who had fought under Zachary Taylor in Texas where "Smith's light battalion" had become famous. White haired now, but still handsome and tall, he rode this day in front of his troops, once and again turning his head to cheer them onward. Bullets whizzed and screamed about him, but he heeded them not.

"I was nearly scared to death," said one of his men afterwards, "but I saw the old man's white moustache over his shoulder and went on."

Hotter and hotter grew the fire, and the men hesitated and wavered. But the old general knew no fear. Placing his cap on the end of his sword, he waved it aloft.

"No flinching now, my lads," he cried. "This is the way. Come on!"

And on they came, inspired by the fearless valour of the old soldier. And when at length they had triumphantly planted their flag, no efforts of the enemy could dislodge them.

Meanwhile another division under

General Lew Wallace (author of the famous book *Ben Hur*) dashed up another hill with splendid valor, and though the fort was still untaken when night fell, it was at the mercy of the attackers.

Supperless and fireless the Federals cheerfully **bivouacked** upon the field, for they well knew that the next morning would bring them victory. But within the Confederate fort there was gloom. Nothing was left but surrender. It would be impossible to hold out even for half an hour, said General Buckner, the best soldier, though the youngest of the three generals in command. The other two generals agreed but declared that they would not stay to be made prisoner. So in the night they silently crept away with their men.

Early next morning General Buckner, left alone in command, wrote to Grant proposing a truce in order to arrange terms of surrender.

Grant's answer was short and sharp. "No terms except unconditional and immediate surrender can be accepted," he said.

Bitter indeed were the feelings of the Confederate leader when he received this reply. But there was nothing left to him but to accept the terms. He was hopelessly outnumbered, and to fight longer would only mean the throwing away of brave lives uselessly. So he accepted what seemed to him the "ungenerous and unchivalrous terms" which Grant proposed and surrendered the fort with all its guns and great stores of ammunition, and fourteen thousand men, and Grant completed the **Capture of Fort Donelson**.

### General Ulysses S.

### "Unconditional Surrender" Grant

Up to this time General Grant had hardly

been heard of. He was a soldier indeed and had fought in the Mexican War. But eight years before the outbreak of the rebellion he had left the army. During these years he had tried in many ways to make a living, but had succeeded in none, and at the beginning of the war he was almost a ruined man. Now he became famous, and his short and sharp "unconditional surrender" was soon a watchword in the Northern army. His initials too being US, he became henceforth known as "Unconditional Surrender" Grant.

### Battles at Sea

There was fighting on sea as well as on land. The South sent out **privateers** to catch the merchant vessels of the North and so bring ruin on their trade. But Lincoln responded by proclaiming a blockade of all Confederate ports.

This was a bold thing to do, for several reasons. First, the coast to be watched was some three thousand miles long, and the government had fewer than fifty ships to **blockade** it with. Second, when the blockade was proclaimed, many of these ships were far away in foreign lands. Third, the greatest navy yard, at Norfolk in Virginia, was in the hands of the Confederates and was therefore not available for the building of new ships.

So at first the blockade amounted to little. But by degrees it took effect. Ships that had been far away returned, others of all sorts and sizes were purchased, and still others were built with the utmost speed.

Slowly but surely the iron hand of the North gripped the commerce of the South, and before the end of the war the Southern ports were shut off from all the world.

This was a disaster for the Southerners, for they depended almost entirely on their

cotton trade with Europe. Now the cotton rotted on the wharves. There were no factories in the South, for manufacturing could not be carried on with labor performed by enslaved people. So the Southerners depended entirely on the outside world for clothes, boots, blankets, iron, and all sorts of war material. Now they were cut off from the outside world and could get none of these things.

But the Southerners did not meekly submit to being cut off from the world. They had hardly any ships of any kind, and none at all meant for war. But they had possession of the government navy yard at Norfolk. There they found a half-finished frigate named the *Merrimack*.<sup>1</sup> They proceeded to finish her and turn her into an **ironclad** ship. When finished she was an ugly looking, black monster with sloping sides and a terrible iron beak.

At this time there were only about three ironclads in all the world. They belonged to Britain and to France and had never yet been used in naval warfare. So when this ugly black monster appeared among the wooden ships of the North, she created frightful havoc. It was one day in March that the black monster appeared in Hampton Roads, where there was a little fleet of five Federal warships.

The Federal ships at once opened fire upon the strange looking vessel. But to their surprise their shots fell harmlessly from its sides and paying no heed to their guns it made straight for the USS *Cumberland* and struck her such a terrible blow with her sharp beak that she sank with all on board. The defeated ship went down gallantly flying her flag to the last.

The *Merrimack* then turned upon another ship named the *Congress*. The

struggle between a wooden vessel and an ironclad was a hopeless one from the beginning. But the *Congress* put up a splendid fight, and only when the ship was afire did she give in.

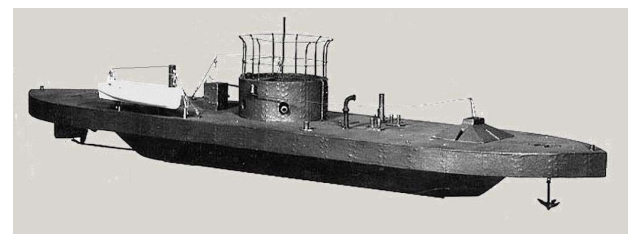
It was dusk by now, and the terrible *Merrimack* veered off, leaving the *Congress* a blazing wreck.

The Federals were filled with **consternation**. This strange, horrible vessel would certainly return with daylight. And what chance had any wooden ship against it?

But help was near.

The government also had been busy shipbuilding. A Swede named Ericsson had invented a new vessel which would resist cannon fire. This ship was just finished and came into Hampton Roads almost immediately after the battles with the *Merrimack*. When the commander heard the news, he took up his position beside the burning *Congress* and waited for dawn.

This new vessel was called the **Monitor**, and a stranger vessel was never seen afloat. Its hull, which was ironclad, hardly showed above the water, and in the middle, there was a large round turret. It looked, said those who saw it, more like a cheese wheel on a raft than anything else.



Model of the USS *Monitor*

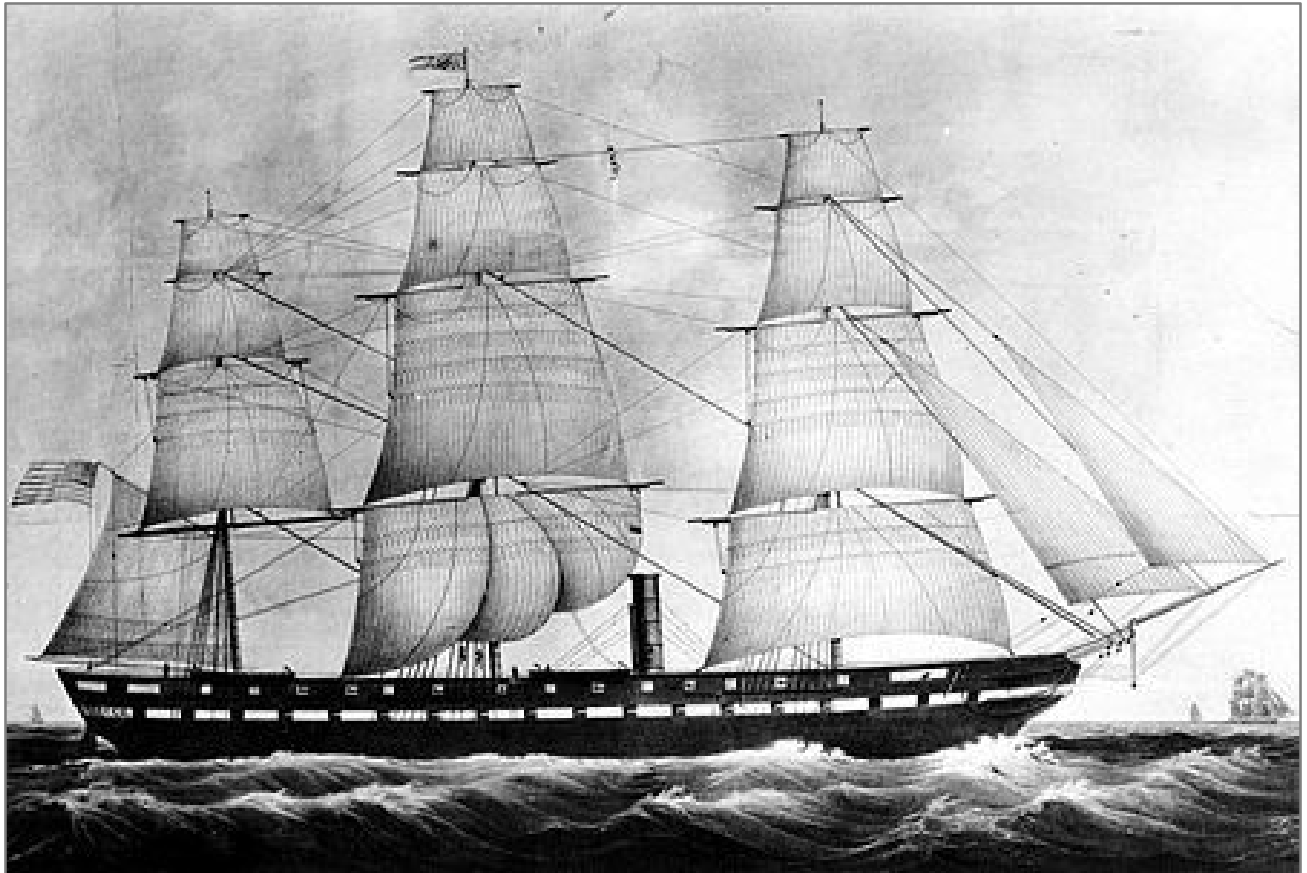
Like a tiger hungry for prey, the *Merrimack* came back next morning. The captain expected an easy victory, but to his surprise he found this strange little cheese wheel between him and his victims. He

would soon do in the **impertinent** little minnow, he thought, and he opened fire. But his shells might have been peas for all the effect they had, and the *Monitor* steamed on unhurt until she was close to the *Merrimack*. Then she fired.

A tremendous duel now began, which lasted three hours. The lumbering *Merrimack* tried to run down her enemy, but the quick little *Monitor* danced around and around, turning the turret now this way, now that, firing how she pleased like a terrier yapping at a maddened bull. At length the *Merrimack* gave up the tussle and sailed away.

This was the first battle ever fought between ironclads, and it has been called a draw. But in truth the honors were with the little *Monitor*, for she forced her big opponent to run away.

It might almost be said that this battle saved the Union, for it showed the Confederates that they would not have control of the sea, and that since they were building ironclads the Federals were building them too. And indeed the government built ships so fast that by the end of the war, instead of having only about forty they had over six hundred ships, many of them ironclad.



USS *Merrimack*, Engraving by L.H. Bradford & Co., after a drawing by G.G. Pook

1. Note: the *Merrimack* was renamed the CSS *Virginia* by the Confederates who turned her into an ironclad, but the famous battle in which she participated nevertheless became known as the Battle of the *Monitor* and the *Merrimack*. 1. Note: the *Merrimack* was renamed the CSS *Virginia* by the Confederates who turned her into an ironclad, but the famous battle in which she participated nevertheless became known as the Battle of the *Monitor* and the *Merrimack*.

## Lesson Two

### History Overview and Assignments The Battle of Shiloh and the Taking of New Orleans

ON THE UNION SIDE, other successes soon followed the taking of Fort Donelson, and many locations both in Kentucky and Tennessee fell into the hands of the Federals.



New Orleans, the South's largest port city, the only city with pre-war population over 100,000. The port and region's agriculture was lost to the Union April 1862. 19<sup>th</sup> century color engraving, painted by W.J. Bennett from a sketch by A. Mondelli, engraved by W.J. Bennett

### Reading and Suggested Assignments

- Read the article: *Lincoln—The Battle of Shiloh and the Taking of New Orleans*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
  - Continue working on your report about **Abraham Lincoln**, due at the end of Unit 4.
  - Continue memorizing the **Gettysburg Address**, due at the end of Unit 5.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Pittsburg Landing  
Albert S. Johnston  
P.G.T. Beauregard

Battle of Shiloh  
William T. Sherman

David Farragut  
Capture of New Orleans

## Vocabulary

torrent

allegiance

undaunted

## Discussion Questions

1. Which army gained the final victory at the Battle of Shiloh?
2. Why was the control of New Orleans so important to each army?
3. Describe the Battle of New Orleans.
4. What did the governor of Mississippi say when called upon to surrender the town of Vicksburg?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Lincoln—The Battle of Shiloh and the Taking of New Orleans***

#### **The Battle of Shiloh**

With General Grant, other successes soon followed the taking of Fort Donelson, and many places both in Kentucky and Tennessee fell into the hands of the Federals.

By the beginning of April of 1862, Grant, with an army of forty thousand men, lay at **Pittsburg Landing** on the Tennessee River. At Corinth, about thirty miles to the south, the Confederates were gathered in equal force. But although the Confederates were so near and in such force, the Federals took no heed. They had of late won so many easy victories that they had begun to think lightly of the foe. So no attempt was made to protect the Union army. No trenches were dug, and only a few scouts were sent out to watch the movements of the enemy. The Confederate leader, General **Albert S. Johnston**, therefore determined to creep up stealthily and attack the Federals where they lay thinking they were secure.

As secretly as possible, along with his

second-in-command, General **P.G.T. Beauregard**, and their men, Johnston left Corinth and marched towards Pittsburg Landing. The weather had been wet, the roads were deep in mud, but in spite of dreadful difficulties for two days the army toiled silently on. At length, on the night of Saturday the 5<sup>th</sup> of April, they arrived within four miles of the Federal lines.

Here they halted for the night. The men had brought no tents, they dared light no fires lest they should be seen by the foe. So, weary, wet, and shivering they lay on the cold damp ground, awaiting the dawn. Meanwhile, warm in the comfortable shelter of their tents, the Federals slept peacefully. So secure indeed did Grant feel his position to be that he was not with his army that night, but down the river some miles distant.

At daybreak the Federal camp was astir. Men were washing and dressing, some were cooking or eating breakfast, most of the officers were still abed, when suddenly the

sound of shots broke the Sunday stillness, and the wild “rebel yell” rent the air.

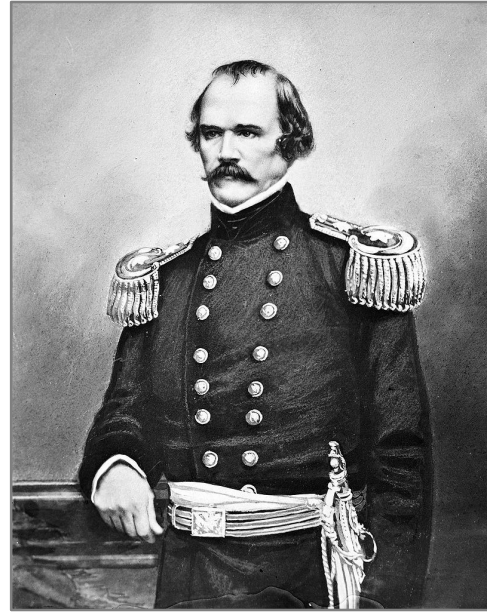
A moment later the surrounding woods opened and poured forth an army. With tremendous dash the Confederates flung themselves upon the half-dressed, weaponless crowd of men who fled before them, or were bayoneted before they could seize their muskets. Thus the greatest battle that as yet had been fought on the continent of America was begun.

Soon the roar of cannon reached Grant ten miles down the river. He knew at once that a fierce battle had begun, and flinging himself on his horse he hurried back to the camp. At eight o'clock in the morning he arrived. But already it seemed as if his army was defeated. It was, however, to be no easy victory for the Confederates. Many of the Federals were only raw recruits, but after the first surprise and flight they rallied repeatedly, making many a stubborn stand against the onslaught of the foe, which from the first great charge of early dawn till darkness fell never seemed to slacken.

In many colored uniforms, with many colored pennants waving over them, the Confederates charged again and yet again. And with each charge the air was rent with their wild yell, which could be heard far and wide, even above the roar of the cannon. Bit by bit the Union army was pressed back. They fought doggedly as they went, while from division to division Grant rode, cheering, directing, and urging them to greater and ever greater efforts.

Some of the fiercest fighting raged round the little log meeting house called **Shiloh**, and from this meeting house the battle takes its name. **William T. Sherman** commanded here, and he held his untried men together with marvelous skill, handling

them as no other commander on the field could have done, said Grant later.



Confederate General Albert Sydney Johnston

On the Confederate side, through the thickest of the battle, rode Johnston. More than once his horse was shot under him, and his clothes were torn to pieces, but through the fray he rode unharmed. At length a ball hit him in the thigh. He paid no heed. Still his tall soldierly figure dominated the battle, still his ringing voice cheered on his men. Then suddenly the voice grew faint, the tall figure bent, and a deathly whiteness overspread his cheeks.

“General, are you wounded?” asked one of his officers, anxiously.

“Yes,” he answered, faintly, “and I fear badly.”

They were his last words. Gently he was lifted from his horse and laid on the ground, and within a few minutes he died.

When the sun went down the Confederates claimed the victory. But if victory it was, it was too dearly bought with the death of their commander in chief. Nor did the Federals consider themselves beaten. They were dumbfounded and



bleeding, but not shattered. They felt that the struggle was not over, and still facing each other the weary armies lay down to rest on the field, under the lashing rain, each side well aware that with the dawn would come the decisive contest.

All through the night the guns from the river boomed and crashed, and rain fell in **torrents**, adding to the discomforts of the wearied men, making sleep almost impossible.

When day dawned rain still fell in a cold and dismal drizzle. The Federals, however, rose cheerfully, for the inspiring news that twenty-five thousand fresh troops had arrived ran through the lines. Before the sun had well risen the battle began again, but now the advantage was on the Federal side.

The Confederates fought bravely still. To and fro rode General Beauregard cheering on his men, but step by step they were driven backward and by noon were in full retreat. As the Federals realized that the day was theirs, cheer after cheer went up from their lines.

The second day's fighting had turned the Battle of Shiloh into a victory for the Union, although not a decisive one.

### **The Capture of New Orleans**

On the same day, however, the navy captured a strongly fortified island on the Mississippi called Island Number Ten, with its garrison of seven thousand men and large stores of guns and ammunition. This considerably increased the force of the victory of Shiloh and gave the Federals control of the Mississippi Valley from Cairo to Memphis.

Meanwhile command of the lower Mississippi had also been snatched from the Confederates by General Benjamin F. Butler

in command of the army and Commander **David Farragut** in command of the fleet.

Captain Farragut, who was already sixty-three at this time, was a Southerner by birth, but he had never faltered in his **allegiance** to the Union. "Mind what I tell you," he said to his brother officers when they tried to make him desert his flag, "you fellows will catch the devil before you get through with this business." And so unshaken was his faith that he was entrusted with the most important naval expedition of the war, the taking of New Orleans.

New Orleans is about a hundred miles from the mouth of the Mississippi, and the Confederates, who were aware even more than the Federals of the importance of the great waterway, had from the very beginning done their utmost to secure it. Seventy-five miles below New Orleans, two forts guarded the approaches to the city. These the Confederates had enormously strengthened and had stretched a great chain between them from bank to bank, to prevent the passage of hostile ships. They had also gathered a fleet of ironclads and gunboats further to defend the city.

In spite of all these defenses, the Federals determined to take New Orleans, and on the 18<sup>th</sup> of April the Union ships began to bombard the forts. The Confederates replied fiercely, and for four days the sky seemed ablaze, and the earth shook. Then, having succeeded in cutting the chain across the river, Farragut determined to sail past the forts and take New Orleans.

At two o'clock in the morning the ships began to move. The night was dark but very still and clear, and soon the noise of slipping anchor cables warned the enemy of what

was afoot. Then a hail of shot and shell fell upon the Federal boats. Soon the red light of battle lit up the darkness. Yet through the baptism of fire the vessels held on their way **undaunted**. The forts were passed, the Confederate fleet including two ironclad ships disabled and put to flight, and Farragut sailed unhindered up the river.

At his approach, New Orleans was seized with panic. Filled with fear, women and children ran weeping through the streets, and business of every kind was at a standstill. The men, mostly gray-haired veterans and boys, turned the keys in their office doors and hurried to join the volunteer regiments, bent on fighting to the last for their beloved city. Thousands of bales of cotton were carried to the wharves and set on fire, lest they should fall into the hands of the enemy. Ships too were set on fire and cast loose, till it seemed as if the whole riverfront was wrapped in flames. Thirty miles away the glare could be seen in the sky, and at the sight even strong men bowed their heads and wept. For they knew it meant that New Orleans had fallen, and that the queen of Southern cities was a captive.

But there was no fighting, for the Confederate general who was in command of the city marched away with his army to support other portions of the Confederacy as soon as the Union ships appeared, knowing he didn't have a great enough force to defend New Orleans now that the forts had been defeated. The citizens who were left were filled with wrath and despair. They felt themselves betrayed. They had been assured that the city would fight to the last. Now their defenders had marched away, leaving them to the mercy of the conqueror.

The streets were soon filled with a

dangerous, howling cursing mob, many of them armed and all of them desperate. Yet calmly through it, as if on parade, marched two Federal officers, without escort or protection of any kind. The mob jostled them, shook loaded pistols in their faces, yelling and cursing all the while. But the two officers marched on side by side unmoved, showing neither anger nor fear, turning neither to right nor to left until they reached the city hall, where they demanded the surrender of the city.



*The Splendid Naval Triumph on the Mississippi, April 24<sup>th</sup>, 1862. Colored lithograph, published by Currier & Ives (1862)*

“It was one of the bravest deeds I ever saw done,” said a Southerner, who as a boy of fourteen watched the scene.

In this **Capture of New Orleans**, Farragut won for himself great fame. His fame was all the greater because in his fleet he had none of the newly invented ironclads. With only wooden vessels, he had fought and conquered. “It was a contest between iron hearts and wooden vessels, and ironclads with iron beaks, and the iron hearts won,” said Captain Bailey who served in the expedition under Farragut.

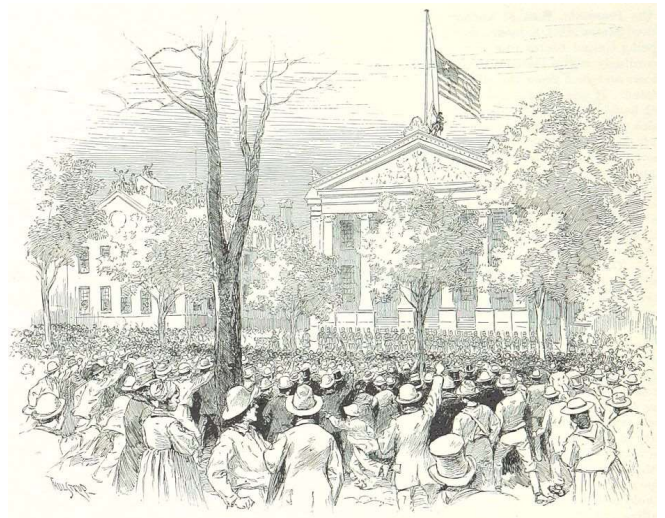
After taking New Orleans Farragut sailed up the river and took Baton Rouge, the state capital. So at length the Federals had control of the whole lower river as far as

Vicksburg. The upper river from Cairo was also secure to the Federals. Thus except for Vicksburg the whole valley was in their hands, and the Confederacy was practically cut in two.

But Vicksburg stood firm for the South. When called upon to surrender, the governor refused. "I have to state," he said, "that Mississippians do not know, and refuse to learn, how to surrender to an enemy. If Commodore Farragut, or Brigadier General Butler, can teach them, let them come and try."

At the time soldiers enough could not be spared to help the fleet to take Vicksburg.

So, for the time being it was left alone.



Union troops lower the Louisiana Confederate state flag during the Capture of New Orleans.



*The Battle of Shiloh, Thure de Thulstrup (1888)*

## Lesson Three

### History Overview and Assignments The Enslaved People Are Set Free

AS THE CIVIL WAR continued, President Lincoln came to believe that the only way to save the Union was to free the enslaved people. So, he prepared his Emancipation Proclamation and waited until the right time to make it public. After the Battle of Antietam, he issued his proclamation.



*First Reading of the Emancipation Proclamation of President Lincoln, by Francis Bicknell Carpenter (1864)*

### Reading and Suggested Assignments

- Read the article: *Lincoln—The Slaves Are Made Free*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
  - Continue working on your report about **Abraham Lincoln**, due at the end of Unit 4.
  - Continue memorizing the **Gettysburg Address**, due at the end of Unit 5.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

George McClellan  
Ulysses S. Grant  
Joseph E. Johnston  
Robert E. Lee

Thomas “Stonewall” Jackson  
Second Battle of Bull Run  
Battle of Chantilly  
Battle of Antietam

Emancipation Proclamation  
Ambrose E. Burnside  
Battle of Fredericksburg  
Richard Kirkland

## Vocabulary

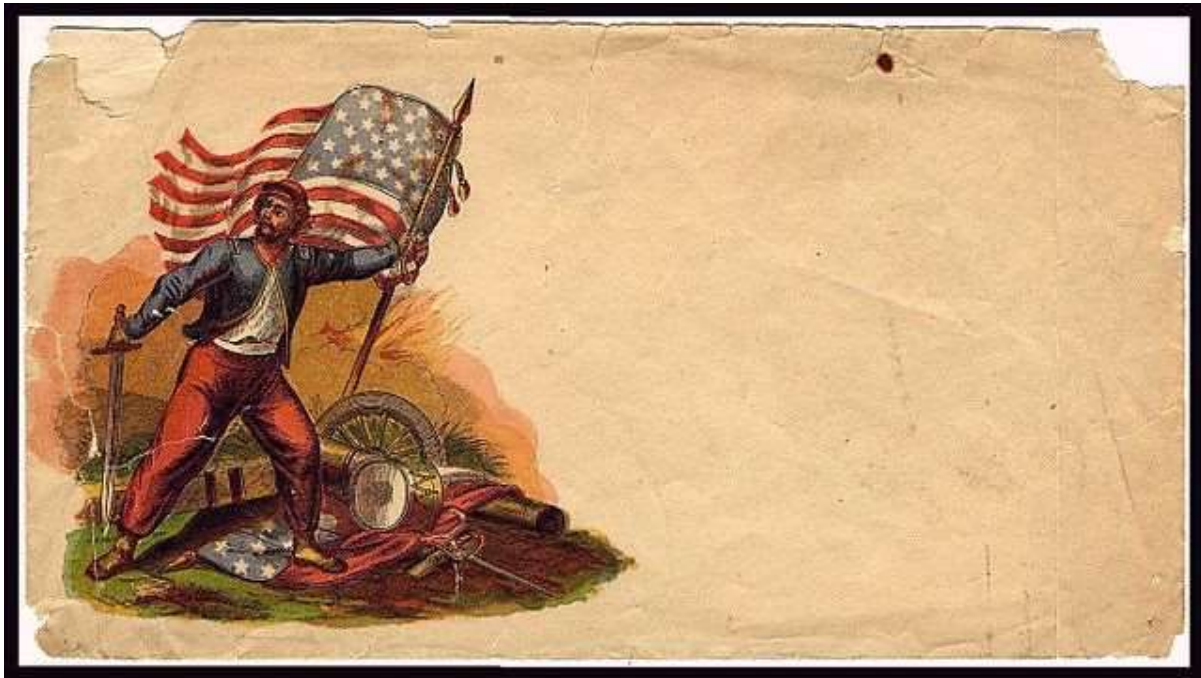
carnage  
dislodge

fortnight  
artillery

battery

## Discussion Questions

1. Why was General McClellan dismissed as the Union commander in chief?
2. Who replaced General McClellan?
3. Who succeeded Joseph E. Johnston in command of Confederate forces?
4. Describe the background of Robert E. Lee.
5. Describe “Stonewall” Jackson and explain how he got his nickname.
6. What was Lincoln’s chief object in the war?
7. What was the Emancipation Proclamation, and why did Lincoln issue it?
8. What happened to the Union forces at the Battle of Fredericksburg because of General Burnside’s foolhardiness?
9. How did the Emancipation Proclamation prevent the South from getting foreign help?



Union patriotic illustrated envelope

Adapted for Elementary School from the book:

## ***This Country of Ours***

by Henrietta Elizabeth Marshall

### ***Lincoln—The Slaves Are Made Free***

The Federals rejoiced greatly at the successes of Grant and the navy, and indeed they had need of success somewhere to keep up their spirits, for on the whole things did not go well. **George McClellan** was commander in chief, and although he drilled his army splendidly, he never did much with it. He was a wonderful organizer, but he was cautious to a fault and always believed the enemy to be far stronger than it really was.

He was at last dismissed and was succeeded by one commander in chief after another. Not one proved truly satisfactory. Indeed it was not until the last year of the war, when **Ulysses S. Grant** took command, that a successful commander in chief was found.

At the beginning of the war, no matter who was leader, the long campaigns in Virginia ended in failure for the Federals. On the Confederate side these campaigns were led first by **Joseph E. Johnston**, and then by the great soldier **Robert E. Lee**.

Lee came from soldier stock, being the youngest son of “Light Horse Harry Lee,” who had won fame during the War of the Revolution. He was a noble, Christian gentleman, and when he made his choice and determined to fight for the South, he believed he was fighting for the right.

With Lee was **Thomas “Stonewall” Jackson**, his great “right hand,” and perhaps a finer soldier than Lee himself. His men adored him as they adored no other leader. He taught them to pray as well as to fight. He never went into battle without

commending his way to God, and when he knelt long in prayer his men might feel certain that a great fight was coming. He was secret and swift in his movements, so swift that his troops were nicknamed “Jackson’s foot cavalry.” Yet he never wore his men out. He thought for them always, and however urgent the situation might be, he called frequent halts on his flying marches and made the men lie down even if only for a few minutes.

To conquer such leaders and the men devoted to them was no easy matter, and it was not surprising that the campaigns in Virginia marked few successes for the Federals. At length the long series of failures ended with the disastrous **Second Battle of Bull Run**. This was followed two days later by the **Battle of Chantilly**, after which the whole Federal army fell back to Washington.

Lee, rejoicing at his successes in Virginia, made up his mind then to invade Maryland, which state he believed would readily join the Confederacy. But he was disappointed. For if the Marylanders had not much enthusiasm for the Union cause, they had still less for the Confederate, and the invaders were greeted with exceeding coldness. Their unflinching good fortune, too, seemed to forsake the Confederates, and the **Battle of Antietam**, one of the fiercest of the war, although hardly a victory for the Federals, was equal to a defeat for the Confederates. For fourteen hours the **carnage** lasted, and when at length night put an end to the slaughter thousands lay

dead on either side. Next day, having in a **fortnight** lost half his army, Lee withdrew once more into Virginia.

Abraham Lincoln's chief object in carrying on the war was not to free enslaved people, but to save the Union.

"My first object is to save the Union," he wrote, "and not either to save or destroy slavery. If I could save the Union without freeing any slaves, I would do it. If I could save it by freeing all the slaves, I would do it. And if I could save it by freeing some and leaving others alone, I would also do that." Gradually, however, Lincoln began to believe that the only way to save the Union was to free the enslaved people.

Many people urged him to do it. But Lincoln would do nothing rash. It was a tremendous step to take, and the question as to when would be the right moment to take it was, for him, one of tremendous importance. So he prepared his **Emancipation Proclamation** and bided his time. Following his own good judgment and the advice of one of his Cabinet, he resolved not to announce it so long as things were going badly with the North, lest it should be looked upon as the last measure of an exhausted government, a cry for help. It was not to be sent forth into the world as "a last shriek in the retreat," but as a companion to victory.

But victory was slow in coming. At length the great battle was fought at Antietam. It was scarcely a victory, for the Federals lost more men than the Confederates. Yet it had to pass for one. And a few days after it, Lincoln issued his proclamation of emancipation. In this he declared that in every state which was in arms against the government on the 1<sup>st</sup> of January 1863, the enslaved people would be

free forevermore. This gave the rebel states more than three months in which to lay down their arms and return to their allegiance.

Meanwhile the war went on. In November General **Ambrose E. Burnside** was appointed Union commander of the army of the Potomac. He accepted the post unwillingly, for he did not think himself great enough to fill it. It was soon proved that he was right.



Equestrian monument to Ambrose E. Burnside,  
Burnside Park, Providence, RI.  
Photographed by Hal Jespersen, June 2008

On December 13<sup>th</sup>, the **Battle of Fredericksburg** was fought in Virginia. The weather had been very cold, and the ground was covered with frost and snow. But on the morning of the 13<sup>th</sup>, although a white mist shrouded the land, the sun shone so warmly that it seemed like a September day. Yet, though the earth and sky alike seemed calling men to mildness and peace, the deadly game of war went on.

The center of the Confederate army occupied some high ground known as Marye's Heights, and Burnside resolved to **dislodge** them. It was a foolhardy attempt, for the hill was strongly held, the summit of it bristled with cannon. Yet the order was given, and with unquestioning valor the men rushed to the attack. As they dashed onward the Confederate guns swept their ranks, and they were mowed down like hay before the reaper. Still they pressed onward, and after paying a fearful toll in dead and wounded they at length reached the foot of the hill. Here they were confronted by a stone wall so thick and strong that their fire had not the slightest effect on it, and from behind which the Confederates poured a deadly hail of bullets upon them.

Here the carnage was awful, yet still the men came on in wave after wave, only to melt away as it seemed before the terrible fire of the Confederates. "It was like snow coming down and melting on warm ground," said one of their leaders afterward.

Never did men fling away their lives so bravely and so uselessly.

An **artillery battery** was ordered forward.

"General," said an officer, "a battery cannot live there."

"Then it must die there," was the answer.

And the battery was led out as dashing as if on parade, although the men well knew that they were going to certain death.

At length the short winter's day drew to a close, and darkness mercifully put an end to the slaughter.

Then followed a night of pain and horror. The frost was intense, and out on that terrible hillside the wounded lay beside the dead, untended and uncared for, many dying from cold ere help could reach them.

Still and white they lay beneath the starry sky while the general who had sent them to a needless death wrung his hands in cruel remorse. "Oh, those men, oh, those men," he moaned, "those men over there. I am thinking of them all the time."

So great was the suffering that a Confederate officer named **Richard Kirkland** was moved the next morning to provide water to numerous Union wounded lying on the field of battle. Union soldiers held their fire as it was clear what Kirkland's intent was. Kirkland was nicknamed the "Angel of Marye's Heights."

Burnside knew that he had failed as a general, and in his grief and despair he determined to wipe out his failure by another attempt. But his officers well knew that this would only mean more useless sacrifice of life. With difficulty they persuaded him to give up the idea, and two days later the Federal army crossed the Rappahannock and returned to their camp near Falmouth.



*Monument to Richard Kirkland, Sculptor: Felix Weihs de Weldon (1965). This sculpture honors Kirkland's brave kindness in Fredericksburg.*  
CC BY-SA 20 by Claire H. from New York City



With this victory at Fredericksburg the hopes of the Confederates rose high. They believed that the war would soon end triumphantly for them, and that the South would henceforth be a separate republic. There was no need for them, they thought, to listen to the commands of the “President of the North,” and not one state paid any heed to Lincoln’s demand that the enslaved people should be set free.

Nevertheless on New Year’s Day, 1863, Lincoln signed the great Emancipation Proclamation.

He had first held a great reception and had shaken hands with so many people that his right hand was trembling. “If they find my hand trembling,” he said to the secretary of state as he took up his pen, “they will say, ‘He hesitated,’ but anyway it is going to be done.”

Then very carefully and steadily he wrote his name. It was the greatest deed of his life. “If my name is ever remembered,” he said, “it will be for this act, and my whole soul is in it.”

And thus slavery came to an end. From the beginning of the war there had been a danger that France and Britain might help the South. Lincoln had now made that impossible by making the war one against slavery as well as one for Union. For both France and Britain were against slavery by that time and could not well help those who now fought to protect it.

Now that they were free, many African Americans entered the army. At this the

Southerners were very angry and declared that any who were taken prisoner would not be regarded as soldiers, but as rebellious enslaved people, and would be punished accordingly. But in spite of their anger many African American regiments were formed, and they proved themselves good soldiers. And before the end of the war the Confederates, too, were making use of African American soldiery. But this was cutting the ground from under their own feet and showing the injustice of slavery. For, as a Southerner said, “If [an African American] is fit to be a soldier, he is not fit to be a slave.”



Black man reading newspaper by candlelight with headline, “Presidential Proclamation, Slavery,” which refers to the Jan. 1863 Emancipation Proclamation

## Lesson Four

### History Overview and Assignments The Battle of Chancellorsville

STONEWALL JACKSON was a true Christian and a great soldier, and his death was a great loss to the Confederate cause. He believed to the end that he was fighting for the right, and, mistaken although he might have been, his honor and valor were alike unquestioned. Both North and South may unite in admiration for him as a soldier, and in love for him as a Christian gentleman.



*Battle of Chancellorsville, by Kurz and Allison (1889)*

### Reading and Suggested Assignments

- Read the article: *Lincoln—Chancellorsville and the Death of Stonewall Jackson*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Create a biography notebook page on **Stonewall Jackson**, including details about his life and work. You may either write or orally narrate in order to create this page. You may include some drawings if you like.

- Continue working on your report about **Abraham Lincoln**, due at the end of Unit 4.
- Continue memorizing the **Gettysburg Address**, due at the end of Unit 5.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

hamlet

foliage

rout

gallant

## Key People, Places, and Events

Joseph “Fighting Joe” Hooker  
Battle of Chancellorsville  
George Meade

Robert E. Lee  
Thomas “Stonewall” Jackson  
Peter Keenan

## Discussion Questions

1. Why did it appear that the Union had the advantage at the Battle of Chancellorsville?
2. What was General Hooker not expecting from the Confederate army that upset his plans at the Battle of Chancellorsville?
3. What was the outcome of the Battle of Chancellorsville?
4. How was Stonewall Jackson killed?
5. What were his last words?
6. What type of leader was Stonewall Jackson?
7. Why do you think Stonewall Jackson’s men loved him so much?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

by Henrietta Elizabeth Marshall

### ***Lincoln—Chancellorsville and the Death of Stonewall Jackson***

The war went on, and still the North suffered many losses. Soon after the Battle of Fredericksburg, General Ambrose E. Burnside resigned the command of the army of the Potomac. His place was taken by General **Joseph Hooker**, known to his men as “Fighting Joe.” He was a tall and handsome man, brave, and dashing almost to rashness. “Beware of rashness, beware of rashness,” said Lincoln when he appointed him. “But with energy and sleepless vigilance go forward and give us victories.”

But not even “Fighting Joe” could bring victory to the North at once. He found the army disheartened, dwindling daily by

desertion, and altogether in something like confusion. He was, however, a splendid organizer, and in less than two months he had pulled the army together and once more made it a terrible fighting machine. He declared it to be the finest army in the world, and full of pride in his men, and pride in himself, he set out to crush Lee.

The two armies met near the tiny **hamlet** of Chancellorsville, and the four days’ fighting which followed is known as the **Battle of Chancellorsville**.

Everything seemed to favor the Federals. They had the larger army, they were encamped in a good position, and

above all the men were full of admiration for, and trust in, “Fighting Joe.”

General Hooker’s movements had been quick and sure, his plans well laid. But he had expected the enemy to “flee ingloriously” before him.



Chancellor House, the headquarters of General Joseph Hooker during the battle

The enemy, however, did not flee but showed a stubborn intention to keep fighting. Then Hooker’s courage failed him. He seemed to lose his grip on things, and much to the surprise of his officers he left his high position and took a lower one.

“Great heavens,” said General **George Meade**, when he heard the order, “if we cannot hold the top of a hill, we certainly cannot hold the bottom of it.”

The first day of the battle passed without any great loss on either side. Night came, the fighting ceased, and the weary men lay down to rest. But for **Robert E. Lee** and **Thomas “Stonewall” Jackson** there was little sleep. Beneath a small clump of pine trees they sat on packing cases, with maps spread out before them. For Jackson was planning one of his quick and stealthy marches, intent on catching the Federals unaware where they least expected it. And Lee, seeing the indecision of the Federal leader, had grown bold even to rashness while Hooker had grown cautious.

“What exactly do you propose to do?” asked Lee, as he studied the map.

“Go around here,” replied Jackson, as with his finger he traced a line on the map which encircled the whole right wing of the Federal army.

“With what force do you propose to make this movement?” asked Lee.

“With my whole corps,” answered Jackson.

General Lee thought for a few minutes in silence. Then he spoke.

“Well, go on,” he said.

He knew that it was a great gamble. The Federal army was twice as large as their own and yet Jackson proposed to cut theirs in two and place the whole Federal army between the two halves. If the movement failed, it would be a terrible failure. If it succeeded, it would be a great success. It was worth the risk. So Lee said, “Go on.”

As for Jackson, he had no doubts. At Lee’s words he rose, smiling, and eager.

“My troops will move at once, sir,” he said, and with a salute he was gone.

Soon in the cool and lovely May morning Jackson’s men were marching through what was known as the Wilderness. It was a forest of smallish trees, so thickly set that a man could hardly march through it with his gun on shoulder. The Federals saw the great column of men move off without misgivings, imagining them to be retreating. Soon they were lost to sight, swallowed up by the Wilderness.

Here and there through the wood, paths were cut, and along these hour after hour twenty-five thousand men moved ceaselessly and silently. Through the thick **foliage** there came to them faint echoes of the thundering guns, while close about them the cries of startled birds broke the

stillness, and the timid, wild things of the woods scurried in terror before them. As the day went on the heat became stifling, and dust rose in clouds beneath the tramping feet. Still, choking, hot, and dusty the men pressed on.



The Union XI Corps routs before Jackson's attack at the Battle of Chancellorsville

The soldiers of the right wing of the Federal army were resting about six o'clock that evening. Their arms were stacked, some were cooking supper, and others were smoking or playing cards, when suddenly from the woods there came the flutter of wings and a rush of frightened squirrels and rabbits, and other woodland creatures.

It was the first warning the Federals had of the approach of the enemy. They flew to arms, but it was already too late. With their wild yell the Confederates dashed into the camp. The Federals fought bravely, but they were taken both in front and rear, and were utterly overwhelmed.

Now and again a regiment tried to make a stand, only to be swept away by the terrific onslaught of the Confederates, and leaving half their number dead on the field they fled in panic. Still with desperate courage the Federal leaders sought to stem the onrush of the enemy and stay the **rout**.

"You must charge into those woods and hold the foe until I get some guns into

position," said General Alfred Pleasonton, turning to Major **Peter Keenan**.

"I will, sir," replied Keenan. Then calmly smiling at the head of his handful of men, he rode to certain death.

Ten minutes later he lay dead with more than half his **gallant** followers beside him. But his sacrifice was not in vain. For his desperate thrust had held the Confederates until the guns were placed and the army saved from utter rout.

The sun went down on a brilliant victory for the Confederates. Yet the night brought disaster for them.

Eager to find out what the Federals were doing, General Jackson rode out toward their lines in the gathering darkness. It was a dangerous thing to do, for he ran the risk of being picked off by their sharpshooters. The danger indeed was so great that an officer of his staff tried to make him turn back. "General," he said, "don't you think that this is the wrong place for you?"

But Jackson would not listen. "The danger is all over," he said carelessly. "The enemy is routed. Go back and tell Hill to press right on."



Thomas Jonathan "Stonewall" Jackson, by James Reeve Stuart (1869)

Soon after giving this order Jackson himself turned and rode back with his staff at a quick trot. But in the dim light his men mistook the little party for a company of Federals charging, and they fired. Many of his officers were killed, Jackson himself was sorely wounded and fell from his horse into the arms of one of his officers.

“General,” asked someone anxiously, “are you much hurt?”

“I think I am,” replied Jackson. “And all my wounds are from my own men,” he added sadly.

As tenderly as might be he was carried to the rear, and all that could be done was done. But Stonewall Jackson had fought his last victorious fight. Eight days later he passed to his rest.

During these days he seemed to forget the Great War. His wife and children were with him, and thoughts of them filled his heart. But at the end he was once more in imagination with his men on the field of battle.

“Order A.P. Hill to prepare for action,” he cried. “Pass the infantry to the front. Tell Major Hawks—”

Then he stopped, leaving the sentence unfinished. A puzzled, troubled look overspread his handsome, worn face. But in a few minutes it passed away, and calm peace took its place.

“Let us cross over the river,” he said, softly and clearly, “and rest under the shade of the trees.”

Then with a contented sigh, he entered into his rest.

Stonewall Jackson was a true Christian and a great soldier, and his death was a great loss to the Confederate cause. He believed to the end that he was fighting for the right, and, mistaken although he might have been, his honor and valor were alike unquestioned. Both North and South may unite in admiration for him as a soldier, and in love for him as a Christian gentleman.



*Jackson and Little Sorrel*, by David Bendann (1913)

## Lesson Five

### History Overview and Assignments Lincoln—The Battle of Gettysburg

THE UNION'S VICTORY in the Battle of Gettysburg was neither very great nor in any way decisive, and the cost of life was frightful. Indeed, so many brave men fell upon that dreadful field that the thought came to the governor of the state that it would be well to make a portion of it into a soldiers' burial place and thus consecrate it forever as holy ground. All the states whose sons had taken part in the battle willingly helped, and a few months after the battle it was dedicated. It was there that President Lincoln made one of his most beautiful and famous speeches, the *Gettysburg Address*.



*Battle of Gettysburg*, by Thure de Thulstrup (1887), showing Pickett's Charge

#### Key People, Places, and Events

J.E.B. Stuart  
Robert E. Lee  
George Meade  
Battle of Gettysburg  
Seminary Ridge  
Cemetery Hill  
James Longstreet  
George E. Pickett  
Pickett's Charge  
Gettysburg Address

### Reading and Suggested Assignments

- Read the article: *Lincoln—the Battle of Gettysburg*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue working on your report about **Abraham Lincoln**, due at the end of Unit 4.
- Continue memorizing the **Gettysburg Address**, due at the end of Unit 5.
- Visit a website found at your **ArtiosHCS** curriculum website and list each important moment in the Battle of Gettysburg.
- Listen to a recording of the **Gettysburg Address** at the website found at your **ArtiosHCS** curriculum website.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

fusillade

barricade

bayonet

## Discussion Questions

1. From the previous article, explain why General Hooker was replaced as commander in chief of the Union army.
2. Who was his replacement?
3. How long did the Battle of Gettysburg last?
4. Why was General Longstreet opposed to General Lee's plan for General George E. Pickett's division?
5. How many men were killed in Pickett's charge?
6. How did the Battle of Gettysburg end?
7. What did both North and South do to commemorate the Battle of Gettysburg?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Lincoln—The Battle of Gettysburg***

The day after Jackson was wounded, the Battle of Chancellorsville continued, ending in a second victory for the Confederates. Soon afterward, the fighting was renewed. After this the Federals retired across the Rappahannock to their former camping ground unharmed, the Confederates being too exhausted to pursue them.

After Fredericksburg the Confederates had rejoiced. After Chancellorsville they rejoiced still more, and they made up their minds to carry the war into the Northern states. So leaving part of his army under General **J.E.B. Stuart** to prevent the Federals pursuing him, General **Robert E. Lee** marched into Pennsylvania. But General Stuart was unable to hold the Federals back, and they were soon in pursuit of Lee.

At Chancellorsville General Hooker had shown that although he was a splendid fighting general, he was a poor commander in chief, and toward the end of June, while the army was in full cry after the foe, General **George Meade** was made

commander in chief. Meade continued the pursuit and Lee, having no choice, gave up his plans of invasion and turned to meet the foe.



General George Gordon Meade

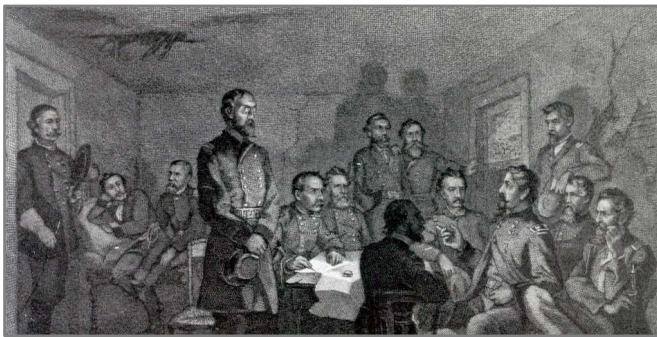
The two forces met near the little town of **Gettysburg** in Pennsylvania, and a great three-day's battle took place.

The fighting began on the first of July when the Federal army was still widely



scattered through the country and Meade himself far in the rear, and again the Confederates triumphed.

Late that night General Meade arrived upon the field and began to make preparations for the next day's struggle. On both sides the commanders and armies seemed to feel that a great turning point of the war had come, and they bent all their energies on winning. Both camps were early astir, yet each side seemed to hesitate to begin the fearful game and put fortune to the test. So the morning passed quietly, the hot silence of the summer day being broken only now and again by fitful spurts of firing.



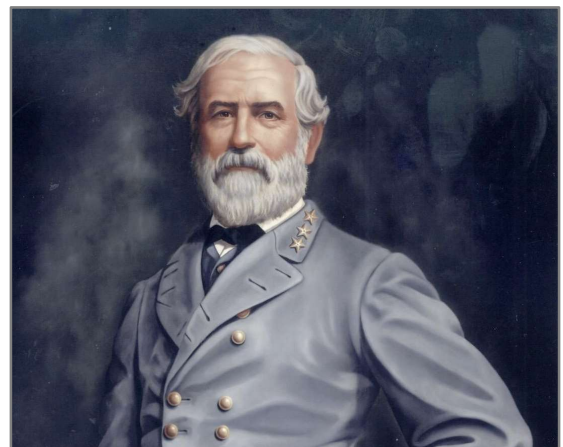
Engraving by James E. Kelly of George G. Meade and the Council of War at Gettysburg, July 2, 1863

Late in the afternoon at length the Confederates attacked, and soon the battle raged fiercely. The fight swung this way and that, first the one side and then the other gaining ground here, losing it there. When night came the position was little changed. The advantage still lay with the Confederates.

Next day there was no hesitation. Both sides knew the deadly duel must be fought to the close, and at dawn the roll and thud of cannon began. From hill to hill gun answered gun, shells screamed and hissed, and the whole valley seemed to be encircled with flame and smoke. But the Confederates gained nothing. The Federals stood firm.

At length Lee determined to make a

mighty effort to smash the center of the Federal line and split it in two. Collecting about a hundred and fifty guns he massed them along a height named **Seminary Ridge**, and with these he pounded the Federals on **Cemetery Hill** opposite. For two hours the terrible cannonade lasted. At first the Federal guns replied vigorously, then they almost ceased. They ceased, not because they had been put out of action, not because ammunition was running short, but because Meade was reserving his strength for the infantry attack he knew must come.



General, by Rick Timmons

### **Pickett's Charge**

In the Confederate camp there was strained anxiety. Lee had determined to make the attack, but General **James Longstreet** was against it. He did not believe that it could succeed. It was, he felt sure, only the useless throwing away of brave lives, and his heart was wrung with sorrow at the thought. But Lee insisted, and General **George E. Pickett's** division was chosen to make the attempt.

So Longstreet gave way. But when Pickett came to him for last orders he could not speak; he merely nodded his head and turned away with a sob.

Pickett, however, knew neither hesitation nor fear.

“Sir,” he said firmly, “I shall lead my division forward.”

Again Longstreet gave a sign, and Pickett, bold and gallant, rode off “into the jaws of death.” Tall and smiling, his cap set rakishly over one ear, his brown-gold hair shining in the sun, he seemed, said Longstreet long after, more like a “holiday soldier” than a general about to lead a desperate and almost hopeless attack.

The Federal lines were a mile away. Toward them, toward the bristling row of guns, the men marched steadily, keeping step as if on parade, their banners fluttering gaily, and their bayonets glittering in the sunshine. Confident and elated, they swept on. They were out to win not merely the battle but the war, and they meant to do it.

Half the distance was covered. Then the Federal guns spoke. Crashing and thundering they tore great gaps in the approaching column. Still the men moved on steadily, relentlessly, until they came within musket range. Then on a sudden the whole Federal line became as it were a sheet of flame and smoke, and the first line of the advancing Confederates seemed to crumble away before the fearful **fusillade**. But the second line came on only faster and yet faster, firing volley after volley, scattering frightful death as they came.

Nothing could stay **Pickett’s Charge**. On they came right up to the rifle pits. In a rush they were across them and over the **barricades**. Then with a yell of victory they threw themselves upon the guns, **bayoneting** the gunners. Leaping upon the barricade a man held aloft the Confederate flag, waving it in triumphant joy. The next instant he fell mortally wounded, and the flag, bloodstained and torn, was trampled underfoot.

The Confederate success was only the success of a moment. The handful of heroic men who had reached the Federal guns could not hope to hold them. They died gallantly. That was all.



The first national Confederate Flag

A storm of shot and shell tore its way through the still advancing ranks. It became an ordeal of fire too great for even the bravest to face. The lines at length wavered, they broke, and the men were scattered in flight. Thousands lay dead and dying on the field, many surrendered and were taken prisoner, and of the fifteen thousand gallant soldiers who had set forth so gaily, only a pitiful remnant of thirteen hundred blood-stained, weary men at length reached their own lines.

This gallant and hopeless charge brought the Battle of Gettysburg to an end. It brought victory to the Federal side, and the Confederates slowly retired into Virginia once more.

Yet the victory was not very great nor in any way decisive, and the cost of life had been frightful. Indeed, so many brave men had fallen upon this dreadful field that the thought came to the governor of the state that it would be well to make a portion of it

into a soldiers' burial place and thus consecrate it forever as holy ground. All the states whose sons had taken part in the battle willingly helped, and it was dedicated a few months after the battle. And there President Lincoln made one of his most beautiful and famous speeches, known today as the **Gettysburg Address**:

*“Fourscore and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense we cannot*

*dedicate—we cannot consecrate—we cannot hollow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”*



The Lincoln Address Memorial, designed by Louis Henrick, with bust of Lincoln by Henry Kirke Bush-Brown, erected at the Gettysburg National Cemetery in 1912

# The Artios Home Companion Series

## Unit 4: The Civil War Shifts Direction

### Teacher Overview

THE DIRECTION of America's Civil War shifted after the Battle of Gettysburg. New leaders emerged on both sides who began devising bolder strategies, and soon it was only a matter of time until one side was headed toward victory.



*Sheridan's Final Charge at Winchester, by Thure de Thulstrup (c.1886)*

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, student will:

- Complete two lessons in which they will learn about the **continuing history of the American Civil War through the close of 1864.**
- Define vocabulary words.
- Complete their report on **Abraham Lincoln.**

- Continue memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This is due at the end of Unit 5.*
- Find and read the poem “**Sheridan’s Ride**,” by Thomas Buchanan Read.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### Honesty is a character quality to be desired.

*The integrity of the upright guides them, but the crookedness of the treacherous destroys them.*

– Proverbs 11:3

### God hates ungodliness and slavery.

*Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.*

– 1 Timothy 1: 8-10

### God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

## Vocabulary

### Lesson 1:

recall  
ration  
specter  
inferno  
oust  
endeavor

### Lesson 2:

arduous  
rations  
forager  
fertile  
wantonness  
sinewy

## Key People, Places, and Events

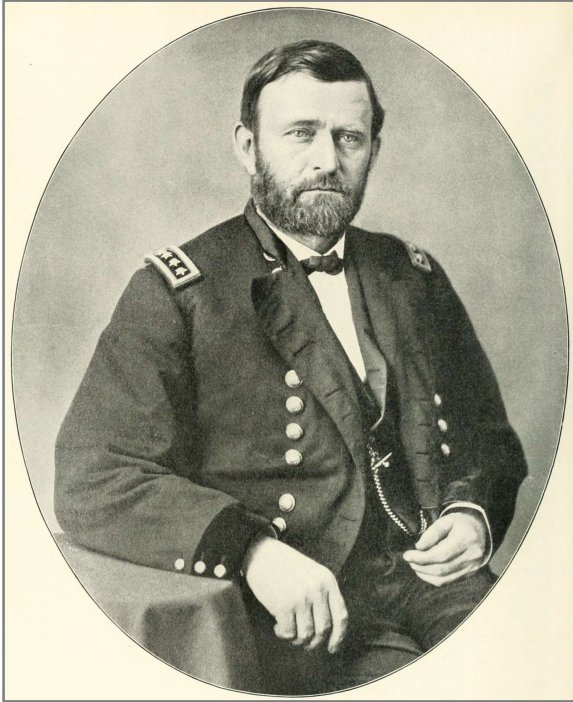
Ulysses S. Grant  
Siege of Vicksburg  
Battle of the Wilderness  
Battle of Spotsylvania Court House  
Philip Sheridan  
Sheridan’s Campaign  
Jubal A. Early  
Battle of Chickamauga  
Braxton Bragg  
Battle of Lookout Mountain  
Battle of Missionary Ridge  
Joseph E. Johnston  
William T. Sherman  
Sherman’s March to the Sea

## Lesson One

### History Overview and Assignments Grant's Campaign and Sheridan's Ride

*“The victory of Gettysburg which had been so dearly bought was not very great. But hard upon it came the news that on the 4<sup>th</sup> of July Vicksburg, Mississippi had surrendered to General Grant. And taking both victories together the people of the North felt that now they had cause to hope.”*

– from the adapted article below



General in Chief of the Union Army,  
Ulysses S. Grant in 1866

#### Key People, Places, and Events

Ulysses S. Grant  
Siege of Vicksburg  
Battle of the Wilderness  
Battle of Spotsylvania Court House  
Philip Sheridan  
Sheridan's Campaign  
Jubal A. Early

#### Vocabulary

recall  
ration  
specter  
inferno  
oust  
endeavor

### Reading and Suggested Assignments

- Read the article: *Lincoln—Grant's Campaign and Sheridan's Ride*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue working on your report about **Abraham Lincoln**. *This report is due at the end of this unit.*
- Continue memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This will be due at the end of Unit 5.*

- Find and read the poem “**Sheridan’s Ride,**” by Thomas Buchanan Read.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. Why was the control of the city of Vicksburg, Mississippi so important?
2. Why were many people in the North clamoring for the recall of General Grant during this time?
3. How did President Lincoln respond to their demands?
4. How did Grant finally have success in capturing Vicksburg?
5. How did General Grant and General Pemberton know each other prior to the Civil War?
6. How many men became prisoners of war after Vicksburg was captured by the Union army?
7. How would you describe General Grant after the Siege of Vicksburg?
8. What position did Lincoln give to General Grant after the capture of Vicksburg?
9. What was Grant’s goal for his command after becoming commander in chief?
10. Describe Grant’s strategic blunder while trying to take Richmond.
11. What happened while Sheridan was in Washington?
12. How did Sheridan react when he became aware of the battle?
13. What did he say to his men who were fleeing the scene of the battle?



*Battle of the Wilderness—Desperate Fight on the Orange C.H. Plank Road, Near Todd’s Tavern, May 6<sup>th</sup>, 1864, by Kurz and Allison (1887)*

Adapted for Elementary School from the book:

## ***This Country of Ours***

by Henrietta Elizabeth Marshall

### ***Lincoln—Grant’s Campaign and Sheridan’s Ride***

The victory of Gettysburg, which had been so costly in lives, was not very great. But fast after it came the news that on the 4<sup>th</sup> of July Vicksburg, Mississippi had surrendered to General Grant. And taking both victories together, the people of the North felt that now they had cause to hope.

#### **The Siege of Vicksburg**

After the capture of New Orleans in April 1862, Captain Farragut had sailed up the Mississippi, and except for Vicksburg the whole valley was in the control of the Federals. Farragut would have attacked Vicksburg also, but his land force was not strong enough.

The Confederates, however, knew the importance of holding the city, for it was the connecting link between the rebellious states which lay east and those which lay west of the great river. Through it passed enormous supplies of food from the West, as well as great quantities of arms, ammunition, and other war stores which came from Europe by way of Mexico.

So while the Federals neglected to take Vicksburg, the Confederates improved its fortifications until they were so strong that it seemed almost impossible that it should ever be taken.

At length General **Ulysses S. Grant** was given supreme command of the western army, and he, well knowing the importance of Vicksburg, became intent on taking it. Again and yet again he tried and failed. Indeed he failed so often that people began to clamor for his **recall**. But President

Lincoln turned a deaf ear to the clamor and decided always to “try him a little longer” and still a little longer. And Grant justified his trust.

Finding it impossible to take Vicksburg by assault, he determined to besiege it. In a brilliant campaign of less than a fortnight, he marched a hundred and fifty miles and fought four battles. Then he sat down with his victorious army before Vicksburg, and a regular siege began.



*Siege of Vicksburg—13, 15 & 17 Corps, Commanded by Gen. U.S. Grant, Assisted by the Navy Under Admiral Porter—Surrender, July 4, 1863, by Kurz and Allison (c.1888)*

Vicksburg was now completely surrounded. On the river the fleet kept watch so that no boats carrying food, ammunition, or relief of any kind could reach the fated city. On land Grant’s army dug itself in, daily bringing the ring of trenches closer and closer to the Confederate fortifications. They were so close at last that the soldiers on either side could hear each other talking, and often friendly chat passed between the “Yanks” and the “Johnnies,” or Southerners.



“When are you coming into town, Yank?” the Confederates would ask.

“Well, Johnnie, we are thinking of celebrating the 4<sup>th</sup> of July there,” the Northerners would reply.

And at this the Johnnies would laugh as at a huge joke. No 4<sup>th</sup> of July would the Yanks celebrate in their city.

Regularly, too, the Confederates would pass the little Vicksburg paper, the *Daily Citizen*, to their enemies. This paper appeared daily to the end, although paper grew so scarce that it sometimes consisted only of one sheet eighteen inches long and six inches wide. At length printing paper gave out altogether, and the journal appeared printed on the plain side of wallpaper.

Day was added to day, and week to week, and still the **Siege of Vicksburg** lasted. All day cannon roared, shells screamed and whistled, and the city seemed enveloped in flame and noise. The streets were places of death and danger, and the people took refuge in the cellars of the houses, or in caves which they dug out of the clay-filled soil. In these caves whole families lived for weeks together, only creeping out to breathe the air during the short intervals, night and morning, when the guns ceased firing.

Food grew scarcer and scarcer until at length there was nothing left but salt bacon, the flesh of mules and rats, and moldy pea flour. The soldiers were no longer fit to man the guns, their **rations** being no more than a quarter of a pound of bacon and the same of flour each day. Water too ran short, and they were obliged to drink the muddy water of the Mississippi.

Like pale **specters** the people crept about, and many, both soldiers and citizens, died from starvation and disease brought on

by starvation. At length Vicksburg seemed little more than one great hospital, encircled by fire, made hideous by noise. Human nature could endure no longer, and on the morning of the 3<sup>rd</sup> of July white flags appeared upon the ramparts.

Immediately the roar of cannon ceased, and silence fell on city and camp. After the six weeks’ **inferno** it seemed to the wracked nerves and aching ears of the inhabitants as if the silence might be felt, as if the peace wrapped them about like a soft robe. The relief was so great that many who had endured the weeks of torture dry-eyed now burst into tears. But they were healing tears.

Under a lonely tree, a few hundred yards beyond the Confederate lines, Grant met General John C. Pemberton, the defender of Vicksburg. The two men had fought side by side in the Mexican War and had been friends. Now, although divided by cruel strife, they shook hands as of old. But memories of bygone days did not soften Grant’s heart. His terms were hard. Once more he demanded unconditional surrender. And Pemberton, knowing that resistance was impossible, yielded.

Next day the surrender was accomplished, and thirty thousand men became prisoners of war. Before noon the Union flag was flying over the Court House. Thus the “Yanks” celebrated the “glorious Fourth” in Vicksburg, as they had boasted they would do. But there was no noisy rejoicing. The Federals took possession almost in silence, for they had too much admiration for their gallant foe to wish to give them pain. One cheer indeed rent the air, but it was given for the glorious defenders of Vicksburg.

The whole North was now united in

passionate admiration for Grant. Cheering crowds followed him in the streets. Fools and wise men alike were eager to know him, to boast that they had spoken to him or touched his hand. Yet, at first sight Grant seemed to have little of the hero about him. He was an “ordinary, scrubby looking man, with a slightly seedy look,” said one who saw him in those days. “He did not march nor quite walk but pitched along as if the next step would bring him to his nose.” But his eye was clear and blue, he had a determined look and seemed like a man it would be bad to trifle with.

This shambling, scrubby looking man with the clear blue eyes was now the idol of the people. Lincoln too saw his genius as a leader, and willingly yielding to the popular demand, the next spring made him commander in chief of all the United States armies.

Before long Grant had made his plans for the next campaign. It was a twofold one. He himself with one army determined by blow after blow to hammer Lee into submission, while Sherman was to tackle the other great Confederate army under Johnston.

### Grant's Campaign

Grant set out in the beginning of May, and on the 5<sup>th</sup> and 6<sup>th</sup> the **Battle of the Wilderness** was fought not far from where the Battle of Chancellorsville had been fought the year before. Grant had not meant to fight here, but Lee, who knew every inch of the ground, forced the fight on him.

In the tangled underwood of the Wilderness, artillery and cavalry were of little use, and the battle became a fierce struggle between the foot soldiers of either army. The forest was so thick that officers

could see only a small part of their men, and they could only guess at what was going on by the sound of the firing and the shouts, exultant or despairing, of the men who were driven to and fro in the dark and dreary thickets. In the end neither side gained anything except an increased respect for the foe.

Grant's aim was to take Richmond, the Confederate capital, and with that aim still before him after the Battle of the Wilderness he moved his army to Spotsylvania. He was hotly pursued by Lee and here on the 10<sup>th</sup> and 12<sup>th</sup> of May another stern struggle, the **Battle of Spotsylvania Court House**, took place.



*The Battle of Spotsylvania, by Kurz & Allison (c.1888)*

The fighting on the 10<sup>th</sup> was so terrible that on the 11<sup>th</sup> both armies rested as by common consent. Next day the battle began again and lasted until midnight. It was a hand-to-hand struggle. The tide of victory swung this way and that. Positions were taken and the battle lost and taken again, and after twenty-four hours of fighting neither side had won, and thousands of brave men lay dead upon the field.

Still intent on Richmond, Grant moved southward after this terrible battle, followed closely by Lee. Almost every day there were skirmishes between the two armies, but still

Grant pressed onward and arrived at length within a few miles of Richmond. Here at Cold Harbor Lee took up a strongly entrenched position from which it seemed impossible to **oust** him, except by a grand assault. Grant determined to make that assault.

Both officers and men knew that it could not succeed, but Grant commanded it and they obeyed. Yet so sure were many of the men that they were going to certain death that it is said they wrote their names and addresses on slips of paper which they tacked to the backs of their coats, so that when their bodies were found it might be easily known who they were, and news be sent to their families.

At half-past four in the gray morning light, eighty thousand men rushed upon the foe. They were met with a blinding fire and swept away. In half an hour the attack was over. It was the deadliest half hour in all American history up to this point, and eight thousand Union men lay dead upon the field.

“Someone blundered,” it was said. Grant had blundered. He knew it, and all his life afterward regretted it. “No advantage whatever was gained,” he said, “to make up for the heavy loss we suffered.”

In this terrible campaign he had lost sixty thousand men. He had not taken Richmond. He had neither destroyed nor dispersed Lee’s army. Still he hammered on, hoping in the long run to wear out Lee. For the Confederates had lost heavily too, and they had no more men with which to make good their losses. On the other hand, the gaps in the Federal army were filled up almost as soon as they were made. “It’s no use killing these fellows,” said the

Confederates, “a half dozen take the place of every one we kill.”

The people of the North could not look on calmly at these terrible doings. They cast their idol down and cried out against Grant as a “butcher.” They demanded his removal. But Lincoln refused again to listen to the clamor as he had refused before. “I cannot spare that man,” he said. “At least he fights.”

Grant was terrible only for a good end. He was ruthless so that the war might be brought the more speedily to a close. And Lincoln, the most tenderhearted of all men, knew it. Undismayed therefore, Grant fought on. But his army was weary of much fighting, disheartened by ill success, and weakened by many losses. New recruits indeed had been poured into. But they were all unused to discipline. Months of drill were needed before they could become good soldiers. In June Grant settled down to besiege Petersburg and drill his new men the while, and not till the spring of 1865 did the army of the Potomac again take the field.

Meanwhile, there was fighting elsewhere.

### **Sheridan’s Campaign**

On the part of the Confederates there was a constant **endeavor** to take Washington, and in July of this year the Confederate army actually came within a few miles of the city. There was great alarm in the capital, for it was defended chiefly by citizen soldiers and fresh recruits who had little knowledge of warfare. But just in time Grant sent strong reinforcements from the army of the Potomac, and the Confederates marched away without making an attack. They only retired, however, into the

Shenandoah Valley, and their presence there was a constant menace to Washington. Early in August therefore, General **Philip Sheridan** was sent to clear the enemy out of the valley and relieve Washington from the constant fear of attack.

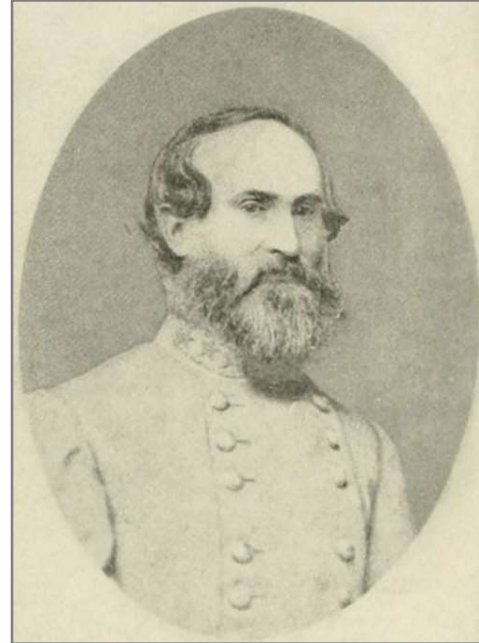


Equestrian statue of Philip Sheridan in the center of Sheridan Circle in Washington, DC, sculpted by Gutzon Borglum in 1908

**Sheridan's Campaign** began vigorously, and the Union soon had command of most of the roads leading to Washington. But General Sheridan knew that General **Jubal A. Early**, who commanded the Confederate troops, was a skillful and tried soldier and that he moved with caution. For some weeks indeed both commanders played as it were a game of chess, maneuvering for advantage of position. But at length a great battle was fought at Winchester in which the Confederates were defeated and driven from the field. Three days later another battle was fought at Fisher's Hill, and once again in spite of gallant fighting the Confederates were beaten.

After this battle Sheridan marched back through the valley, destroying and carrying away everything which might be of use to

the foe. Houses were left untouched, but barns and mills with all their stores of food and forage were burned to the ground. Thousands of horses and cattle were driven off, and the rich, pleasant valley made a desolation, with nothing left in it, as Grant said, to invite the enemy to return.



Confederate General Jubal A. Early

### **Sheridan's Famous Ride**

Having finished this work Sheridan dashed off to Washington to consult with the secretary of war about his future movements. The Confederate army had meanwhile encamped again near Fisher's Hill. And Early, hearing of Sheridan's absence, determined to make a surprise attack on the Federal army.

In the darkness of the night they set out and stealthily crept towards the Federal camp at Cedar Creek. Every care was taken so that no sound should be made. The men were even ordered to leave their canteens behind, lest they should rattle against their rifles. Not a word was spoken as the great column crept onward, climbing up and down steep hillsides, fording streams,

pushing through thickly growing brushwood. At length before sunrise, without alarm or hindrance of any kind the Confederates reached the camp of the sleeping Federals.

Each man was soon in his appointed place, and in the cold gray dawn stood waiting the signal. At length a shot rang out, and with their well-known yell the Confederates threw themselves into the camp.

As quickly as might be, the Federals sprang up and seized their arms. But they had been taken utterly by surprise, and before they could form in battle array they were scattered in flight.

Before the sun was well up the Federals were defeated, and their camp and cannon were in the hands of the enemy. Meanwhile Sheridan had reached Winchester on his return journey from Washington. He had slept the night there and had been awakened by the sound of firing. At first, he thought little of it, but as the roar continued, he became sure that a great battle was being fought—and he was twenty miles away! He set spurs to his horse, and through the cool morning air:

*“A steed as black as steeds of night  
Was seen to pass, as with eagle flight.  
As if he knew the terrible need,  
He stretched away with his utmost  
speed.”<sup>1</sup>*

Mile after mile the great black horse ate up the roads. The sound of firing grew louder and louder, and at length men fleeing in rout and confusion came in sight. There was every sign of a complete defeat.

Wounded, unwounded, baggage wagons, mule teams, all were fleeing in confusion.

It was a grievous sight for Sheridan. But he refused to accept defeat. Rising high in his stirrups, he waved his hat in the air and shouted cheerily, “Face the other way, boys. We are going back to our camp. We are going to lick them into their boots.” At the sound of his voice the fleeing soldiers paused, and with a mighty shout they faced about. Even the wounded joined in the cheering. The beaten, disheartened army took heart again, the scattered, disorganized groups were gathered, a compact line of battle was formed, and at the end of two hours the men were not only ready but eager once more to grapple with the foe.



*Sheridan's Ride*, by Thure de Thulstrup (1886)

Then the second battle of Cedar Creek was fought. By ten o'clock in the morning, the Federals appeared defeated. But by five in the afternoon, the Confederates were not only defeated, but utterly routed. Their army was shattered, and the war swept out of the Shenandoah Valley for good. Then Sheridan marched his victorious troops to join Grant before Petersburg.

1. From the poem "Sheridan's Ride," by Thomas Buchanan Read

## Lesson Two

### History Overview and Assignments Tennessee Battles and Sherman's March

*“Grant’s plan of action was twofold while he was fighting the second Confederate army under General Joseph E. Johnston. At the beginning of the campaign General William T. Sherman’s army was at Chattanooga in Tennessee. While General Grant was fighting the Battle of the Wilderness, Sherman began his march to Atlanta, Georgia. Fighting all the way, the Confederate army always retreating before him, he slowly approached Atlanta. At length on September 2<sup>nd</sup> he entered and took possession of it.”*

– from the adapted article below



*The Siege of Atlanta, by Thure de Thulstrup (c.1888)*

### Reading and Suggested Assignments

- Read the combined article:  
*Sherman’s March to the Sea and Lincoln’s Reelection, Part One.*
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Complete and hand in your report on **Abraham Lincoln**.
- Continue memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This will be due at the end of Unit 5.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

arduous  
rations  
forager  
fertile  
wantonness  
sinewy

## Key People, Places, and Events

Battle of Chickamauga  
Braxton Bragg  
Battle of Lookout Mountain  
Battle of Missionary Ridge  
Joseph E. Johnston  
William T. Sherman  
Sherman's March to the Sea

## Discussion Questions

1. Which side won the Battles of Lookout Mountain and Missionary Ridge?
2. Describe Grant's twofold plan of action for fighting the second Confederate army under General Joseph E. Johnston.
3. What role had the city of Atlanta played in supplying the Confederacy?
4. What did General Sherman make sure to destroy in and around Atlanta?
5. Describe the desolation Sherman's army created as they marched toward the sea.
6. In what way did Sherman's army cut the Confederacy in half?
7. What did Sherman give to President Lincoln as a "Christmas present" when he arrived in Savannah? Although General Lee knew the Confederacy was defeated, the war continued. Why?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by Henrietta Elizabeth Marshall*

### ***Sherman's March to the Sea and Lincoln's Reelection, Part One***

#### **Battles in Tennessee**

*On September 18, 1863, the two armies had faced each other in the **Battle of Chickamauga**, a few miles southeast of Chattanooga. Here on September 19 and 20 one of the bloodiest battles of the war was fought. All day long the Union army resisted the fierce attacks of the southern columns—charges and counter-charges were made—and by nightfall of the 19th the Confederates had failed to gain the road to Chattanooga,*

*but they held many of their positions and were ready to renew the battle the next day.*

*The battle opened on the 20th with an attack upon the Union left. Five Union brigades were swept from the field, and others were caught in the mad rush toward Chattanooga. On swept the Confederate troops, until they faced the new Union line on the wooded crest of Snodgrass Hill. Here from three o'clock in the afternoon until night put an end to the struggle, the indomitable Major General George Henry Thomas held his*

ground, attacked on flank and front. Up the slope of the hill charged the Confederates, giving the southern yell—only to be mowed down with frightful slaughter. Again and again they charged, but Thomas, nicknamed that day “The Rock of Chickamauga,” stood his ground and at night withdrew toward Chattanooga. Seldom has history recorded a more gallant defense than that made by Thomas and his brave troops at Chickamauga.

### **After the Battle of Chickamauga**

Confederate General **Braxton Bragg** at once proceeded to shut up the Union army in Chattanooga. This city lies on the south bank of the Tennessee River at the northern end of the narrow valley through which runs Chattanooga Creek. The valley is bounded on the east by Missionary Ridge and on the west by Lookout Mountain, rising abruptly from the river, which flows south from the city and at the foot of this mountain makes a sharp turn to the North again.

Bragg’s troops were stationed along the crest and slope of Missionary Ridge for some miles to the south, thence west across Chattanooga Valley to Lookout Mountain, which they held and fortified. Confederate pickets (small guard posts) along the river defended the road over which supplies could most easily be brought to the city. All railroad communication had been cut off and the Union men were on half-rations.

### **Grant Assumes Command**

But all was soon to change. Ulysses S. Grant was summoned to Chattanooga to take command of the department of the Mississippi. Sherman and many of the troops from Vicksburg were hastening to the relief, and General Joseph Hooker had been sent with troops from the army of the Potomac. Grant’s first concern upon his arrival was to bridge the Tennessee River and bring in an abundant supply of food and ammunition. Ambrose Burnside was hurrying southward through eastern Tennessee, and Bragg made his fatal mistake of sending 20,000 troops under the able corps commander Longstreet to Knoxville to capture Burnside.

Reinforcements having arrived, Grant decided to attack. With the booming of cannon on the afternoon of October 23, Thomas’ troops made a dashing charge on the Confederate fortifications in the valley, and the Union line was advanced about a mile.

### **Battle of Lookout Mountain**

—November 24

In the early morning of the 24th, General Hooker advanced to drive the Confederates from their position on Lookout Mountain. The pickets were captured and the gallant Hooker—while a heavy mist enveloped the mountain—led his troops up the steep and wooded western slopes. Only the incessant rattle of musket fire told Grant at his position on Orchard Knob that the battle—this famous “Battle above the Clouds”—was raging. The Confederates left during the night, and the morning sun greeted the flag of the Union on the crest of Lookout Mountain. Sherman, under cover of mist, had gained the north base of Missionary Ridge, and the Confederate attack was not able to dislodge him.

### **Battle of Missionary Ridge**

—November 25

On the morning of the 25th Bragg’s forces were massed on Missionary Ridge, with a strongly entrenched line on the crest, another midway up the slope, and a third at the base. General Grant had planned for Hooker to attack the Confederate left while Sherman pressed on from his position on the right. But the southern army, retreating across the valley from Lookout Mountain, had burned the bridges across the creek and it was late in the afternoon before Hooker could reach the ridge.

Sherman attacked early in the morning, but by three o’clock was so hard-pressed that Grant gave the signal for an attack by Thomas’ brave troops. Advancing at double quick, Thomas’ men carried the rifle pits, and Union and Confederate troops went over the first line of defenses almost at the same time. There was no halting, no waiting for further orders, no re-forming of lines, but up the steep slope, covered with fallen timbers and boulder, Thomas’ troops advanced. The



*second line of works was carried, and on they swept to the crest. The crest was gained, and the cannon turned upon the retreating, panic-stricken Confederate troops, thousands of whom threw away their arms in their mad flight, and many were taken prisoner. By night Bragg's demoralized army was in full retreat, and Grant had opened another gateway to the South.*

### **Burnside at Knoxville**

*Meanwhile, Burnside had taken possession of Knoxville and Longstreet had made an unsuccessful attack upon the town. When the news reached him of Bragg's disaster, Longstreet immediately abandoned the siege and on the night of December 4 hastened northward to rejoin Lee. Eastern Tennessee was thus saved for the Union, and the President's anxiety for the loyal people of this state was eased.*

– Adapted from *A History of the United States*,  
by William M. Davidson



*Battle of Lookout Mountain,*  
lithograph by Kurz and Allison (1889)

### **Sherman's March**

Grant's plan of action was twofold while he was fighting the second Confederate army under General **Joseph E. Johnston**. At the beginning of the campaign General **William T. Sherman's** army was at Chattanooga in Tennessee.

While General Grant was fighting the Battle of the Wilderness, Sherman began his march to Atlanta, Georgia. Fighting all the way, the Confederate army always

retreating before him, he slowly approached Atlanta. At length on September 2<sup>nd</sup> he entered and took possession of it.

Here for a few weeks the soldiers rested after their **arduous** labors. The preparation for the next campaign began. All the sick and wounded, extra tents and baggage, in fact everyone and everything which could be done without was sent back to Tennessee. For the order had gone forth that the army was to travel light on this campaign. None but the fit and strong were to take part in it, and they were to carry with them only three weeks' **rations**.

Where they were going the men did not know. They did not ask. There was no need to trouble, for Sherman was leading them, and they knew he would lead them to victory.

After Richmond, Atlanta had supplied more guns and ammunition and other war material for the Confederacy than any other town, and before he left it, Sherman determined to destroy everything which might be of use to the enemy. So he emptied the town of all its inhabitants and blew up all the gun and ammunition factories, storehouses, and arsenals. He tore up the railroads all around Atlanta also, and last of all cut the telegraph lines which linked him to the North. Then cut off as it were from all the world with his force of nearly sixty-six thousand men, he turned eastward in what became known as **Sherman's March to the Sea**.

The army marched in four divisions, taking roads which as nearly as possible ran alongside each other, so that each division might keep in touch with the others. Every morning at daybreak they broke camp and during the day marched from ten to fifteen miles. And as they passed through it, they

laid waste the land. Railroads were torn up and thoroughly destroyed. The sleeper cars were made into piles and set alight, the rails were laid on the top of the bonfires and when hot enough to be pliable were twisted beyond all possibility of being used again. Telegraph wires and poles were torn down, and factories were burned, only private homes being left untouched.

**Foragers** quartered the country, sweeping it bare of cattle, poultry, fodder, and corn. For both man and beast of the great army fed upon the land as they passed through it, the rations which they had brought being kept in case of need. Indeed the troops fed so well that the march, it was said, was like a “continuous Thanksgiving.” What they did not eat they destroyed.

Thus right across the **fertile** land a stretch of waste and desolation was created about sixty miles wide. Yet it was not done in **wantonness**, but as a terrible necessity of war. It clove the Confederacy from east to west as thoroughly as the Mississippi clove it from north to south. It rifled and well-nigh exhausted the rich granary which fed the Confederate army, and by destroying the railroads prevented even what was left being sent to them. Grant meant to end the war, and it seemed to him more merciful to destroy food and property than to destroy men.

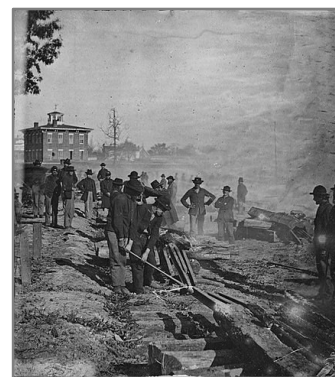
Through all this great raid there was little fighting done. And as the army marched day by day through the sunny land a sort of holiday spirit pervaded it. The work was one of grim destruction, but it was done in the main with good temper. The sun shone, the men led a free and hardy life, growing daily more brown and **sinewy**, and at the end of the march of nearly three hundred miles, far from being worn out,

they were more fit and strong than when they set forth.

By the second week in December the goal was reached—Savannah and the sea. Here the army joined hands with the navy. Fort McAllister, which defended the south side of the city, was taken by a brilliant assault, and Sherman prepared for a siege of Savannah both by land and water. But in the night the Confederates quietly slipped out of the city and retreated across the swamps. When their flight was discovered, they were already beyond reach of pursuit, and with hardly a blow struck, the city of Savannah fell into the hands of the Federals.

The great march had ended triumphantly on December 21. “I beg to present to you, as a Christmas gift,” wrote Sherman to President Abraham Lincoln, “the city of Savannah with a hundred and fifty-nine heavy guns and plenty of ammunition, and also about twenty-five thousand bales of cotton.”

This news followed close on the news of another victory. For on December 15<sup>th</sup> and 16<sup>th</sup> the Federals under General George H. Thomas had fought a great battle at Nashville, Tennessee, in which the Confederates had been defeated. By this battle their strength beyond the Alleghenies was practically crushed, so as the year 1864 closed, the hopes of the Federals rose high.



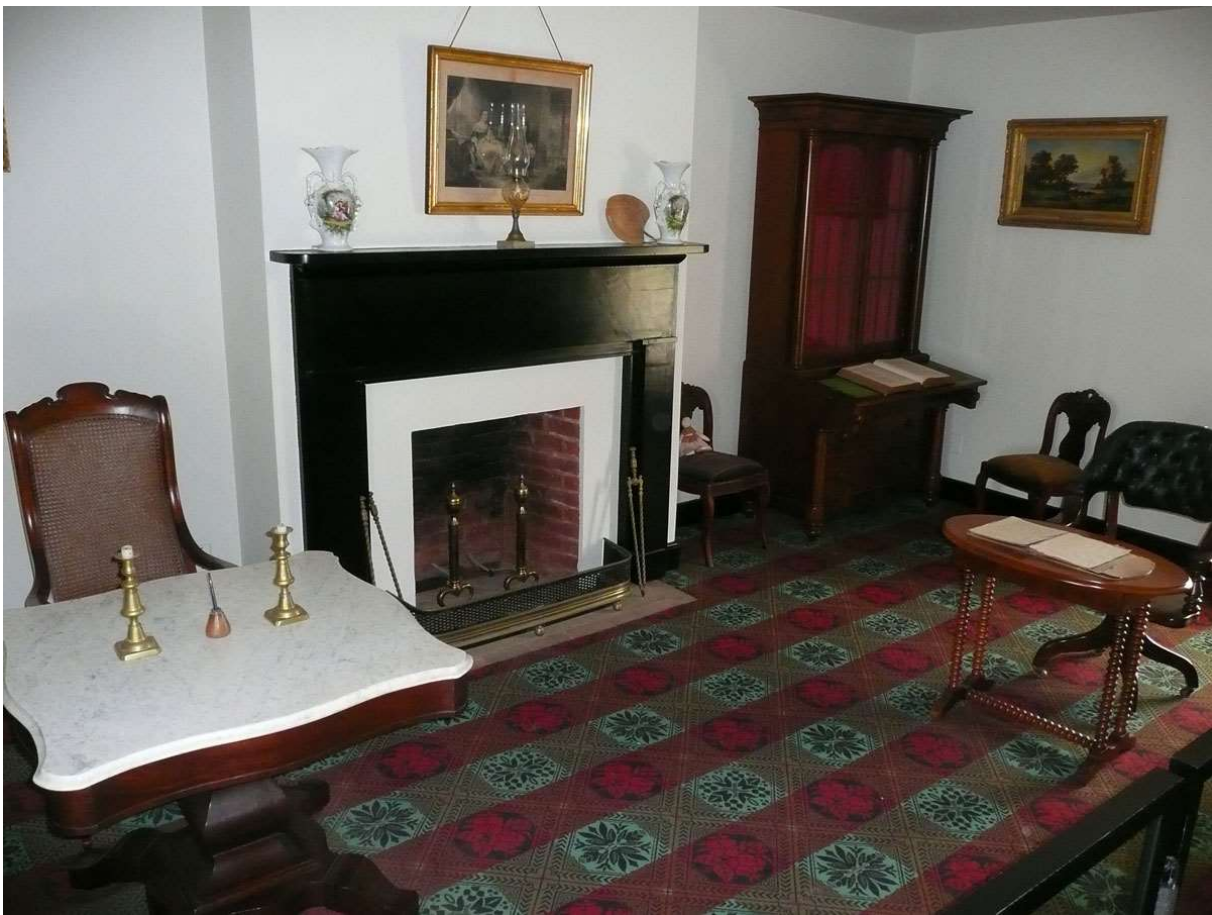
Sherman's men destroying a railroad in Atlanta

## The Artios Home Companion Series Unit 5: The Civil War Comes to an End

### Teacher Overview

THE CIVIL WAR had been a long struggle, but the end was near. After Sherman's March to the Sea, the South was largely beaten. In April 1865, General Lee surrendered to General Grant at Appomattox Court House. Both parties acted with grace and humility. Joy spread throughout the nation, but it was short-lived as an assassin's hand shot President Lincoln, and joy was replaced with great national sorrow.

After the death of this beloved president, the US was in turmoil, needing to repair the wounds the Civil War had left upon the nation. The next president, Andrew Johnson, did not have either the warmth or the skills of Lincoln, and conflict marked his presidency.



Parlor of the (reconstructed) McLean House, the site of Confederate General Robert E. Lee's surrender. Lee sat at the marble-topped table on the left, Lieutenant General Ulysses S. Grant at the table on the right. The furniture pieces pictured are replicas of the originals, which are kept at the Smithsonian Museum.

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about the **end of America’s Civil War** and the presidency of **Andrew Johnson**.
- Define vocabulary words.
- Finish memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This is due at the end of this unit.*
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **Honesty is a character quality to be desired.**

*The integrity of the upright guides them, but the crookedness of the treacherous destroys them.*

– Proverbs 11:3

### **God hates ungodliness and slavery.**

*Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.*

– 1 Timothy 1: 8-10

### **God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

## Key People, Places, and Events

Fort Fisher  
Jefferson Davis  
Nevada  
Abraham Lincoln  
Robert E. Lee  
Ulysses S. Grant  
Appomattox Court House  
John Wilkes Booth  
Andrew Johnson  
Tenure of Office Act  
Edwin Stanton  
Nebraska  
Alaska

## Vocabulary

**Lesson 1:**  
unavoidable

**Lesson 2:**  
rogue  
tumult

**Lesson 3:**  
lenient  
loggerheads  
cajole  
impeach  
misdemeanor  
verdict

## Lesson One

### History Overview and Assignments The War's End Draws Near

*“With malice towards none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and for his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”*

– from Abraham Lincoln’s Second Inaugural Address



Engraving by Alexander Hay Ritchie depicting Sherman’s March, showing Union soldiers destroying telegraph poles and railroads, and freeing enslaved people, who are assisting Union soldiers in making their way to safety

### Reading and Suggested Assignments

- Read the article: *Sherman’s March to the Sea and Lincoln’s Reelection, Part Two*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
  - Continue memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This is due at the end of this unit.*
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

unavoidable

## Key People, Places, and Events

Fort Fisher  
Jefferson Davis  
Nevada

## Discussion Questions

1. Amidst the secession of the Southern states, what new state was added to the Union?
2. What does the name of this new state mean?
3. When running for a second term, Lincoln used a saying to describe the wisdom in staying with the same leadership until the end of the war. What was that statement?
4. Lincoln's humility was displayed in his second inaugural address. What words and phrases in his speech demonstrate that humility?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by Henrietta Elizabeth Marshall*

### ***Sherman's March to the Sea and Lincoln's Reelection, Part Two***

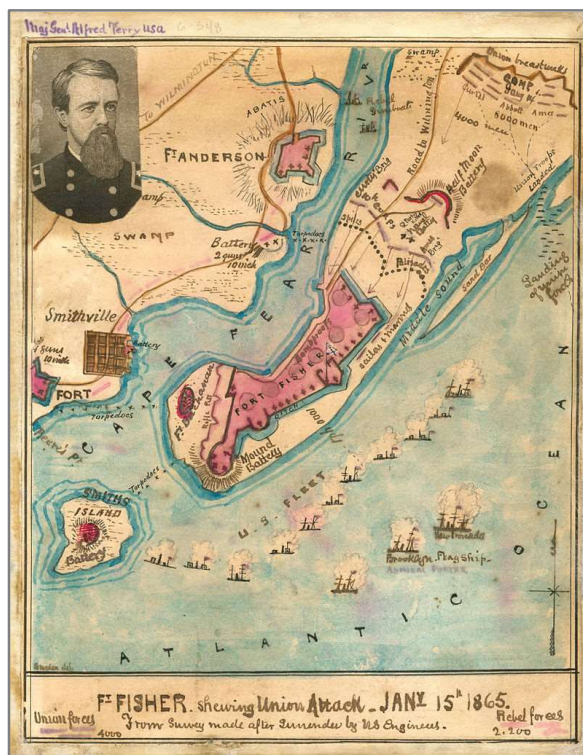
Early in 1865 still another Union victory was recorded in the taking of **Fort Fisher** in North Carolina. This was the last port in the possession of the Confederates. With this loss, they lost their last link with the outside world, and the blockade which Lincoln had proclaimed nearly four years before was at length complete.

All hope of success now utterly vanished for the Confederates. Even Lee knew it, and he might have advised the South to lay down arms, but **Jefferson Davis**, the Southern president, doggedly refused to admit that he was beaten. So the war continued.

On the 1<sup>st</sup> of February, Sherman set out from Savannah on a second march. This time he turned northward and carried his victorious army right through the Carolinas. The march was longer by more than a hundred miles than his now famous march to the sea. It was one too of much greater difficulty. Indeed, compared with it, the march to the sea had been a mere picnic.

The weather now was horrible. Rain fell in torrents, and the army floundered through seas of mud. Along the whole way too they were harassed by the foe, and

hardly a day passed without fighting of some sort. But, like an **unavoidable** fate, Sherman pressed on, destroying railroads and arsenals, creating a desert about him until at length he joined forces with Grant.



*Union Attack on Fort Fisher, January 15, 1865, shows area surrounding Forts Fisher, Buchanan and Anderson near Smithville, NC. The map shows the Confederate emplacements and forts. It was made by a Union soldier, Robert Knox Sneden, from a survey conducted by the US Army Corps of Engineers after the attack.*

## A New State

In the midst of this devastating war while some states were fighting for separation, another new state was added to the Union. This was **Nevada**. The word *nevada* is Spanish and means “snowy,” and the state takes its name from the snowy topped mountains which run through it. It was formed out of part of the Mexican territory. Like West Virginia, the other battle-born state, it was true to the Union. And scanty though the population was, it raised more than a thousand men for the Union cause.



United States Republican presidential ticket (1864)

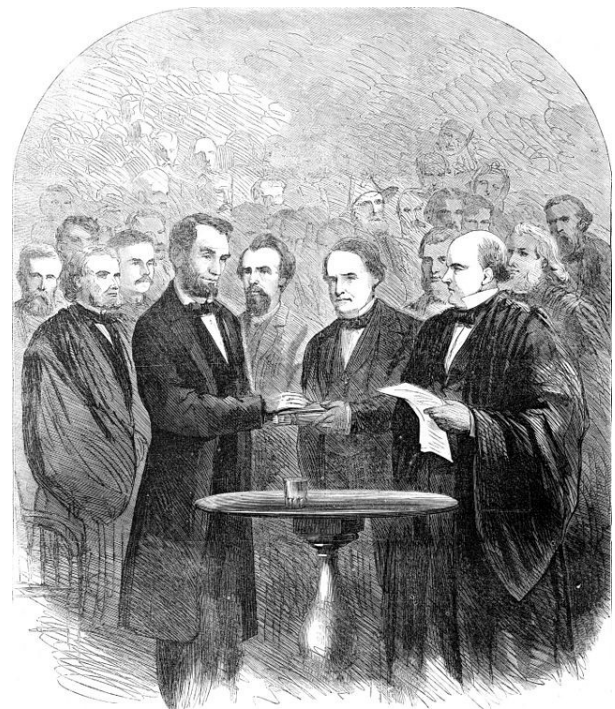
## The Election of 1864

Now too, in the midst of war in November of 1864 came the time for electing a new president. Many people were tired of the war. They had expected it to last for a few months, and it had lasted for years, and some of them were inclined to blame Lincoln for it. So they wanted a new

president. But for the most part the people loved Lincoln. He was Father Abe to them. And even those who wanted a change agreed with Lincoln himself when he said that “it’s not well to swap horses when crossing a stream.”

So Lincoln was triumphantly reelected and on March 4<sup>th</sup>, 1865, he was inaugurated for the second time. He made the shortest speech ever made on such an occasion, and he closed this short speech with these beautiful and unforgettable words:

*“With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and for his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”*



Lincoln taking the oath at his second inauguration, Chief Justice Chase administering the oath of office

## Lesson Two

### History Overview and Assignments The End of the War and the Death of Lincoln

*“No president ever took up his burden in a more great-hearted fashion than Abraham Lincoln. No president ever faced the difficulties of his position with so much tenderness, and so much strength. But he felt his burdens lie heavy on his shoulders. Deep lines of pain were graven on his face, and to his sad eyes there came a deeper sadness. Yet he never lost heart.”*

– from the adapted article below



*To Bind Up the Nation's Wounds*

The life-size bronze statue depicts Lincoln and his 12-year-old son, Tad, sitting on a bench during their historic visit to Richmond on April 4 and 5, 1865 to tour the burned-out Confederate Capitol.

### Reading and Suggested Assignments

- Read the article: *The End of the War and the Death of Lincoln*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This is due at the end of this unit.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



## Key People, Places, and Events

Abraham Lincoln  
Jefferson Davis  
Robert E. Lee  
Ulysses S. Grant  
Appomattox Court House  
John Wilkes Booth

## Vocabulary

rogue  
tumult

## Discussion Questions

1. Describe the surrender that took place between General Robert E. Lee and General Ulysses S. Grant. How do you see humility demonstrated by each man?
2. How did Lincoln die?
3. Who was his assassin?
4. How did the death of Lincoln affect the country?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***The End of the War and the Death of Lincoln***

No president ever took up his burden in a more great-hearted fashion than **Abraham Lincoln**. No president ever faced the difficulties of his position with so much tenderness, and so much strength. But he felt his burdens lie heavy on his shoulders. Deep lines of pain were graven on his face, and to his sad eyes there came a deeper sadness. Yet he never lost heart, and even in the gravest moments he would pause to tell a funny story.

“I should break down otherwise,” he said.

He had no anger against the South, only a deep pity, a deep desire to see the country one again. So, much as he longed for peace, he would listen to no proposal which did not mean peace with union. And, as Jefferson Davis declared that he would rather die than see North and South united, the war continued.

On the 1<sup>st</sup> of April a great battle was fought at Five Forks, a few miles from Petersburg, Virginia. In this the Confederates were defeated, and more than

five thousand were taken prisoner. The next day, true to his hammering policy, Grant ordered a great assault all along the lines before Petersburg. At daybreak the attack began, and again the Federals were victorious. All that brave men could do the Confederates did. But their valor availed them nothing. They were far outnumbered, and their line was pierced in many places.

That morning President **Jefferson Davis** was sitting in church at Richmond when a dispatch from **Robert E. Lee** was brought to him. “My lines are broken,” it said; “Richmond must be evacuated this evening.”

Quickly and silently Jefferson Davis left the church. His day of power was over, and, with his Cabinet and officials, he fled from Richmond.

Soon the news spread throughout the Southern capital, and panic seized upon the people. Warehouses, filled with tobacco and cotton, were set in flames. All that was evil in the city broke loose, the prison was emptied, **rogues** and robbers worked their

will. Soon the streets were filled with a struggling mob of people, some bent on plunder, others on fleeing from the place of terror and turmoil.

The night passed in confusion and horror past description. Then the next day the Federals took possession of the distracted city, and in a few hours the **tumult** was hushed, the flames subdued, and something like order restored.

Meanwhile, without entering the city, **Ulysses S. Grant** was hotly pursuing Robert E. Lee and his army. The chase was not a long one. Lee's army was worn out, ragged, barefoot, and starving. Grant, with an army nearly three times as large, and well equipped besides, soon completely surrounded him north, south, east, and west. There was no escape.

"There is nothing left me but to go and see General Grant," said Lee, "and I would rather die a thousand deaths." But like the brave soldier he was, he faced what seemed worse than death rather than uselessly sacrifice gallant lives.

A few letters passed between the two great leaders, then they met in a private house in the town called **Appomattox Court House** on Palm Sunday, April 9, 1865. The contrast between the two was great. Lee looked like the Southern aristocrat he was. White-haired and still straight and tall in spite of his sixty years, he was dressed in splendid uniform and wore a jeweled sword at his side. Grant, half a head shorter, fifteen years younger, seemed like a rough soldier beside him. He wore only the blue blouse of a private and carried no sword, nothing betraying his rank except his shoulder straps.

It was Lee's first meeting with "Unconditional Surrender" Grant. But this

time Grant drove no hard bargain. "I felt like anything rather than rejoicing at the downfall of a foe who had fought so long and valiantly," he said many years after. The war was over, and there was no need for severity. So, officers and men alike were all released on the promise that they would not again take up arms against the United States. The officers were allowed to keep their swords, horses, and belongings. The privates also were allowed to keep their horses, for as Grant said, "they would need them for their spring plowing."

Everything being settled, Lee returned to his men to break the news to them. His face was stern and sad as he faced his worn and ragged troops. As he looked at them words failed him. "Men," he said, "we have fought through the war together, and I have done the best I could for you." Then he ceased. Tears blinded and choked him; sobs burst from the hardy men who had followed him joyfully to death. So they said farewell.

Grant on his side would allow no rejoicing in his camp, no firing of salutes. "The war is over," he said, "the rebels are our countrymen again." And indeed this was the end of the war, although for a week or two the Confederates elsewhere still held out.

When the news was heard throughout the country people went mad with joy. The great day of peace had come at last, and all the world went a-holidaying. People who were utter strangers to each other shook hands in the street, they laughed and cried, bonfires were lit, and bells rung. Never had there been such rejoicing in the land. And among those who rejoiced none was more glad than the President.

"I thank God," he said, "that I have lived to see this day. It seems to me that I have

been dreaming a horrid dream for five years. But now the nightmare is gone.” And already his thoughts were turned to the binding up of the nation’s wounds.

It was the 14<sup>th</sup> of April, and he had promised to go to the theater that evening. He did not want to go, but his presence had been announced in the papers, and thinking that the people would be disappointed if he failed to appear, he went.

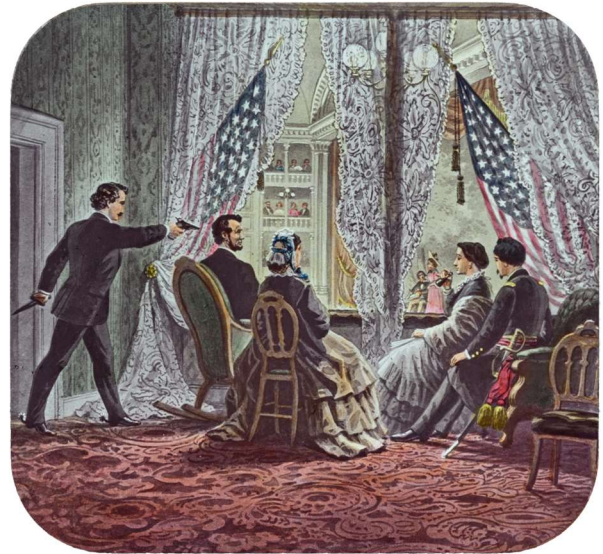
It was about nine o’clock in the evening when the President entered his box with his wife and one or two friends. As soon as he appeared the people rose from their seats and cheered and cheered again, and the actors stopped their play until the audience grew calm again.

In a few minutes all was quiet once more, and for an hour the play went on. Then while everyone in the box was intent upon the stage a man crept softly through the door and stood beside the President. Suddenly a sharp pistol shot rang out, and without a groan the great president fell forward, dying.

His wicked work done, the man sprang from the box on to the stage shouting, “*Sic semper tyrannis*,”—“Thus let it ever be with tyrants.” As he sprang his foot caught in the flag which draped the box. He fell with a crash and broke a bone in his leg. But in spite of the hurt he jumped up. Then fiercely brandishing a dagger and shouting, “The South is avenged,” he disappeared.

The murderer was a man named **John Wilkes Booth**. He was a second-rate and conceited actor having a vast idea of his own importance. With him and the small band of fanatics that he ruled, the leaders of the

South had nothing whatever to do. Indeed, by his act he proved himself to be their worst enemy.



John Wilkes Booth leaning forward to shoot President Abraham Lincoln as he watches *Our American Cousin* at Ford’s Theater in Washington, DC, April 14, 1865

Now hurrying out of the theater he mounted a horse which was held in readiness, and galloped away through the night.

Meanwhile the dying president was quickly carried into a house nearby. But nothing that love or science could do availed. The kind gray eyes were closed never to open again, the gentle voice was stilled forever. All night he lay moaning softly, then as morning dawned a look of utter peace came upon his face, and the moaning ceased.

Deep silence fell upon everyone around the bed. The secretary of war was the first to break it.

“Now he belongs to the ages,” he said.

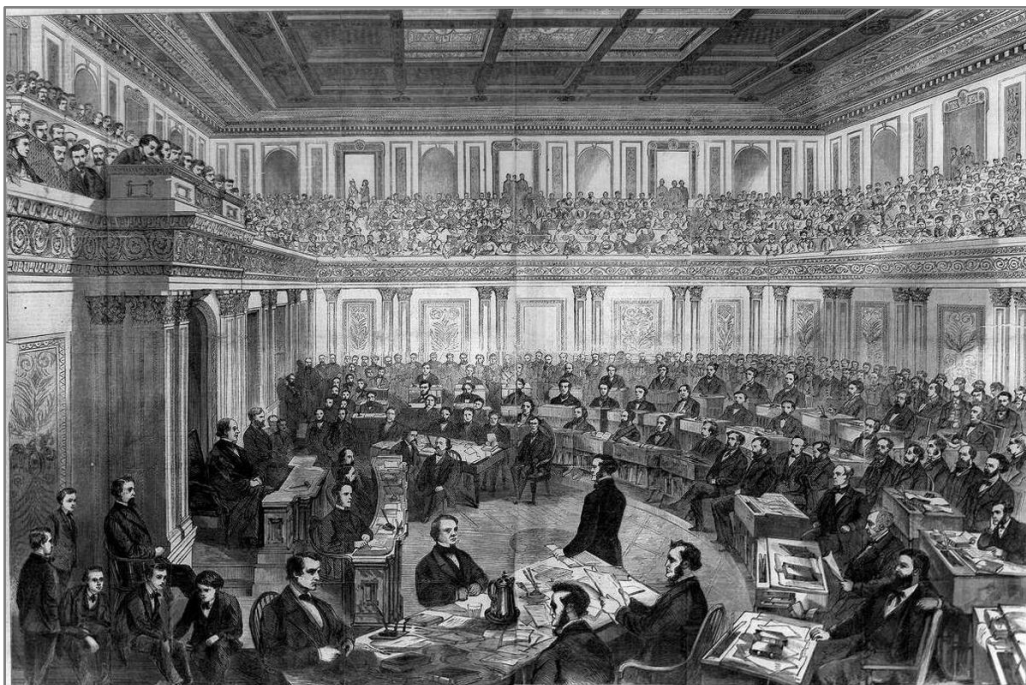
So the great president passed on his way. And the people mourned as they had mourned for no other man.

## Lesson Three

### History Overview and Assignments How President Andrew Johnson Was Impeached

*“The Southerners would have found a friend in Lincoln, but now that friend was lost to them. Had he lived on, much of the bitterness of the time after the war would never have been. President Johnson had a very hard task before him. He had ‘to bind up the nation’s wounds’ and re-unite the North and South. But he had neither the tact nor the strength needed for this great task.”*

– from the adapted article below



*The Senate as a Court of Impeachment for the Trial of Andrew Johnson, by Theodore R. Davis (1868)*

### Suggested Reading and Assignments

- Read the article: *Johnson—How the President Was Impeached*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
    - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
  - Finish memorizing the **Gettysburg Address**, which was written out at the end of Unit 3. *This is due at the end of this lesson.*
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Andrew Johnson  
Tenure of Office Act  
Edwin Stanton  
Nebraska  
Alaska

## Vocabulary

lenient  
loggerheads  
cajole  
impeach  
misdemeanor  
verdict

## Discussion Questions

1. Who became president after Abraham Lincoln died?
2. What were the disagreements about between President Johnson and Congress?
3. Who was Edwin Stanton?
4. When Johnson removed Stanton from his position on the president's Cabinet, what conflict resulted?
5. Why did Congress impeach Andrew Johnson?
6. Did the impeachment result in the removal of the President from office? Why or why not?
7. When did the state of Nebraska enter the Union?
8. What does the name "Nebraska" mean?
9. How was the territory of Alaska added to the United States?
10. Were the people of the United States pleased at first with the purchase of Alaska? Why or why not?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Johnson—How the President Was Impeached***

After the assassination of President Lincoln, the vice president, **Andrew Johnson**, became president. Like Lincoln, he came from very poor people. He had taught himself how to read, but could not write until after his marriage, when his wife taught him. In many ways he thought as Lincoln did, but he had none of Lincoln's wonderful tact in dealing with men; he could not win men's love as Lincoln had done.

"I tell you," said a Confederate soldier, speaking of Lincoln, "he had the most magnificent face and eyes that I have ever gazed into. If he had walked up and down the Confederate line of battle, there would have been no battle. I was his, body and soul, from the time I felt the pressure of his fingers."

The Southerners would have found a friend in Lincoln, but now that friend was lost to them. Had he lived on, much of the bitterness of the time after the war would never have been.

President Johnson had a very hard task before him. He had "to bind up the nation's wounds" and re-unite the North and South. But he had neither the tact nor the strength needed for this great task. At first it was thought he would be too hard on the South. Then it was thought he would be too **lenient**, and soon he was at **loggerheads** with Congress.

For the South, this time was a time of bitterness. The Confederate states were divided into five districts, each district being ruled over by an officer with an army of soldiers under him. From the men who had

led the rebellion, all power of voting was taken away, while at the same time it was given to African Americans.

A swarm of greedy adventurers from the North swooped down upon the South, **cajoled** the uneducated African Americans into voting for them, and soon had the government of these states under their control. Many of them packed all their belongings into cheap bags made from carpet, so these men were called “carpetbaggers.” They had no possessions, no true interest in the South. They came not to help the South, but to make money out of it, and under their rule, the condition of the Southern states became truly pitiful.

But at length this wretched time passed. The troops were withdrawn, the carpetbaggers followed, and the government came into the hands of better men.

Meanwhile bitterness had increased between President Johnson and Congress. And now in 1867 Congress brought a bill to reduce the President’s power. This was called the **Tenure of Office Act**. By it, the President was forbidden to dismiss any holder of a civil office without the consent of the Senate. The command of the army was also taken from him, and he was only allowed to give orders to the soldiers through the commander in chief.

The President, of course, vetoed this bill. But Congress passed it in spite of his veto. This can be done if two-thirds of the members of the House and the Senate vote for a bill. So the Tenure of Office Bill became law.

Now the president had grown to dislike **Edwin Stanton**, the secretary of war. In fact, he disliked him so heartily indeed that he would no longer speak to him, and so he

determined in spite of the Tenure of Office Act to get rid of a man he looked upon as an enemy. So Stanton was dismissed. But he refused to go. And when his successor, General Lorenzo Thomas, appointed by the President, walked into the War Office, he found Stanton still in possession, with his friends around him.

“I claim the office of secretary of war, and demand it by order of the President,” said Thomas.

“I deny your authority and order you back to your own office,” said Stanton.

“I will stand here,” said Thomas. “I want no unpleasantness in the presence of these gentlemen.”

“You can stand there if you please, but you cannot act as secretary of war. I am secretary of war, and I order you out of this office, and to your own,” cried Stanton.

“I will not obey you, but will stand here and remain here,” insisted Thomas.

In spite of his insistence, however, Thomas was at last gotten rid of.

But it was impossible that things should go on in this fashion. The Senate was angry because its authority had been set aside when the President attempted to dismiss Stanton, but it could do little but express its wrath. Then the House of Representatives took the matter in hand. And for the first time in the history of the United States, the President was **impeached** before the Senate, “for high crimes and **misdemeanors** in office.”

But Andrew Johnson was not daunted. The House sat in judgment on him, but he never appeared before it. He considered the impeachment a futile effort on the part of his enemies to try and get rid of him. So he chose lawyers to defend him, but never appeared in court himself.

For ten days the trial lasted. The excitement throughout the country was intense, and on the last day when the **verdict** was given the court was packed from floor to ceiling, and great crowds, unable to get inside, waited without.

In tense silence each senator rose and gave his verdict, “guilty” or “not guilty.” And when the votes were counted, it was found that the President was declared not guilty. There were forty-eight senators, and to convict the President it was necessary that two-thirds should declare him guilty. Thirty-five said guilty, and nineteen not guilty. Thus he was saved by just one vote.

Stanton then quietly gave up the post to which he had clung so persistently. Another man took his place, and the President remained henceforth undisturbed until the end of his term.

During Johnson’s presidency another state was admitted to the Union. This was **Nebraska**. It was formed out of part of the Louisiana Purchase, the name being a Native American one meaning “shallow water.” It had been formed into a territory at the time of the famous Kansas-Nebraska Bill, and now in March 1867, it was admitted to the Union as the 37<sup>th</sup> State.

This year too, the territory of **Alaska** was added to the United States. Alaska belonged to Russia by right of discovery in the eighteenth century by a Danish officer in the service of Russia named Vitus Bering. It was from this Vitus Bering that the Bering Strait and Bering Sea take their names. The Russians did very little with Alaska, and after a hundred years or more they decided that they did not want it, for it was separated from the rest of the empire by a stormy sea and in time of war would be difficult to protect. So they offered to sell it

to the United States. But nothing came of it then, and for some years the matter dropped, for the war had come and blotted out all thoughts of Alaska.

But now peace had come, the subject was taken up again, and at length the matter was settled. Russia received \$7,200,000, and Alaska became a territory of the United States.



Map of Alaska’s area compared to the 48 conterminous (boundary-sharing) United States. CC BY-SA 3.0 by Eric Gaba. [https://en.wikipedia.org/wiki/Alaska#/media/File:Alaska\\_area\\_compared\\_to\\_conterminous\\_US.svg](https://en.wikipedia.org/wiki/Alaska#/media/File:Alaska_area_compared_to_conterminous_US.svg)

A party of American soldiers was sent to the town of Sitka. They marched to the governor’s house and were drawn up beside the Russian troops. Then the Russian commander ordered the Russian flag to be hauled down and made a short speech. Thereupon the soldiers of both countries fired a salute. The American flag was run up, and the ceremony was at an end.

Thus another huge territory was added to the United States. But at first many people were displeased at the purchase. It was a useless and barren country, they thought, where the winters were so long and cold that it was quite unfit for a dwelling place for American settlers. But soon it was found that the whale and seal fisheries were very valuable, and later gold was discovered. It has also been found to be rich in other minerals, especially coal, and in timber, and altogether has proven a useful addition to the country.

# The Artios Home Companion Series

## Unit 6: Binding up the Nation's Wounds

### Teacher Overview

AFTER ANDREW JOHNSON'S term in office was complete, the nation elected the beloved Ulysses S. Grant to be the next president, and the nation's healing began. New problems needed new solutions, while new inventions brought great advances to communication as well as new liveliness to American culture. At the same time, a new wave of imperialism began sweeping through Africa and Asia as European countries, looking for natural resources and control of new territory, started competing more fiercely over these lands and their resources.



The Fifteenth Amendment to the Constitution of the United States was declared in a proclamation of the Secretary of State dated March 30, 1870, ratified by the legislatures of 29 of the 37 states.

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.



In this unit, students will:

- Complete three lessons in which they will learn about **Reconstruction** and **US presidents from Ulysses S. Grant through Grover Cleveland**.
- Define vocabulary words.
- Create a biography notebook page on **Ulysses S. Grant**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **Honesty is a character quality to be desired.**

*The integrity of the upright guides them, but the crookedness of the treacherous destroys them.*

– Proverbs 11:3

### **God hates ungodliness and slavery.**

*Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.*

– 1 Timothy 1: 8-10

### **God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

### **Each person is called by God to do work, in order to contribute to the community in which he lives.**

*For even when we were with you, we would give you this command: If anyone is not willing to work, let him not eat.*

– 2 Thessalonians 3:10

## Vocabulary

### **Lesson 1:**

recompense  
arbitration

### **Lesson 2:**

despicable  
corruption  
renown  
prominence

### **Lesson 3:**

*none*

## Key People, Places, and Events

Ulysses S. Grant

*Alabama* Claims

Treaty of Washington

Fifteenth Amendment

Reconstruction

Ku-Klux-Klan

Enforcement Acts

Great Chicago Fire

First transcontinental railroad

Panic of 1873

Colorado

Rutherford B. Hayes

James A. Garfield

Chester A. Arthur

Grover Cleveland

Benjamin Harrison

New Imperialism

Scramble for Africa

invention of the telephone

Alexander Graham Bell

Thomas Edison

invention of the phonograph

George Eastman

invention of the camera

Kodak

Louis Pasteur

Darwinism



Painting of CSS *Alabama*, by Rear Admiral J.W. Schmidt (1961)

## Lesson One

### History Overview and Assignments A Peaceful Victory

IN 1869 GENERAL GRANT, who had made such a great name for himself during the Civil War, became president. Grant was a brave and honest soldier. He knew little about politics, though. But now that Lincoln was gone, the people loved him better than any other man. So he was elected president. He helped to bring peace to the country, and like his great leader, he tried, after war was past, to bind up the nation's wounds.



*Grant From West Point to Appomattox, by Thure de Thulstrup (1885).*

An engraving made after Grant's death to commemorate his achievements; a half-length portrait of Ulysses S. Grant is surrounded by nine scenes of his career, from his West Point graduation in 1843 to Robert E. Lee's surrender in 1865.

## Reading and Suggested Assignments

- Read the article: *Grant—A Peaceful Victory*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Create a biography notebook page on **Ulysses S. Grant**. Include details about his life, his years in the army, and his presidency. Include information on his background, education, administration, and perhaps a picture of him found by searching the Internet, with a parent or teacher's supervision.
- Be sure to visit your **HCS Class pages** for additional resources.

### Vocabulary

recompense

arbitration

### Key People, Places, and Events

Ulysses S. Grant

Alabama Claims

Treaty of Washington

### Discussion Questions

1. Why did England and the United States start quarrelling again after America's Civil War?
2. How was this quarrel settled?
3. What other dispute was resolved at the same time?

## *This Country of Ours*

by Henrietta Elizabeth Marshall

### *Grant—A Peaceful Victory*

In 1869 General **Ulysses S. Grant**, who had made such a great name for himself during the Civil War, became President of the United States. Grant was a brave and honest soldier. He knew little, however, about politics. But now that Lincoln was gone, the people loved him better than any other man. So he was elected president.

His was a simple, trusting soul. He found it hard to believe evil of anyone, and he was easily misled by men who sought not their country's good, but their own gain. So mistakes were made during his presidency. But these may be forgotten, while men must always remember his greatness as a soldier

and his nobleness as a victor. He helped to bring peace to his country, and like his great leader he tried after war was past to bind up the nation's wounds.

When Grant came into power, the echoes of the Civil War were still heard. The South had not yet returned into peaceful union with the North, and there was an unsettled quarrel with Britain. The quarrel arose in this way. During the war the British had allowed the Confederates to build ships in Britain; these ships had afterward sailed out from British ports and had done a great deal of damage to Union shipping.

The British had declared themselves

neutral. That is, they had declared that they would take neither one side nor the other. But, said the Americans, in allowing Confederate ships to be built in Britain, the British had taken the Confederate side and had committed a breach of neutrality. And for the damage done to their ships, the Americans now claimed **recompense** from the British government. The ship which had done the most damage was called the *Alabama*, and from this the claims made by America were called the ***Alabama Claims***.

At first, however, the British refused to consider the claims at all. For years letters went to and fro between the two governments, and as the British still refused to settle the matter, anger in America began to run high.

But at length the British consented to talk the matter over, and a commission of five British and five Americans met at Washington. After sitting for two months this commission formed what is known as the **Treaty of Washington**. By this treaty it was arranged that the *Alabama Claims* should be decided by **arbitration**, with a group of world leaders deciding the

outcome. A court of arbitration was to be formed of five representatives; and of this court the President of the United States, the Queen of England, the King of Italy, the President of Switzerland, and the Emperor of Brazil were each to choose a member.

The representatives chosen by these rulers met at Geneva in Switzerland, and after discussing the matter for a long time they decided that Britain had been to blame and must pay the United States \$15,500,000. Thus the matter was settled in a peaceful way. Fifty years before, a like quarrel might have led to war between the two countries. Even at this time, with less wise leadership on either side, it might have come to war. But war was avoided, and a great victory for peace was won.

Besides the *Alabama Claims*, the last dispute about boundaries between the United States and Canada was settled at this time. This was also settled by arbitration, the new German emperor being chosen as arbiter. "This," said President Grant, "leaves us for the first time in the history of the United States as a nation without a question of disputed boundary between our territory and the possessions of Great Britain."



Ulysses Grant and Family at Long Branch, NJ, by Pach Brothers, NY (1870). The Imperial Cabinet Card pictures Grant and wife, Julia Dent, and their four children; Jesse, Ulysses Jr., Nellie, and Frederick in front of their cottage. Also present are two African American men, whose identities are unknown.

## Lesson Two

### History Overview and Assignments Reconstruction

*“In Louisiana and Arkansas, there were two sets of governors and legislatures, and civil war on a small scale was going on. In South Carolina the carpetbaggers had gained control. They stole right and left. In other Southern states there were continued outrages against the African Americans. President Grant was greatly troubled.”*

– from the adapted article below



The Currier & Ives lithograph of the Great Chicago Fire of 1871 shows people fleeing across the Randolph Street Bridge. Thousands of people literally ran for their lives before the flames.

### Reading and Suggested Assignments

- Read the article: *From Grant to Cleveland, 1869-1889*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

despicable

corruption

renown

prominence

## Key People, Places, and Events

Fifteenth Amendment

First transcontinental railroad

Chester A. Arthur

Reconstruction

Panic of 1873

Grover Cleveland

Ku-Klux-Klan

Colorado

Benjamin Harrison

Enforcement Acts

Rutherford B. Hayes

New Imperialism

Great Chicago Fire

James A. Garfield

Scramble for Africa

## Discussion Questions

1. What was the Fifteenth Amendment written to prevent?
2. Which states were added to the Union between 1860 and 1869?
3. What were carpetbaggers, and why were they called that?
4. What were the goals of the Ku-Klux-Klan?
5. What did the Enforcement Acts provide?
6. Describe the damage done by the Chicago Fire of 1871.
7. When was the first transcontinental railroad completed?
8. Why was President Grant's secretary of war impeached?
9. What was the most important accomplishment of Cleveland's first term?
10. List three things that happened as part of New Imperialism.

*Adapted for Elementary School from the book:*

### ***A Short History of the United States***

*by Edward Channing*

### ***From Grant to Cleveland, 1869-1889***

#### **The Fifteenth Amendment**

In February 1869, just before President Grant's inauguration, a Constitutional amendment had been proposed by Congress providing that neither the United States nor any state could deny the rights of citizens of the United States on account of race, color, or previous condition as enslaved people. The state legislatures hurried to accept this new policy, and the **Fifteenth Amendment** was declared in force in March 1870.

#### **Reconstruction**

Only three Southern states were still out

of the Union at this point. These were Virginia, Texas, and Mississippi. In 1869 Congress required that they first accept the Fifteenth Amendment. Early in 1870 they all complied with the conditions and were readmitted. The Union was now again complete. Since 1860 four states had been added to the Union. These were Kansas, West Virginia, Nevada, and Nebraska. There were now thirty-seven states in all, and Congress was working on the **Reconstruction** of the nation.

The first goal of the Congressional plan of Reconstruction was to give the control of the Southern states to the freedmen and

their white allies. Some of these white friends of the freedmen were men of character and ability, but most were adventurers who came from the North to make their fortunes. They were called “carpetbaggers,” because many of them carried cheap luggage made from carpet.



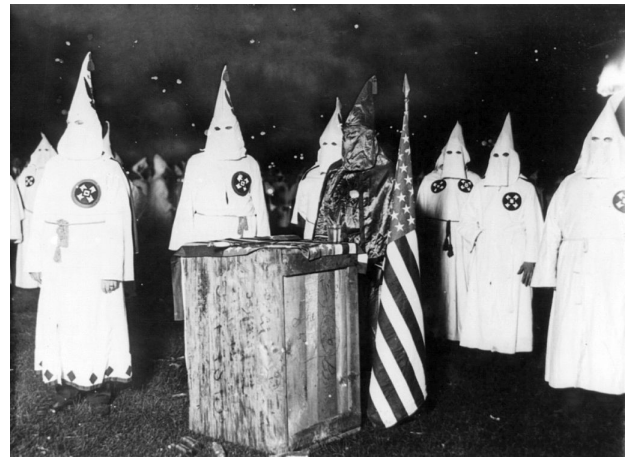
1872 cartoon depiction of a “carpetbagger” in *Harper’s Weekly*, by Thomas Nast

The few Southern whites who were friends with the African Americans were called “scalawags” by their white neighbors. Secret societies sprang into being. The most famous was the **Ku-Klux-Klan**. The goals of these **despicable** societies were to terrorize the freedmen and their white friends and to prevent them from voting. This led to the passage of the **Enforcement Acts**. These laws provided severe penalties for such behavior. They also provided that these cases should be tried in United States courts. Federal soldiers stationed in the South could be used to enforce the law.

### The Great Chicago Fire of 1871

One Sunday a fire started in or near a barn next to an alley in Chicago, Illinois. The traditional story of a cow kicking over a kerosene lamp in a barn has been widely

disputed, so the cause is still unknown and may have been related to other fires that began that morning. In either case, a strong wind carried the burning sparks from one wooden building to another. The fire went on spreading all that night and the following day. Nearly \$200,000,000 worth of property was destroyed. The homes of nearly one hundred thousand persons were burned down. But, in a surprisingly short time the burned district was rebuilt, and Chicago grew more rapidly than ever before.



KKK rally in Chicago (c.1920)

### First Transcontinental Railroad

*It had long been the opinion of the people of the United States that a railroad should be built to the Pacific coast so that the country might be bound firmly together. As it was impossible for any corporation to build this railroad without financial assistance, the government loaned large sums of money and gave liberal grants of western land to the Central Pacific and the Union Pacific companies for the building of the Pacific Railroad. With the help of these grants, which the companies sold at a large profit, North America’s **first transcontinental railroad**, which connected the eastern US rail network in Nebraska with a wharf on San Francisco Bay, was finished in 1869. Great was the rejoicing over the completion of this gigantic task.*

– Adapted from *History of the United States*, by William Davidson



## Grant Reelected

President Grant was reelected in 1872. Soon after the beginning of his second term, many signs of **corruption** in government came to light. President Grant wished to have an investigation and said, “Let no guilty man escape.” The worst scandal of all, perhaps, was that of the secretary of war, who was impeached for taking payments in return for the offer of a valuable contract. But he escaped punishment by resigning.

## Strikes and Riots

The great amount of spending during the Civil War brought about a financial crisis called the great **Panic of 1873**. After the panic came the “hard times.” Production dropped. The demand for labor diminished. Wages were everywhere reduced. Strikes became frequent, and riots followed the strikes.



A bank run on the Fourth National Bank No. 20, New York City, from Frank Leslie's *Illustrated Newspaper*, October 4, 1873

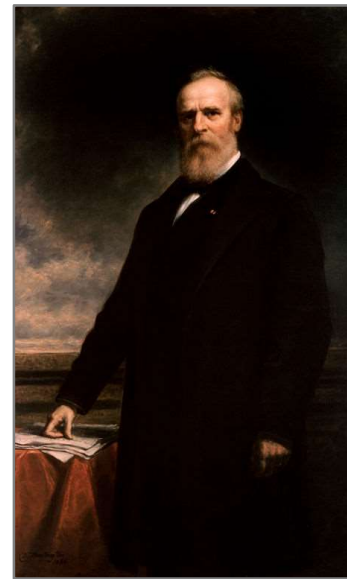
It was during Grant's second term that **Colorado** was admitted to the Union as the thirty-eighth state. It was named after the great river Colorado, two branches of which

flow through it. It was admitted as a state in August 1876.

## Turmoil in the South

In the meantime, Reconstruction was not working well in the South. This was especially true of Louisiana, Arkansas, and South Carolina. In Louisiana and Arkansas, there were two sets of governors and legislatures, and civil war on a small scale was going on. In South Carolina the carpetbaggers had gained control. They stole right and left. In other Southern states there were continued outrages against the African Americans.

President Grant was greatly troubled. “Let us have peace,” was his heartfelt wish. But he felt it necessary to keep federal soldiers in the South, although he knew that public opinion in the North was turning against this. It was at this time that the next election was held.



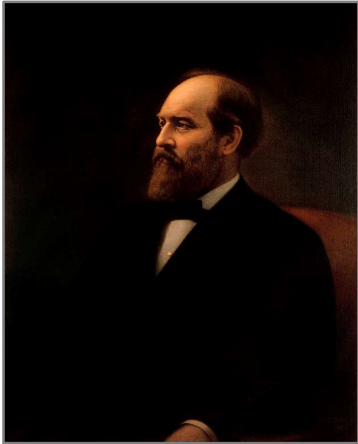
White House portrait of Rutherford B. Hayes, by Daniel Huntington (1884)

## Election of 1876

The next man elected president was **Rutherford B. Hayes** of Ohio. He was a gallant soldier of the Civil War and a man of

the highest personal character, and he was inaugurated president on March 4, 1877.

President Hayes is known for making reforms to the civil service system of government jobs and for settling the country's paper money system problems.



Official White House portrait of James A. Garfield, by Calvin Curtis (1881)

### **Election of 1880**

At the beginning of his administration President Hayes had declared that he would not be a candidate for reelection. Who should be the Republican candidate? Former President Grant's friends wanted to nominate him for a third term. In the convention they voted steadily for Grant. Finally their opponents, with the cry of "Anything to beat Grant," suddenly turned to an entirely new man, whose name had been little mentioned. This was **James A. Garfield** of Ohio. He had won distinction in the Civil War and had served with credit in Congress. The campaign was very hotly contested, but in the end Garfield won.

### **Garfield Assassinated, Civil Service Reform**

President Garfield took the oath of office on March 4, 1881. But on July 2 he was shot in the back by a disappointed office-seeker. Week after week he endured terrible agony.

At length, on September 19, the President died. Now at last the evils of the "Spoils System" were brought to the attention of the American people.

Vice President Chester Arthur became president and entered heartily into projects of reform. But it was found to be a very difficult thing to bring about any lasting change. Nevertheless the reform made steady progress until soon most of the civil service of government jobs was organized on the merit system.



Official White House portrait of Chester A. Arthur, by Daniel Huntington (1885)

### **Election of 1884**

In 1884 the Republicans nominated James Blaine of Maine for president. He was a man of excellent speaking ability and had made many friends, but he also had made many enemies. Especially many Republican voters distrusted him. They felt that he had used his position for private gain, although nothing was proved against him. These Republicans left the party and supported the Democratic candidate, **Grover Cleveland**.

As mayor of Buffalo, Cleveland had done very well. He had then been elected

governor of New York. Cleveland carried four large Northern states and the “solid South,” and he was elected.



Grover Cleveland, by Anders Zorn (1899)

### **Cleveland’s First Administration, 1885-89**

The most important accomplishment of Cleveland’s first term lay in the fact that the Southerners were once again admitted to a share in the government of the nation. It marked, therefore, the reunion of the American people. This term is also known for the passage of the Interstate Commerce Act, written to prevent railroads from charging different customers unfairly.

### **Benjamin Harrison Elected President, 1888**

In 1888 the Democrats put forward Grover Cleveland as their candidate for president. The Republicans nominated **Benjamin Harrison** of Indiana. Like Hayes and Garfield, he had won **renown** in the Civil War and was a man of the highest honor and of proven ability. The **prominence** of the old Southern leaders in the Democratic administration, and the neglect of the business interests of the North, made many Northern Republicans

who had voted for Cleveland decide to return to the Republican Party. The result was the election of Harrison and of a Republican majority in the House of Representatives.

#### **New Imperialism**

*The late nineteenth century also saw the beginning of a new rise of worldwide colonialism that became known as **New Imperialism**. European countries, seeking natural resources for their growing industries, competed for control over lands in Africa and Asia.*

#### **Africa**

*Because competition was growing fierce for control over land in Africa, 13 European nations and the US decided to meet peacefully and discuss the situation. Their goal was to agree on a plan to colonize parts of Africa.*

*This meeting became the starting point for what became known as the **Scramble for Africa**, in which most of Africa was occupied and colonized by rival Western European countries over the next several decades.*

#### **India**

*In India, the British government took direct control in the middle of the nineteenth century, completely reorganizing the economic and political system. Farmers were required to grow crops for export, while cloth and other goods were imported for sale from Britain. Railroads, telegraph lines, and canals were built to connect Indian cities for trade, rents were demanded for land use, and the profitable salt production industry was tightly controlled and taxed. Western education was introduced, but schooling for the Indian students was of poor quality.*

#### **China**

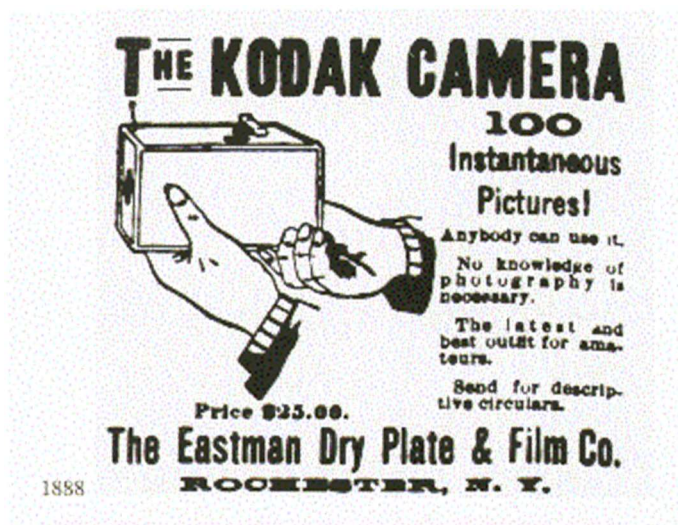
*In 1860 a series of treaties were made between the declining Qing dynasty and Western countries. China was forced to open ports of trade and allow foreign travel to the interior parts of the country.*

## Lesson Three

### History Overview and Assignments New Inventions and Science

*“In the Old Testament Book of Job, chapter 38 verse 35, it is written: ‘Canst thou send lightnings that they may go and say unto thee—“Here we are”?’ For thousands of years this challenge to Job has been looked upon as a feat whose execution was only within the power of the Almighty; but today the inventor—that patient modern Job—has accomplished this seemingly impossible task, for at the end of this nineteenth century of the Christian era, the telephone makes the lightning man’s vocal messenger, tireless, faithful, and true, knowing no prevarication, and swifter than the winged messenger of the gods.”*

—Edward W. Byrn, historian



An advertisement from 1888 of the first Kodak camera

### Suggested Reading and Assignments

- Read the article: *Agents of Communication*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

invention of the telephone  
Thomas Edison  
Alexander Graham Bell  
invention of the phonograph

George Eastman  
invention of the camera  
Kodak  
Louis Pasteur

Pasteurization  
Charles Darwin  
Darwinism

## Discussion Questions

1. Who invented the telephone?
2. Who invented the Kodak camera?
3. Who invented the phonograph and developed the process for making moving pictures?
4. Who developed the rabies vaccine?
5. What theory is Charles Darwin famous for proposing?

*Adapted for Elementary School from the book:*

### ***The Age of Invention, a Chronicle of Mechanical Conquest*** by Holland Thompson ***Agents of Communication***

#### ***Invention of the Telephone***

*The telephone is a marvelous creation of genius which stands alone as the most important triumph of the nineteenth century. In its wonderful function of placing one person in direct vocal communication with another a thousand miles away, it is almost like the unseen method of prayer rising from the conscious human heart to its all-knowing God. The telegraph and railroad had already brought all the peoples of the earth together in communication and travel, but the telephone transformed them into the closer relationship of families, and the tiny wire, sensitive and responsive with its unlimited burden of human thoughts and human feelings, forms one of the great vital cords in the unity of the human family.*

*It is a curious fact that many, and perhaps most, great inventions have been accidental discoveries, but the telephone does not belong to this class. It is the logical and magnificent outcome of persistent thought and experiment in the direction of the transmission of speech. Professor **Alexander Graham Bell** had this goal, and keeping it steadily in view, worked faithfully for the accomplishment of his object in producing a speaking telephone until success crowned his work.*

– Adapted from *The Progress of Invention in the Nineteenth Century*, by Edward W. Byrn

#### **The Phonograph**

Besides the electric telegraph and the telephone, there was another nineteenth-

century instrument for recording and reproducing sound which should not be forgotten. It was in 1877 that **Thomas Edison** invented the first **phonograph**. The air vibrations set up by the human voice were used to make tiny dents on a sheet of tinfoil placed over a metallic cylinder, and the machine would then reproduce the sounds which had caused the indentations.



Thomas Edison with phonograph

The phonograph eventually appeared under various names, but by whatever name they were called, the best devices reproduced with surprising clarity the human voice, in speech or song, and the

tones of either a single instrument or a whole orchestra.

### The Camera

The earliest experiments in photography took place almost exclusively to Europe. Samuel Morse first introduced the secret to America, but the world's greatest inventor in photography was **George Eastman** of Rochester. It was in 1888 that Eastman **invented** a new kind of **camera**, which he called by the distinctive name **Kodak**, and with it came the slogan: "You press the button, we do the rest." A camera of some sort, varying in price from a dollar or two to as many hundreds, is today an essential piece of vacation equipment.

In the development of moving pictures Thomas Edison played a large part. Many were the efforts to give the appearance of movement to pictures before his time. Edison with his keen mind approached the challenge and after many experiments the modern **motion picture** was born.

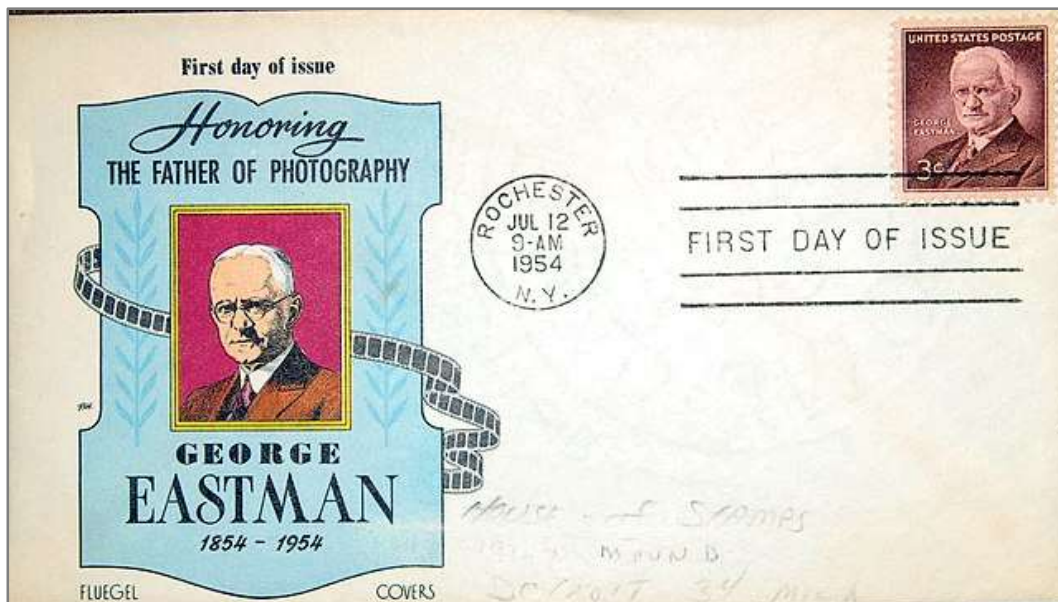
Soon there was hardly a town in the nation where there was not at least one moving-picture house. The most popular

early actors were drawn from the speaking stage into the "movies." In the small town, the picture theater was often a converted storeroom, but in the cities, some of the largest and most attractive theaters were given over to the pictures, and others even more luxurious were specially built.

### Science in the Nineteenth Century

*It was in the nineteenth century that the term "scientist" was created, and science became a profession. Within the realm of natural science during this time, the most influential events included French biologist **Louis Pasteur's** advancements in the field of germ theory that led to the rabies vaccine and **pasteurization**, discoveries in the field of chemistry that led to the development of atomic theory and the periodic table of elements, others in physics that led to the study of electromagnetism and thermodynamics, and the theory of natural selection developed by **Charles Darwin**.*

*In the middle of the century this English naturalist proposed a theory of biological evolution in which all species of organisms are believed to develop by means of "natural selection," in which inherited genetic variations help them survive. This theory became known as **Darwinism**.*



A first day cover honoring George Eastman (1954)

# The Artios Home Companion Series

## Unit 7: Industries and the West

### Teacher Overview

AFTER THE CIVIL WAR, the devastated United States looked to industry, as well as to the land and resources of the Great West, for help to restore and build its prosperity.

*Note: The articles contained in this unit were written more than a hundred years ago. Thus, it is important to note that some of the information and prevailing attitudes belong to that time period. We use articles written in earlier times as a basis for comparing characteristics of historical and current societies, as well as to show how different life was in those earlier times.*



*The Herd Quitter, by C.M. Russell (1897), portrays the adventurous life of the American cowboy.*

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about **four major American industries** and **life in the American West**.

- Define vocabulary words.
- Examine an item made from cotton, and one made from steel. Notice and discuss ways they differ from items made from similar substances.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **Honesty is a character quality to be desired.**

*The integrity of the upright guides them, but the crookedness of the treacherous destroys them.*

– Proverbs 11:3

### **God hates ungodliness and slavery.**

*Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.*

– 1 Timothy 1: 8-10

### **God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

### **Each person is called by God to do work, in order to contribute to the community in which he lives.**

*For even when we were with you, we would give you this command: If anyone is not willing to work, let him not eat.*

– 2 Thessalonians 3:10

## Vocabulary

### **Lesson 1:**

bale  
thresh  
edible  
irrigation  
ore  
smelting

### **Lesson 2:**

*none*

### **Lesson 3:**

supplant  
conservation  
epoch

## Key People, Places, and Events

Western frontier

Homestead Act of 1862



## Lesson One

### History Overview and Assignments Industries After the Civil War

COTTON, WHEAT, CATTLE, AND COAL were important goods the United States produced after the Civil War. They were used for many purposes, including food, clothing, fuel, and the production of items used in everyday life.



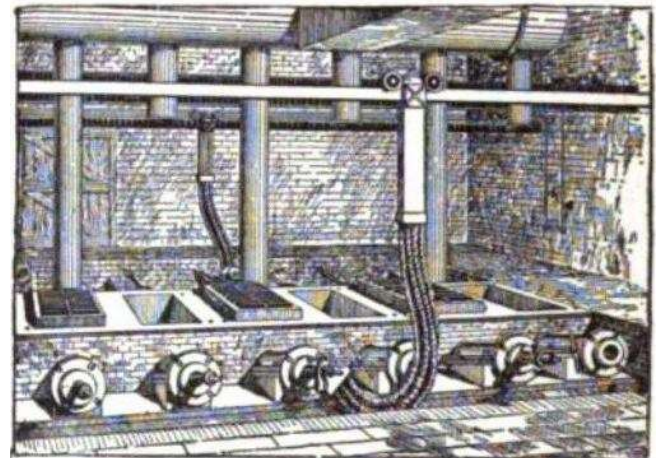
A cotton plant ripe for harvest



A Texas Longhorn bull



Green wheat



An electric smelting furnace used to make iron from ore

### Suggested Reading and Assignments

- Read the article: *Cotton, Wheat, Cattle Raising, and Coal*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.

- Examine an item made from cotton, and one made from steel. Notice ways they differ from items made from similar substances. Prepare to discuss what you notice with your class.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

bale  
thresh

edible  
irrigation

ore  
smelting

## Discussion Questions

1. Why is America able to grow good cotton?
2. How do cotton flowers produce cotton fiber?
3. How are cotton bolls made into cotton yarn?
4. How much cotton was produced by the United States each year at the time this article was written?
5. Why is wheat an important grain?
6. What are migrant laborers?
7. What does threshing mean?
8. How does a grain elevator work? How were the large elevators powered?
9. How were the cattle fed on the great ranches during this time period?
10. What does branding mean?
11. How were cattle gathered and prepared for market?
12. How many cattle were there in the US, compared to people, in the year 1910?
13. What is it like inside a coal mine?
14. How is coal brought to the surface?
15. Describe the process of smelting.
16. How is steel made?

*Adapted for Elementary School from the book:*

## ***Stories of Later American History***

*by Wilbur F. Gordy*

### ***Cotton, Wheat, and Cattle Raising, and Coal***

#### **COTTON**

After the Civil War, American industries underwent great growth and development. Let us take a brief look at how some of America's major industries thrived during this era.

First, go with me in thought to the South, where the cotton, from which Americans make much of their clothing, is raised. Because of the warm and moist climate of the southern states, America grows more cotton of good quality than any other country in the world.

No crop, it is said, is as pretty as growing

cotton. The plants are low, with dark green leaves. The flowers are yellow at first. Then they change to white, and then to deep pink. The cotton fields look like great flower gardens.



Cotton flower

As the blossoms die, they are replaced by the young *bolts*, or pods, which contain the seeds. From the seeds grow long, fluffy hairs. These fibers are the cotton. When the pods become ripe and open, the cotton bursts out and covers the seeds with a puff of soft, white down.

At this time in history, cotton was picked by hand. Lines of workers passed between the rows, gathering the fluffy bolts and stuffing them into sacks hanging from their shoulders or waists. At the ends of the rows stood great baskets, into which the sacks were emptied, and then the sacks were loaded into wagons, which carried them to the gin house.

If the cotton was damp, it was laid out to dry in the sun. Then it was brought inside, where the saw-teeth of the cotton gin pulled the seeds out of the cotton fiber. Then the cotton was pressed down by machines and packed into heavy **bales**. These were then sent to the factory.



An 1896 advertisement for the Lummus cotton gin

At the factory, the cotton was rolled out and taken to machines that combed it to be spun into yarn. The yarn was then ready to be either twisted into thread or woven into cloth on great looms.

At the time of this writing the United States produces an average of eleven million bales of cotton every year, and this is nearly sixty-seven per cent of the production of the whole world. Cotton is now the second crop in the United States, the first being corn.

## WHEAT

A second great American industry is the growing of wheat. Wheat is the main food for much of the world, so it is a very important grain.

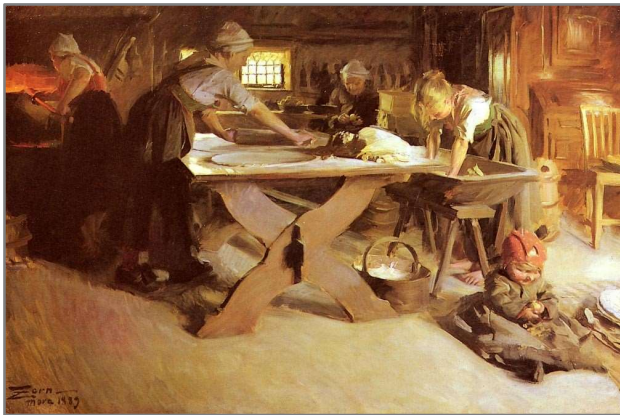
Minnesota was the largest wheat-producing state during the time period we are studying, and I will ask you to go in thought with me to that Midwest region. The farms there are very flat, and they grow great amounts of wheat. Some of these are so large that even on level ground one cannot look all the way across them—so large, indeed, that workers on opposite ends do not see one another for months at a time.

During the planting and harvesting seasons of the late nineteenth and early twentieth centuries, traveling workers called *migrant laborers* came from all over the country to work on farms just for the season. They were housed and fed on the farms.

In the fall, after the wheat was harvested, the straw was burned, and the land plowed. In the following spring when the soil was dry enough to plow, the seed kernels, after being carefully selected and thoroughly cleaned, were planted. For the harvesting, special machines could cut and

stack in one day the grain from a hundred acres of land. Then the grain was **threshed** at once in the field to remove the **edible** part from the rest before the rain could ruin it.

Through the spout of the thresher the grain fell into a wagon, which carried it to the grain *elevator*, or building where machines lifted the grain into tanks for storage. Here it remained until it was released and loaded automatically into train cars, which took it to the great elevator centers. The wheat was not touched by hands from the time it passed into the thresher until it reached private kitchens in the form of flour.



*Bread Baking*, by Anders Zorn (1889)

The great elevator centers were Duluth, St. Paul, Minneapolis, Chicago, and Buffalo. Some elevators in these centers could store as much as a million or more bushels each. They were built of steel and worked by using steam power or electricity. The wheat was taken from ships or train cars, carried up into the elevator, and placed in various bins or tanks, according to its grade. On the opposite side of the elevator the wheat was later reloaded into train cars or canal boats.

In 1914 the United States produced nine hundred and thirty million bushels, or between one-fourth and one-fifth of all the wheat produced in the world.



Wheat is used in a wide variety of foods.

## RAISING CATTLE

If we travel a little farther west, we will find a vast area of dry land stretching to the foothills of the Rocky Mountains. Today this land includes parts of six states. Although the rainfall here is mostly too light to grow corn and wheat without **irrigation**, these dry plains have enough grass to feed great herds of sheep and cattle, and these supply Americans with a large part of their beef. Cattle by the hundred thousand once fed on these vast unfenced regions.

On the great ranches of this belt, there were two important round-ups of the cattle every year. Between these times they roamed free over vast areas of land. In the spring they were driven slowly toward a central point. Then the calves were *branded*, or marked by a hot iron, with the owner's special brand. These brands were registered and recognized by law. This was done so that each owner could know his own

cattle. In July or August the cattle were rounded up again, and this time the mature and fatted animals were selected to be driven to the shipping station on the railroad and loaded on the cars.

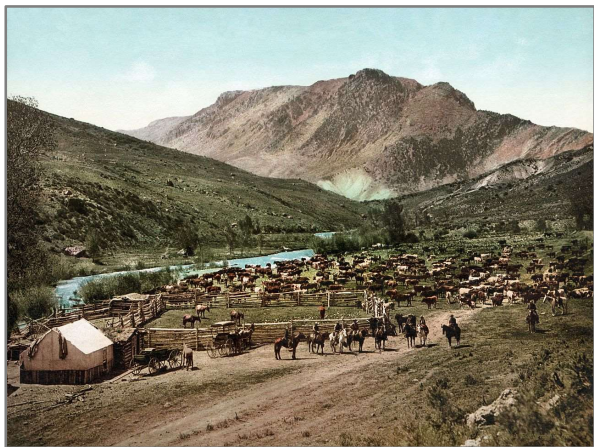


Cattle on the western plains

At the stock-yards the cattle were unloaded and driven into pens. From there the fat steers and cows were sent directly to market. The lean ones went to farmers in the Midwest, who would fatten them for market in a few weeks.

The journey to the stock-yards often required from four to seven days. Once in about thirty hours the cattle were released from the cars to be fed and watered. Then the journey began again.

In the year 1910 there were as many cattle as human beings in the whole country. But the number of beef cattle decreased as the larger ranches where they grazed were divided into small farms.



*Roundup on the Cimarron in Colorado, a print from c.1898, showing one of the large musters of cattle done in the days before barbed wire, fences, and easy access to transport ended the need for the practice*

## COAL

Besides food and clothing, people must have fuel. We need it both for heat in our households and for running most of our engines in factories and on trains. America's chief fuel during these years was coal.

To see coal mining, western Pennsylvania is a good place to visit. If you were to go into a mine, you might easily imagine yourself in a different world. In going down the shaft elevator, you suddenly become aware that you are cut off from beautiful sunlight and fresh air. You find that to supply these everyday benefits, there are machines fanning down fresh air from above, and portable lamps to supply light.

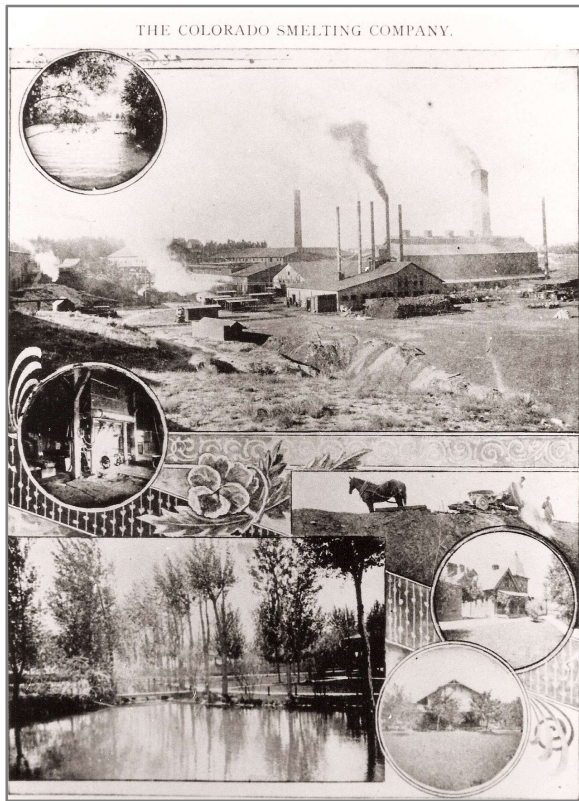
In deep-shaft mines, coal was carried to the surface by cages hoisted through the shaft. It was sorted and cleaned above ground.

One of the main uses of coal is found in the factories where items of iron and steel are made. The world of industry depends so much upon iron that it is called the metal of civilization.

The iron and coal industries are closely related, for coal is used to make iron into steel. If you stay in Pennsylvania, you may catch a glimpse of the process by which iron is made usable.

As it comes from the mine it is not pure, but is mixed with **ore**, from which it must be separated. In the regions of iron mines, you will see towering aloft here and there huge chimneys, or blast-furnaces, at times sending forth great clouds of black smoke and at times lighting the sky with the bright glow of flames. In these big blast-furnaces, the iron ore and coal are piled in layers. Then a very hot fire is made, so hot that the iron melts and runs down into molds of

sand, where it is collected. This process is called **smelting**.



Colorado Smelting Company poster (1899)

The iron produced this way is not hard enough for most purposes. It must be made into steel. Steel, you understand, is iron which has again been melted and combined with a small amount of carbon to harden it.

At first this was an expensive process, but during the nineteenth century ways of making steel were discovered which greatly lowered its cost. As a result, steel took the place of iron in many ways, the most important being in the manufacture of rails for America's railroad systems.

Steel is also used in the building of bridges, large buildings, steamships, and war vessels, and in the making of heating equipment, tools, household items, and hundreds of other things people use in daily life. If you wrote down all the uses for this metal which you can think of, you would be surprised at the length of your list.



Bloomery smelting during the Middle Ages

These four great industries give us a little idea of how people make use of the products of the farm, the mine, and the factory in supplying human needs. Each fulfills its place, and we are dependent upon all. That means that we are all dependent upon one another. There would be little in life for anyone if he were to do without all that others have done for him.

There is something each member of a community can do to make life better for others. If he does this willingly and well, he cooperates with his fellow men and assists in the great upbuilding of the nation. And the amount of *service* the man or woman, boy or girl can do for those around him is the measure of his worth to his neighborhood, his state, or his country.

It is good for us to ask ourselves this question: How can I be helpful in the community where I live, which has done so much for me? If we try to give faithful service, working cheerfully with others, we are truly patriotic. Are you a patriot?

## Lesson Two

### History Overview and Assignments The American Frontier

AFTER THE CIVIL WAR ended, the large, open areas of western land drew many Americans to migrate westward and become cattle ranchers, miners, and farm workers. The railroads brought many people out west, and they carried coal and other goods east. Settlers who migrated west found a very different type of land and style of life from what they were used to.



American homesteaders (c.1866)

### Suggested Reading and Assignments

- Review vocabulary, then read the article: *The Development of the Great West, Part One*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

Western frontier  
Homestead Act of 1862

### Discussion Questions

1. What was the task of the American cowboy during the era of the great cattle ranches?
2. What two things changed their lifestyle?
3. In what ways did irrigation change the lives of settlers?

Adapted for Elementary School from the book:

## **History of the United States**

by Charles A. Beard and Mary Beard

### **The Development of the Great West, Part One**

#### **The Western Frontier**

After the Civil War, there lay in the middle of the country a vast stretch of dry land and mountains. This area at this time had very few settlers. This **western frontier** was divided into territories. No railway line stretched across this land until 1869, when the two main lines were joined in Utah, and there was a great celebration for the completion of America's first transcontinental railroad. Settlers began moving west and starting farms.



The cowboy, the quintessential symbol of the American frontier, c. 1887

Lying between the desert and the mountains were grassy plains that were suitable for grazing. As soon as the railways were open into the Missouri Valley, there sprang up in the West cattle and sheep raising on an immense scale. The famed American cowboy was the hero in this scene. Great herds of cattle were bred in Texas. In spring and summer, the cowboys drove them northward across the plains and over the bison trails.

During the decades at the end of the

nineteenth century, both the cattle men and the sheep raisers had almost free run of the plains, using public lands without paying for the privilege and battling one another over the possession of ranch land.

#### **Homesteading**

Two things changed the ways of the cowboys and cattle ranchers. The first was the practice of the railway companies of selling large blocks of land received from the government at low prices to encourage immigration. The second was the **Homestead Act of 1862**. This law gave land in lots of 160 acres each to citizens and immigrants who wanted to become citizens. Any adult could apply who had not taken up arms against the government, and freed slaves were encouraged to participate. The one important rule was that the settler had to occupy the farm for five years before he would own the land. Over the next several decades, much of the land was divided into homesteads. Some homesteaders came by railroad, while others came in covered wagon trains.



American pioneers crossing the plains of Nebraska





Norwegian settlers in North Dakota (1898)

### Western Agriculture

Alongside these small homestead farms came many huge farms owned by foreign or eastern companies and tilled by hired workers. These became like the huge cattle ranches, covering tens of thousands of acres.

In much of the region, though, the rainfall was so slight that ordinary crops could not be grown at all. But as settlers poured into the West the problem of the desert was attacked with a will. Private companies, which bought huge areas at low prices, built irrigation works. Some ranchers with an instinct for finding water, like that of the miner for metal, dug wells in

the dry sand and were rewarded with gushing water. The government came to the help of the dry regions by granting lands to the states to be used for irrigation purposes.

The effect of irrigation was amazing. Stretches of sand and sagebrush gave way to fertile fields bearing crops of wheat, corn, fruits, vegetables, and grass.

Huge ranches grazed by browsing sheep were broken up into small plots. The cowboy and ranchman vanished. In their place rose thriving communities, which were unlike the townships of Iowa or the industrial centers of the East. Families were drawn together in village life rather than dispersed on the lonely plain.



Sagebrush

see

**HOMESTEAD.**

Land Office at *Brownville Neb*  
*January 20<sup>th</sup> 1868.*

CERTIFICATE, } No. 1 }	APPLICATION, No. 1
---------------------------	-----------------------

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1862, entitled "An act to secure homesteads to actual settlers on the public domain,"

*Daniel Korman* has made payment in full for *Section 26* of *Range five (5) E* containing *160* acres of *SW 1/4 of Sec 26* of *Township four (4) N*

Now, therefore, be it known, That on presentation of this Certificate to the COMMISSIONER OF THE GENERAL LAND OFFICE, the said *Daniel Korman* shall be entitled to a Patent for the Tract of Land above described.

*Henry M. Atkinson* Register.

The first certificate of homestead issued in Nebraska under the Homestead Act (1862)

## Lesson Three

### History Overview and Assignments Mining, Timber, and Grain

MINERALS AND TREES were plentiful out west, leading to the growth of the mining and timber industries. At the same time, grain farming became more profitable than other types of farming in this flat, open region. More settlers poured into the West, foreign trade was expanded, and American markets grew.



*Birds Eye View of Virginia City, Storey County, Nevada 1875,  
drawn by Augustus Koch*

#### Vocabulary

supplant  
conservation  
epoch

#### Suggested Reading and Assignments

- Review vocabulary, then read the article: *The Development of the Great West, Part Two*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

1. Which industry was the first source of wealth in the American West?
2. How was western timber used?
3. What other industries sprang up?
4. How was America helped by this growth in production?
5. What kinds of things began to change after most of the land was given out to people who wanted farms?

Adapted for Elementary School from the book:

## **History of the United States**

by Charles A. Beard and Mary Beard

### **The Development of the Great West, Part Two**



Tombstone, Arizona in 1881, photographed by C.S. Fly. An ore wagon at the center of the image is pulled by 15 or 16 mules leaving town for one of the mines or on the way to a mill. The town had a population of about 4,000 that year with 600 dwellings and two church buildings. There were 650 men working in the nearby mines.

#### **Mining in the West**

The discovery of gold in California in 1848 was the start of the great rush of western miners who explored the valleys, climbed the hills, washed the sands, and dug up the soil in their feverish search for gold, silver, copper, coal, and other minerals.

In Nevada and Montana, the development of mining continued all during the Civil War. Even at the end of the nineteenth century, after farming was well advanced and sheep and cattle raising introduced on a large scale, mining continued to be the chief source of wealth in some of the states.

#### **Timber**

The western forests were helpful to settlers. In the East, farmers had to cut and

burn trees before they could plant crops. Beyond the Mississippi, though, great stretches of open prairie land were all ready for the breaking plow. In the places where forests stood, the railroads made good use of the timber. The leftover trees were carried off to markets on the East and West coasts.



Logging out west in 1887

## Western Industries

Industries developed quickly out west. Mining called for sawmills to furnish timber for the mines and for smelters to refine ores. The ranches supplied sheep and cattle for the packing houses of Kansas City as well as Chicago. The fruits and vegetables of California led to the building of countless canning factories. The lumber industry, starting with sawmills to furnish timbers for railways and mines, soon started building factories to make paper, boxes, and furniture. Railways also made possible many other industries, which employed many workers. Mining, lumbering, and fruit growing, for instance, employed thousands of workers.

## Crop Changes

In the meantime, changes were taking place in farming. Until 1860 the main crops sold by America were cotton and tobacco. With the growth of farming on the frontier, corn and wheat **supplanted** them both. The West became the grain source of the East, and of Western Europe as well. Refrigerated cars on trains and ships made the packing industry as stable as the farming industry and gave great help to cattle raising and sheep farming. So, the meat of the American West soon took its place on European dinner tables by the side of bread baked from Dakotan wheat.



Bread and grains

## The American Economy Grows

The effects of this change were striking. Billions of dollars' worth of American grain, dairy produce, and meat were poured into European markets, where they paid off debts due to money lenders and earned money to develop American resources. Thus, they sped up the progress of American economic independence toward the time when the country would take the economic lead in the world.

## The End of the Frontier

Once the transcontinental railroad was completed, passengers were soon riding across the country in train cars and enjoying at the hotels all the comforts of civilized life. The “wild west” was soon gone, and with it the frontier of pioneers and settlers that filled storybooks with American adventures.

It was not only the exciting life on the frontier that was gone. Of greater concern was the end of free lands, with all that meant for American labor. For more than a hundred years, most anyone had been able to gain a homestead of his own and a means of supporting his family. For a hundred years, America had been able to supply farms to as many immigrants as wanted them. Every new pair of strong arms meant more farms and more wealth for the country. Workers in eastern factories who did not like their jobs could readily find land. Now all that was over. By about 1890, most of the land good for farming under the Homestead Act had been taken. American workers were faced with a new situation.

In time the people of the whole United States were forced to realize that there was a limit to the rich, new land and its forests and minerals. Then arose in America the

questions which had long concerned the countries of the Old World about the use of the soils and **conservation** of natural resources. Before this time, the government had followed the easy path of giving away good land and selling forest and mineral lands at low prices. Now it had to face far more difficult and complex problems. It also had to consider questions of land distribution again, especially if the ideal of a nation of home owning farmers was to be kept. While there was plenty of land for every man or woman who wanted a home

on the soil, it made little difference whether single landlords or companies got possession of millions of acres, or if a hundred families in one western river valley owned millions of acres, but when the good land for small homesteads was all gone, then was raised the real issue.

At the opening of the twentieth century the nation, which a hundred years before had land and natural resources seemingly without limit, had to start making laws to conserve its forests and minerals. America was passing into a new **epoch**.



*East and West Shaking Hands at Laying Last Rail*, by Andrew J. Russell (restoration by Adam Cuerden). The ceremony for the driving of the golden spike at Promontory Summit, Utah on May 10, 1869; completion of the First Transcontinental Railroad. At center left, Samuel S. Montague, Central Pacific Railroad, shakes hands with Grenville M. Dodge, Union Pacific Railroad (center right).

# The Artios Home Companion Series

## Unit 8: The Gilded Age

### Teacher Overview

TOWARD THE END of the nineteenth century, America saw many changes as the country developed from a mostly rural land filled with wide open areas to an advanced nation that became a business leader in the world. Conflict and challenges came with these changes, along with many improvements that benefit our lives today.

*Note: The articles contained in this unit were written more than a hundred years ago. It is important to note that some of the information and prevailing attitudes belong to that time period. We use articles written in earlier times as a basis for comparing characteristics of historical and current societies, as well as to show how different life was in those earlier times.*



The original Breakers, a Gilded Age Queen-Anne style “cottage” on the Cliff Walk in Newport, Rhode Island, belonging to the wealthy Vanderbilt family. Considered the most magnificent estate in Newport, the home was destroyed by fire in 1892 and replaced by the current Breakers mansion.

### Suggested Assignments

Based on your student’s age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **changes and improvements America saw during the late nineteenth century.**
- Define vocabulary words.
- Prepare a presentation or demonstration.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Idea

**Scripture addresses government’s responsibilities to the people—to uphold Biblical ethics, protect the people from enemies, and safeguard their God-given rights.**

*“Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens.”*

– Exodus 18:19-21

*Those who were to camp before the tabernacle on the east, before the tent of meeting toward the sunrise, were Moses and Aaron and his sons, guarding the sanctuary itself, to protect the people of Israel. And any outsider who came near was to be put to death.*

– Numbers 3:38

*“The God of Israel has spoken; The Rock of Israel has said to me: When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth.”*

– 2 Samuel 23: 3-4

## Key People, Places, and Events

McKinley Tariff Act of 1890  
Sherman Silver Purchase Act  
Sherman Anti-Trust Law  
Grover Cleveland  
Panic of 1893  
World’s Columbian Exposition

William McKinley  
Dingley Act of 1897  
Joseph Henry  
Charles Brush  
Thomas Edison



A bronze statue of Henry stands on the rotunda of the U.S. Library of Congress.

## Vocabulary

### Lesson 1:

inflate  
business trust  
artificial  
conspiracy  
enforce  
monopoly  
scarcity  
repeal  
temporary  
prosperous

### Lesson 2 (vocabulary and inventions):

electric motor  
electric generator  
arc light  
incandescent lamp  
filament  
power plant  
central power station  
alternating current  
transformer  
turbine  
hydroelectric power



A postcard featuring the Agricultural Building at the World's Columbian Exposition, Chicago, Illinois (c.1893).  
University of Maryland Digital Collections



Jackson Park lagoon in Chicago Becomes A Canal Of Venice During 1893 World's Fair

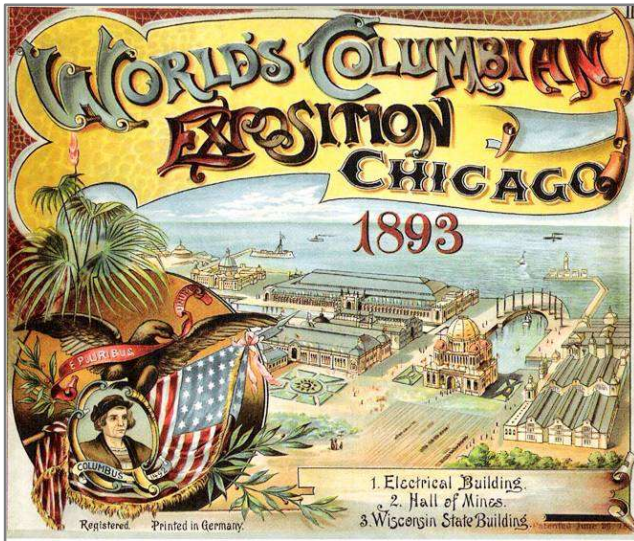


## Lesson One

### History Overview and Assignments Business and Politics

“During these years, great “captains of industry” emerged. These were business owners who made vast fortunes and began to wield great power—and this fact revealed the need for laws to prevent abuse. Cornelius Vanderbilt became known as the “commodore” of the railroad business across the country, while Andrew Carnegie transformed the steel industry and John D. Rockefeller made his fortune in oil.”

– from the adapted article below



Advertisement for the World's Columbian Exposition, depicting a portrait of Christopher Columbus

### Vocabulary

inflate  
business trust  
artificial  
conspiracy  
enforce  
monopoly  
scarcity  
repeal  
temporary  
prosperous

### Reading and Suggested Assignments

- Read the article: *Confusion in Politics*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

McKinley Tariff Act of 1890  
Sherman Silver Purchase Act  
Sherman Anti-Trust Law  
Grover Cleveland

Panic of 1893  
World's Columbian Exposition  
William McKinley  
Dingley Act of 1897

## Discussion Questions

1. What was the main issue Benjamin Harrison faced at the start of his presidency? How was it resolved?
2. What did the Sherman Silver Purchase Act require the government to do each month? For what purpose?
3. What is a business trust?
4. How do business trusts harm consumers?
5. What did the World's Columbian Exposition celebrate?

*Adapted for Elementary School from the book:*

### ***A Short History of the United States***

*by Edward Channing*

#### ***Confusion in Politics***

#### **Benjamin Harrison's Presidency**

The tariff was the big issue when Benjamin Harrison became president in 1889. There were two sets of tariff reformers. One set proposed to reform the tariff by doing away with as much of it as possible. The other set proposed to adjust the tariff to improve the system for the protection of American business.

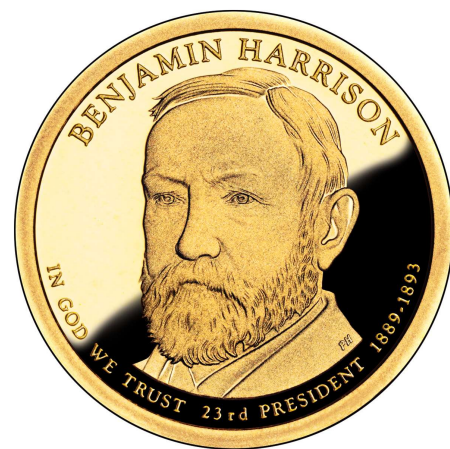
Led by Congressman William McKinley, the Republicans set to work to improve the tariff by raising the amount charged to import certain goods. A law called the **McKinley Tariff Act of 1890** also offered to lower certain duties on goods imported from countries that would do the same for America.

#### **Sherman Silver Purchase Act, 1890**

During the Civil War gold and silver had disappeared from circulation. But after the close of the war, a gradual return was made to money in the form of coins rather than paper. In the colonial days, the demand for silver, compared with the demand for gold, outran the supply. The result was that silver increased in value in comparison with gold. In the nineteenth century this shifted when

the supply of silver outgrew the demand, with the result that silver greatly declined in value as compared with gold.

In 1871 the government decided to use silver for small coins only, and to no longer allow silver to be freely exchanged for coins. This was called the "demonetization of silver." This, along with post-Civil War inflation and several other factors, had triggered the Panic of 1873, which caused economic problems as far away as France and England for decades.



Benjamin Harrison presidential one dollar coin, US Mint

In 1890, Congress passed the **Sherman Silver Purchase Act**, which required the government to purchase large amounts of

silver each month. This would **inflate** the value of silver. But the plan backfired because investors bought silver cheaply on the metal market, sold it to the government in exchange for gold, and thus raised the price of gold while lowering the price of silver. By the early 1890s silver was worth only forty-nine cents on the dollar in gold, and the act was repealed.

#### **Antitrust Legislation:**

##### **The Sherman Anti-Trust Law of 1890**

*During these years, great “captains of industry” emerged. These were business owners who made vast fortunes and began to wield great power—and this fact revealed the need for laws to prevent abuse.*

*Cornelius Vanderbilt became known as the “commodore” of the railroad business across the country, while Andrew Carnegie transformed the steel industry and John D. Rockefeller made his fortune in oil.*

*Rockefeller bought up competing companies and then built big businesses called **trusts** out of them to raise prices on the oil they produced. Other business owners followed this pattern, and in this way prices of goods and services in the affected markets were **artificially** raised.*

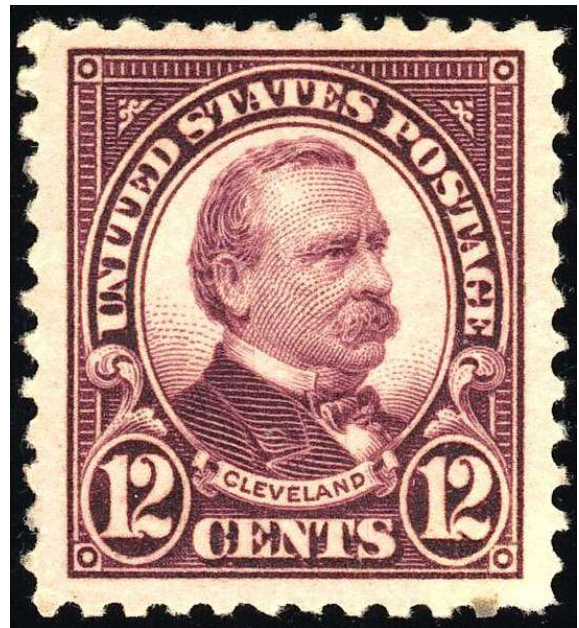
*A law was finally passed to stop this, called the **Sherman Anti-Trust Law**. This act declared illegal “every contract, combination in the form of trust or otherwise, or **conspiracy** in restraint of trade and commerce among the several states or with foreign nations.”*

*However, the law was not **enforced** well by Presidents Harrison and Cleveland, in spite of the constant demand for harsh action against **monopolies**. It was clear that neither the Republicans nor the Democrats were prepared for a war on big business to the bitter end, so consumers had to go on paying high prices for goods.*

*— Adapted from *History of the United States*, by Charles A. Beard and Mary R. Beard*

#### **Election of 1892**

One result of the great increase in the silver coinage was to alarm business owners throughout the country. Business constantly declined. Everyone reduced expenses as much as possible. Mill owners and railroad managers discharged their workers or reduced their wages. Harrison and Cleveland were again the Republican and Democratic candidates for the presidency. As is always the case, the party in power was held responsible for the hard times. Enough voters turned to **Grover Cleveland** to elect him, and he was inaugurated president for a second time.

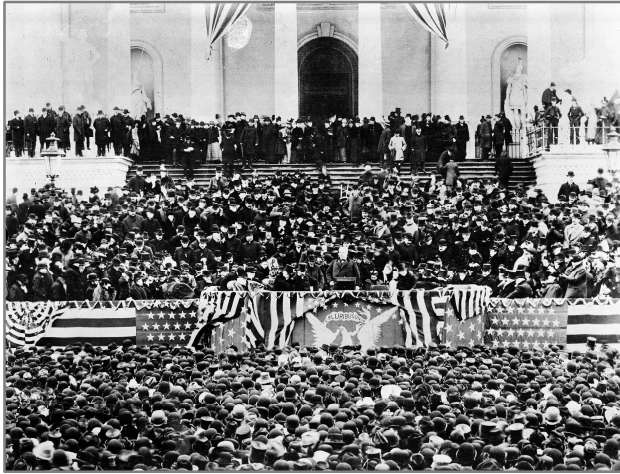


Cleveland postage stamp issued in 1923

#### **Grover Cleveland's Second Presidency**

In the summer of 1893, there was a great **scarcity** of money, which brought about the **Panic of 1893**. Thousands of people withdrew all the money they could from the banks and locked it up in secure places. But when Congress **repealed** the Sherman Silver Purchase Act, it put an end to the required purchase of silver. This tended to restore confidence. The Democrats once

more changed the tariff. Under the lead of Representative Wilson of West Virginia, they passed a tariff act which lowered some duties and placed many articles on the free list.



Second Inauguration of Grover Cleveland (1893)

### **The World's Columbian Exposition, 1893**

The four hundredth anniversary of the discovery of America by Christopher Columbus was in October 1892. Preparations were made for holding a great celebration event in Chicago. But it took so long to get everything ready that the **World's Columbian Exposition** was not held until the summer of 1893. Beautiful **temporary** buildings were built, designed with the greatest taste, and filled with splendid exhibits that showcased the skill and resources of Americans, along with the products of foreign countries. Hundreds of thousands of people from throughout the world visited the exhibition, which became known as the Chicago World's Fair.

### **William McKinley's Presidency**

In 1896 the Republicans chose **William**

**McKinley** of Ohio as their candidate, and he was elected president. A Republican House of Representatives was also elected.

The Republicans, once more in control of the government, set to work to reform the tariff in favor of high protection. Representative Nelson Dingley of Maine was chairman of a committee that drew up a new bill, and the act as finally passed has his name—the **Dingley Act of 1897**. It raised the tariffs on some classes of goods and taxed many things that weren't taxed before.



William McKinley

#### **Growth of Combinations**

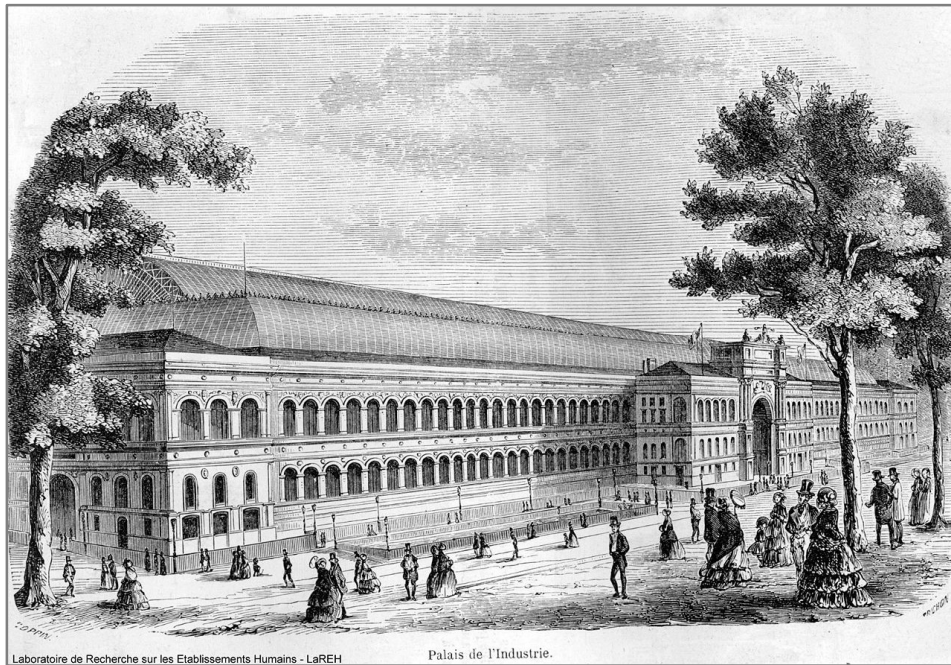
*The years that followed this time were the most **prosperous** America had witnessed for many a decade. Industries of every kind were soon running full blast, there were plenty of jobs, and trade spread more swiftly than ever to the markets of the world. America became one of the most powerful leaders in the struggle of the giants for the business of the earth. American industry, filling domestic markets to overflowing, was ready for new worlds to conquer.*

– Adapted from *History of the United States*,  
by Charles A. Beard and Mary R. Beard

## Lesson Two

# History Overview and Assignments Electricity

GILBERT, VOLTA, OERSTED, Ampère, Ohm, Faraday, Henry, Davenport, and the famous Thomas Alva Edison all contributed to the development and use of electricity. Some of these men were investigators of the ways and principles of science. Others took their findings and created inventions that were useful to mankind.



The 1881 International Exposition of Electricity, Paris

## Suggested Reading and Assignments

- Read the article: *The Fathers of Electricity*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Prepare a presentation or demonstration on one of the discoveries or inventions mentioned in today's reading.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Joseph Henry

Charles Brush

Thomas Edison

## Vocabulary and Inventions

electric motor  
electric generator  
arc light  
incandescent lamp

filament  
power plant  
central power station  
alternating current

transformer  
turbine  
hydroelectric power

## Discussion Questions

1. How did Joseph Henry make a powerful magnet?
2. Why is he not well known?
3. What kind of light was developed by Charles Brush?
4. In what way was this type of light used?
5. What kind of light did Thomas Edison work to invent?
6. Was this invention an easy process?
7. What does an electric generator do?
8. What does an electric motor do?
9. What does a turbine do?
10. How do hydroelectric power plants produce electricity?

*Adapted for Elementary School from the book:*

### ***The Age of Invention, a Chronicle of Mechanical Conquest*** *by Holland Thompson* ***The Fathers of Electricity***

Before the nineteenth century, not much was known about the mysterious force we now call electricity. Scholars and inventors had done some work with magnets and conduction of electricity, but these were not used in any major way to generate light or power yet.

#### **Joseph Henry**

In 1826 a young man named **Joseph Henry** became teacher at the Albany Academy in New York. Here he began a wide series of experiments using electricity. His first discovery was that a magnet's force could be greatly strengthened by winding it with insulated, electrified wire. He was the first to use insulated wire wound as on a spool and was able finally to make a magnet which would lift thirty-five hundred pounds.

In another experiment, Henry strung a mile of fine wire in the Academy, placed a

battery at one end, and made a device strike a bell at the other. Thus, he discovered the essential principle of the electric telegraph. This discovery was made in 1831, a year before the idea of a working electric telegraph flashed on the mind of Samuel Morse.

Henry next turned to the possibility of a magnetic engine for the production of power and succeeded in making a type of **motor** that could be powered by an electric battery.

In 1839 Henry was appointed professor of natural philosophy in the College of New Jersey, better known today as Princeton University. There he repeated his old experiments on a larger scale, confirmed an earlier experiment of using the earth as return conductor, showed how a feeble current could be strengthened, and how a small magnet could be used as a circuit maker and breaker. Here were the

principles of the telegraph relay and the **electric generator**.

Why, then, if the work of Henry was so important, is his name almost forgotten, except by men of science, and not given to any one of the practical applications of electricity? The answer is plain. Henry considered himself a researcher, not an inventor, and he did not seek to gain riches from his discoveries.

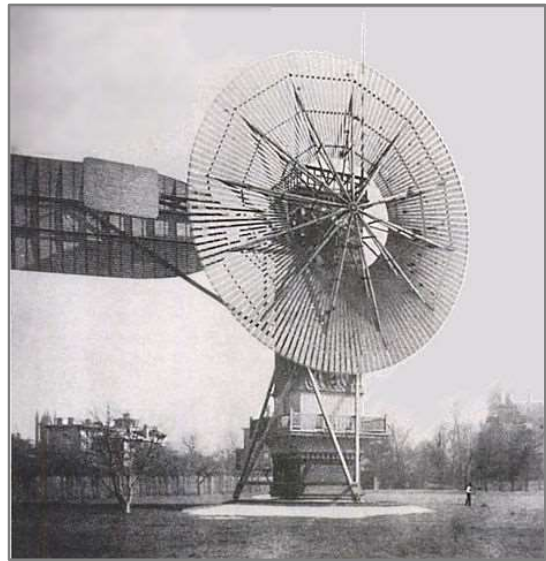
Joseph Henry studied earth's magnetism and building materials. He turned weather forecasting into a science, collecting reports by telegraph, made the first weather map, and issued forecasts based upon definite knowledge rather than upon signs.

The Smithsonian Institution was founded in Washington DC in 1846, and Henry was fittingly chosen to be its chief executive officer. He became a member of the Lighthouse Board in 1852 and was the head after 1871. The excellence of marine lights and fog signals today is largely due to his efforts.

### Charles F. Brush

The **arc light** as a practical illuminating device came in 1878. It was introduced by **Charles Brush**, a young Ohio engineer and graduate of the University of Michigan. Others before him had attacked the problem of electric lighting but ran into problems that stood in the way of their success. Brush overcame the chief difficulties and made several arc lamps burn in series from one generator.

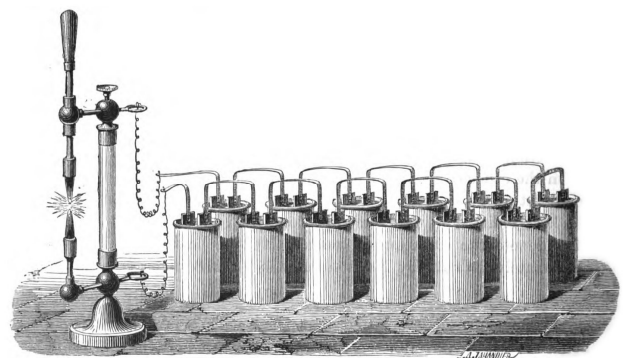
Arc lamps produce light by creating an arc of electricity. The first Brush lights used for street illumination were used in Cleveland, Ohio, and soon the use of arc lights became common.



Charles F. Brush's 60 foot, 80,000 pound turbine that supplied 12kW of power to 350 incandescent lights, two arc lights, and a number of motors at his home for 20 years. It today is believed to be the first automatically operating wind turbine for electricity generation and was built in the winter of 1887 - 1888 in his back yard. Its rotor was seventeen meters in diameter. The large rectangular shape to the left of the rotor is the vane, used to move the blades into the wind. The dynamo turned fifty times for every revolution of the blades and charged a dozen batteries each with thirty-four cells.

For scale, note gardener pushing lawnmower underneath and to right of the turbine.

For outdoor lighting and for large halls they served the purpose, but they could not be used in small rooms. Besides, they worked in series, that is, the current passed through every lamp in turn, and an accident to one threw the whole series out of action. The whole problem of indoor lighting was to be solved by one of America's most famous inventors.



Early experimental carbon arc light powered by liquid batteries

## Thomas Edison

The great inventor **Thomas Edison** worked for the Western Union Telegraph Company, mostly improving telegraphs. He built laboratories and factories at Menlo Park, New Jersey, and it was there that he invented the phonograph, for which he received the first patent in 1878. It was there, too, that he began that wonderful series of experiments which gave to the world the **incandescent lamp**. *Incandescent* means glowing when heated. He had noticed the growing importance of outdoor arc lighting but was convinced that his mission was to produce an electric lamp for use indoors. After fourteen months of hard work, one of Edison's globes stayed lit forty hours. "If it will burn forty hours now," said Edison, "I know I can make it burn a hundred." And so he did. A better **filament** was needed. Edison found it in carbonized strips of bamboo.



*Thomas Alva Edison,*  
by Abraham Archibald Anderson (1932)

Edison developed his own type of generator, the largest ever made up to that time, and the installation in Europe and America of electrical **power plant** followed. Edison's first great central station, supplying power for three thousand lamps,

was built in London in 1882, and in September of that year the Pearl Street Station in New York City, the first central station in America, was put into operation.

The incandescent lamp and the **central power station**, considered together, may be regarded as one of the most fruitful conceptions in the history of applied electricity. It comprised a complete generating, distributing, and utilizing system, from the generator to the very lamp at the fixture, ready for use. It even included a meter to determine the amount of current actually consumed.

The success of the system was complete, and as fast as lamps and generators could be produced, they were installed to give a service at once recognized as superior to any other form of lighting. By 1885 the Edison lighting system was commercially developed in all its essentials, though still subject to many improvements and capable of great enlargement, and soon Edison sold out his interests in it and turned his great mind to other inventions.

## The Electric Motor

The generator and the central power station brought the electric motor into action. The generator, also called a *dynamo*, and the motor do precisely opposite things. The generator converts mechanical energy into electric energy. The motor transforms electric energy into mechanical energy. But the two work in partnership and without the generator to manufacture the power the motor could not thrive. Moreover, the central station was needed to distribute the power for transportation as well as for lighting.

The first motors to use Edison station current were small ones that were better in



many ways than the big steam engine. They ran smoothly and without noise. They used electricity only when they were on. They could be installed and connected with a minimum of trouble and expense. They emitted neither smell nor smoke.

### **Alternating Current**

At the same time with these developments the value of the **alternating current** came to be recognized. The **transformer** made it possible to transmit electrical energy over great distances with little loss of power. Alternating currents were transformed by means of this instrument at the source and were again

converted at the point of use to a different form for local distribution and consumption. The first extensive use of the alternating current was in arc lighting.

The **turbine** (from the Latin *turbo*, meaning a whirlwind) is the name of the motor which drives the great generators to produce electric energy. It may be either a steam turbine or a water turbine, and the development of **hydroelectric power**, or waterpower, has gone far.

The first commercial hydro-station for the production of power in America was completed in 1891 in Colorado. Soon others were built, including a massive one on Niagara Falls.



Thomas A. Edison Industries Exhibit, Primary Battery section, Edison National Historic Site (1915)

# The Artios Home Companion Series

## Unit 9: America—A World Power

### Teacher Overview

CUBA'S STRUGGLE FOR independence brought America into conflict with Spain. Eventually, this led to both the Philippines and the Hawaiian Islands becoming US territories—but not without much discussion and debate. Although President Harrison was in favor of annexing Hawaii, he left office before that was accomplished, and Grover Cleveland was elected for a second time. The new president did not feel at all pleased with how Hawaii was being treated. So for several years the Hawaiian Islands remained a small, independent republic. However, when William McKinley came into power, the US was again asked to take the Hawaiian Islands under protection.



Commodore George Dewey directing the battle from on board USS *Olympia*, by Rufus Fairchild Zogbaum (1899)

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete one lesson in which they will learn about **how America became a world power during the nineteenth century**, and the **state of the world by the turn of the twentieth century**.
- Define vocabulary words.
- Do a report on either Hawaii or Cuba. *This will be due at the end of Unit 10.*
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God honors integrity and despises corruption.

*A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.*

– Proverbs 22:1-5

### God’s plan is for God-fearing representatives to lead the people according to His laws.

*“Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens.”*

– Exodus 18:10-21

### God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

## Vocabulary

### Lesson 1:

protectionist  
barbarous  
indignant  
annex  
anarchist

## Key People, Places, and Events

William McKinley  
Spanish American War  
Cuba  
USS *Maine*  
Philippine Islands  
West Indies  
Hawaiian Islands  
Liliuokalani  
Sanford B. Dole



Artist’s conception of the shooting of McKinley, by T. Dart Walker (c.1905)

## Lesson One

### History Overview and Assignments War and Sudden Death

PRESIDENT WILLIAM McKINLEY was highly esteemed by the American people. At the end of his first four years in office he was loved even more than he had been at the beginning, and he was easily elected a second time. There was a shining goodness and honesty about President McKinley that all who came near him loved and respected. Then, slain by an anarchist who believed it was a good deed to kill any ruler, McKinley went to his last resting place, mourned not only by his own people but by Great Britain and nearly every country in Europe as well.



Engraved BEP portrait of  
US President William McKinley

### Suggested Reading and Assignments

- Read the article: *McKinley—War and Sudden Death*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Begin writing a report on either Hawaii or Cuba. *This will be due at the end of Unit 10.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

protectionist  
barbarous  
indignant  
annex  
anarchist

## Key People, Places, and Events

William McKinley  
Spanish American War  
Cuba  
USS *Maine*  
Philippine Islands  
West Indies  
Hawaiian Islands  
Liliuokalani  
Sanford B. Dole

## Discussion Questions

1. List three major worldwide changes that took place during the nineteenth century.
2. Which country had control of more land by the end of this century than any other country?
3. Who won a war against China in 1895?
4. Describe William McKinley.
5. Did President McKinley's want to get involved in the war between Cuba and Spain?
6. What caused America to enter that war?
7. What did the Filipino people think at first about being occupied by the United States?
8. What form of government did Hawaii have before the American takeover?
9. Describe how this takeover took place.
10. How did President McKinley die?

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

by Henrietta Elizabeth Marshall

### ***McKinley—War and Sudden Death***

#### **The Turn of the Century**

*All around the world, the nineteenth century was a time of tremendous change. The Industrial revolution had made many improvements, and slavery was outlawed in most nations. Many empires had collapsed, while other powers gained more control. By the end of the century, Great Britain was in control of much of the world.*

*Southeast Asia was, by the end of the century, largely under European control, and America had gained the Philippines. The Japanese, though, had been hard at work changing their island nation into a Western style industrial power. They won a war against China in 1895, and Western nations began demanding more freedom to do business in China.*

*By 1900, nearly all of Africa had been colonized. The **First Pan-African Congress** was held in London in that year to combat racial injustice and encourage decolonization.*

*In the same year, the **1900 Paris Exposition** world's fair was held in France to celebrate the achievements of the nineteenth century and look forward to the twentieth. Pavilions displayed the innovations and advancements of forty countries. In 1901 another world's fair called the **Pan-American Exposition** was held in Buffalo, NY, with the theme of celebrating "commercial well-being and good understanding among the American Republics." Buffalo was selected because of its large population and many railroad connections, and the exposition's attractions were dazzlingly lit by power generated at nearby Niagara Falls.*

In 1897 **William McKinley** became president. Like some other presidents before him, he came from very humble

people and had by his own efforts raised himself until at length he held the highest office in the land.

McKinley was a keen **protectionist**. That is, he believed in putting a heavy tariff on foreign goods coming into the country, not in order to gain revenue or income for the needs of the government, but in order to protect American manufacturers. He wanted to put such a high duty on foreign goods that the American manufacturer could sell his goods at a high price and still undersell the foreigner. In President Harrison's time, McKinley, then a member of Congress, had succeeded in getting the tariff made higher than ever before, and the act then passed was known as the McKinley Tariff Act. And just as President Monroe is known outside America chiefly because of the Monroe Doctrine, so President McKinley is known because of the McKinley Tariff Act.

For many years now the United States had been at peace. But the year after McKinley came into office, the country was once more plunged into war.

### The Spanish American War

In days long ago when Englishmen were struggling to start a colony in Virginia, Spain was a great and powerful nation, and her dominions in the New World were vast. Because of her pride and her cruelty, however, Spain lost these dominions one by one, until at length there remained in the Western Hemisphere only a few islands, the largest of which was **Cuba**. But even these were not secure, and again and again the Cubans rose in rebellion against their Spanish oppressors.

The Spaniards waged war against their subjects in most cruel fashion, and the people of the United States looked on with sorrow and indignation at the **barbarous** deeds which were done at their very doors.

William McKinley had been a soldier in the Civil War and had fought well and gallantly for America. But like other soldier presidents he loved peace more than war. Like Cleveland before him he felt unwilling to plunge the country into war again. So he shut his ears and turned away his eyes from the misery of Cuba.

But there were many Americans in Cuba. They, as well as the Cubans, were being starved and threatened. So private merchant ships were sent to Cuba with food for them, and in this way not only they but many Cubans were saved from starvation. Then a United States battleship called the **USS *Maine*** was sent to Cuba and anchored in the harbor of Havana, to be ready in case the Americans needed help.

For three weeks the *Maine* lay rocking at anchor. Then on the night of February 15, 1898, while everyone on board was peacefully sleeping, the vessel was blown up and 261 men were killed.



USS *Maine*

When the people of the United States heard the news, a wave of anger passed over the land. But the President remained calm.

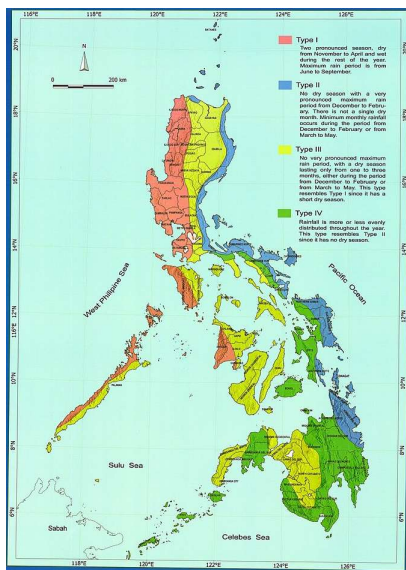
“Wait,” he said, “wait till we know how it happened.”

So grimly the people waited until experts completed an investigation. What they found made them believe that the *Maine* had been attacked from outside. There

seemed no doubt that the Spaniards had blown up the vessel, although they **indignantly** denied having had anything to do with it.

Now there was no holding the people, and very shortly the **Spanish American War** began. The conflict was short and sharp. In less than four months it was all over. On land and sea the Spaniards were hopelessly beaten, while in the whole campaign the Americans lost scarcely five hundred men in battle, although more than twice that number died of disease.

The war was fought not only in the West Indies but also in the Pacific. For there Spain possessed the **Philippine Islands**. These islands had been in the possession of Spain ever since their discovery by Magellan more than three hundred and fifty years before, and they had been called the Philippines after King Philip II of Spain. Now the long rule of Spain came to an end.



Climate map of the Philippines (1951-2010)

The first battle of the war was fought in the Bay of Manila, the capital of the Philippine Islands. Here the Spanish fleet was shattered while not an American was killed. A month or two later the town of

Manila was taken, and the Philippines were in the power of the Americans.

In the **West Indies**, too, the Spaniards were beaten on land and sea and on August 2, 1898, Spain sued for peace.

By the treaty of peace Cuba became a free republic, while Puerto Rico and all the other Spanish islands in the West Indies, as well as the Philippines, were given to the United States.

But no sooner was the treaty signed than the Filipinos (as the residents of the Philippines are called) rose in rebellion against American rule. For three years a kind of irregular war went on. Then the leader of the rebellion was captured. After that the Filipinos gradually laid down their arms. And when they found that the Americans did not mean to oppress them as the Spaniards had done, they became more content under their governance.

The winning of these foreign possessions brought something new into the life and history of America. For now America began to own colonies, a thing quite unlooked for, and not altogether welcome to many.

## Hawaii

At this time also, besides those won in the Spanish War, another group of islands came under American rule. These were the **Hawaiian Islands**, like the Philippines in the Pacific Ocean.

Hawaii was a monarchy, but for a long time the people had been discontented, and Queen **Liliuokalani** was the last royal ruler of Hawaii. She wanted to be an absolute monarch and do what she liked. But when she tried to change the constitution to her liking, there was a revolution.



Crown Princess Liliuokalani of Hawaii, photographed in London during Queen Victoria's Golden Jubilee (1887)

It was a peaceful revolution, and not a shot was fired on either side. It was brought about chiefly by the Americans who lived in the islands. A company of Marines was on the island from the United States cruiser *Boston*, which happened to be in the harbor at the time. The Queen was deposed, and a provisional government set up.

**Sanford B. Dole**, an American, was chosen head of this new government. Dole sent word to Washington asking the United States to annex Hawaii. Meanwhile the stars and stripes were hoisted over the government buildings at Honolulu, the capital of Hawaii.

All this had happened just at the end of Benjamin Harrison's presidency. He and his advisors were quite willing to **annex** Hawaii. But before the matter could be settled his term of office ended, and Grover Cleveland was elected for a second time.

President Cleveland did not feel at all pleased with what had been done, and he sent a commissioner to Honolulu to find out exactly what had happened and whether the people really wanted the islands to be annexed to the United States.

This commissioner concluded that the Hawaiians did not want to be annexed, and

that "a great wrong had been done to a feeble but independent state."

Cleveland therefore refused to annex the islands. He even offered to restore the Queen to her throne if she would promise to forgive all those who had helped to dethrone her. At first, she would not promise this, but declared that the leaders of the revolution must be beheaded. In the end, however, she gave way.

"I must not feel vengeful toward any of my people," she said. "If I am restored by the United States, I must forget myself and remember only my dear people and my country. I must forgive and forget the past, permitting no punishment of anyone."

But when Dole was asked to give up the islands, he refused. He and his party were ready to fight rather than allow the Queen to be set again upon the throne. And seeing him thus determined, President Cleveland gave up his efforts on behalf of the Queen.

So for several years Hawaii remained a little independent republic with Dole as president. Then when William McKinley became president, the United States was again asked to take the islands under protection. And in July 1898, while the Spanish-American War was being fought, the Hawaiian Islands were annexed, and with solemn ceremony the US flag was once more hoisted in Honolulu.

A few years later the islands were made a US territory. So, the people became citizens of the United States and sent representatives to Congress.

No president perhaps grew in the love of the people as McKinley did. At the end of his four years in office he was loved far more than he had been at the beginning, and he was easily elected a second time. And but a few months of his second term had passed



when people began to talk of electing him a third time.

But when McKinley heard of this, he was vexed. He told the people that they must put such an idea out of their heads, for he would not be a candidate for a third term on any consideration.

“All I want,” he said, “is to serve through my second term in a way acceptable to my countrymen, and then go on doing my duty as a private citizen.”

But alas! He was not to be allowed even to serve out his second term. Only six months of it had gone when he went to visit the great Pan-American Exhibition in Buffalo, NY. Here he made a speech which seemed to show that he was changing his ideas about high tariffs, and that it was time now, he thought, to lower them.

The next day, he held a great reception in one of the buildings of the Exhibition. Crowds of all sorts of people streamed into the hall, eager to see the President and shake hands with him. Among these came a well-dressed young man who seemed to have hurt his hand, for it was covered with a handkerchief.

The man came quite close to the President who held out his hand with a smile. Then quickly the man fired two shots. Not an injured hand but a pistol had been hidden under the handkerchief.

The President did not fall. He walked steadily to a chair and leaned his head upon his hand.

“You are wounded,” said his secretary.

“Ho, I think not. I am not much hurt,” replied the President. But his face was white and drawn with pain; blood flowed from his wounds. Yet in his pain he thought only of others.

His first thought was for his wife, who was disabled. “Don’t let her know,” he said. But he thought too of the wretched man who had shot him. “Don’t hurt him,” he murmured.

At first it was thought that the wounds were not fatal and that the President would recover. But just as everyone believed that the danger was over his strength seemed to fail him, and in little more than a week he died.

There was such a shining goodness and honesty about President McKinley that all who came near him loved and respected him. Now he went to his last resting place mourned not only by his own people but by Great Britain and nearly every country in Europe besides. Even his murderer had no special hatred of McKinley. He was an **anarchist** who believed it was a good deed to kill any ruler.

So, in the midst of his usefulness, a good man was ruthlessly slain.



Pan-American Exhibition, panoramic view, from *The Latest and Best Views of the Pan-American Exposition, Buffalo, NY*, by Robert Allen Reid (1901)

# The Artios Home Companion Series

## Unit 10: Start of the Twentieth Century

### Teacher Overview

UPON THE DEATH OF William McKinley, Theodore Roosevelt became President of the United States. The youngest president the nation had ever had, “Teddy” Roosevelt brought great energy and vitality to the office, and he set about to find ways to help America prosper. The most significant thing he did was to oversee the construction of the Panama Canal. Oklahoma also became a state during his presidency. William Howard Taft became president after Roosevelt, and two states—Arizona and New Mexico—were added to the Union during his administration.



The New Agua Clara locks on the Panama Canal

### Suggested Assignments

Based on your student’s age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete one lesson in which they will learn about **Theodore Roosevelt**, the **Panama Canal**, and **William H. Taft**.
- Define a vocabulary word.
- Complete a biography notebook page on **Theodore Roosevelt**.
- Complete your report on either Hawaii or Cuba.
- *Optional:* Do a report or presentation on either the Wright Brothers and their first flight at Kitty Hawk, or on Henry Ford and his production process for assembling the Model T automobile.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**Scripture addresses the Christian's responsibility to government—to obey laws that do not violate Biblical principles.**

*Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment . . . Therefore one must be in subjection, not only to avoid God's wrath but also for the sake of conscience. For because of this you also pay taxes, for the authorities are ministers of God, attending to this very thing. Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed.*

– Romans 13:1-7

**God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28

## Key People, Places, and Events

Theodore Roosevelt  
Square Deal  
Panama Canal

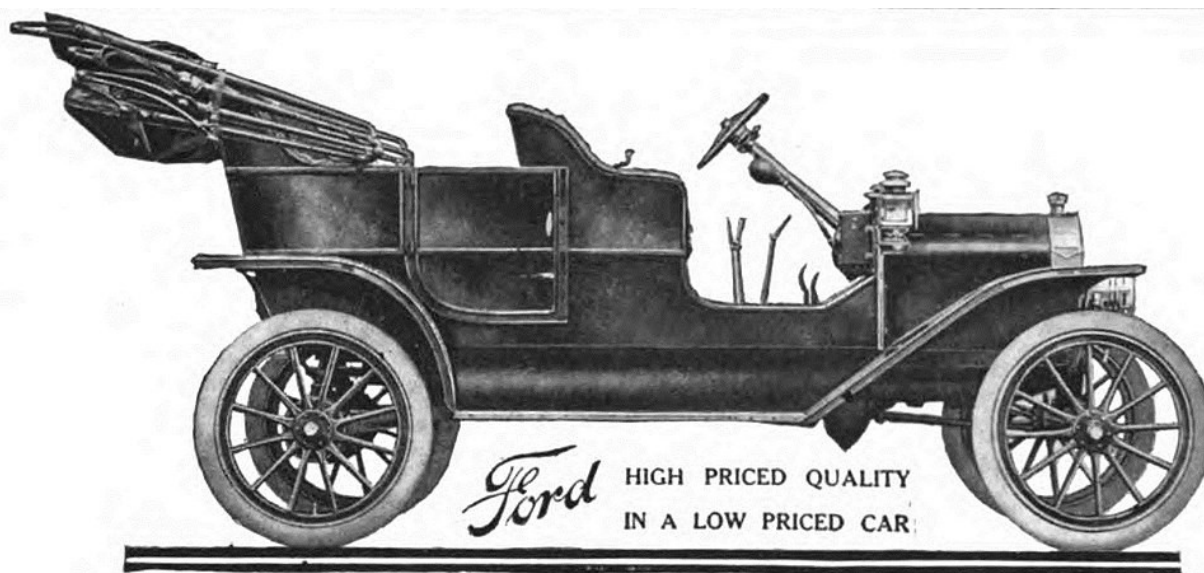
Wright brothers  
Henry Ford  
Oklahoma

William H. Taft  
New Mexico  
Arizona

## Vocabulary

### Lesson 1:

isthmus



1908 Ford Model T advertisement

## Lesson One

### History Overview and Assignments Presidents Roosevelt and Taft

*“As Mr. Roosevelt was the youngest of all presidents, he brought to the White House a youthful energy and “hustle” such as no president had before. He had strong opinions to which he never hesitated to give voice, and perhaps since Lincoln no president had been such a forceful leader. His plan for improving America, reflecting three major goals of corporate regulation, conservation of resources, and consumer protection, became known as the ‘Square Deal.’ He made many reforms and laws to protect business dealings, laborers, food, and public land. Perhaps the most interesting thing in Roosevelt’s presidency was the beginning of the Panama Canal.”*

– from the adapted article below



President Theodore Roosevelt



President William H. Taft

#### Key People, Places, and Events

Theodore Roosevelt  
Square Deal  
Panama Canal  
Wright brothers  
Henry Ford  
Oklahoma  
William H. Taft  
New Mexico  
Arizona

#### Vocabulary

isthmus

#### Suggested Reading and Assignments

- Read the article: *Presidents Roosevelt and Taft*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include an overview of key people, dates, and events in your summary.
- Instead of answering discussion questions, complete a biography notebook page on **Theodore Roosevelt**. Include his goals and accomplishments during his time as president.
- Complete your report on either Hawaii or Cuba that was assigned in Unit 9.

- *Optional:* Do a report or presentation on either the Wright Brothers and their first flight at Kitty Hawk, or on Henry Ford and his production process for assembling the Model T automobile.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



Map showing the location of the Panama Canal

*Adapted for Elementary School from the book:*

## ***This Country of Ours***

*by* Henrietta Elizabeth Marshall

### ***Presidents Roosevelt and Taft***

Upon William McKinley's death, Vice President **Theodore Roosevelt** became president. He was the youngest of all the presidents, being only forty-two when he came into office. Mr. Roosevelt was in the mountains with his wife and children when the news was brought to him that the President was dying. At nine o'clock at night he started off on a long drive of thirty-five miles to the railway station. The road was narrow, steep, and full of mud holes, and the drive through the darkness was one of danger.

A little after five in the morning, the station was reached. Here a special train was waiting which carried the Vice President to Buffalo as fast as might be. But he was too late to see his president in life. For while he was still on his wild drive through the night, President McKinley had passed peacefully to his last rest.



Sagamore Hill, home of Theodore Roosevelt on Long Island

As Mr. Roosevelt was the youngest of all presidents, he brought to the White House a youthful energy and "hustle" such as no president had before. He had strong opinions to which he never hesitated to give voice, and perhaps since Lincoln no president had been such a forceful leader. His plan for improving America, reflecting three major goals of corporate regulation,

conservation of resources, and consumer protection, became known as the “**Square Deal.**” He made many reforms and laws to protect business dealings, laborers, food, and public land.

Perhaps the most interesting thing in Roosevelt’s presidency was the start of the **Panama Canal.**



President Theodore Roosevelt sitting on a steam shovel at the Panama Canal, November 1906

You remember that when Columbus set forth upon the Atlantic, his idea was to reach the east by sailing west. And to the day of his death he imagined that he had reached India by sailing westward. But soon men found out the mistake and began the search for northwest passages by which they might sail past the great continent, and so reach India.

The Northwest Passage, however, proved a delusion. The men turned their attention to the narrow **isthmus** by which the two vast continents of North and South America are joined. And soon the idea of

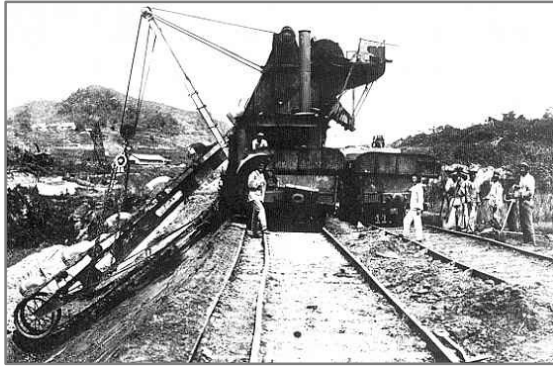
cutting a canal through this narrow barrier began to be talked of. But time went on, and the Spaniards who held sway over the isthmus did no more than talk. Then an adventurous Scotsman was seized with the idea of founding a colony on the Gulf of Darién, which is the southernmost portion of the Caribbean Sea, lying next to the border that existed at that time between Colombia and Panama. He meant to build a great harbor where all the ships of the world would come. Merchandise was to be carried overland across the isthmus by camels, and soon his colony would be the key to all the commerce of the world.

Such was his golden dream, but it ended in utter failure.

Still, the idea grew. Men of many nations began to discuss the possibility of building a canal, and Panama broke away from Spain in 1821 to join the Republic of Colombia. And at length the French got permission from the government of Colombia, and work on a canal was begun. But after working for many years the French gave up the undertaking, which was far more difficult and had cost far more money than they had expected. Meanwhile the Americans had become much interested in the scheme, and they had begun to think of cutting a canal through the isthmus at Nicaragua. Then when the French company went bankrupt, they offered to sell all their rights to the canal to the United States. There was a good deal of discussion over the matter, for some people thought that the Nicaragua route would be better. But in the end, it was agreed to take over the canal already begun and go with it.

Everything was arranged when the Colombian Senate suddenly refused to sign the treaty. By this treaty they were to receive

ten million dollars, besides a yearly rent for the land through which the canal ran. But that sum seemed to them now too small, and they refused to sign the treaty unless the money to be paid down should be increased to twenty-five million dollars.



An excavator at work during construction of the Panama Canal

This the United States was unwilling to give. Everything came to a standstill, and it seemed as if the Panama scheme would have to be given up, when suddenly a new turn was given to affairs. For the people of Panama rose in rebellion against Colombia and declared themselves a republic.

The United States at once recognized the new republic and sent military support, and before a month had passed a treaty between the United States and the Republic of Panama was drawn up and signed, and the work on the great canal was begun.

A good many people, however, were not very pleased at the manner in which the struggle had been ended. They thought that the United States ought not to have taken the part of rebels in such haste. But the President was quite satisfied that he had done the right thing, and that it would have been dishonorable not to help the new republic.

### Two Other Advances in Transportation

*During the first decade of the twentieth century, two more major advances took place*

*in transportation. On December 17, 1903, the **Wright brothers**, Orville and Wilbur, made history by flying the world's first successful motor-powered airplane, making a controlled, sustained flight over the breezy, sandy dunes at Kitty Hawk, North Carolina. In 1908, **Henry Ford** began mass-producing his famous Model T automobile. One of the first industries to use standardized parts, automated machines, and assembly-line production, Ford's production process revolutionized industrial manufacturing processes, and by 1913 his assembly line was able to produce a complete automobile in 93 minutes.*



The first flight of the *Wright Flyer*, December 17, 1903, Orville piloting, Wilbur running at wingtip

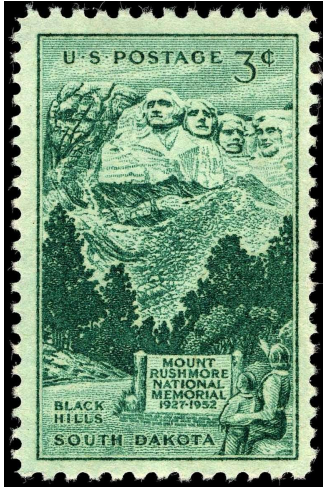
In 1902 Mr. Roosevelt had become president “by accident.” If it had not been for the tragedy of President McKinley’s death, he would not have come into power, and the thought grieved him. So when he was actually elected president, he was quite pleased. For now he felt that he held his great office because the people wanted him, and not because they could not help having him.

Few presidents have grown so much in popularity after coming into office as Mr. Roosevelt. People felt he was a jolly good fellow, and throughout the length and breadth of the land he was known as “Teddy.”

“Who is the head of the government?” a little girl was asked.

“Mr. Roosevelt,” was the reply.  
“Yes, but what is his official title?”  
“Teddy,” answered the little one.

During this presidency, **Oklahoma** was admitted to the Union as the forty-sixth state. Oklahoma is a Native American word meaning “red people.”



3-cent Mount Rushmore stamp, 1952. From left to right: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln

In 1909 **William H. Taft** became president. Mr. Taft had been governor of the Philippines and had shown great tact and firmness in that post. Then he was President Roosevelt’s secretary of war. He and Roosevelt were friends, and Roosevelt did all he could to further his election.

During Mr. Taft’s presidency, two states were admitted to the Union—the last two for nearly fifty years. Ever since the Civil War **New Mexico** had been seeking admission

as a state, and at one time it was proposed to call this state Lincoln. That suggestion, however, came to nothing, and some years later it was proposed to admit New Mexico and **Arizona** as one state. To this Arizona objected, and at length they were admitted as separate states, New Mexico on the 6<sup>th</sup> of January and Arizona on the 11<sup>th</sup> of February 1912. Both these states were made out of the Mexican Concession and the Gadsden Purchase. During his presidency, Mr. Taft faced much opposition to his insistence on reducing trade tariffs and conflict over land conservation and business regulation.

*Many years after his presidency, Taft became chief justice of the Supreme Court, and he is the only person who has ever been both president and chief justice.*



A photograph taken as William H. Taft learns by telephone from Roosevelt of his nomination for president



Construction of locks on the Panama Canal (1913)

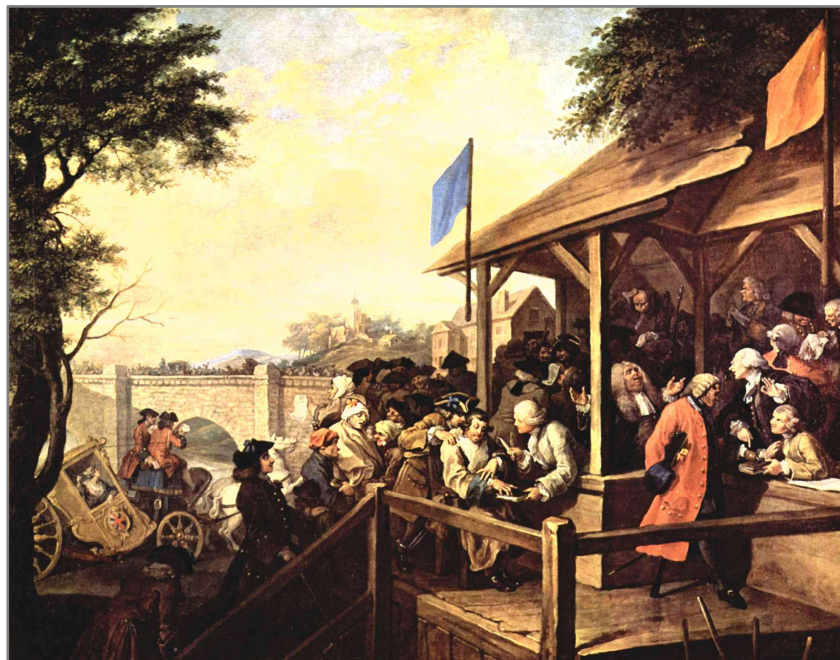


# The Artios Home Companion Series

## Unit 11: Reform in America

### Teacher Overview

BY THE END of the nineteenth century, so many changes had taken place in America since the nation's founding that adjustments were needed to make all the new systems work well for everyone. Unlike in countries ruled by kings, the American people were able to bring about needed changes by calling for reform rather than for war. From sweeping changes in voting and lawmaking methods to new rules for apartment buildings, the nation put into place many reforms that improved fairness and quality of living. This unit's Leading Ideas call for people to live unselfishly, but because of sin, laws are needed to protect people from the selfishness of others.



*The Polling*, by William Hogarth (1755).  
Before the secret ballot was introduced, voter intimidation was commonplace.

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **turn-of-the century reforms in America**.
- Define vocabulary words.
- Make a list of reforms.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God honors integrity and despises corruption.

*A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.*

– Proverbs 22:1-5

### God wants us to be unselfish.

*Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others.*

– Philippians 2:3-4

## Vocabulary

### Lesson 1:

corruption  
criticism  
civil service  
commission  
merit system

efficient  
secret ballot  
intimidate  
remedy  
bribery

### Lesson 2:

public utilities  
interfere  
exercise  
habitation  
sanitary

neglect  
overrule  
workers' compensation  
willful  
minimum wage  
prosperity



A 1902 cartoon depicting a police officer whose eyes are covered with a cloth labeled "bribes"

## Lesson One

### History Overview and Assignments Americans Demand Reform

*“By the end of the nineteenth century, corruption had crept into the American government in a number of ways. Leaders were giving jobs to family members and friends, government contracts were granted to companies in return for votes and money, and voting methods didn’t protect the people from bullies who wanted their votes. The American people became critical of these abuses and began demanding change.”*

– from the adapted article below



New York polling place c.1900, showing voting booths on the left.  
Illustration in *History of the United States*, by E. Benjamin Andrews (1912)

### Suggested Reading and Assignments

- Read the article: *The Spirit of Reform in America*.
- Define each vocabulary term in the context of the reading. Write the terms and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- During this lesson and the next, make a list of reforms that were made.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

corruption  
criticism  
civil service  
commission  
merit system  
efficient  
secret ballot  
intimidate  
remedy  
bribery

## Discussion Questions

1. Why are laws needed?
2. What were some of the complaints about American government by the end of the nineteenth century?
3. What is a civil service job?
4. What changes were made in the way such jobs were managed?
5. How did voting work in America before the use of the secret ballot?

*Adapted for Elementary School from the book:*

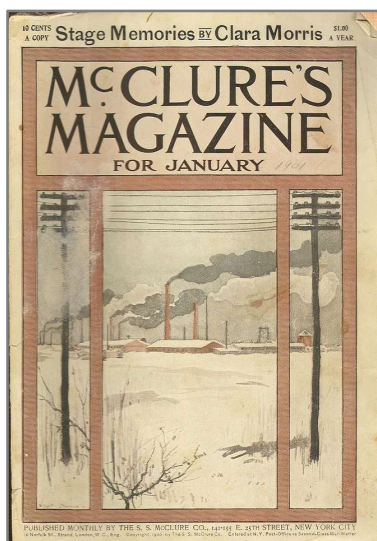
### ***History of the United States***

*by Charles A. Beard and Mary R. Beard*

### ***The Spirit of Reform in America***

#### **Corruption and the Spirit of Reform**

If people could be counted on to treat each other well, laws wouldn't be needed. But because people are selfish and sinful, they need laws for protection from each other.



*McClure's Magazine* published many articles calling for reform.

By the end of the nineteenth century, **corruption** had crept into the American government in a number of ways. Leaders were giving jobs to family members and friends, government contracts were granted to companies in return for votes and money,

and voting methods didn't protect the people from bullies who wanted their votes. The American people became critical of these abuses and began demanding change.

They didn't go to war, but their **criticism** appeared in almost every form: in weekly and monthly magazines, in essays and pamphlets, and in news stories.

With the spirit of criticism came the spirit of reform. The time had come, said President Roosevelt, to begin the work of removing the abuses.

#### **Civil Service**

It was a wise understanding of the needs of American democracy that led the friends of reform to launch a movement to improve government service. First, they struck at the practice of government leaders to give public service jobs as rewards.

A **civil service** law already in place had opened the way to reform by setting certain principles in place for government jobs, such as requiring that job applicants pass certain tests and show that they were performing good service before being promoted.

The act itself at first had applied to only certain federal offices, but under the constant pressure from the reformers it was extended until by 1916 it covered most civil service jobs. Then civil service reformers carried their criticism into the states and cities. By 1920, ten states had civil service **commissions** (governing committees), and the **merit system** was well established in more than three hundred cities. This system brought skilled, loyal, and **efficient** workers into jobs of responsibility.



Illustration of the seal of the United States Civil Service Commission from Executive Order 11096, which defined the seal.

### The Secret Ballot

A second line of attack against political corruption called for use of **secret ballots** in voting.

In America's early days, elections were often held outside, and "polls," or votes,

were taken by a show of hands or by writing the voters under names of their favorite candidates.

When this old practice was abandoned in favor of the printed ballot, there was still no secrecy about elections. Each party prepared its own ballot, often of a distinctive color, containing the names of its candidates. On Election Day, these papers were handed out to the voters by party workers. Anyone could tell from the color of the ballot dropped into the box, or from some mark on the outside of the folded ballot, just how each man voted. Those who had paid money or offered favors in return for votes could be sure that their purchases were "delivered." Those who **intimidated** voters could know when their intimidation was effective.

As a **remedy** for such abuses, reformers urged the use of the secret ballot. The ballots were official, that is, given out by the government, not by party workers. They contained the names of all candidates of all parties, they were given out only in the polling places, and they were marked in secret.

The first state to introduce the secret ballot was Massachusetts, in 1888. By the end of the century, it had been adopted by nearly all the states in the Union. The resulting reduction in cheating and **bribery** in elections was beyond all question.

## Lesson Two

### History Overview and Assignments Other Reforms

“Although a few clung to the ancient doctrine that the government should not interfere with private business at all, the American people at large rejected that theory as vigorously as they rejected the opposite doctrine of an extreme socialism which exalts the state above the individual.”

– from the adapted article below



A 1914 cartoon shows railroad companies asking the Interstate Commerce Commission (depicted as Uncle Sam) for permission to raise rates, while the ghost of a horrified William Henry Vanderbilt looks on.

### Suggested Reading and Assignments

- Read the article: *Measure of Economic Reform*.
- Define each vocabulary term in the context of the reading. Write the terms and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Instead of answering discussion questions, complete your list of reforms.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

public utilities  
interfere  
exercise  
habitation

sanitary  
neglect  
overrule  
workers' compensation

willful  
minimum wage  
prosperity

*Adapted for Elementary School from the book:*

### ***History of the United States***

*by Charles A. Beard and Mary R. Beard*

### ***Measures of Economic Reform***

#### **Reforms Needed in Business**

Government reforms weren't the only changes needed. Reforms were called for in the business world too, to correct unfair pricing by railways and **public utilities**, improve living conditions in big cities, and remove undeserved poverty.

All these things involved the use of the powers of government. Although many people believed that the government should not **interfere** with private business at all, others disagreed.

#### **Railway Reforms**

The first attempts to use the government in a large way to control a business took place when farmers complained that the railways were charging them the highest possible rates for freight and passengers, and that they charged lower rates for larger shipments from big companies. It was claimed that railways were not like other businesses, but were public businesses, like the roads and ferries, and should be subject to government control.

An investigation revealed a long list of abuses committed by the railways against shippers and travelers. 1903 an act was passed forbidding railways to charge rates other than those published, and it laid

penalties upon the officers of companies who granted secret favors to shippers, and upon shippers who accepted them.

#### **Public Utility Reforms**

Issues also arose in connection with the utilities, such as street railways and power companies, in the big cities. The rates charged and services provided were left largely to the will of the companies.

Several types of reforms were enacted. One type placed regulations on the utilities, with the utility companies placed under public authority. In some cases, commissions were created to **exercise** this great power. Wisconsin put all heat, light, water works, telephone, and street railway companies under the supervision of a single commission. Other states soon followed this example. By 1920 the principle of public control over municipal utilities was accepted in nearly every section of the Union. Other reforms gave certain cities rights to buy and operate the utility systems.

#### **Housing Reforms**

Another series of reforms aimed at reducing overcrowding and improving conditions in buildings unfit for **habitation**. An investigation in New York

City made under the authority of the state in 1902 revealed poverty, misery, slums, dirt, and disease almost beyond imagination.

The immediate answer was the passage of laws making requirements regarding the size of rooms, the air space, the light, and the **sanitary** needs for all new buildings. An immense improvement followed, and the idea was quickly taken up in other states with large industrial centers. In 1920 New York made a further change to the legal rights of landlords by assuring to the public “reasonable rents” for apartments.



Apartment building in Brooklyn (1890)

### Workers' Compensation

Much of the poverty in cities was due to injury of wage-earners while at their trade. Every year the number of men and women killed or wounded in industry rose. Under the old law, the worker or his family had to bear the loss unless the employer had been guilty of some unusual **neglect** of safety. Even in that case an expensive lawsuit was usually needed to recover lost wages. It was said to be unfair to make the employer pay for injuries for which he was not personally responsible, but the argument was **overruled**.

**Workers' compensation** laws were passed requiring employers to pay damages in certain amounts according to the nature of the case, no matter how the accident occurred, as long as the injured person was

not guilty of **willful** neglect of safety. By 1914 more than one-half the states had such laws.



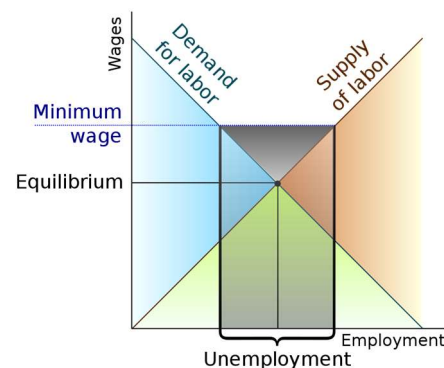
A residential construction site using fall arrest systems

### Minimum Wage

Another source of poverty, especially among women and children, was the low wages paid for their labor. Report after report showed this. In 1912 Massachusetts took a major step in the direction of declaring the **minimum wages** which might be paid to women and children.

Oregon, the following year, created a commission with power to set minimum wages in certain industries, based on the cost of living, and to enforce the rates fixed. Within a short time one-third of the states had laws of this type, but it wasn't until 1938 that a federal minimum wage law was enacted.

The spirit of the new century was, therefore, one of reform, not of revolution. It called for the steady reforms of abuses in the name of public **prosperity**.



Graph showing the basic supply and demand model of the minimum wage in the labor market

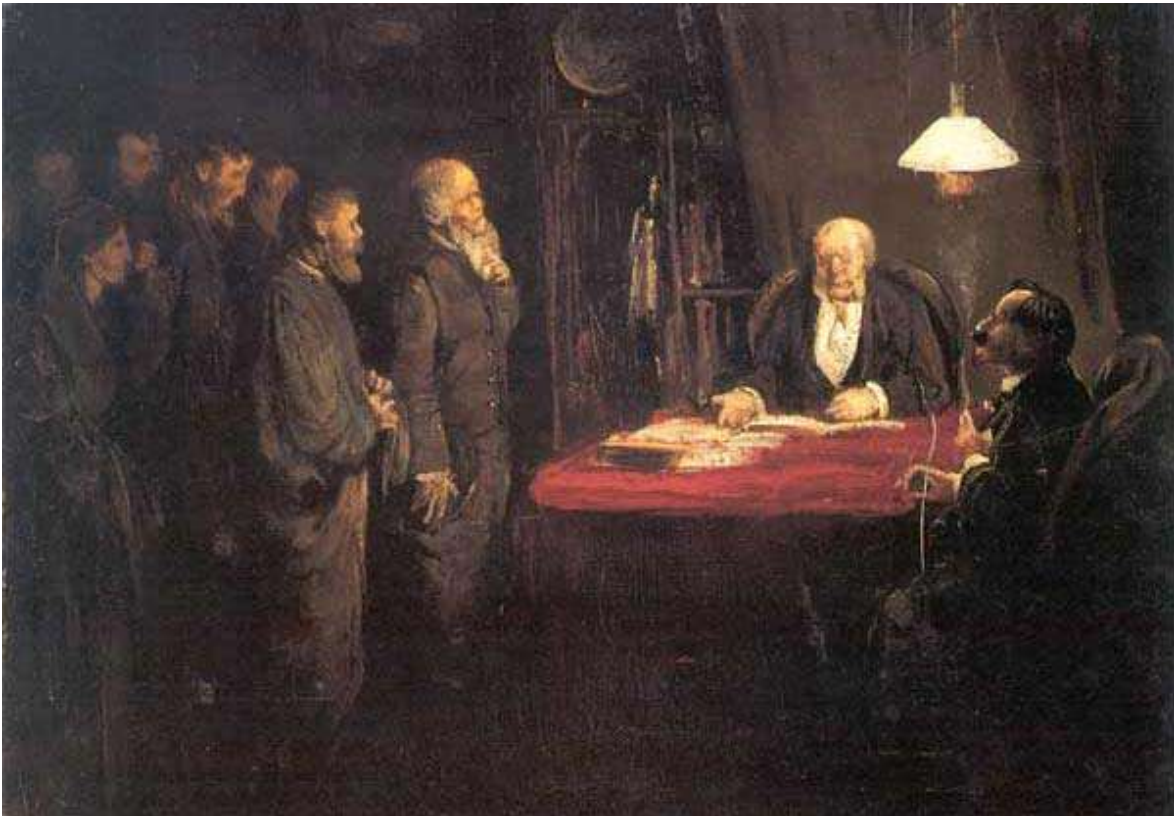


# The Artios Home Companion Series

## Unit 12: Labor Troubles

### Teacher Overview

AS AMERICA MOVED through the Industrial Age, questions arose regarding how owners of businesses should relate to their workers. Who should decide how much workers should get paid? What kinds of regulations should there be for working conditions? Poor working conditions and low pay made it clear that some amount of government regulation was needed. The question the world faced then is still debated today—how much should government regulation should there be?



*Strike Action* (1879), painting by Theodor Kittelsen

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about the **start of labor unions in America**.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God honors integrity and despises corruption.

*A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.*

– Proverbs 22:1-5

### God wants us to be unselfish.

*Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others.*

– Philippians 2:3-4

### Scripture teaches that workers should be appropriately paid.

*For Scripture says, “You shall not muzzle an ox when it treads out the grain,” and “The laborer deserves his wages.”*

– 1 Timothy 5:18

## Vocabulary

### Lesson 1:

company union  
labor strike  
dues  
socialism  
communism  
capitalism  
oppress  
jeopardy  
arbitration

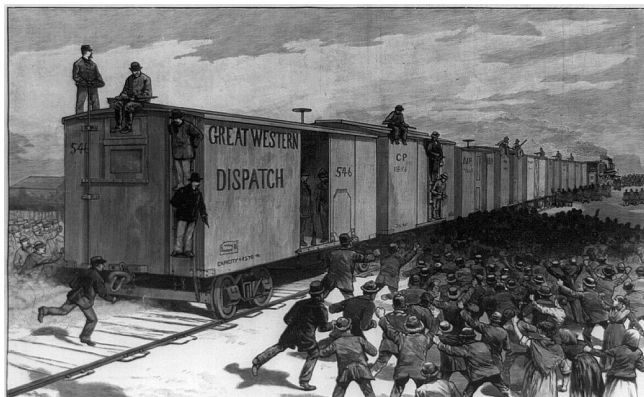
### Lesson 2:

estimate  
overestimate  
forethought  
hamper  
idle  
noxious  
render  
philanthropy  
accrue  
leisure

shirk  
flinch  
exertion  
capacity  
entrust  
initiative  
complex  
allude  
aggregate

## Key People, Places, and Events

American Federation of Labor  
National Civic Federation  
Socialist Labor Party  
Karl Marx  
Socialist Party  
Samuel Gompers



The great railway strike—an attempt to start a freight train under a guard of United States marshals, at East St. Louis, IL.

Illustration by G.J. Nebingner

## Lesson One

### History Overview and Assignments The Start of Labor Unions

“A few generations ago, the American workman could have saved money, gone west, and taken up a homestead. Now the free lands were gone.’ This disappearance of the free land, President Roosevelt went on to say, also produced ‘a crass inequality in the bargaining relation of the employer and the individual employee standing alone.’”

– from the adapted article below



American Federation of Labor union label (c.1900)

### Suggested Reading and Assignments

- Read the article: *The Spirit of Reform in America*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

company union  
labor strike  
dues

socialism  
communism  
capitalism

oppress  
jeopardy  
arbitration

## Key People, Places, and Events

American Federation of Labor  
National Civic Federation  
Socialist Labor Party  
Karl Marx  
Socialist Party  
Samuel Gompers

## Discussion Questions

1. Why were labor unions needed?
2. What kind of union was the American Federation of Labor?
3. Describe the Federation's goals and methods.
4. What is the difference between socialism and communism?
5. Which two industries experienced many labor strikes? Why?

Adapted for Elementary School from the book:

### ***History of the United States*** by Charles A. Beard and Mary R. Beard ***The Spirit of Reform in America***

#### **The Start of Labor Unions**

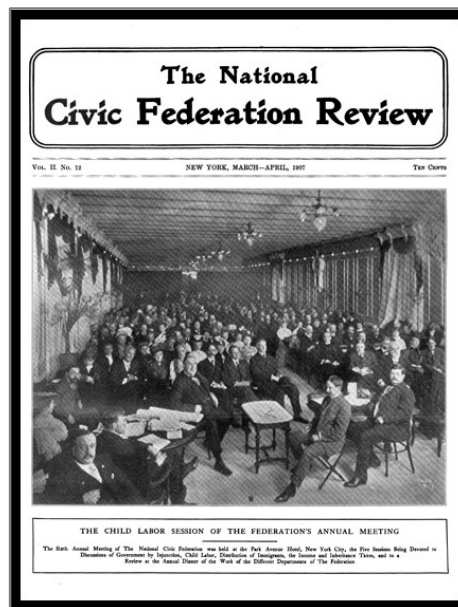
By the start of the twentieth century, America had become industrialized. The number of city dwellers employed for wages compared to the farmers working on their own land was steadily mounting. Free land for homesteading was a thing of the past. As President Theodore Roosevelt said, "A few generations ago, the American workman could have saved money, gone west, and

All over the country efforts were made to bridge the gulf which industry and the corporation had created. Among the devices adopted was that of the **company union** to press for employee protections and settle disputes.

In time unions joined together and formed the **American Federation of Labor**, a nationwide union of unions. Its goals included increasing wages, shortening hours, and improving working conditions for its members. To prepare for **labor strikes** and periods of unemployment, it raised large funds by requiring members to pay money called **dues**.

#### **Labor Strikes**

*A labor strike is a refusal of employees to do their work. Strikes were common during the Industrial Revolution, especially in the railway and coal industries, where refusal to work could bring great difficulty upon the nation.*



The official voice of the National Civic Federation was a magazine called *The National Civic Federation Review*.

The American Federation of Labor worked together with another organization

called the **National Civic Federation**, an association of businessmen, financiers, and professionals, founded in 1900 to promote friendly relations in the industrial world. In brief, the American Federation of Labor accepted the modern industrial system and, by organizing within it, worked to achieve good working conditions for America's laborers.

### Socialism

The American Federation of Labor was only six years old when a new organization called the **Socialist Labor Party** nominated a candidate for president, launched into a national campaign, and called upon trade unionists to desert the older parties and enter its fold.

The socialistic idea, introduced into national politics in 1892, had been long in growing.

#### Socialism and Communism

**Socialism** is a system of social organization in which a society's major industries are controlled by the elected government rather than by individuals.

**Communism** is a system in which a revolution has brought about a society in which all property—including the factories and other means of production—is publicly owned, and each person is paid for their work by the government.

Under socialism, individuals can own property. Under communism, private property does not exist. A strong central government controls production and provides citizens with their basic needs.

The socialists, adopting the principles of a German writer named **Karl Marx**, appealed directly to working men. It urged them to unite against the **capitalists**, gain ownership of the machinery of government, and introduce collective or public

ownership of railways, land, mines, mills, and other means of production.

The Marxian socialists, therefore, became political. They sought to organize labor and win elections. Like the other parties, they put forward candidates and platforms. The **Socialist Party**, founded in 1900, called for public ownership of all trusts, monopolies, mines, railways; and the chief means of production. In the course of time the vote of the Socialist Party rose to considerable proportions, reaching almost a million in 1912.



Seal of the Socialist Party of America

In their appeal for votes, the socialists of every type turned first to labor. At the annual conventions of the American Federation of Labor, they pressed the delegates to endorse socialism.

The president of the Federation, **Samuel Gompers**, on each occasion took the floor against them. He argued against socialism. He opposed too much public ownership, declaring that the government was as likely as any private employer to **oppress** labor.

### Organized Labor and the Public

When industries and trade unions became organized on a national scale and a strike could halt production of a widely

needed product or service like coal mining or railways, the vital interests of all citizens were put in **jeopardy**. Also, as increases in wages and reductions in hours often added directly to the cost of living, the action of the unions affected the well-being of all—the food, clothing, and shelter of the whole people.

To solve these problems, it was suggested that employers and employees should lay their disputes before **arbitration** groups for decision and settlement. President Cleveland, in a message of April 2, 1886, proposed such a

method for handling industrial disputes, and two years later Congress enacted an arbitration law for the railways. Since that time, many disagreements in the railway world have been settled by arbitration.

The success of such laws induced some students of industrial questions to urge that unions and employers be compelled to submit all disputes to official tribunals of arbitration. In time Congress created a federal board of nine members to which all major railway disputes must be submitted. Strikes, however, were not absolutely forbidden.



Agitated workers face the factory owner in *The Strike*, by Robert Koehler (1886)

## Lesson Two

### History Overview and Assignments The Wider Relations of Organized Labor

“No man can be certain that he has found the entire solution of this infinitely great and intricate problem, and yet each man of us, if he would do his duty, must strive, so far as in him lies help to bring about that solution.”

– Theodore Roosevelt

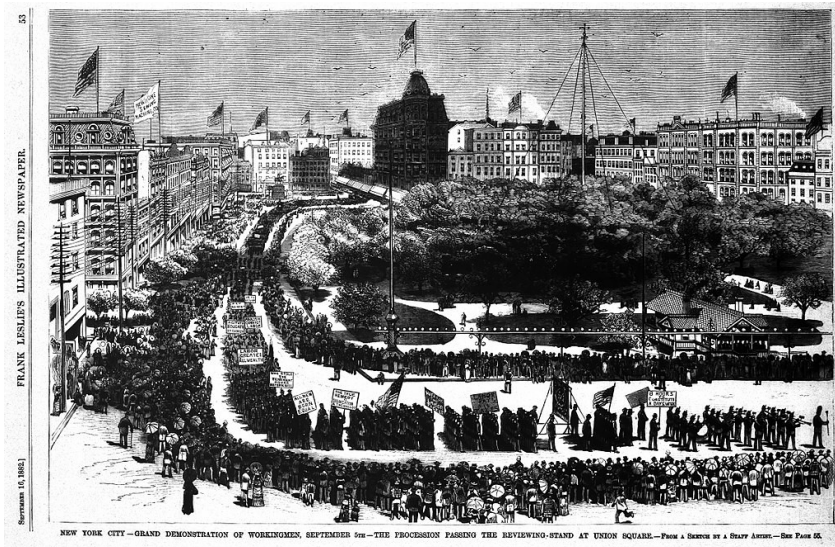


Illustration of the first American Labor Day parade held in New York City on September 5, 1882, as it appeared in *Frank Leslie's Weekly Illustrated Newspaper's* September 16, 1882 issue. President Grover Cleveland made Labor Day a national holiday in 1894, during a crisis over federal efforts to end a railroad strike.

### Suggested Reading and Assignments

- Read the article: *The Labor Question*.
- After reading the article, summarize today's reading by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, instead of answering discussion questions, write in your own words the main points made in today's reading.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

estimate	idle	accrue	exertion	complex
overestimate	noxious	leisure	capacity	allude
forethought	render	shirk	entrust	aggregate
hamper	philanthropy	flinch	initiative	

Adapted for Elementary School from the book:

## ***The Strenuous Life***

by Theodore Roosevelt

## ***The Labor Question***



Roosevelt shortly after leaving office, October 1910

*The following speech was given by President Theodore Roosevelt at the Chicago Labor Day Picnic on Sept. 3, 1900:*

In our cities, it is often necessary to work together with many others, and here it is that we can see the great good of trade unions. Of course, if managed unwisely, the very power of such a union makes it capable of doing much harm; but, on the whole, it would be hard to **overestimate** the good these unions have done in the past, and still harder to **estimate** the good they can do in the future if handled with **forethought** and honesty.

It is not possible to lay down a hard-and-fast rule, logically perfect, as to when the State should interfere, and when the individual must be left **unhampered** and unhelped. However, we have exactly the same right to regulate the conditions of life and work in factories and tenement houses that we have to regulate fire escapes and the like in other houses. In certain communities

factory inspections are just as essential as the establishment of a fire department. How far we shall go in regulating the hours of labor, or the responsibilities of employers, is a matter of practicality, and each case must be determined on its own merits, just as it is important to determine which so-called “public utilities” the community shall itself own and what ones it shall leave to private or corporate ownership, keeping to itself merely the right to regulate. Sometimes one course is better, sometimes the other.

The law of life is work, and work in itself, so far from being a hardship, is a great blessing, provided that it is carried on under conditions which preserve a man’s self-respect and which allow him to develop his own character and rear his children so that he and they, as well as the whole community of which he and they are part, may steadily move onward and upward. The **idler**, rich or poor, is at best a useless and is generally a **noxious** member of the community. To whom much has been given, from him much is rightfully expected, and he is not to be excused if he does not give service to the State and to the community at large. There are many ways in which this service can be **rendered**—in art, in literature, in **philanthropy**, as a statesman, as a soldier—but in some way he is in honor-bound to give it, so that benefit may **accrue** to his brethren who have been less favored by fortune than he has been. In short, he must work, and work not only for himself, but for others. If he does not work, he fails not only in his duty to the rest of the



community, but he fails in his duty to himself. There is no need of envying the idle, for when they fail to do their duty they fail to get from life the highest and keenest pleasure that life can give.

To do our duty—that is the summing up of the whole matter. We must do our duty to ourselves, and we must do our duty to our neighbors. Every good citizen, whatever his condition, owes his first service to those who are nearest to him, who are dependent upon him, to his wife, and his children. Next he owes his duty to his fellow citizens, and this duty he must perform both to his individual neighbor and to the State, which is simply a form of expression for all his neighbors combined. He must keep his self-respect and earn the respect of others. It is wise and proper to strive for such **leisure** in our lives as will give a chance for self-improvement, but woe to the man who seeks, or trains up his children to seek, idleness instead of the chance to do good work. No worse wrong can be done by a man to his children than to teach them to go through life trying to **shirk** difficulties instead of meeting them and overcoming them. You men here in the West have built up this country not by seeking to avoid work, but by doing it well; not by **flinching** from every difficulty, but by triumphing over each as it arose and making out of it a stepping stone to further triumph.

We must all learn the two lessons—the lesson of self-help and the lesson of giving help to and receiving help from our brother. There is not a man of us who does not sometimes slip, who does not sometimes need a helping hand; and woe to him who, when the chance comes, fails to stretch out that helping hand. Yet, though each man can and ought thus to be helped at times, he

is lost beyond redemption if he becomes so dependent upon outside help that he feels that his own **exertions** are secondary. Any man at times will stumble, and it is then our duty to lift him up and set him on his feet again; but no man can be permanently carried, for if he expects to be carried he shows that he is not worth carrying.

Before us loom industrial problems vast in their importance and their complexity. The last half-century has been one of extraordinary social and industrial development. The changes have been far-reaching; some of them for good, and some of them for evil. It is not given to the wisest of us to see into the future with absolute clearness. No man can be certain that he has found the entire solution of this infinitely great and intricate problem, and yet each man of us, if he would do his duty, must strive, so far as in him lies help to bring about that solution. It is not as yet possible to say what shall be the exact limit of State regulation, or what limit shall be set to that right of enterprising initiative so dear to the hearts of the American people. All we can say is that the need has been shown on the one hand for action by the people, in their collective **capacity** through the State, in many matters; that in other matters much can be done by associations of different groups of individuals, as in trade unions and similar organizations; and that in other matters it remains now as true as ever that final success will go to the man who **entrusts** to the struggle his cool head, his brave heart, and his strong right arm. There are spheres in which the State can properly act, and spheres in which a free field must be given to individual **initiative**.

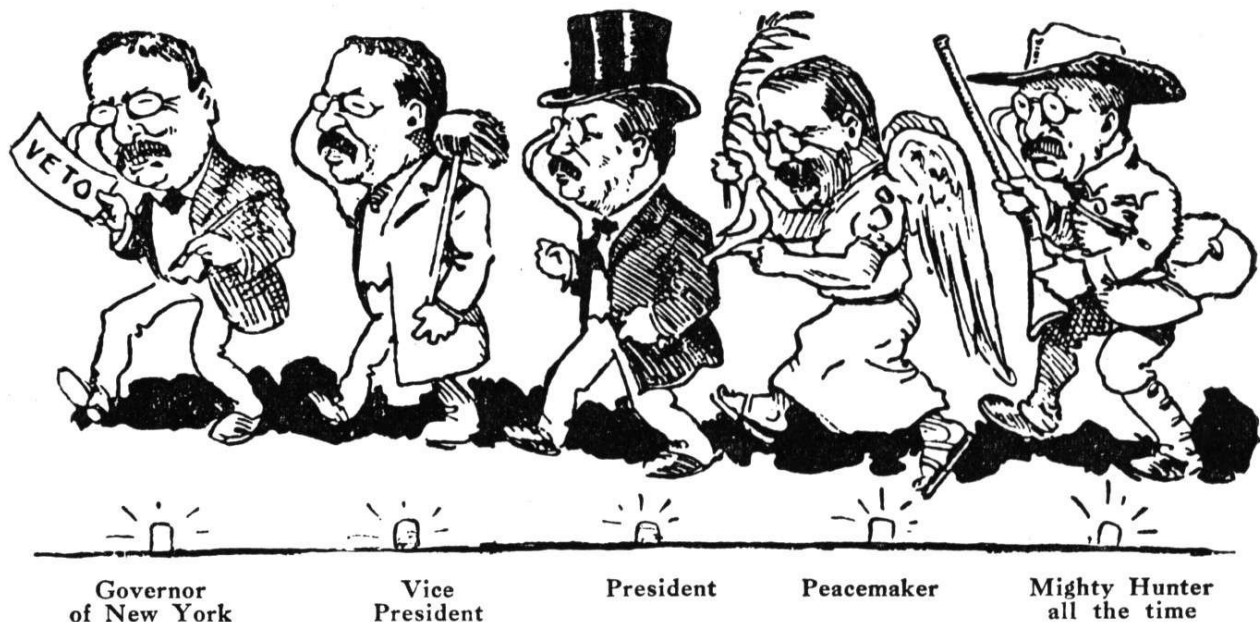
Though the conditions of life have grown so puzzling in their **complexity**, though

the changes have been so vast, yet we may remain absolutely sure of one thing, that now, as ever in the past, and as it ever will be in the future, there can be no substitute for the elemental virtues, for the elemental qualities to which we **allude** when we speak of a man as a good man. We can build up the standard of individual citizenship and individual well-being, we can raise the national standard and make it what it can and should be made, only by each of us steadfastly keeping in mind that there can be no substitute for the world-old, humdrum, commonplace qualities of truth, justice and courage, thrift, industry, common sense, and genuine sympathy with and fellow feeling for others. The nation is the **aggregate** of the individuals composing it, and each individual American ever raises the nation higher when he so conducts himself so as to wrong no man, to

object to wrong inflicted upon others, and to show both his sturdy capacity for self-help and his readiness to extend a helping hand to the neighbor sinking under a burden too heavy for him to bear.

The one fact which all of us need to keep steadfastly before our eyes is the need that performance should square with promise if good work is to be done, whether in the industrial or in the political world.

Let us strive to make the conditions of life such that as nearly as possible each man shall receive the share to which he is honestly entitled and no more; and let us remember at the same time that our efforts must be to build up, rather than to strike down, and that we can best help ourselves, not at the expense of others, but by heartily working with them for the common good of each and all.



1910 cartoon showing Roosevelt's many roles from 1899 to 1910

# The Artios Home Companion Series

## Unit 13: President Wilson and the Start of the “Great War”

### Teacher Overview

PRESIDENT WOODROW WILSON was elected president during a very trying time in the United States. At home many things needed reform, and there was trouble on the southern border. For two years Mexico, which had always been a troublesome neighbor, had been in a constant state of anarchy. One revolution followed another, and battles and bloodshed became common events. But President Wilson could do little, because the Mexicans made it plain that any interference on the part of America would mean war. At the same time, trouble was brewing in Europe, and after the assassination of one country’s heir to the throne, European nations and then the US were forced to become involved in the first world war.



Drawing of the First-class dining room on the *Lusitania*

### Key People, Places, and Events

Woodrow Wilson  
McKinley Tariff  
Federal Reserve Act  
Child Labor Act  
Victoriano Huerta  
Mexican Revolution  
Francisco Madero  
Venustiano Carranza  
World War I  
Franz Ferdinand  
Triple Entente  
European Allies  
Triple Alliance

### Suggested Assignments

Based on your student’s age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **President Wilson’s presidency** and the **outbreak of World War I**.
- Start a biography notebook page describing the **presidency of Woodrow Wilson**. *This will be due at the end of Unit 14.*
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### Evil desires stir up conflict.

*What causes quarrels and what causes fights among you? Is it not this, that your passions are at war within you?*

– James 4:1

### Seek, whenever possible, to live in peace.

*If possible, so far as it depends on you, live peaceably with all.*

– Romans 12:18

*Turn away from evil and do good. Seek peace and pursue it.*

– Psalm 34:14

### Christians need not be ashamed of protecting peace and punishing wickedness during times of war.

*And I looked and arose and said to the nobles and to the officials and to the rest of the people, “Do not be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons, your daughters, your wives, and your homes.”*

– Nehemiah 4:14

## Vocabulary

### Lesson 1:

*none*

### Lesson 2:

menace  
turbulent  
momentous  
diplomacy  
neutral  
deem  
breach  
civilian  
condemn  
armament  
abolition



The new Mexican constitution was approved on February 5, 1917. This picture shows the Constituent Congress of 1917 swearing allegiance to the new Constitution.

# Lesson One

## History Overview and Assignments Woodrow Wilson

*“The state of things in Mexico went from bad to worse, and when President Wilson became president a settlement with Mexico was one of the problems he had to face. But first of all, the new president turned his thoughts to home matters.”*

– from the adapted article below



Woodrow Wilson , official presidential portrait,  
by Frank Graham Cootes (1913)

### Suggested Reading and Assignments

- Read the article:  
*Wilson—Troubles With Mexico.*
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
    - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Start writing a biography notebook page describing the **presidency of Woodrow Wilson**. *This will be due at the end of Unit 14.*
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

Woodrow Wilson  
McKinley Tariff  
Federal Reserve Act  
Child Labor Act  
Victoriano Huerta  
Mexican Revolution  
Francisco Madero  
Venustiano Carranza

### Discussion Questions

1. Did the McKinley Tariff have a positive or negative effect on the poorer citizens of the United States?
2. When the McKinley Tariff was repealed, how did the US Treasury make up for the loss?
3. What was the purpose of the Child Labor Act?
4. What happened in Mexico just days before Woodrow Wilson was inaugurated?
5. About what did President Wilson say he was proud?
6. How did the US conflict with Mexico end?

Adapted for Elementary School from the book:

## ***This Country of Ours***

by Henrietta Elizabeth Marshall

### ***Wilson—Troubles With Mexico***

In 1913 Mr. Taft's term of office came to an end, and Mr. **Woodrow Wilson** was elected president. He came into office at no easy time. At home many things needed reform, and there was trouble on the borders. For two years the republic of Mexico, which had always been a troublesome neighbor, had been in a constant state of anarchy. One revolution followed another, and battles and bloodshed became common events. Many Americans had settled in Mexico, and in the turmoil American lives were lost and American property ruined. While Mr. Taft was in office, he tried to protect the Americans in Mexico.

But he could do little, as the Mexicans made it plain that any interference on America's part would mean war. Mr. Taft avoided war, but the state of things in Mexico went from bad to worse, and when Mr. Wilson became president a settlement with Mexico was one of the problems he had to face. But first of all, the new president turned his thoughts to home matters.

Ever since the **McKinley Tariff** had been passed, the duties on goods imported into the country had remained high. Many people, however, had come to believe that high tariffs were a mistake, for while they enriched a few they made living more expensive than need be for many. These people wished to have tariffs "for revenue only." That is, they thought duties should only be high enough to produce sufficient income for the needs of the government. They objected to tariffs merely for

"protection." That is, they objected to tariffs which "protected" the manufacturer at the expense of the consumer.

President Wilson held these opinions strongly, and during the first year of his presidency a bill was passed by which luxuries, things which only rich people bought, were heavily taxed, while the taxes on foodstuffs and wool, things which the poorest needed, were made much lighter. These changes in the tariff brought in much less income for the government, and to make up for the loss an income tax was levied for the first time, everyone who earned more than \$4,000 a year having to pay it. In this way the burden of taxes was shifted from the poor to the rich.

The President next turned his attention to the banks. Little change had been made in their way of doing business since the Civil War, and for some time it had been felt that to meet the growing needs of trade a change was needed. Many people had tried to think up a new system, but it was not easy, and they failed. Mr. Wilson, however, succeeded, and in December 1913, the **Federal Reserve Act** was passed.

It would take too long, and would be rather difficult, to explain just what this act was. In short, it was meant to keep too much money from getting into the hands of a few people, and to give everyone with energy and enterprise a chance to succeed in business.

Other acts connected with the trade of the country followed these, all intended to make the life of the weak and poor easier. Of

these, perhaps the most interesting for us is the **Child Labor Act**. This act was meant to keep people from making young children work too hard, and in order to make child labor less profitable to “exploiters,” the act forbids the sending of goods made by children under fourteen from one state to another. If the children were obliged to work at night, or for more than eight hours during the day, the age was raised to sixteen. This act was signed in September 1916 but did not come into force until September 1917. While these things were being done within the country, troubles beyond its borders were increasing. First there was trouble with Mexico.



Lewis Hine's photography showing child labor in America was among the factors which led to a change in attitudes about labor policy.

### Trouble With Mexico

A few days before Mr. Wilson was inaugurated, the President of Mexico was deposed and murdered, and a rebel leader named **Victoriano Huerta** at once proclaimed himself president. This was part of the **Mexican Revolution**, which lasted from 1910 to 1920 and resulted in the creation of the Mexican Constitution.

That Huerta had anything to do with the murder of **Francisco Madero** has never been openly proved, but Mr. Wilson,

believing that he had, looked upon him as an assassin and refused to acknowledge him as head of the neighboring republic. But beyond that, Mr. Wilson hesitated to mix himself or his country in the Mexican quarrel, believing that the Mexicans themselves could best settle their own affairs.



Victoriano Huerta and his cabinet

“Shall we deny to Mexico,” he asked a little later, “because she is weak, the right to settle her own affairs? No, I say. I am proud to belong to a great nation that says, ‘this country which we could crush shall have as much freedom in her own affairs as we have in ours.’”

Whether the President was wise or unwise in his dealings with Mexico we cannot say. But the one thing we can see clearly is that Mr. Wilson loved and desired peace, not only with Mexico but with the whole of America. He wanted to unite the whole of America, both North and South, in bonds of kindness. He wanted to make the small, weak republics of South America feel that the great republic of North America was a watchful friend and not a watchful enemy—eager, and able when she chose, to crush them. Had the United States put forth her strength, Mexico could have been conquered, doubtless, in no long time. But Mr. Wilson took a wider view than those who counseled such a course.

Instead of crushing Mexico and thereby

perhaps arousing the jealousy and suspicion of other weak republics, he tried to use the trouble to increase the goodwill of these republics toward the United States. He tried to show them that the United States was one with them and had no desire to enlarge her borders at the expense of another. Whether the means he used were wise or not, time will show.

For the most part the country was with the President in his desire to keep out of war with Mexico. This was partly because they believed that America was not prepared for war, and partly because they knew that war must certainly end in the defeat of the Mexicans. Having defeated them, the United States would then be forced to annex their territory, and this no one wanted.

But to keep out of war was no easy matter. The wild disorder in Mexico increased daily. Besides Huerta, other claimants for the presidency appeared and the country swarmed with bandit forces under various leaders, all fighting against each other.

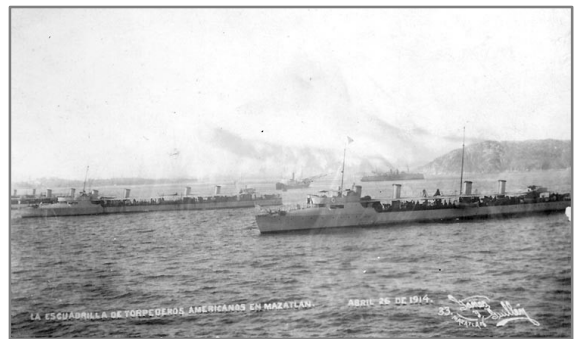


US troops entering Veracruz in April 1914

At length in April 1914, some United States sailors who had landed at the Mexican port of Tampico were taken prisoner by the Huertists. They were soon set free again, but Huerta refused to

apologize in a satisfactory way, and an American squadron was sent to take possession of Veracruz. War now seemed certain. But it was averted, and after holding Veracruz for more than seven months the American troops were withdrawn. “We do not want to fight the Mexicans,” said Mr. Wilson at the funeral of the sailors who lost their lives in the attack. “We want to serve them if we can. A war of aggression is not a proud thing in which to die. But a war of service is one in which it is a grand thing to die.”

On the invitation of the United States three of the South American republics, Argentina, Brazil, and Chile, known from their names as the A.B.C. Powers, now joined with the United States in trying to settle the Mexican difficulty. In May 1914, they held a Mediation Conference at Niagara Falls in Canada. But nothing came of it, and the disorder in Mexico continued as before.



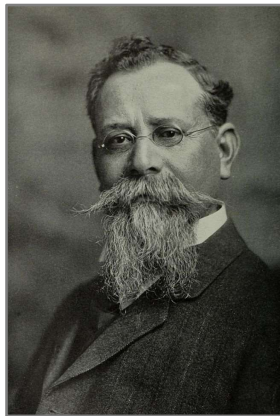
USS *Truxton* and USS *Whipple* at Mazatlán, April 26, 1914, keeping watch on Mexican gunboat *Morales* (two-funnel ship in background)

In July, however, there seemed some hope of a settlement. Huerta fled to Europe leaving his friend, Francisco Carbajal, as president. For a month Carbajal kept his post. Then anarchy worse than ever broke loose. Three men, Carranza, Villa, and Zapata, each declaring himself president, filled Mexico with bloodshed and ruin.



Once again, on the invitation of the United States, South America intervened, delegates from six South American republics meeting at Washington to consider what could be done to bring peace to the troubled country. They decided to give the Mexicans three months in which to settle their quarrels and warned them that if by that time order was not restored United America would be forced to take action.

Soon after this, however, **Venustiano Carranza** succeeded in subduing his rivals to a certain extent and gained possession of the greater part of the country. The United States, therefore, recognized him as President of Mexico, and very shortly many of the European powers did the same.



José Venustiano Carranza Garza was one of the leaders of the Mexican Revolution. He ultimately became President of Mexico following the overthrow of the dictatorial Victoriano Huerta regime in the summer of 1914.

It seemed as if peace might really come at last to Mexico. But although Villa was bested, he was by no means crushed, and he and his undisciplined followers still kept the country in a state of unrest, committing many deeds of violence. In January 1916, these marauding troops seized and murdered a party of Americans. A little later they crossed frontiers and were only driven back after a sharp encounter with United States troops.

This had to be stopped, and, as Carranza seemed unable to subdue the rebels, five thousand American troops entered Mexico intent on punishing Villa and his bandits. But the task was no easy one. Villa was well suited to be a bandit leader, and he was thoroughly at home in the wild and mountainous country. The Americans, however, pressed him hard, and a battle was fought in which he was believed for a time to have been killed. Soon, however, he was discovered to be alive, and as aggressive as before.

Meanwhile President Carranza had grown restless and suspicious of American interferences and demanded that the United States troops be withdrawn from Mexican soil. Indeed he became so threatening that Mr. Wilson called out the militia and ordered a squadron of war vessels to Mexican waters.

Scarcely was this done when the news reached Washington that a skirmish had taken place between Mexican and United States troops in which forty had been killed and seventeen taken prisoner.

War was now certain. But once more it was averted. Carranza set his prisoners free and proposed that the two republics should settle their differences by arbitration.

To this Mr. Wilson agreed, and in the beginning of September a commission composed of delegates from both countries came together. The Commission suggested that both Mexico and the United States work together to patrol the frontiers and safeguard them from further raids. But to this Carranza would not agree, and in February 1917, the United States troops were withdrawn, and Mexico was once more left "to save herself."

## Lesson Two

### History Overview and Assignments Outbreak of the “Great War”

ON JUNE 28, 1914, the crown prince of Austria-Hungary was shot and killed. This led to the start of World War I.



A simple map showing the Triple Alliance of Germany, Austria and Italy in 1913. The alliance members are brown, other great powers are gray.

#### Key People, Places, and Events

World War I  
Franz Ferdinand  
Triple Entente  
European Allies  
Triple Alliance  
Woodrow Wilson

#### Suggested Reading and Assignments

- Read the combined article:  
*Wilson—The Great War* and *The United States and World War I*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Continue writing your biography notebook page describing the **presidency of Woodrow Wilson**. *This will be due at the end of Unit 14.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Vocabulary

menace	diplomacy	breach	armament
turbulent	neutral	civilian	abolition
momentous	deem	condemn	

#### Discussion Questions

1. What event started World War I?
2. Which countries made up the Triple Alliance?
3. Which countries made up the Triple Entente?
4. How was opinion divided in America about the war?
5. What happened to the *Lusitania*?
6. How did Germany finally end all hope for peace?

*Adapted for Elementary School from the book:*

## ***This Country of Ours***

*by Henrietta Elizabeth Marshall*

### ***Wilson—The Great War***

*and from the book:*

## ***History of the United States***

*by Charles A. Beard and Mary R. Beard*

### ***The United States and World War I***

#### **World War I Begins**

The disorder in Mexico was distressing to America, and it was disastrous to the Mexicans themselves. But the effect on America as a whole was slight, while the world at large felt it scarcely at all.

In 1914, while the Mexican trouble was still grave, **World War I** broke out in Europe. This, strange to say, was to prove a far greater **menace** to the peace of the United States than the war and bloodshed in the **turbulent** republic on her borders. The war, of course, was not called World War I when it was fought (since no other world wars were expected at that time) but was called the “Great War.”

The war officially began on June 28, when Archduke **Franz Ferdinand**, the crown prince of Austria-Hungary, was shot and killed by a young Yugoslavian man whose group sought independence from Austria-Hungary to join with Austria’s enemy, Serbia. Austria-Hungary, after issuing several harsh demands, declared war on Serbia.

Great alliances, forged over the previous century to keep peace while the European nations raced against each other to colonize and build wealth, were now called into action. Russia sprang to the defense of Serbia and sent forces to the German border, assuming Germany would side with Austria-Hungary. France mobilized to help Russia, and Britain came to the aid of

France. Germany, which had long planned for conflict, declared war on Russia and invaded Belgium and Luxembourg while heading toward France.

Before long a formal alliance called the **Triple Entente** (meaning “triple friendship”) formed between Russia, France, and Great Britain. Later this group grew and became the **European Allies**. Meanwhile, another group of nations, which called themselves the **Triple Alliance**, developed between Germany, Austria-Hungary, and Italy.

At the end of July, the Austro-Hungarians fired the first shots, preparing to invade Serbia. After that, every day in the fateful August of 1914 was filled with **momentous** events. On the 1<sup>st</sup>, Germany declared war on Russia. On the 2<sup>nd</sup>, the Germans invaded the little duchy of Luxembourg and notified the King of Belgium that they were preparing to come through on their way to Paris. On the same day, Great Britain promised France the help of the British navy if German warships made hostile moves in the English Channel. On August 3<sup>rd</sup>, the German government declared war on France. The following day, Great Britain broke off **diplomatic** talks. On the 5<sup>th</sup>, the British prime minister announced that war had opened between England and Germany. The storm now broke in all its merciless fury.

## The State of American Opinion

Although President Woodrow Wilson promptly proclaimed that the United States would remain **neutral**, most Americans sided with Great Britain and France. To them the invasion of the little kingdom of Belgium and the horrors that accompanied German occupation were shocking. On the other hand, many German Americans sided with the Triple Alliance.

Before two weeks had elapsed, the disagreement had become so intense that President Wilson started warning his countrymen against falling into angry disputes.

## Germany Begins a Submarine Campaign

Germany then announced that the whole of the English Channel and the waters around Great Britain would be **deemed** a war zone and that every enemy ship found there would be destroyed. The German decree added that neutral vessels would be in danger of destruction if found in the forbidden area. It was clear that Germany intended to employ submarines to destroy shipping. The US warned Germany that all necessary steps would be taken to safeguard American lives and American rights.

On the morning of May 1, 1915, Americans were astounded to see in the newspapers a German advertisement warning travelers of the dangers in the war zone and notifying them that any who traveled on British ships into that area did so at their own risk. On that day, the *Lusitania*, a British steamer, sailed from New York for Liverpool. On May 7, without

warning, the ship was struck by two torpedoes and in a few minutes began to sink, carrying to death more than a thousand people, including 128 American men, women, and children.

In firing on a non-military ship without warning, the Germans had **breached** international law. The sinking caused a storm of protest in the United States, and President **Woodrow Wilson** was enraged at the Germans for causing **civilian** deaths.

A cry of horror ran through the US. The German papers in America and a few American people argued that American citizens had been duly warned of the danger and had taken their lives into their own hands; but the terrible deed was almost universally **condemned** by public opinion.

## An Attempt at Peace

At the beginning of his second term, President Wilson tried to arrange peace between the warring nations. He declared it to be a duty of the United States to take part in the arrangement of peace on the basis of certain principles. These were, in short: “peace without victory”; the right of nationalities to freedom and self-government; the independence of Poland; freedom of the seas; the reduction of **armaments**; and the **abolition** of entangling alliances.

The whole world was discussing the President’s remarkable message when it was stunned to hear that the German ambassador at Washington had announced the official renewal of ruthless submarine warfare, and soon after that all hope for peace was swept away.

# The Artios Home Companion Series

## Unit 14: America Enters the “Great War”

### Teacher Overview

THE “WAR TO END ALL WARS” demanded much of the United States when it joined the fight. American men were drafted into the Army, US farms and factories sped up production, American families were asked to conserve and do with less, and weapons were sent to help Britain and France fend off German attacks. By the time the war was over, the face of Europe had changed. No one wanted a war like that ever again. President Woodrow Wilson put forth a proposal called the “Fourteen Points.” He wanted to make sure a world war never took place again.



WWI-era US victory posters like this encouraged families to grow “victory gardens” to produce as much of their own food as possible.

### Suggested Assignments

Based on your student’s age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about **America in World War I** and the **end of the war**.
- Research the history of the song “**Battle Hymn of the Republic**” and *prepare to share what they learned*.
- Define vocabulary words.
- Complete their biography notebook page describing the **presidency of Woodrow Wilson**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### Evil desires stir up conflict.

*What causes quarrels and what causes fights among you? Is it not this, that your passions are at war within you?*

– James 4:1

### Seek, whenever possible, to live in peace.

*If possible, so far as it depends on you, live peaceably with all.*

– Romans 12:18

*Turn away from evil and do good. Seek peace and pursue it.*

– Psalm 34:14

### Christians need not be ashamed of protecting peace and punishing wickedness during times of war.

*And I looked and arose and said to the nobles and to the officials and to the rest of the people, “Do not be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons, your daughters, your wives, and your homes.”*

– Nehemiah 4:14

## Key People, Places, and Events

Monroe Doctrine  
Woodrow Wilson  
Zeppelin airship  
World War I

Western Front  
Eastern Front  
Nicholas II  
Bolshevik

Vladimir Lenin  
Communist  
Red Army  
Armistice Day

Veterans Day  
Treaty of Versailles  
Fourteen Points  
League of Nations

## Vocabulary

### Lesson 1:

neutral  
turbulent  
entangle  
allay  
wanton  
imbue

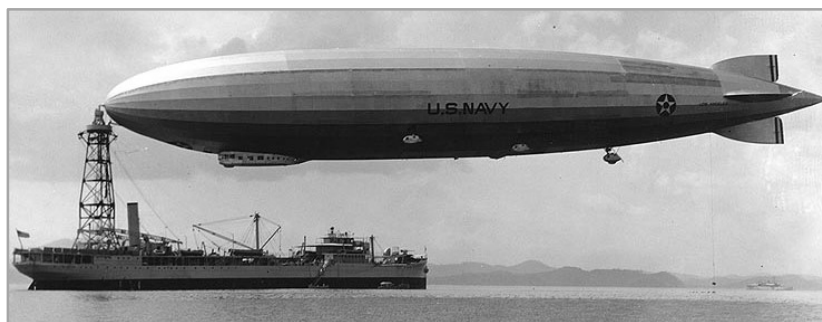
prudence  
amuck  
menace  
gauntlet  
rancor

### Lesson 2:

abdicate  
serf  
ethnic  
pogrom  
dictatorship  
depravity  
armistice  
fascism

### Lesson 3:

self-determination  
sovereignty



The USS Los Angeles, a United States Navy airship built in Germany by the Luftschiffbau Zeppelin (Zeppelin Airship Company)

# Lesson One

## History Overview and Assignments President Wilson and the “Great War”

*“It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts – for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations, and make the world itself at last free.”*

– Woodrow Wilson



The poster *Weapons For Liberty—USA Bonds* called on Boy Scouts to serve just like soldiers did. Poster by J.C. Leyendecker (1918)

### Suggested Reading and Assignments

- Read the article: *Wilson—The Great War*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Continue your biography notebook page describing the **presidency of Woodrow Wilson**.
- Research the history of the song “**Battle Hymn of the Republic**.” *Prepare to share what you learned.*
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

neutral  
entangle  
ally  
wanton  
belligerent  
imbue  
prudence  
amuck  
menace  
gauntlet  
rancor

## Key People, Places, and Events

Monroe Doctrine  
Woodrow Wilson  
Zeppelin airship

## Discussion Questions

1. Describe the intent of the Monroe Doctrine.
2. With Europe at war, was it possible for America to continue to hold to the Monroe Doctrine?
3. What was President Wilson's position on the war?
4. Summarize what President Wilson did and said as he took the oath of the presidency of the United States.

*Adapted for Elementary School from the book:*

### ***This Country of Ours***

*by Henrietta Elizabeth Marshall*

### ***Wilson—The Great War***

In the days of the French Revolution more than a hundred years before the outbreak of World War I, when France was warring against a sea of foes, George Washington had declared the United States to be **neutral**. He had refused to draw swords even in aid of the Marquis de Lafayette, the French friend who only a few years earlier had helped Americans so generously in their struggle for freedom. He was wise. For in those days America was weak. She was the youngest of the world's great nations, and she had hardly "found herself." Had she mixed herself in the European quarrels she would have suffered greatly, perhaps might even have lost her new-found freedom.

All this President Washington knew. Gratitude was due to France, but not useless sacrifice, which would merely bring ruin on America and help France not at all. So Washington declared for neutrality and maintained it through those **turbulent** times.

Thirty years later President Monroe announced his famous policy called the

**Monroe Doctrine.** In the words of Thomas Jefferson, the policy was, "First, never to **entangle** ourselves in the broils of Europe." Second, it sought never to allow Europe to meddle in affairs of the Americas. To that doctrine America had remained faithful.

But in the years which had passed since the Monroe Doctrine was first announced, many changes had taken place. America was no longer weak, but grown to giant's strength, great among the great. The trade of Europe and that of America had become interlocked; discoveries and inventions, the wonders of steam and electricity, had made the broad Atlantic seem smaller. Men now traveled from the one continent to the other with greater ease than from Boston to Washington a hundred years before.

By a thousand ties of commerce and of brotherhood, the old world was bound to the new. So the war cloud which darkened Europe cast its shadow also over America, even although at first there was no thought that America would be drawn into the war. Was it possible, men asked, while Europe



was in death grips, for America still to keep her “splendid isolation?” Was it not time for her to take a place, “in the Parliament of man, in the Federation of the world?”

The ties which bound America to Europe, however, bound her to no single country but to all, but bound her equally, it would seem, to France, Britain, and Germany. The first founders of the Republic were of British stock, but with the passing years millions of Germans had found a home within her hospitable borders, together with native people of every nation involved in the war. How then could America take sides? No matter which side she took it seemed almost certain to lead to civil war at home. So on the 11<sup>th</sup> of August 1914, President **Woodrow Wilson** proclaimed the neutrality of the United States.

To the great bulk of the nation this seemed wise, for the nation as a whole loved and desired peace and realized the madness and uselessness of war. Indeed America more than the nations of the Old World had come to see that war is an old-fashioned, worn-out way of settling quarrels.

But although the United States might proclaim her neutrality, she was nonetheless entangled in the war. Germany declared a blockade of Britain, Britain declared a blockade of Germany, and these declarations had a far greater effect on American trade than the Berlin Decrees and the war orders in the day of Napoleon. Difficulties arose with both countries. But the difficulties which arose with Britain were such as wise statesmanship might **ally**. They were concerned with such things as the censoring of mails and other irritating delays which interfered with and caused loss of trade. With Germany the

difficulties were of a far more serious nature, and soon all sane and freedom-loving people found it difficult, if not impossible, to remain neutral in spirit.



A German trench in the Western Front occupied by British troops during the Battle of the Somme in 1916

The German cause had never been a good one. No danger had threatened the country. No European nation desired to make war upon them. They went to war **wantonly**, and without just cause. Soon it became plain that they meant to wage war with a ruthlessness and inhumanity the world had never known. They threw to the winds all the laws of “fair play.” Treaties became for them mere “scraps of paper,” to be torn up if necessity demanded. They marched through Belgium murdering and torturing the people, wantonly destroying the splendid buildings which had been the country’s glory and pride. **Zeppelin airships** attacked water reservoirs and fishing villages, ruining peaceful homes, slaying women and children, without reason or profit. Submarines waged ruthless war on the seas, attacking without distinction traders, passenger vessels, or hospital ships, **belligerent** or neutral.

As outrage followed outrage the whole world was filled with horror, and one by one Germany’s friends turned from her,

estranged by her deeds of violence. These were days, as Mr. Wilson said, “*to try men’s souls,*” and the burden of guiding the ship of state through the sea of difficulties lay heavy upon him.

At home and abroad his critics were many. Some praised him because he kept the nation steadfastly on the difficult path of peace, others blamed him because it seemed to them he did not sufficiently uphold American honor and submitted to German insults rather than draw the sword. No great man in a difficult hour can escape criticism. Few, in any, can escape mistakes.

Amid the clash of opinions one thing was clear, that Mr. Wilson was a patriot. And, when in 1916 the time came to choose a president, he was reelected for a second term of four years.

In March 1917, the President entered upon his new term of office well aware that a hard road lay before him and his country. As he took the oath he opened and kissed the Bible at the passage “God is our refuge and strength, a very present help in trouble.” His address was **imbued** with a sense of the dread solemnity of the times.

“I stand here, and have taken the high solemn oath,” he said, “because the people of the United States have chosen me, and by their gracious judgment have named me their leader in affairs. I know now what the task means.

“I pray God that I be given wisdom and **prudence** to do my duty in the true spirit of this great people. I am their servant and can succeed only as they sustain and guide me by their confidence and their counsel. . . . The shadows that now lie dark upon our path will soon be dispelled. We shall walk with light all about us if we be but true to ourselves—to ourselves as we have

wished to be known in the counsels of the world, in the thought of all those who love liberty, justice, and right exalted.”

We cannot here follow in detail all the steps by which Germany forced America at length to declare war. It was in a spirit of service that Mr. Wilson took up his office for a second time, of service not only to his own country but to the world. In the cause of that service he saw himself forced to lead his country into war.

### **America Enters the War**

Germany had filled America with spies, plotting constantly against her peace and her honor. She had run **amuck** upon the seas, and by her submarine warfare endangered the lives and welfare of all mankind. She had become a **menace** to the world’s freedom. President Wilson loved peace even as the soul of America loved peace. But both president and people became at length convinced that the only way to restore peace to the world was to defeat the authors of the war.

Having arrived at this grave conclusion there was no turning back, and on the 2<sup>nd</sup> of April 1917, Mr. Wilson announced his decision at a joint session of the two houses of Congress.

It was not lightly undertaken. “It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of

right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

“To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness, and the peace which she has treasured. God helping her, she can do no other.”

With these noble words the President of the United States threw down the **gauntlet** of battle. There was in his heart no **rancor** against the German people, but only a righteous wrath against her criminal rulers who for their own selfish ends had plunged the world in misery. Never in the world’s history has a great nation gone to war in so chivalrous a spirit, for such unselfish ends.

“We have no selfish ends to serve,” said the President. “We desire no conquest, no

dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.”

The voice was the voice of the President, but he spoke from the heart of the people. Brought together from the ends of the earth, speaking many tongues, worshipping God in many ways, diverse in character and in custom, the nation which stood behind the President in that day was one in heart. In the fiery trail of battle America found her soul, and the American by adoption proved himself as truly a citizen of the country as the American by birth. Divided by birth and language, by religion and custom, they were now one in soul, one in their desire to dedicate themselves to the great unselfish task they had taken in hand, one in the zeal of sacrifice.

***Mine eyes have seen the glory of the coming of the Lord,  
He is trampling out the vintage where the grapes of wrath are stored,  
He hath loosed the fateful lightning of His terrible swift sword,  
His truth is marching on.***

***He has sounded forth the trumpet that shall never call retreat,  
He is sifting out the hearts of men before His judgment seat,  
O, be swift, my soul, to answer Him; be jubilant, my feet—  
Our God is marching on.***

***In the beauty of the lilies, Christ was born across the sea,  
With a glory in His bosom that transfigures you and me,  
As He died to make men holy, let us die to make me free,  
While God is marching on.***

– “The Battle Hymn of the Republic,” by Julia Ward Howe

## Lesson Two

### History Overview and Assignments “The War to End All Wars”

WHEN WORLD WAR I began, it was not called that, because no one expected other world wars to occur. Instead it was called the “Great War” and the “War to End All Wars.” When the war was over, Europe looked very different from the way it had before the war began. Four empires—German, Austro-Hungarian, Ottoman, and Russian—had ceased to exist, and the lands within their regions were divided into new nations. Some nations had become independent, and many cities and regions had been destroyed.



#### Key People, Places, and Events

World War I  
Western Front  
Eastern Front  
Nicholas II  
Bolshevik  
Vladimir Lenin  
Communist  
Red Army  
Armistice Day  
Veterans Day  
Treaty of Versailles

Clockwise from top: The aftermath of shelling during the Battle of the Somme, Mark V tanks cross the Hindenburg Line, *HMS Irresistible* sinks after hitting a mine in the Dardanelles, a British Vickers machine gun crew wears gas masks during the Battle of the Somme, and Albatros D.III fighters of Jagdstaffel 11

#### Suggested Reading and Assignments

- Read the article: *The War to End All Wars*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Continue your biography notebook page describing the **presidency of Woodrow Wilson**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

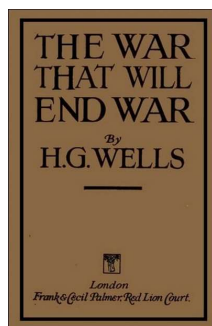
abdicate  
serf  
ethnic  
pogrom  
dictatorship  
depravity  
armistice  
fascism

## Discussion Questions

1. Describe what warfare was like during World War I.
2. What causes led to the Russian Revolution?
3. What kind of ruler was Nicholas II?
4. Describe the events of “Bloody Sunday.”
5. How did the workers respond to those events?
6. Who were the Bolsheviks, and who was their leader?
7. How did the American public participate in the war effort?
8. What happened on November 11, 1918?
9. How had Europe changed by the time the war was over?
10. What is fascism?
11. What was Germany required to do by the Treaty of Versailles?

## “The War to End All Wars”

by Mary E. Hall



Cover of *The War That Will End War*, by H.G. Wells.

In later years, the term became associated with Woodrow Wilson, despite the fact that Wilson used the phrase only once. Along with the phrase “make the world safe for democracy,” it embodied Wilson’s conviction that America’s entry into the war was necessary to preserve human freedom.

When America entered **World War I** in 1917, a new chapter opened in her history. Breaking out from her comfortable nest of isolationism, she took a firm stance against the imperialism that was running rampant through Europe, and boldly threw her efforts and resources into the battle.

Called “the war to end all wars,” World War I was long, hard, and brutal. Most of the battles were fought along a line of trenches and dugouts called the **Western Front**, which stretched across Europe for

400 miles. In trench warfare like this, soldiers shoot at each other from the trenches, seeking to advance further and further. Despite fierce fighting and advances in battle resources (such as bomber planes and zeppelin airships, as well as poison gas used by the Germans), little ground was gained by either side until the end of the war. Millions of soldiers were killed.

On the **Eastern Front**, the fighting moved from one place to another. Russia, able to mobilize quickly, was successful until Germany stopped its invasion of eastern Prussia in 1914. After this, the Russians were beaten back for the rest of the war. Near the end of the war, Russia’s government was overthrown by their revolution.

### The Russian Revolution

*In Russia in the year 1917, a revolution took place in which overthrew Czar **Nicholas II** and forced him to **abdicate**. This ended more than three hundred years of rule by his family. The czar’s grandfather, Alexander II, had*

allowed **serfs** (peasant farmers) to buy and own land. They wanted more reforms, but the czar refused and was assassinated in 1881. His son, Alexander III, returned to the harsh policies of his earlier ancestors by suppressing revolutionary talk and persecuting certain **ethnic** groups in order to mold Russia into a single nationality. He even killed large groups of Jewish people in massacres called **pogroms**.

When Nicholas II became czar, he continued his father's severe policies, and discontent stirred among the people. A group of workers marched before the winter palace demanding reforms such as a national, elected assembly to represent their concerns, but they were met by soldiers who opened fire upon them. Many people were killed on that day, which became known as **Bloody Sunday**. Outraged workers organized into groups called **soviets** and rebelled with uprisings and factory strikes. Government soldiers who were ordered to suppress the uprisings joined with the striking workers instead and forced the czar to abdicate. The following year, Nicholas II was assassinated, along with his family.

A temporary government took over for a time, but radical revolutionaries called **Bolsheviks** opposed this government, claiming that it was ineffective in solving their problems. The Bolsheviks' leader, **Vladimir Lenin**, ordered the takeover of government office buildings in the nation's capital, St. Petersburg. With very little bloodshed, Lenin seized power and instituted a harsh **dictatorship**.

Calling themselves **Communists**, the new government officials organized a military force called the **Red Army**, which quickly crushed all opposition.

The Communist ideas of Karl Marx had been known since 1848, but nowhere in the world until now had a successful Communist revolution taken place. Communism claims that class conflict is caused by friction between the needs of the workers and the interests of the higher class that owns the means of production, and that revolution toward a classless state is inevitable, in which the means of production becomes commonly owned. Unfortunately, communism fails to recognize that man's **depravity** leads to the

rise of new ruling classes that have historically proven to be even more oppressive than the overthrown leaders of the original state.



Two American soldiers run toward a bunker during World War I.

### **America Joins the Effort**

At first America couldn't do much more than offer funds and equipment. Then, after the army draft multiplied the number of soldiers, the US was able to send large numbers of troops, along with antisubmarine weapons to help Britain and France fend off relentless German attacks on the seas.

Meanwhile, US farms and factories sped up production while families conserved and made do with less, so large amounts of food and goods could be sent overseas.

### **Victory to the Allies**

Once the US was involved at the Western Front, the Allies began to experience victory. Arriving at the rate of ten thousand a day, American soldiers replaced war-weary Allied troops faster than the Germans could replace theirs. They turned the Germans back in their Spring and Hundred Days offensives, and finally forced them to sign an **armistice** at 11:00 am on

November 11, 1918—the “eleventh hour of the eleventh day of the eleventh month,” and the war was officially over. This day is now known as **Armistice Day** in much of the world, Remembrance Day in the British Commonwealth, and **Veterans Day** in the United States.



Victory Way at the New York Central Railroad, showing a pyramid of captured German helmets, with Grand Central Terminal in the background. Photo taken in 1918

### Aftermath

By the end of the war, the map of Europe looked very different from the way it had at the beginning. Four empires—German, Austro-Hungarian, Ottoman, and Russian—had ceased to exist, and the lands within their regions were divided into new nations. A number of nations had regained independence, and new ones were created. Many cities and regions were devastated by

battle, and more than nine million soldiers were dead.

### Fascism

*At this time, **fascism** arose in various parts of Europe, primarily Italy. Fascism, a radical form of nationalism, exalts a country's nationality above its people and employs harsh leadership and conquest to expand its power and identity.*

A state of war formally continued to exist between the opposing sides for another seven months, until the **Treaty of Versailles** was signed in Paris in June of 1919. By this treaty, Germany was forced to accept responsibility for the war, and was required to pay reparations and give up a great deal of land.



A British news placard announcing the signing of the peace treaty



German delegate Johannes Bell signing the Treaty of Versailles in the Hall of Mirrors, with various Allied delegations sitting and standing in front of him

## Lesson Three

### History Overview and Assignments Wilson's Fourteen Points

*IN HIS FOURTEEN POINTS, President Woodrow Wilson hoped to lay a foundation that would prevent any further world wars. However, European powers seemed more intent on punishing Germany for their aggression than on maintaining peace. When the Treaty of Versailles was finally signed, most of Wilson's Fourteen Points were missing, but his League of Nations was included in the agreement.*



President Woodrow Wilson (1912)

#### Key People, Places, and Events

Woodrow Wilson  
Fourteen Points  
League of Nations

#### Suggested Reading and Assignments

- Read the article: *Wilson's Fourteen Points*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Complete your biography notebook page describing the **presidency of Woodrow Wilson**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Vocabulary

self-determination  
sovereignty

#### Discussion Questions

1. What did President Wilson hope to accomplish with his Fourteen Points?
2. What was to be the purpose of the League of Nations?
3. What concern did Congress have regarding the League of Nations?
4. What was decided in the Treaty of Versailles?
5. What main proposal from Wilson's Fourteen Points was included in the treaty?
6. Was the League of Nations successful? Why or why not?



## Wilson's Fourteen Points

by Mary Hall

### A New World Order

As the world prepared to climb out of the trenches toward the end of the “Great War,” President **Woodrow Wilson** put forward some ideas about how to prevent such wars from starting again in the future. In a speech given to Congress in January of 1918, he presented a proposal for a new world order. Called the “**Fourteen Points**,” Wilson’s plan aimed to eliminate imperialism by adjusting certain country borders to return lands that had been conquered, reducing the number and types of weapons each nation kept, and setting up a “**League of Nations**” to settle disputes.

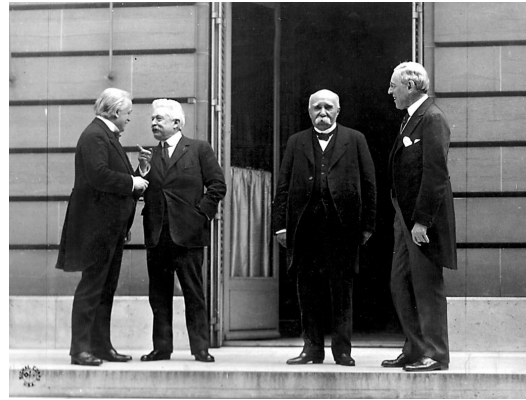
Most importantly, Wilson argued that people groups should be granted the “right of **self-determination**,” meaning that each nation should be able to choose whatever form of government it preferred.

Wilson emphasized the need for open rather than secret agreements between nations, free navigation upon the seas (outside of territorial waters), and freedom in trade, without import or export restrictions.

### The League of Nations

President Wilson’s plan needed the nations of the world to join together in agreement on how they would settle future disputes. His **League of Nations** would be the first international organization whose purpose was to maintain world peace—the first time nations would work to agree upon a set of rules to live by. It would not be a world government, although some feared it might become so. It would have no army of its own but called for nations to come to the

aid of other nations to punish cases of aggression. It would mainly be a large defense treaty which would depend upon the mutual support of its member nations.



The “Big Four” made all the major decisions at the Paris Peace Conference. From left to right: David Lloyd George of Britain, Vittorio Orlando of Italy, Georges Clemenceau of France, Woodrow Wilson of the US

### The Fourteen Points at the Paris Peace Conference

Once Germany surrendered and World War I ended, leaders of the victorious Allied nations met in Paris to write up their peace agreement. While many of the leaders liked Wilson’s Fourteen Points, most of them thought his plan was too idealistic. They were more concerned about punishing Germany. A number of the nations had already worked out secret agreements on how to divide up Germany’s land, so they were not in favor of Wilson’s demand for open agreements.

The settlement they finally worked out, the Treaty of Versailles, ended up being based largely on what the nations had agreed upon in secret. Most of Wilson’s Fourteen Points were ignored, but the persuasive American president did succeed in getting the League of Nations included in the agreement. The League lasted for 26

years, until it was replaced by the United Nations.

### The Failure of the League of Nations

The rules the League eventually developed were not based on Biblical principles, though, and they threatened the **sovereignty**—the authority to make decisions—of the nations. Although they sounded like good rules, nations didn't always agree on them.

The League of Nations proved unsuccessful in the end, partly because it didn't really have power to force nations to go along with its decisions, and partly

because some of the world's most powerful countries were not members, such as the United States (because many in Congress disagreed with the President's willingness to allow an organization to force the US into war), along with Germany and Russia (which were not permitted to join). Despite the League's efforts to prevent aggression over the following decades, Japan invaded China in 1933, Italy conquered Ethiopia two years later, and then Germany began invading nations in Europe, which started World War II.



On his December 1918 trip to Europe, Woodrow Wilson gave speeches that "reaffirmed that the making of peace and the creation of a League of Nations must be accomplished as one single objective".



This cartoon implies that without America the bridge would collapse. The bridge represents the League of Nations, and Uncle Sam, the personification of America is reluctant to place the keystone in the bridge to complete it. This is odd because in the Treaty of Versailles, it was Woodrow Wilson the president of America that suggested that the League of Nations as part of his fourteen points. The missing keystone demonstrates how difficult it will be for the League to function without having the United States as a member. But it was a Republican majority in Congress that blocked the USA's entry into the League, not the President. It is now known that Wilson was very, very ill during vital periods at Versailles and afterwards and probably lacked the will to win Congress around.

# The Artios Home Companion Series

## Unit 15: After the War

### Teacher Overview

MANY CHANGES took place among the countries of Europe after World War I. Empires were broken up and new nations were formed. Social and economic problems caused turmoil in both Europe and the US. Meanwhile, the Women's Rights Movement in America overcame one obstacle after another, and the demand for equal voting rights became a major political issue. In 1920 the right to vote was finally granted to women by the Nineteenth Amendment.



A begging disabled WW I veteran in Berlin (1923)

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about **difficulties countries faced after World War I, America's Red Scare**, and the **struggle for women's rights**.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

### Leading Ideas

**God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

**Both men and women are precious to God.**

*“I will be a father to you, and you shall be sons and daughters to me,” says the Lord Almighty.*

– 2 Corinthians 6:18

**Vocabulary**

**Lesson 1:**

hyperinflation  
urban  
pandemic

**Lesson 2:**

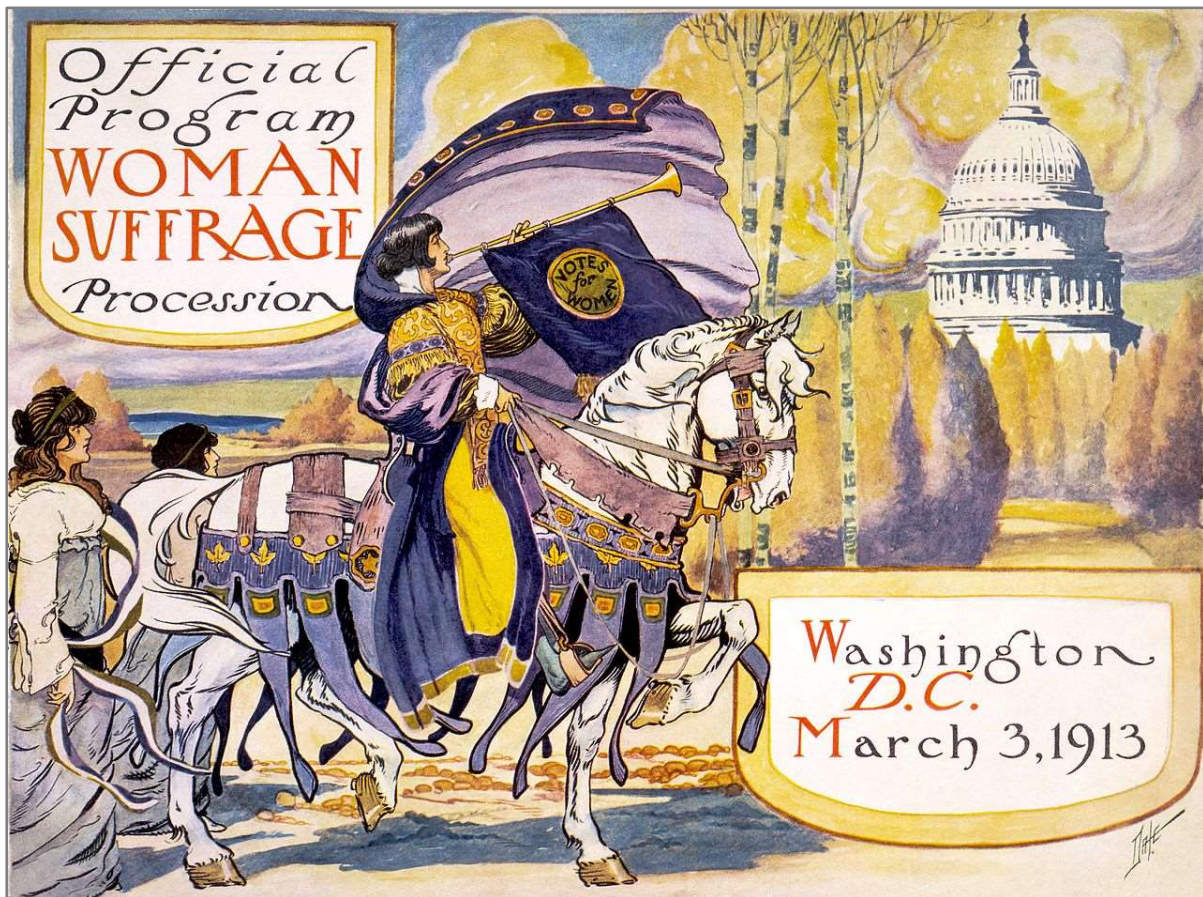
domineering  
capitalism  
anarchist

**Lesson 3:**

deprive  
suffrage  
agitation

**Key People, Places, and Events**

Weimar Republic  
Great Migration  
1918 Influenza  
Union of Soviet Socialist Republics (USSR)  
Josef Stalin  
Communist Party  
Red Scare  
Elizabeth Cady Stanton  
Susan B. Anthony  
National Federation of Women’s Clubs  
Nineteenth Amendment



Official program – Woman suffrage procession, Washington, DC, March 3, 1913. Cover of program for the National American Women’s Suffrage Association procession, showing “Woman,” in elaborate attire, with cape, blowing a long horn, from which is draped a “VOTES FOR WOMEN” banner, on decorated horse, with the US Capitol in background

# Lesson One

## History Overview and Assignments After the War Ended

IN EUROPE after World War I, huge changes took place among the countries and people groups, and much difficulty resulted. In America, a combination of economic decline, labor strikes, and social upheaval including racial violence made for a difficult time for the nation. On top of all of this, a pandemic swept over the world, killing more people than the war had.



This map shows the new countries formed in Europe after World War I.

### Discussion Questions

1. What broke up the European empires after World War I?
2. What was the Weimar Republic?
3. What happened to the prices of products in this new republic?
4. List three problems America faced after the war.
5. Why did southern African Americans migrate north during this time?
6. Why did the 1918 flu spread so quickly?

### Suggested Reading and Assignments

- Read the article: *Rebuilding Europe*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

Weimar Republic  
Great Migration  
1918 Influenza

### Vocabulary

hyperinflation  
urban  
pandemic

## **Boundless World History**

source: [courses.lumenlearning.com](https://courses.lumenlearning.com)

### **Rebuilding Europe**

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#### **The Weimar Republic**

After World War I, many changes took place among the countries of Europe. Empires were broken up by peace treaty agreements, and new countries were formed in their place. The German Empire became the **Weimar Republic**, and it faced some of the most serious economic problems ever experienced by any Western democracy in history.

These economic problems led to severe **hyperinflation** - prices of products rose out of control. For example, in 1919 one loaf of bread cost 1 German mark; by 1923, the same loaf of bread cost 100 billion marks. With its economy in ruin, Germany failed to pay its heavy war debts, which were resented by Germans to begin with. These problems, combined with tense relations with its neighboring countries, made conditions ripe for the rise of the tyrannical Nazi Party in the decade that followed.

#### **New Countries**

The breakup of the German, Russian, Austro-Hungarian, and Ottoman empires created many new countries in eastern Europe and the Middle East. Many of these had large people groups that wanted to unite with neighboring countries where their ethnicity was the main one. This led to political instability and conflict.

The breakup of the Ottoman Empire became a milestone in the creation of the modern Middle East, the result of which caused new conflicts and hostilities in the region.

#### **Troubles in America**

The US needed to turn from a wartime way of life to one of peace after World War I. The Wilson administration had not fully planned for the process of bringing the American soldiers home, and a combination of economic decline, labor strikes, and social upheaval including racial violence made for a difficult time for the nation.

#### **The Great Migration**

During this time there was also a **Great Migration** of African Americans from the South to the northern part of the country. This created the first large **urban** African American communities in the North.

African Americans were migrating to northern and midwestern industrial cities to look for jobs and to escape unfair and often dangerous conditions in the rural South, as well as the poverty caused by the ruin of America's cotton crop caused by an insect called the boll weevil.

The industrial cities of the North and Midwest had severe labor shortages during World War I. Northern manufacturers recruited workers throughout the South, leading to the Great Migration. This resulted in competition for jobs as soldiers came home.

#### **The 1918 Flu**

In 1918 a type of flu began killing people all over the world. The **1918 Influenza** killed millions more people than did the Great War. This flu was an unusually severe and deadly virus that spread across the

world quickly due to the conditions of World War I and an increase in modern travel. One unusual thing was that most victims of this **pandemic** were healthy, young adults, not infants, elderly, or already weakened patients. The virus struck a fifth of the entire world's population, making it one of the deadliest natural disasters in human history.

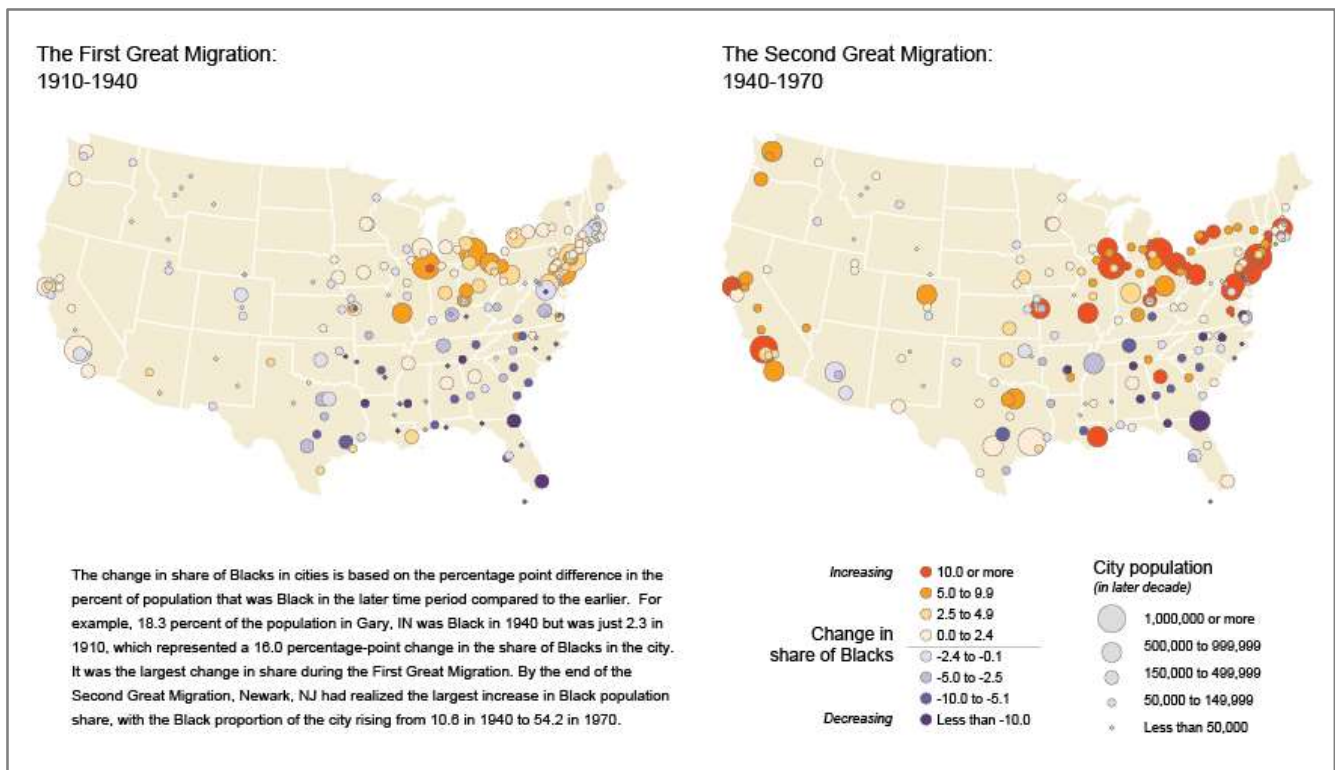
After the fall of 1918, the infection rate finally declined. Most likely, the pandemic ended because doctors became more knowledgeable about treating the illness.



This photo shows soldiers from Fort Riley, Kansas, ill with influenza at a hospital ward at Camp Funston in 1918. CC BY-SA: Attribution-ShareAlike



Public health recommendations from the 1918 Illustrated Current News, New Haven, CT



The Great Migration generally refers to the massive internal migration of Blacks from the South to urban centers in other parts of the country. Between 1910 and 1970, an estimated 6 million Blacks left the South. This graphic compares the early migration (1910-1940), sometimes referred to as the First Great Migration, and the later (1940-1970) also known as the Second Great Migration.

## Lesson Two

### History Overview and Assignments The Red Scare

“Unlike the American Revolution, in which the new nation had been carefully guided by the Founding Fathers to uphold Christian values and follow principles of democracy, the Russian Revolution followed no such principles, and the new government proved to be far more oppressive to the people than the one it had overthrown.”

– from the article below



A “European Anarchist” attempts to destroy the Statue of Liberty in this 1919 political cartoon.

#### Suggested Reading and Assignments

- Read the article: *The Red Scare*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Key People, Places, and Events

Union of Soviet Socialist Republics (USSR)  
Communist Party  
Josef Stalin  
Red Scare

#### Vocabulary

domineering  
capitalism  
anarchist

#### Discussion Questions

1. In what important way was the Russian Revolution different from the American Revolution?
2. What is capitalism?
3. Who became the leader in Russia after the death of Vladimir Lenin?
4. Describe his rule.
5. How did the rise and spread of communism affect America?



## The Red Scare

by Mary E. Hall

### Communism in the USSR

After Vladimir Lenin died in 1924, Russia changed its name to the **Union of Soviet Socialist Republics (USSR)**. The new country was made up of fifteen republics, but the **domineering** national government controlled virtually everything, not allowing the people any part in policy making.



Bolshevik political cartoon poster from 1920, showing Lenin sweeping away monarchs, clergy, and capitalists; the caption reads, "Comrade Lenin Cleanses the Earth of Filth"

Unlike the American Revolution, in which the new nation had been carefully guided by the Founding Fathers to uphold Christian values and follow principles of democracy, the Russian Revolution followed no such principles, and the new government proved to be far more

oppressive to the people than the one it had overthrown. Rejecting **capitalism** (in which the economy is driven by competition between businesses) along with democracy, the Soviet government "nationalized," or took ownership, of all the nation's industries. People were forced to work for little pay, with no incentives (rewards) for creative or valuable work. Because people received no benefit from hard work, industrial production and product quality plummeted, and the economy soon began to collapse.

Lenin was followed after his death by **Josef Stalin**, whose rule was even harsher than Lenin's. Stalin took state ownership of the nation's farms and set production goals for industry. Some farms and businesses met the government's demands, but many others did not. Inefficient government management of industries left the nation constantly in short supply of needed goods. Secret police were sent out to force citizens and businesses to comply with the state's demands. Farming peasants resisted this oppression for a time, but they were soon overpowered and forced into submission.

Stalin ruled by fear, instituting mass executions of **Communist Party** members he suspected of holding disloyal views. Many of the Red Army's top officers were executed. Many pastors and priests were also killed, and churches were closed because Christian teachings that honored God-fearing leadership and love for fellow man threatened communistic control.

Soviet leaders sought to expand communism throughout the world by promoting revolution. This prompted fear

throughout democratic nations, which recognized that communism disguised itself to look like a way to give governmental power to the people, but actually set up dictators instead. After the German kaiser was defeated in World War I, democratic nations wanted nothing to do with tyrannical government systems.



Portrait of Josef Stalin at the Stalin Museum in Batumi, Georgia. Photograph by Ephraim Stillberg

### America's Red Scare

In the US, labor unions were suspected of spreading revolutionary, communistic ideas—especially ones which sought to end capitalism and abolish the wage system. **Anarchists** (who oppose all government) mailed package bombs to government officials who had interfered with labor strikes, prompting a nationwide manhunt for immigrants who were suspected of holding undemocratic views, and these people were then either prosecuted or deported. This was later called the first “**Red Scare**,” because it was a time of unjust suspicion, when many people were feared to be Communists simply because of their nationality.



A political cartoon from the Red Scare promoting restrictions on immigration

By the beginning of the 1920s, after World War I and the Red Scare, America was ready to return to its earlier policy of isolationism, preferring for a time to withdraw rather than keep involving itself in the problems of the rest of the world.



A political cartoon from 1919 depicting the October Revolution's impact on the Paris peace talks

## Lesson Three

### History Overview and Assignments The Struggle For Women's Rights

*“Social legislation enacted in response to the spirit of reform vitally affected women in the home and in industry and was promoted by their organizations. Where they did not lead, they were affiliated with movements that called for social improvement. No cause escaped their attention; no year passed without widening the range of their interests. They served on committees that inquired into the problems of the day; they appeared before legislative assemblies to advocate remedies for the evils they discovered. By 1912 they were a force to be reckoned with in national politics.”*

– from the adapted article below



Women demonstrating for the right to vote in 1913

### Suggested Reading and Assignments

- Read the article: *The National Struggle For Women's Suffrage*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Elizabeth Cady Stanton  
Susan B. Anthony  
National Federation of Women's Clubs  
Nineteenth Amendment

## Vocabulary

deprive  
suffrage  
agitation

## Discussion Questions

1. Describe American colonial law regarding women's rights.
2. In how many states did women have the right to vote by 1896?
3. Where did Elizabeth Cady Stanton and Susan B. Anthony go every year trying to get the national law changed to allow women to vote?
4. Which constitutional amendment finally gave American women the right to vote?

*Adapted for Elementary School from the book:*

### ***History of the United States***

*by Charles A. Beard and Mary R. Beard*

### ***The National Struggle for Women's Suffrage***

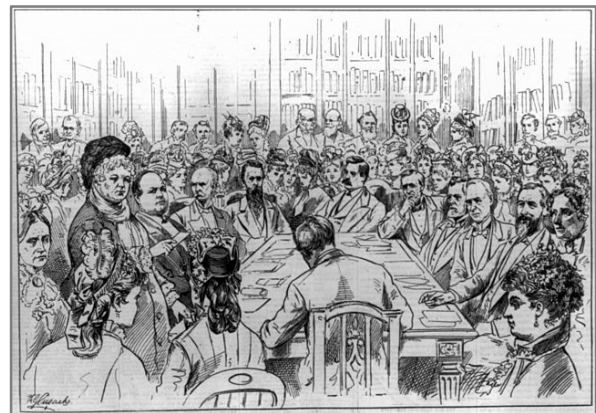


Elizabeth Cady Stanton (sitting)  
with Susan B. Anthony (c.1900)

The struggle for women's rights has been a history filled with change. The rights which women enjoy in America today are the result of a slow growth from the colonial times, in which women had almost no rights. The founders of America brought with them the English common law. Under that law, a married woman's personal property—jewels, money, furniture, and the like—became her husband's property and any lands she owned passed into his control.

Even the wages she earned, if she worked for someone else, belonged to him.

Custom, if not law, said that women should not take part in town meetings or enter into public discussions of religious questions. The privileges women have gained since the landing of the Pilgrims took much hard work to gain. The story of this progress is one of great effort, along with economic change that drew women into industry and gave women wages and incomes.



Elizabeth Cady Stanton before the Senate Committee on Privileges and Elections. *New York Daily Graphic*, January 16, 1878, p. 501

## The Nineteenth Amendment

The Fourteenth Amendment to the federal Constitution, adopted in 1868, had put women aside by limiting voting rights to men. In March 1869, another amendment was proposed in Congress stating that no citizen should be **deprived** of the vote on account of gender. Support for the amendment, coming from many directions, led the women to believe that their case was hopeful. But they also knew a long struggle lay before them. They started a newspaper called *The Revolution*, edited by **Elizabeth Cady Stanton** and **Susan B. Anthony**. They formed a national association and organized annual trips to Congress to present their claims.

Discouraged by the outcome of the national campaign, women turned to the voters of the individual states and sought the ballot at their hands. Gains by this process were painfully slow, but by 1896, four states allowed women to vote.



Susan B. Anthony silver dollar, minted 1979-1981

## The Changing Status of Women

Meanwhile, the activities of women in other directions were steadily multiplying. College after college was founded to provide higher education for women. Others also opened their doors to women, and women were allowed to enter the professions of law and medicine. By the rapid growth of public high schools in which girls enjoyed the same rights as boys, education was extended still

more widely. The number of women teachers increased by leaps and bounds.

Meanwhile women were entering nearly every branch of industry and business. By 1910, there were over eight million women gainfully employed, as compared with thirty million men. When, during World War I, the government set the principle of equal pay for equal work and gave official recognition to the value of their services in industry, it was discovered how far women had traveled along the road forecast by earlier leaders.

## The Club Movement Among Women

All over the country women's societies and clubs were started up to advance various reforms or merely to study literature, art, and science. In time these women's organizations of all kinds grew into city, state, and national associations. They took an interest in laws concerning prisons, pure food, public health, and municipal government, among other things. At their sessions and conferences, local, state, and national issues were discussed until finally, it seems, everything led to the quest of the vote.

By solemn resolution in 1914 the **National Federation of Women's Clubs**, representing nearly two million club women, formally endorsed voting rights for women. In the same year the National Education Association, speaking for the public school teachers of the land, added its seal of approval.

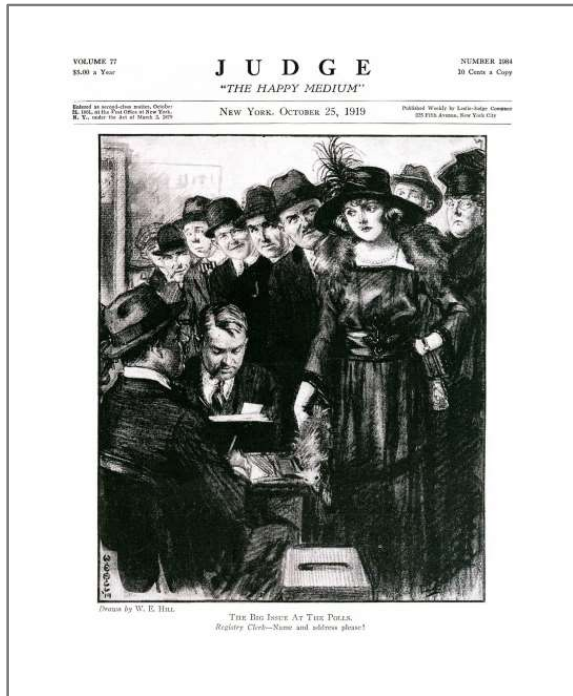
## State and National Action

Once again, the movement seeking **suffrage**, or voting rights, was in full swing in the states, and soon several more granted women voting rights. The time had arrived

for a new movement. Pressure then came upon Congress from every direction for an amendment: from those who made a straight appeal on the grounds of justice; and from those who worked to persuade the women of the West to vote against presidential candidates who would not approve the federal amendment.

After that, things happened quickly. The great state of New York adopted equal voting rights in 1917. Oklahoma, South Dakota, and Michigan swung into line the following year; several other states, by legislative action, gave women the right to vote for president.

In the meantime the suffrage battle in Washington grew intense. Appeals and petitions poured in upon Congress and the President. Militant amendment seekers held daily demonstrations in Washington. On September 30, 1918, President Woodrow Wilson urged the passage of the amendment to the Constitution. In June 1919, the required two-thirds vote was gained, and the resolution was carried and sent to the states for ratification. On August 28, 1920, the thirty-sixth state, Tennessee, approved it, making three-fourths of the states as required by the Constitution. Thus the **Nineteenth Amendment** was ratified, and women's right to vote became the law of the land. A new political democracy had been created. The age of **agitation** was closed, and the epoch of responsible citizenship opened.



"The Big Issue At The Polls" (*Judge*, Oct 25, 1919)



"Silent Sentinels" begin a 2 1/2-year campaign in front of the White House (1917).

# The Artios Home Companion Series

## Unit 16: The Roaring Twenties

### Teacher Overview

AFTER WORLD WAR I was over, industry flourished, and people wanted to celebrate. This resulted in what is now known as the “Roaring Twenties.” Drunkenness, already a serious problem throughout the United States, grew worse during the Roaring Twenties. Many people thought a Constitutional amendment was needed to stop all sales of alcohol. The Eighteenth Amendment was passed, making illegal the production, sale, and transport of alcohol. However, the conflict over Prohibition eventually came to reflect a growing tension between rural and city areas, since cities had large populations of immigrants who had grown up in countries where drinking alcohol was part of their culture. Prohibition did not prove to be successful, and the very behaviors it was intended to curb became worse, eventually ending in an overturn of the Eighteenth Amendment.



A colorized lobby card showing a scene from the 1920 film *The Mark of Zorro*

### Suggested Assignments

Based on your student’s age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about the **Roaring Twenties** and **Prohibition**.
- Create their own **assembly line** in order to make a product or accomplish a task. Be prepared to demonstrate this.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God honors integrity and despises corruption.

*A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.*

– Proverbs 22:1-5

### God’s people should seek to cultivate the fruit of God’s Spirit, not living to gratify fleshly desires but to glorify God.

*But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires.*

– Galatians 5:22-24

### Children and young people should be teachable and open to instruction.

*A wise son hears his father’s instruction, but a scoffer does not listen to rebuke.*

– Proverbs 13:1

## Vocabulary

### Lesson 1:

jazz  
Victrola  
geometric

### Lesson 2:

tincture  
bootleg  
moonshine

## Key People, Places, and Events

“Roaring Twenties”  
Douglas Fairbanks  
Greta Garbo  
Charlie Chaplin  
Art Deco  
Henry Ford  
American Temperance Society  
Billy Sunday  
Woman’s Christian Temperance Union  
Anti-Saloon League  
Prohibition Party  
Prohibition  
Eighteenth Amendment  
Al Capone



*The Drunkard’s Progress—From a Glass to the Grave, a lithograph by Nathaniel Currier supporting the Temperance Movement (1846)*



# Lesson One

## History Overview and Assignments The Roaring Twenties

THE 1920s WERE FILLED with new attitudes, new fashion, new music, and new entertainment. Automobiles, radios, silent movies and more made a clash of values and beliefs inevitable. The economy of the United States was booming, and for the first time in American history more people lived in the cities than in rural areas of the states. However, this flourishing economy would soon meet its doom with the crash of the stock market.

### Key People, Places, and Events

“Roaring Twenties”  
Douglas Fairbanks  
Greta Garbo  
Charlie Chaplin  
Art Deco  
Henry Ford



Josephine Baker dancing the Charleston at the Folies Bergère, Paris (1926)

### Vocabulary

jazz  
Victrola  
geometry

### Suggested Reading and Assignments

- Read the article: *The Roaring Twenties*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Create your own **assembly line** in order to make a product or accomplish a task. Be prepared to demonstrate this.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. What were “flappers”?
2. What were two of the new types of music during the 1920s?
3. What was the name of the new “talking machine”?
4. What type of programs could be heard on the new radios?
5. What were movie theaters called during the 1920s?
6. What was the first color film?
7. What was the new style of art that came to America from France?

## The Roaring Twenties

by Mary E. Hall

The 1920s were a time of great cultural upheaval in the US and Europe. World War I had ended, industry flourished, and people wanted to celebrate. Standards of right and wrong were ignored by many who cared more about parties than anything else, especially in the big cities. The French called these years the *années folles*, which means “the crazy years.” Americans called them the “**Roaring Twenties.**”

Women in the US finally had the right to vote, and expanding industry also provided them with job opportunities, so they could now earn money of their own. Young women rejoiced in their new freedoms by throwing off cultural rules and embracing daring new lifestyles. Many called themselves *flappers*, wearing short, flapping skirts and having their hair cut into short, “bobbed” styles.



Violet Romer in a flapper dress (c.1915)

New types of music such as **jazz** appeared on the scene, and dances such as the Charleston were all the rage at nightclubs and private parties. Recorded music began to replace live music at gatherings, played on “talking machines” called “**Victrolas.**”



In England, artist Francis Barraud painted his brother's dog Nipper listening to the horn of an early phonograph during the winter of 1898. Victor Talking Machine Company began using the symbol in 1900, and Nipper joined the RCA family in 1929.

The first commercial radio station went on the air in 1920, and families gathered around brand new RCA and Philco radios to catch the latest news and tunes, along with dramatized story programs and musicals.



An American girl listens to an early radio.

Silent movies, often shown with music provided by a full orchestra, thrilled packed audiences in “picture palace” theaters with swashbuckling, romantic, and horror films featuring early movie stars such as **Douglas Fairbanks** and **Greta Garbo**, along with comedians like **Charlie Chaplin**. “Talkies” began to replace silent films during the second half of the decade, and the first color film, *On With the Show*, was released in 1929.



Charlie Chaplin in *A Dog's Life*

A style of art from France called **Art Deco** swept through Europe and the US. Combining streamlined **geometric** forms with sleek, metallic surfaces to appear machine-designed, Art Deco design motifs showed up everywhere, on everything from advertising to architecture.

For the first time in American history, more people now lived in cities than in rural areas. People worked in factories and offices and hurried everywhere along crowded, busy streets. Department store windows displayed the latest fashions everyone needed to wear to be considered stylish, and new types of technology made it seem as if

there was nothing that couldn't be achieved through science and invention.



Art Deco examples: *Wisdom, With Light and Sound* by Lee Lawrie at Rockefeller Center, New York City; *Where There's Smoke There's Fire* poster by Russell Patterson

Automobiles, invented a few decades earlier, became available to more people than ever before because of lower prices made possible by mass production. **Henry Ford** became well known for his use of the assembly line process for making the Ford Model T, one of the most popular motorcars of the time.



An early Ford Model T

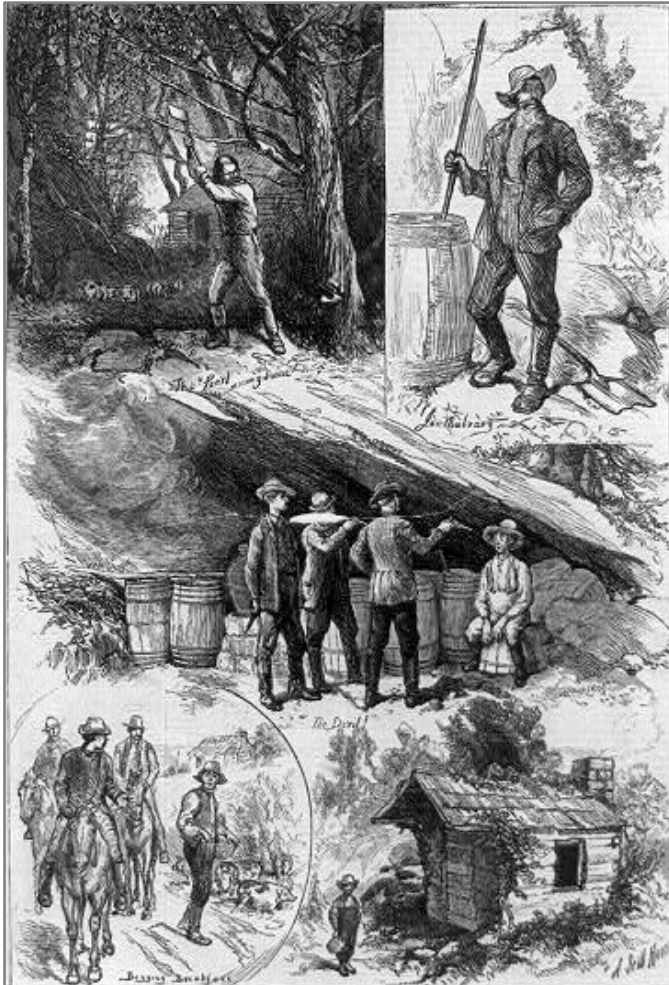
Unfortunately, America's flourishing economy didn't survive beyond the decade either.

## Lesson Two

### History Overview and Assignments Prohibition

*“Disorderliness caused by excessive drinking was an occasional occurrence during America’s colonial era, but by the middle of the nineteenth century drunkenness had become such a serious problem throughout the nation that many people came to believe that a Constitutional amendment was needed—to eliminate all production of alcohol.”*

– from the article below



*The Moonshine Man of Kentucky, illustration from Harper's Weekly, 1877, showing five scenes from the life of a Kentucky moonshiner*

#### Vocabulary

tincture  
bootleg  
moonshine

#### Suggested Reading and Assignments

- Read the article: *Prohibition*.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
- OR
- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

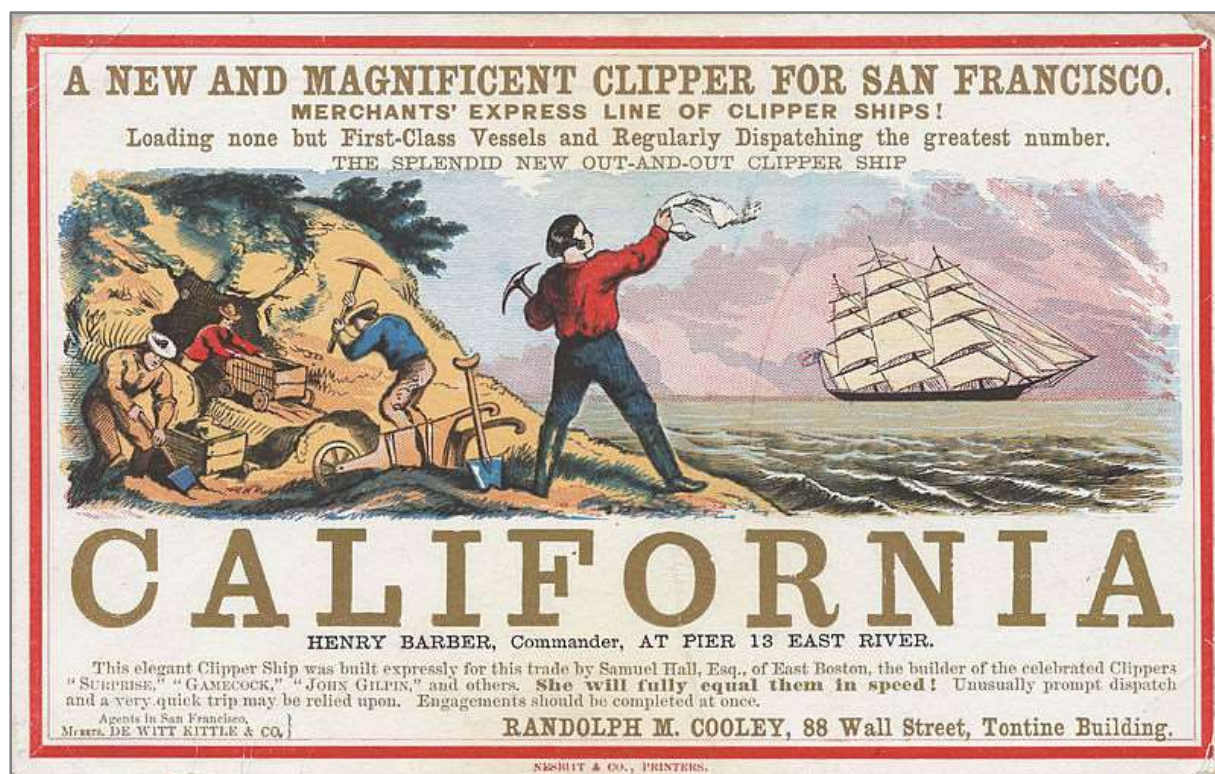
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Key People, Places, and Events

American Temperance Society  
Billy Sunday  
Woman's Christian Temperance Union  
Anti-Saloon League  
Prohibition Party  
Prohibition  
Eighteenth Amendment  
Al Capone

## Discussion Questions

1. What was the disagreement over alcohol in the early 20<sup>th</sup> century?
2. What was the purpose of the American Temperance Society?
3. Which state was the first to outlaw alcoholic beverages in its state constitution?
4. How did the Sixteenth Amendment support the Temperance Movement?
5. How did organized crime benefit from Prohibition?
6. What was a bootlegger?
7. Was Prohibition successful in solving the problems of excessive alcohol use? Why or why not?
8. Did the repeal of Prohibition keep states from banning alcohol?
9. Which state was the last to overturn Prohibition? In what year did this take place?



A poster advertising ship passage to California at the beginning of the Gold Rush

## Prohibition

by Mary E. Hall

The Bible clearly tells us not to eat or drink in excess, and it gives strict warnings against becoming addicted to anything (wanting more and more of something until you can't stop thinking about it). Drinking large amounts of alcohol can make people think and lead them to behave in ways they

normally wouldn't, and this can lead to serious sin.

Disorderliness caused by excessive drinking was an occasional occurrence during America's colonial era, but by the middle of the nineteenth century drunkenness had become such a serious

problem throughout the nation that many people came to believe that a Constitutional amendment was needed to eliminate all production of alcohol.

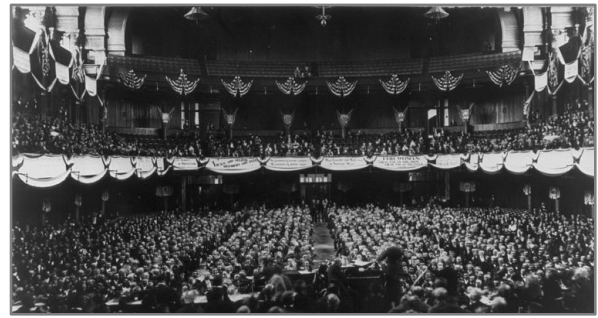
Pioneers had founded many new towns out west by this point, and many of them had little in the way of law enforcement. Unofficial “frontier law” often ruled the land, usually with disastrous results when strong drink was involved. When gold was discovered in the hills of California, adventure-seekers swarmed west in greater numbers than ever, and drunkenness became a much bigger problem when many “forty-niners” who failed to strike it rich finding gold turned to rum and other kinds of liquor to “drown their sorrows.”

A group called the **American Temperance Society**, made up mainly of women, wanted to ban all drinking of alcohol in order to encourage and preserve *temperance*, or self-restraint, in America’s homes and towns. Churches and popular traveling preachers such as **Billy Sunday** warned against the dangers of strong drink, and other organizations sprang up, such as the **Woman’s Christian Temperance Union** and the **Anti-Saloon League**.



*Billy Sunday Preaching*, by George Bellows, *Metropolitan* magazine (1915)

By 1881, Kansas had outlawed alcoholic beverages in its state constitution, and a national **Prohibition Party** promoted candidates who supported a nationwide ban.



National Prohibition Party Convention, Cincinnati, Ohio (1892)

The conflict over **Prohibition** eventually came to reflect a growing tension between rural and city areas, since cities had large populations of immigrants who had grown up in countries where drinking alcohol was part of their culture. Temperance advocates pointed to high crime rates in the cities and blamed alcohol. Political candidates sought to gain the favor of the immigrants by promising not to outlaw drinking, and this led to corruption as the temptation grew to “buy votes.”

The Sixteenth Amendment lent support to the Temperance Movement by replacing alcohol taxes that helped fund the government with income tax. Also, World War I silenced the German American community, which generally opposed alcohol restrictions.

Support continued in favor of a nationwide ban, and Congress finally passed the **Eighteenth Amendment** in 1919, prohibiting the production, transport, and sale of alcohol throughout the United States.

Opposition was voiced by doctors who used alcohol-based **tinctures** and treatments in their practice, and an act was passed by Congress which made exceptions to the ban for certain uses.

While the manufacture and transport of alcohol was made illegal, the actual drinking of alcohol was not outlawed by the

amendment. Many Americans had stockpiled wine and liquor before the amendment went into effect, and drinking alcohol became popular at private parties. Also, liquor was smuggled into the US from neighboring nations and nearby islands, creating a booming “black market” in many cities and border towns.



A police raid confiscating illegal alcohol

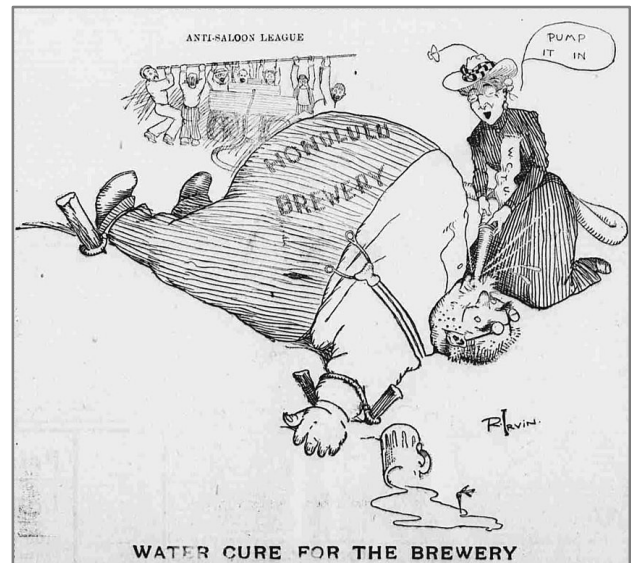
Alcohol consumption rose dramatically in many places, along with organized crime based upon smuggling. Crime bosses such as **Al Capone** made millions by “bootlegging” liquor into Chicago from Canada and charging high prices for it. Capone eventually expanded his smuggling network all the way down to Florida. Murder and robbery rates increased right along with this black market, and the “Roaring Twenties” became a time of wild, unbridled behavior among partygoers in cities and other wealthy areas. In poorer, rural areas “moonshiners” produced their own liquor, brewing it in wooded places by the light of the moon and bottling it in canning jars.

Prohibition did not seem to be working. The very behaviors it was intended to curb were worsening, and many people who had consumed alcohol in moderation during the days before the amendment now drank

much stronger illegal liquor. Moonshine was very high in alcohol and was often contaminated. Sometimes it was even made using car radiators in the distilling process, which was especially dangerous.

In addition, bootleggers revealed that they were supplying liquor to many of the very lawmakers who had written the laws against it. As a result, many of these legislators were voted out in the next elections. The replacements the people voted in didn’t disapprove of alcohol drinking, and they would eventually pass the Twenty-First Amendment, which overturned the Eighteenth.

The repeal of the Eighteenth Amendment did not prevent states from banning alcohol, and many states, either in whole or in part, continued to do so. Mississippi was the last state to overturn Prohibition in 1966, and many counties within the US still prohibit or restrict alcohol to this day.



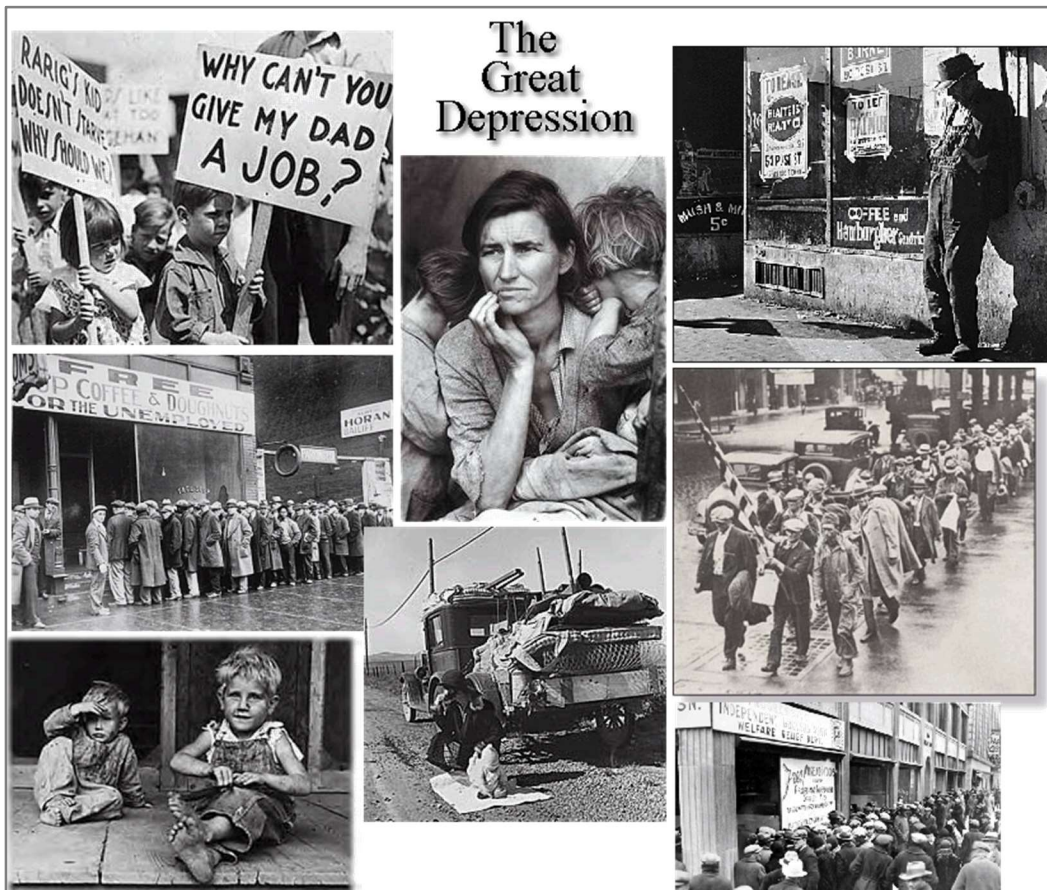
This 1902 illustration from the *Hawaiian Gazette* newspaper humorously illustrates the Anti-Saloon League and the Woman’s Christian Temperance Union’s campaign against the producers and sellers of beers in Hawaii.

# The Artios Home Companion Series

## Unit 17: Down and Out—The Depression

### Teacher Overview

THE GREAT DEPRESSION struck Americans at the end of the Roaring Twenties like a bucket of ice-cold water. Banks closed, industries dried up, and jobs disappeared. The formerly proud and prosperous nation suddenly found itself scratching to feed itself and survive from day to day.



Scenes from the Great Depression

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete one lesson in which they will learn about the **Great Depression**.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.



## Leading Ideas

### **Happiness and success are not found in the gathering of wealth.**

*For to the one who pleases Him God has given wisdom and knowledge and joy, but to the sinner He has given the business of gathering and collecting, only to give to the one who pleases God. This is also vanity and striving after wind.*

– Ecclesiastes 2:26

### **World leaders have responsibility to protect their people’s rights and govern justly.**

*Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute. Rescue the weak and the needy; deliver them from the hand of the wicked.*

– Psalm 82:3-4

## Key People, Places, and Events

Black Thursday  
Black Tuesday  
Herbert Hoover  
Hoovervilles  
“Dust Bowl”

## Vocabulary

**Lesson 1:**  
fraudulent  
stock market  
broker  
hobo



Buried machinery in barn lot in Dallas, South Dakota, United States during the Dust Bowl, an agricultural, ecological, and economic disaster in the Great Plains region of North America in 1936

## Lesson One

### History Overview and Assignments The Great Depression

THE PROSPERITY of the Roaring Twenties seemed like it would go on forever. However, in the middle of October 1929, stock values suddenly dropped. As people rushed to their banks to withdraw their savings, the banks ran out of cash and were forced to close. Prices of goods rose, along with unemployment. Masses of hardworking people suddenly found themselves in poverty. The Great Depression had begun.



Crowd at New York's American Union Bank during a bank run early in the Great Depression

### Suggested Reading and Assignments

- Read the article: *The Great Depression*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

fraudulent  
stock market  
broker  
hobo

## Key People, Places, and Events

Black Thursday  
Black Tuesday  
Herbert Hoover  
Hoovervilles  
“Dust Bowl”



Unemployed men queued outside a depression soup kitchen opened in Chicago by Al Capone (1931)

## Discussion Questions

1. How did people use their money during the “Roaring Twenties”? Describe this in as much detail as possible.
2. How did people respond when they heard the news of the Stock Market Crash?
3. What do banks do with the money that people deposit into them?
4. In what ways did people try to find work to make ends meet?
5. How did President Hoover believe the American economy would recover? Was he right?
6. How did Hoover finally try to spark economic growth?
7. Who won the 1932 presidential election?
8. What did he promise the American people?
9. What was his campaign song?
10. Why did FDR create all of these various agencies?
11. Describe the “Dust Bowl.”

## *The Great Depression*

by Mary E. Hall

The prosperity of the Roaring Twenties seemed like it would go on forever. People bought up modern conveniences, fashionable clothing, and luxury items, persuaded by glamorous advertisements to spend more than they had. They did this using bank credit loans made available when the government expanded its credit policies after World War I ended.

Once people were heavily in debt, they looked for ways to pay back what they owed. Some who lacked integrity turned to the black market to buy and sell illegal goods. Businesses also went into debt, and some of these tried to increase income through **fraudulent** practices, using empty

promises to lure clients and customers into poor purchases.

Once people were heavily in debt, they looked for ways to pay back what they owed. Some of bad character turned to the black market to buy and sell illegal goods. Businesses also went into debt, and some of these tried to increase income through fraudulent practices, using empty promises to lure clients and customers into poor purchases.

Investors bought up cheap land in sunny places like Florida. Advertising the dream of a tropical paradise filled with resorts and recreation, they sold parcels to homebuyers and resort builders at higher prices, in what

became known as the “Florida land boom.” Dazzled by colorful drawings of stunning beaches and grand golf courses, many buyers purchased lots at even higher prices without even seeing in person what they’d bought, and much of it turned out to be low-quality marshland. When a powerful hurricane struck the Miami area in 1926, many lives were lost, and homes destroyed. The devastation turned new buyers away, and a good bit of money was lost by those who had risked it on a poor investment.



French fashion (1920s)

Still others, who had learned a bit about investing with war bonds during World War I, invested now in the **stock market**, which allows people to buy stock shares (portions) of corporations, in order to share in their profits. When the market flooded with these new buyers, stock prices rose, and investors profited.

When the government made some changes that made credit purchases even easier, middlemen called **brokers** started allowing investors to buy stock on credit.

When some of these were unable to pay, stock prices started to go down.



Sale notice advertising land in Florida

In the middle of October in 1929, investors became alarmed when stock values dropped, and when buyers stop purchasing, prices fell even more. On one particular day which became known as “**Black Thursday**,” millions of stock shares went up for sale. No one bought them. Major investors joined together and bought up stock, trying to halt the price drops. They succeeded for a single day, but then the prices dropped again. On the following Tuesday, October 29, the stock market “crashed.” This means that too many stock shares went up for sale, more than the market could handle, and their value became too low to trade. That day became known as “**Black Tuesday**.”

People rushed to their banks to withdraw their savings. The banks, which invest the money people deposit and don’t keep it all on hand, ran out of cash and were forced to close. Prices of goods rose, along with unemployment, as businesses struggled to recover their losses. Masses of hardworking people suddenly fell into poverty.



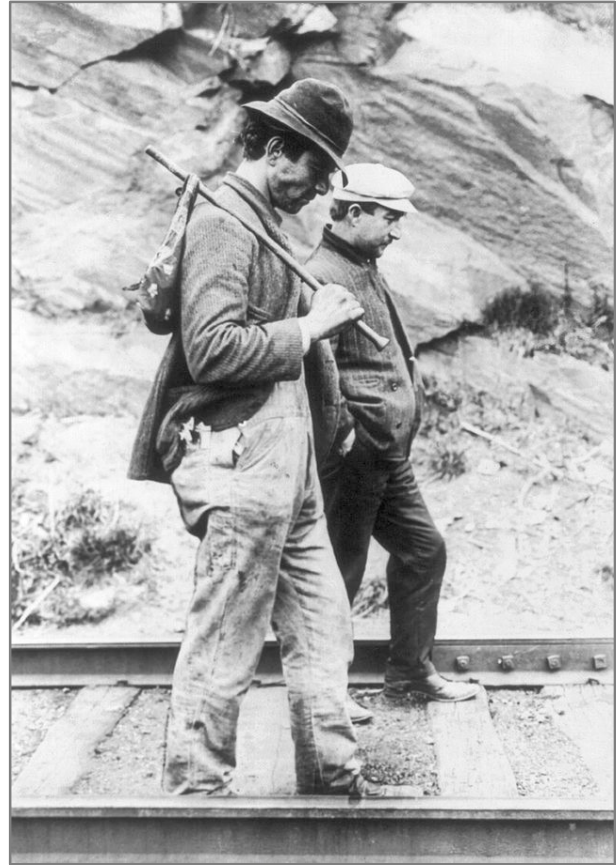
Crowd gathering at the intersection of Wall Street and Broad Street after the 1929 crash

### Life During the Great Depression

Men stood on street corners, begging or selling fruit. Women took in laundry and other work and did all they could to cut household expenses. **Hobos** (traveling homeless men) hopped onto railroad cars in hopes of finding work in other places. Migrant families flocked to farms, hoping to find work and food.

Many people blamed the President, **Herbert Hoover**, because he believed the economy needed to recover on its own and would not be improved by government interference. When homeless villages made up of wooden shacks sprang up, people called them “**Hoovervilles**.” The President recognized that some interference was necessary and took steps to help the economy. He cut taxes for a time and started federal works projects to create jobs. But after a few years, he raised taxes again. He

also expanded credit. This sparked a bit of economic growth, but it wasn’t based on true recovery. He also signed a tariff bill to help protect American industry, but this backfired by shutting down trade with other countries.



Two hobos walking along railroad tracks, after being put off a train. One is carrying a “bindle,” or sack carried on a stick, likely containing all his worldly goods.



Food line at the Yonge Street Mission in Toronto in the 1930s, during the Great Depression



A "Hooverville" near Portland, Oregon

The rest of the world was also suffering during this time. This happened partly because Germany couldn't pay its tremendous war debts, which kept other European countries from repaying theirs, and partly because of other economic issues that affected international trade. The nation of Chile was hit especially hard because the market dried up for its primary export, copper. Other South American industries were affected as well, when they lost their biggest buyers in the US.



A dust storm approaching Spearman, Texas on April 14, 1935

In the meantime, the problems in the US were growing worse. In the early 1930s overfarmed land in the southern plains dried up during a severe drought, stirring up huge dust storms and creating what became known as the "**Dust Bowl.**" Farmers couldn't raise crops, and many were forced to move west in search of better land.

Hard times give people an opportunity to share and help one another, though, and Americans did a great deal of this during the Great Depression—sharing food and other supplies, along with money-saving ideas and physical help. Stories abounded of teachers buying meals for students out of their meager income, while churches of different types worked together to open soup kitchens and share resources. People also opened orphanages and shelters for the homeless. An anonymous man in Canton, Ohio sent \$5 checks to 150 poverty-stricken fellow townspeople—a tremendous amount of money during those years.



An impoverished American family living in a shanty (1936). Photo by Dorothea Lange, an American documentary photographer and photojournalist, best known for her Depression-era work for the Farm Security Administration

# The Artios Home Companion Series

## Unit 18: The Roosevelts

### Teacher Overview

FRANKLIN DELANO ROOSEVELT was twice elected governor of New York, and after the nation was hit hard by the Great Depression, he decided to run for the presidency. Campaigning with a message of hopeful optimism, he beat Hoover with a solid victory. Together with his wife Eleanor, FDR had great influence over American politics during the first half of the twentieth century.



Franklin and Eleanor statues at FDR National Historic Site in Hyde Park, NY.  
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### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete one lesson in which they will learn about **Franklin and Eleanor Roosevelt**.
- Define vocabulary words.
- Complete one biography notebook page on **Franklin Roosevelt** and another on **Eleanor Roosevelt**. Put these pages in your notebook and be prepared to share.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### **Happiness and success are not found in the gathering of wealth.**

*For to the one who pleases Him God has given wisdom and knowledge and joy, but to the sinner He has given the business of gathering and collecting, only to give to the one who pleases God. This is also vanity and striving after wind.*

– Ecclesiastes 2:26

### **World leaders have responsibility to protect their people's rights and govern justly.**

*Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute. Rescue the weak and the needy; deliver them from the hand of the wicked.*

– Psalm 82:3-4

## Key People, Places, and Events

Franklin D. Roosevelt  
Eleanor Roosevelt  
Emergency Banking Act  
Federal Deposit Insurance  
Corporation

New Deal  
Civilian Conservation Corps  
Public Works Administration  
Works Progress Administration  
Social Security Act

## Vocabulary

**Lesson 1:**  
affluent  
pandemic  
arduous



Springwood, the birthplace of Franklin D. Roosevelt in 1882 at Hyde Park, NY.

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## Lesson One

### History Overview and Assignments Franklin and Eleanor Roosevelt

FRANKLIN D. ROOSEVELT and his wife Eleanor had great influence over American politics during the first half of the twentieth century, leading the nation through a time of severe economic distress and tremendous worldwide conflict.



Franklin D. and Eleanor Roosevelt with Anna and baby James, formal portrait in Hyde Park, New York (1908)

### Suggested Reading and Assignments

- Read the article: *Franklin and Eleanor Roosevelt*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Complete one biography notebook page on **Franklin Roosevelt** and another on **Eleanor Roosevelt**. Put these pages in your notebook and be prepared to share.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

affluent  
pandemic  
arduous

## Key People, Places, and Events

Franklin D. Roosevelt  
Eleanor Roosevelt  
Emergency Banking Act  
Federal Deposit Insurance Corporation  
New Deal

Civilian Conservation Corps  
Public Works Administration  
Works Progress Administration  
Social Security Act

## Discussion Questions

1. For how many terms did Franklin Delano Roosevelt serve as president?
2. To what other famous Roosevelt was FDR related?
3. What amendment to the Constitution now prevents presidents from remaining in office as long as FDR did?
4. In what profession was FDR involved?
5. What two illnesses did FDR successfully fight off?
6. What illness left him with a disability?
7. Of what state was FDR elected governor?
8. What national position did FDR hold early in his career?
9. FDR said, “*The only thing we have to fear is fear itself.*” What do you think he meant by this?
10. Was the “New Deal” within the Constitutional role of government?
11. What was the role of the Civilian Conservation Corps?
12. What was the purpose of the Social Security Act?
13. How did FDR like to speak to the American people?
14. What event brought America into World War II, and why?
15. Describe Eleanor Roosevelt’s involvement in politics.

## Franklin and Eleanor Roosevelt

By Mary E. Hall



Franklin D. Roosevelt  
by Vincenzo Laviosa (c.1932)

### Franklin Roosevelt

America’s 32<sup>nd</sup> president, **Franklin Delano Roosevelt**, was elected four times

and held the office longer than any other president in American history. (The Twenty-Second Amendment later prohibited a president from being elected more than twice). FDR and his wife Eleanor had great influence over American politics during the first half of the twentieth century, leading the nation through a time of severe economic distress and tremendous worldwide conflict.

Franklin, a member of the prominent Roosevelt and Delano families of New York, was born in Hyde Park in the Hudson Valley. An only child, he grew up in a wealthy home, was educated in elite private schools and traveled every year to Europe.

He was skilled at many sports and particularly enjoyed sailing and golf.

While he was at Harvard College, his fifth cousin Theodore Roosevelt was elected president. Although Franklin admired Theodore's bold style and considered him a role model, he disagreed with his cousin in politics and even campaigned against him.

### Eleanor Roosevelt

During a train ride in 1902, Franklin was introduced to another distant cousin, a young lady named Anna Eleanor. Her last name was also Roosevelt. She preferred to use her middle name, so Franklin called her Eleanor.



Eleanor Roosevelt, White House portrait, by Douglas Chandor (1949)

**Eleanor Roosevelt's** childhood was not a happy one. Although she was born into the **affluent** Roosevelt family and two of her uncles were tennis champions, she experienced a great deal of sadness because both of her parents and one of her brothers died before she was even ten years old.

Franklin and Eleanor married in 1905, and he opened a law practice in New York. Becoming active in politics, FDR was elected NY state senator in 1910. After

surviving a case of typhoid, he was reelected two years later.



Roosevelt as assistant secretary of the Navy (1913)

Afterward, he was appointed assistant secretary of the navy. He held this position during World War I. Then, after successfully battling the influenza virus that he caught during the **pandemic** that killed millions in 1918, he ran for vice president on the ticket with James Cox. The pair were defeated by Warren G. Harding, and Roosevelt returned to his NY law practice.

While on vacation in Canada with his family in 1921, Roosevelt contracted another disease, but he didn't recover from this one as easily as he had from typhoid and influenza. This time it was polio, a debilitating virus that attacks the nervous system. It left Roosevelt partially paralyzed from the waist down.

Determined to regain as much mobility as he could, Roosevelt worked with doctors and therapists. After a great deal of **arduous** physical therapy, he was able to stand using leg braces, and even to walk with the help of a cane. For the rest of his life he used a wheelchair in private, but he always tried to walk when he was in public.



A rare photo of Roosevelt in his wheelchair (1941)

Eleanor, who had become quite active in the Democratic Party, persuaded her husband to continue in politics despite his disability. He was twice elected governor of New York, and after the nation was hit hard by the Great Depression, he decided to run for the presidency.

Unlike Hoover, FDR believed the economy needed strong government interference. His campaign promised “a new deal for the American people,” and its song was “Happy Days are Here Again.” Campaigning with this message of hopeful optimism, he beat Hoover with a solid victory.

### To the White House

In those days, presidents didn’t take office until March, because it often took them a long time for them to travel to the White House. So Franklin Roosevelt didn’t begin his first presidential term until March of 1933. By this time, he had gathered a large group of advisors, which became known as his “Brain Trust,” and he famously

proclaimed about the Great Depression that “the only thing we have to fear is fear itself.”

Soon after his inauguration, Roosevelt took on the economic crisis by launching a huge number of government programs intended to provide “relief, recovery, and reform.” He called for Congress to meet in special session, where they passed an **Emergency Banking Act** and established the **Federal Deposit Insurance Corporation** (FDIC) to protect bank accounts. His promised **New Deal** included a **Civilian Conservation Corps** (CCC) to pay men to build roads and parks, a **Public Works Administration** (PWA) to build public buildings, and a **Works Progress Administration** (WPA) to provide other kinds of work.

While these programs and reforms provided some short-term relief, they didn’t solve the underlying problems. Crime increased along with homelessness, and “bread lines” formed outside of soup kitchens in cities everywhere.

FDR’s most popular program, the Civilian Conservation Corps, provided three million unemployed young men with paid work constructing and maintaining parks and other natural resources. They were given food and clothing and were paid a small amount every month, most of which they sent back to their families.

In 1934, elections in both houses of Congress gave majority support to the President, and he introduced a whole new set of New Deal programs. The best-known of these was the **Social Security Act**, designed to protect elderly and disabled people from financial hardship. This program required workers to pay a special payroll tax in addition to income and other taxes.



Roosevelt signs the Social Security Act  
on August 14, 1935

Government spending increased dramatically, but the Great Depression continued. The public liked the help they were receiving from the government, though, and they reelected FDR three times.

## World War II

In 1934, Germany's chancellor, Adolf Hitler, gained full control of Germany's government and gave himself the title *führer*, or dictator. Many grew fearful of another world war, and at first the United States maintained its policy of isolationism.

When Germany invaded Poland in 1939 and World War II began, FDR wrote letters to Britain's prime minister, Winston Churchill, to see if there were ways the US could help stop Hitler, who had by now also invaded the Netherlands, Belgium, and Luxembourg. The two men developed a friendly relationship, and FDR began taking steps to help Britain and the rest of Europe. He began by offering navy destroyers in exchange for rights to establish military bases on British islands in the Caribbean. America also built up its military force and established its first peacetime draft, meaning that men were called up to serve in the army even though the nation was not at war at the time.

FDR liked to speak to the American people by radio with what he called "fireside chats," which were optimistic talks given to encourage the public. Through these talks he was able to build support for American involvement in the war effort, but the US did not officially declare war until 1941, after Japan, an ally of Germany, bombed a fleet of American battleships at Pearl Harbor in Hawaii.

Roosevelt delivered a famous speech calling on Congress to declare war, in which he said: "Yesterday, December 7, 1941, a date which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan."

After America officially entered the war, Roosevelt met frequently with Prime Minister Churchill, along with leaders of other nations allied against Germany. Though FDR's health was declining, these heads of state worked together, developing battle strategies to defeat Hitler, until Roosevelt's death from a stroke in 1945.

Franklin Roosevelt did not live to see the end of World War II, but his efforts gave America and her allies the victory they sought, and the world mourned when he died.



Roosevelt's funeral procession down  
Pennsylvania Avenue

### After Franklin's Death

First Lady Eleanor Roosevelt remained active in politics after her husband's death, first as a delegate to the United Nations and later as first US representative to the UN Commission on Human Rights. She campaigned for several presidential candidates and lectured frequently on behalf of the UN. Eleanor also worked to promote equal opportunities for women.

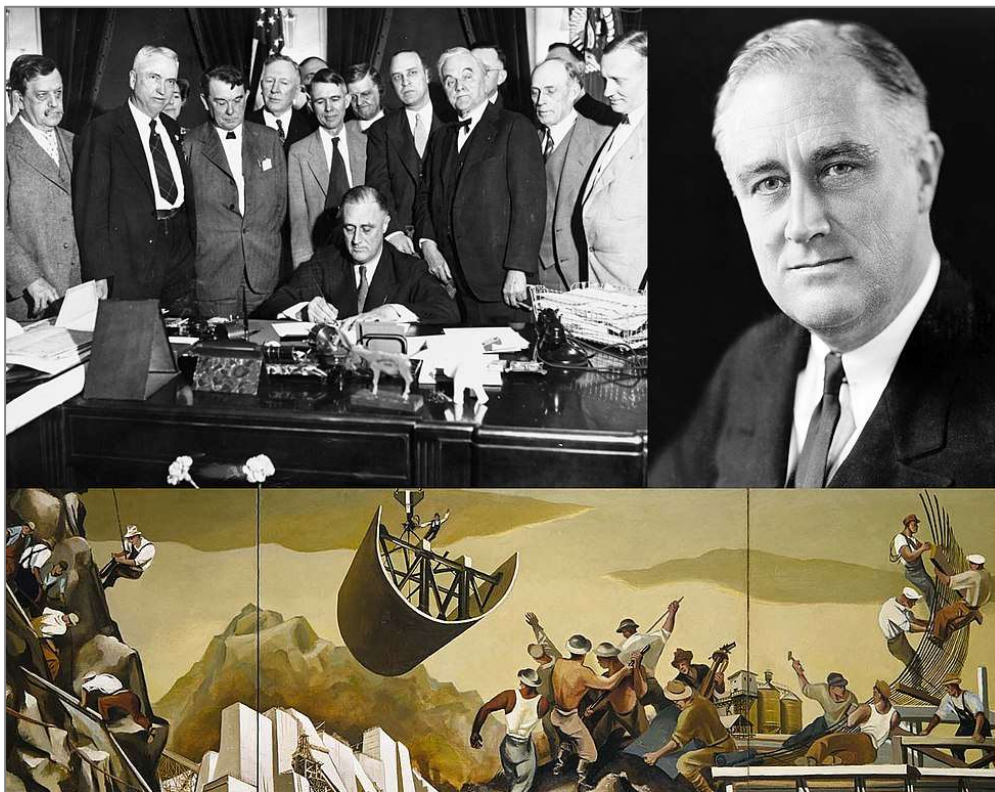
Her marriage with Franklin had not been a very happy one. Eleanor remained married to her husband, but their relationship became more of a political partnership than a loving marriage.

In later years many tried to persuade Eleanor to run for office, as governor of New York or even for US president, but she declined, saying that she'd had her fill of public life. She continued to press for worldwide human rights, though, until she

died of heart failure in 1962. Beloved by many, she was given the first monument ever made for a president's wife, which stands now in Riverside Park, NY.



Eleanor Roosevelt speaking at the United Nations, July 1947



Top left: The Tennessee Valley Authority, part of the New Deal, being signed into law in 1933.

Top right: FDR (President Franklin Delano Roosevelt) was responsible for the New Deal.

Bottom: A public mural from one of the artists employed by the New Deal's WPA program.

# The Artios Home Companion Series

## Unit 19: The Start of World War Two

### Teacher Overview

WORLD WAR II officially started when Germany invaded Poland in 1939, but the conflict actually began long before that. The punishments Germany had received through the Treaty of Versailles after World War I left the Germans bitter and ripe for takeover by Adolf Hitler. The Second World War that followed was a complex war, with Americans involved in both Europe and the Pacific.



The destroyer USS *Shaw* explodes during the attack on Pearl Harbor, December 7, 1941

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **the start of World War II**.
- Define vocabulary words.
- Create a biography notebook page for **Dietrich Bonhoeffer**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**The Bible talks about our need to make ourselves ready for spiritual warfare, like the world's nations took steps to prepare to enter World War II.**

*Put on the whole armor of God, that you may be able to stand against the schemes of the devil. For we do not wrestle against flesh and blood, but against the rulers, against the authorities, against the cosmic powers over this present darkness, against the spiritual forces of evil in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand firm. Stand therefore, having fastened on the belt of truth, and having put on the breastplate of righteousness, and, as shoes for your feet, having put on the readiness given by the gospel of peace. In all circumstances take up the shield of faith, with which you can extinguish all the flaming darts of the evil one; and take the helmet of salvation, and the sword of the Spirit, which is the word of God.*

– Ephesians 6:11-17

**God's Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– **Edmund Burke**

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

## Vocabulary

### Lesson 1:

atrocities  
venomous  
concentration camp

### Lesson 2:

superior  
ruse  
blitzkrieg  
führer  
ration

## Key People, Places, and Events

Treaty of Versailles  
Nazi Party  
Adolf Hitler  
Allies  
Axis Powers  
Dunkirk  
“Blitz”

Luftwaffe  
Battle of Britain  
Franklin D. Roosevelt  
Pearl Harbor  
Wehrmacht  
Joseph Stalin  
Red Army

Gestapo  
Dietrich Bonhoeffer  
German Resistance Movement  
Douglas MacArthur  
War Production Board  
Battle of the Coral Sea  
Battle of Midway

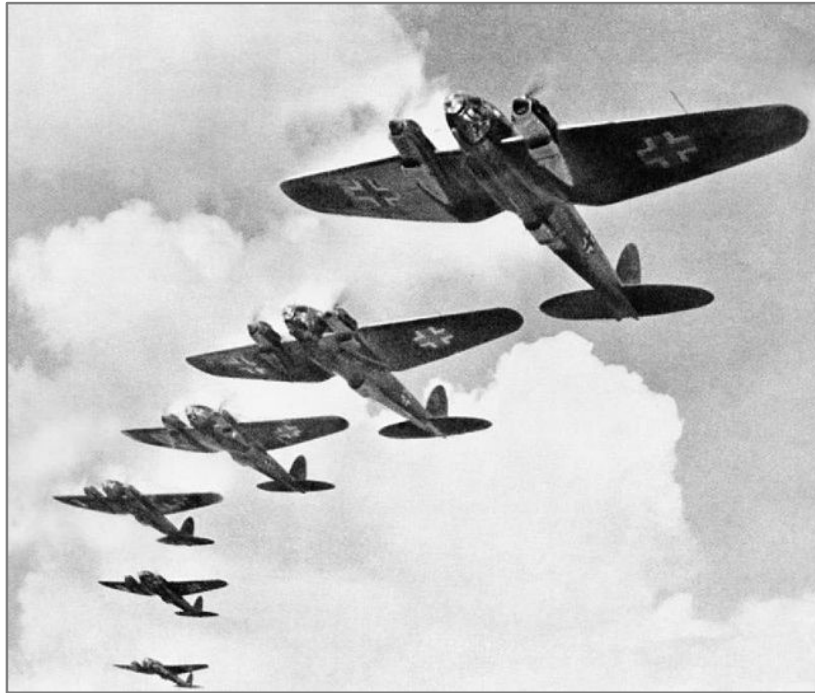


## Lesson One

# History Overview and Assignments

## World War II Begins

IN KEEPING WITH its policy of isolation, the United States kept out of World War II during the early years of the conflict. However, President Roosevelt was working quietly to aid Britain and other nations. It was Japan's attack on Pearl Harbor that finally roused the United States from its slumber and forced her into official action.



The German Luftwaffe attacking during the Battle of Britain

## Suggested Reading and Assignments

- Read the article: *World War II Begins*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

atrocious

venomous

concentration camp

## Key People, Places, and Events

Treaty of Versailles  
Nazi Party  
Adolf Hitler  
Allies

Axis Powers  
Dunkirk  
“Blitz”  
Luftwaffe

Battle of Britain  
Holocaust  
Franklin D. Roosevelt  
Pearl Harbor

## Discussion Questions

1. Why was Germany bitter about the Treaty of Versailles?
2. How did Adolf Hitler use that bitterness to gain control of Germany?
3. What were Hitler’s two main goals?
4. In what ways did Hitler attack Great Britain?
5. What did many Christians begin doing during the Holocaust?
6. What finally drew the United States into World War II?



Pearl Harbor, seen from one of the attacking Japanese planes

## World War II Begins

by Mary E. Hall

### Before the War

World War II officially started when Germany invaded Poland in 1939, but the conflict actually began long before that. After the First World War, Germany was severely punished by the other nations through the **Treaty of Versailles**, by which they took away some of Germany’s land, disarmed her military, and demanded huge sums of money to pay for war damages. Germans protested, arguing that

the terms were too harsh and that the guilt for the war was not all theirs, but the government was forced to sign.

Germany, whose economy was already crippled by the war, was unable to pay the required war debts. Then, when the Great Depression struck Europe, hyperinflation made Germany’s currency completely worthless. Terrible strife broke out within the government, and a political group arose called the **Nazi Party**. The name *Nazi*

meant “National Socialist German Workers’ Party.” **Adolf Hitler** was its leader, and he became chancellor of Germany in 1933. Hitler, who was a powerfully persuasive speaker, sought to throw off the restrictions imposed by the Treaty of Versailles. He wanted two things more than anything else—to expand Germany’s borders, and to eliminate the Jewish people, because he was convinced that Germany’s enemies were controlled by Jews in their governments.



Adolf Hitler on a 1944 postage stamp

Hitler seized full control of the government in 1934, began a massive rebuilding of the military, and started pressing for the return of land that had previously belonged to Germany. He began by taking over Austria, the nation of his birth. Because most Austrians wanted to join with Germany, and because it was felt that Germany had suffered enough, other nations did not interfere.



Demonstration against the Treaty of Versailles in front of the Reichstag building in Germany

Made bold by this success, Hitler pressed for more territory and was granted part of Czechoslovakia in exchange for a promise that he would stop demanding land. Hitler wanted the rest of the country and much more, though. He secretly built up the German navy and signed a treaty with the Soviet Union, so that this powerful nation wouldn’t oppose his next moves. Then, in September of 1939, Germany invaded Poland.

### The War Begins

France, Britain, and a number of other nations responded to the invasion of Poland by declaring war on Germany. These nations, along with others which joined them later, became known as the **Allies**. Germany, already allied with Italy and Japan in what was called the **Axis Powers**, invaded Denmark and Norway to protect shipments of iron ore by sea, and then attacked France and a number of other nations. Italy also attacked France, which was forced to surrender.

To humiliate France even more, Hitler required the French officials to sign their surrender papers in the same railroad car in which Germany had been forced to sign theirs in 1918.



The Polish city of Wieluń destroyed by German bombing

Meanwhile, British soldiers were stranded on the shore in France in a seaside area called **Dunkirk**. Britain called into service every available boat that could travel across the English Channel to rescue them so they wouldn't be captured by the German army. Thousands of boats—fishing boats, sailboats, merchant marine vessels, even lifeboats—valiantly made their way back and forth across the Channel for nine long days and nights, and together they carried home more than 300,000 weary soldiers.



British troops being rescued from Dunkirk

After this, Britain launched air raids against Germany to prevent a planned invasion, and Germany responded with a bombardment of British cities called “the **Blitz**.” Over eight months, the German air force, called the **Luftwaffe**, bombed London and other cities again and again, trying to destroy Britain's ability to produce war equipment and fight battles. Many thousands of people were killed, and large parts of the cities were demolished.

The Germans did not succeed in making the British people incapable of fighting back, though, and fight back they did. Because they learned how to decode German messages, they started heading off the air attacks, and the German bombing soon stopped. The **Battle of Britain** was the first major battle in world history that

was fought only by aircraft. Prime Minister Winston Churchill declared their triumph would be remembered as Britain's “finest hour.”

Germany also attacked Britain by sea. The British were not victorious here, but they stopped the attack by crippling the German warship *Bismarck*.

### The Holocaust

While all these battles were being waged, word reached the Allies of horrible **atrocities** being committed by the Germans in what became known as the **Holocaust**. Hitler, in his **venomous** hatred against Jews and other people groups, had ordered mass murders and other terrible persecutions. Large numbers of people were taken from their homes to dreadful places called **concentration camps** (which were called that because masses of people were “concentrated,” or crowded together), where they were horribly mistreated, and many were cruelly killed. Many European Christians, along with others who were outraged when they heard about this, began to work secretly to help people who were in danger.

### Ongoing Conflict

The United States stayed out of the war during these early years in keeping with its policy of isolation, but President **Franklin D. Roosevelt** was working quietly to aid Britain and other nations. Italy, meanwhile, began attacking countries near it in the southern part of Europe, by the Mediterranean Sea. The Allies responded but were defeated and driven back when Germany invaded Yugoslavia and Greece. Then the Axis nations turned north and attacked the Soviet Union, in utter

disregard of its peace treaty with Germany. The Russians resisted the attack, fighting back until their harsh winter weather finally forced the German army to retreat.



The USS *Arizona*, bombed in the attack on Pearl Harbor

### **The Attack on Pearl Harbor**

It was now the end of 1941. Japan had

been trying to conquer China for some time and feared that the United States, which had a naval fleet in the Pacific Ocean, would interfere.

Early in the morning on December 7, with no declaration of war, Japan made a surprise air attack on the US base at **Pearl Harbor** in Hawaii. They did this by launching more than 350 fighter planes from aircraft carriers to bomb the American fleet.

Within nine minutes the attack was over. Eight US battleships, several other ships, and many war planes were destroyed or damaged. More than 3,000 Americans were either killed or wounded.

In response, America declared war on Japan the next day and entered World War II.

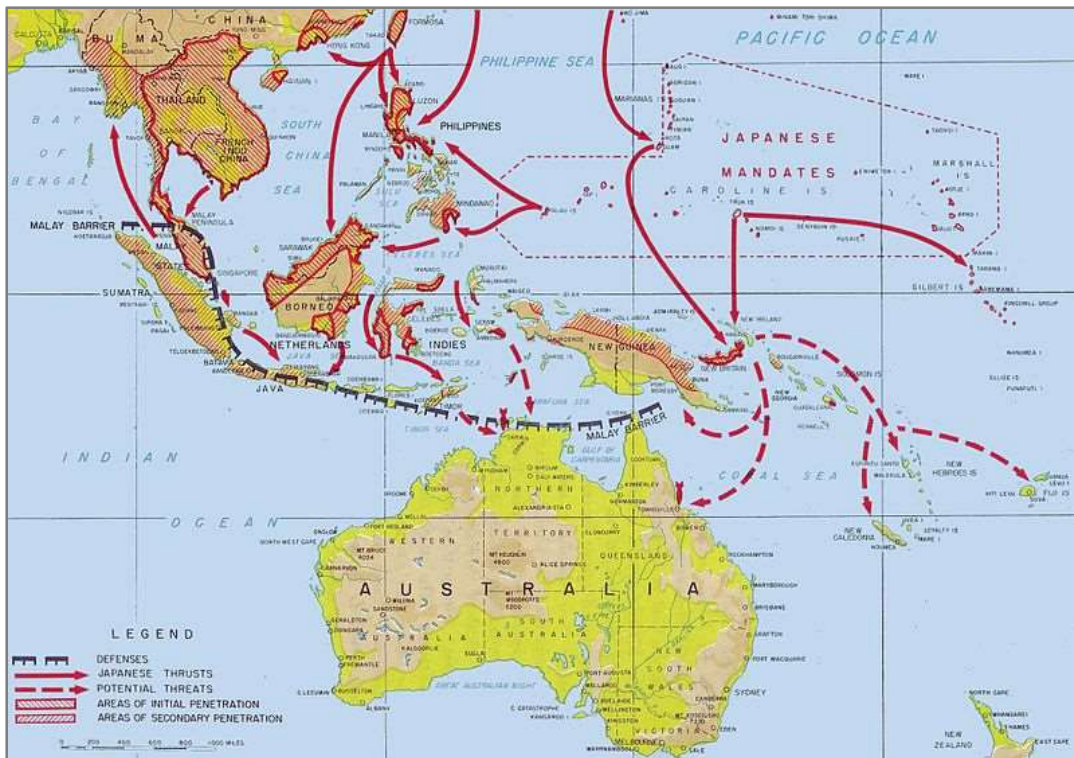


Roosevelt signing a declaration of war against Japan (left) on December 8 and one against Germany (right) on December 11, 1941

## Lesson Two

### History Overview and Assignments A War on Two Fronts

AS THE UNITED STATES became involved in World War II, they found themselves fighting the war in Europe and in the Pacific Theater. While battling Hitler and the German army in Europe, they also battled the Japanese and their kamikaze pilots after being attacked on December 7, 1941, at the American base at Pearl Harbor.



Japanese advances in the Southwest Pacific between December 1941 and April 1942

### Suggested Reading and Assignments

- Read the article: *A War Fought on Two Fronts*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Using today's reading and doing some additional research, create a biography notebook page on **Dietrich Bonhoeffer**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Wehrmacht  
Joseph Stalin  
Red Army  
Gestapo  
Dietrich Bonhoeffer  
German Resistance Movement  
Douglas MacArthur  
War Production Board  
Battle of the Coral Sea  
Battle of Midway

## Vocabulary

superior  
ruse  
blitzkrieg  
*f*ührer  
ration

## Discussion Questions

1. Describe how Hitler broke his pact with the Soviet Union.
2. What did Hitler believe about the German people, compared to other people?
3. What did Germany call its army?
4. How did the Red Army gain the advantage during the severe Russian winter?
5. Why did the US and other Allies decide to help arm the Soviet Union?
6. How did the German resistance work to remove Hitler from power?
7. What did America's War Production Board do?
8. How did things begin to change for the Allies once America joined the war?

## *A War Fought on Two Fronts*

by Mary E. Hall

### The Eastern Front

When Germany made its peace agreement with the Soviet Union in 1939, the secret goal the two nations shared was to divide the central portion of Europe between them, returning it to the way it was before World War I. Adolph Hitler, however, had another secret goal—one which he didn't share with the Russians. His plan was to use the Soviet Union to help him take over the Central European countries—and then turn around and conquer the Soviet Union so he could gain control of the entire region. Hitler thought the German people were **superior** to other people groups. In fact, he called them the “master race.” He wanted to give them more living

space, and he intended to kill or enslave everyone else. This kind of horribly evil thinking can make a powerful leader very dangerous, and Hitler certainly was.

So, after Germany and the Soviet Union took over Poland, Finland, and several other countries, Germany turned its army, called the **Wehrmacht**, on the Soviet Union and launched an attack in June of 1941. Hitler tried to excuse his breaking of their pact by claiming that the Soviet Union had broken it first by taking over Romania and certain other areas they hadn't agreed upon, but that was just a **ruse**. This had actually been the next step in his plan all along. In fairness, it's likely that **Joseph Stalin** in the Soviet Union had been waiting for

Germany to tire after fighting the Allies so he could attack Germany, but he apparently waited too long.



Romanian IAR 80 fighter planes

At first, Soviet officers on the border didn't understand why they were being fired upon. Then the German *panzer* tanks arrived, followed swiftly by the Luftwaffe in the air and brigades of marching soldiers, invading in a **blitzkrieg**, or lightning-style attack. Waging battle after battle in this fashion, the Wehrmacht, along with other Axis Powers forces, advanced through the Baltic states. Many Russians, who desperately wanted liberation from Stalin's oppressive rule and didn't know what Hitler was like, helped the invaders.

One group of German soldiers met fierce resistance in Kyiv, and Hitler ordered another group, which was on its way to attack Moscow, to turn back and help them instead. They succeeded in occupying the city, but the detour slowed down Germany's invasion.

Overconfident that his Wehrmacht would swiftly succeed in conquering the Soviets, Hitler reduced arms production and refused to send winter uniforms. Meanwhile, the **Red Army** gathered its forces and the Germans soon found themselves facing a determined enemy,

along with severe Russian winter weather, instead of celebrating victory.

The Axis forces, weary, with depleting supplies, struggled to press on while the Red Army, accustomed to harsh Russian conditions, replenished itself with reserve soldiers and equipment. Temperatures dropped well below zero, and thousands of poorly-clad German soldiers were stricken with disease and frostbite. Tanks got stuck in muddy roads, and their engines froze up. Hitler finally ordered the Wehrmacht to halt, and the Red Army drove them out of Moscow.



With all the men fighting in battle, Russian women dug anti-tank trenches around Moscow in 1941.

Furious over his defeat at Moscow, Hitler dismissed his commander in chief and took personal control of army operations. Then he surrounded himself with inexperienced officials who didn't know much about war, and this stirred resentment among his senior army officers.

The Wehrmacht resumed fighting in the spring, but by this point the US had become involved in the war. Despite the tensions between the democratic nations and the Communist Soviet Union, the US and other Allies decided to help arm the Soviets. Battles raged across Eastern Europe for three more years as the Allies struggled against the fierce Axis Powers for victory.



## The German Resistance

Hitler, under heavy strain to maintain fighting capability in Eastern Europe while under fire from Allied countries, pressed the German people to increase production of weapons and other war materials. Compliance was enforced by the secret police, called the **Gestapo**.



A lone man folds his arms in protest while hundreds around him perform the Nazi salute (1936).

Many people, greatly disturbed by Hitler and his objectives, questioned his sanity and his right to govern. A group of military and religious leaders banded together and began secretly plotting to remove the **Führer** from power. Working quietly, they developed plans and tried several times to assassinate him. Others also tried to kill him, but strangely, every one of the attempts failed. Hitler, enraged after escaping the blast of a bomb in his conference room, tightened his oppressive grip even further and ordered the arrest of thousands who were suspected of opposing him. Many of these people were tortured, and some were executed.

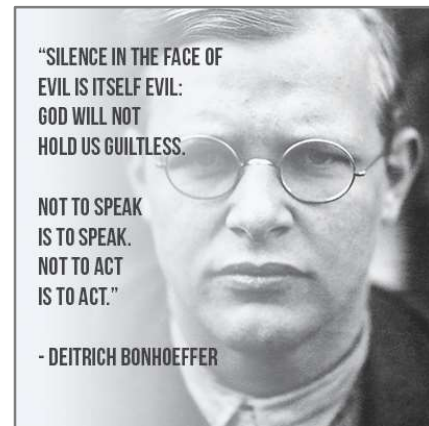
One of these resistance members, a Lutheran pastor and teacher named **Dietrich Bonhoeffer**, lived his life entirely in service to God. Returning to Germany to minister to her people when he could have remained far from the war in America, he joined the **German Resistance Movement** and helped plan

some of the assassination attempts. Greatly concerned about Germany's spiritual condition and about what might happen to his beloved homeland after the war, Pastor Bonhoeffer wrote highly praised books on ethics, Christian fellowship, and the costs involved in discipleship, all while teaching and caring for believers.



Dietrich Bonhoeffer, 1964 postage stamp

After he was imprisoned along with the other opposition leaders, Bonhoeffer became known throughout the world for his wisdom, along with his integrity and trust in God. He gave us a shining example of a man who sought to honor his true king in all he did. He was executed only a few days before the Allies liberated his prison camp.



Dietrich Bonhoeffer

## The Pacific Theater

On December 7, 1941, the day Japan attacked the American base at Pearl Harbor, Japanese forces also invaded Thailand and launched attacks on British bases in Hong

Kong, Malaya, and Singapore. In response, the US, Britain, Australia, China, and several other nations declared war on Japan. Then Germany and the other Axis nations declared war on the US, and America became fully involved in World War II.



USS *Yorktown* in drydock at Pearl Harbor on May 29, 1942, shortly before departing for Midway

Not having fully changed over to a wartime economy yet, the US wasn't able to help much at first. In Europe, France and Holland were both under occupation by Germany, and the British were fighting hard to keep the same from happening to them. By the middle of spring in 1942, the Japanese Empire had conquered much of Indochina and the East Indies islands, and the US had to order its forces in the Philippines to surrender.

General **Douglas MacArthur**, who had retreated to Australia, formed a new intelligence operation and started decoding Japanese messages. Meanwhile, the US sped up production of warships.

The **War Production Board** (WPB) was established as a government agency by Franklin D. Roosevelt. The WPB directed conversion and expansion of peacetime industries to meet war needs, allocated scarce materials vital to war production,

established priorities in the distribution of materials and services, and ended non-essential production. It **rationed** such items as gasoline, heating oil, metals, rubber, paper, and plastics. The WPB and the nation's factories produced a great turnaround. Military aircraft production soared. Automobile factories built tanks, typewriter companies made machine guns, clothing manufacturers sewed mosquito netting, and a roller coaster factory converted to the production of bomber aircraft repair platforms. The WPB ensured that each factory received materials it needed to operate, in order to produce the most war goods in the shortest time.



J. Howard Miller's "We Can Do It!" poster from 1943

The tide began to turn in favor of Allied forces in the **Battle of the Coral Sea**—the first sea battle ever fought entirely by aircraft, where the opposing ships never even saw or fired on each other—and in June the US achieved a stunning victory in the **Battle of Midway**. Then they wore the Japanese forces down, retook some of the Solomon Islands and Guadalcanal, and began hopping from island to island toward Japan, while Australia turned back Japanese advancements in New Guinea.

# The Artios Home Companion Series

## Unit 20: From War's End Into the Cold War

### Teacher Overview

ONCE WORLD WAR II ENDED, America worked to help nations rebuild. The close of World War II brought a new kind of tension, though. This time the tension was between Western Europe and the United States and Eastern Europe, consisting mainly of the Soviet Union. This tension, ultimately called the Cold War, never included fighting directly between the Soviet Union and the United States. Instead their issues were fought out by the US and the Soviet Union giving aid to other, smaller nations.

The 1950s in America are often remembered fondly as a time when veterans returned from World War II and families enjoyed prosperity. A booming economy helped shape the blissful retrospective view of the 1950s.



Winston Churchill waves to crowds in London as they celebrate Victory in Europe Day on May 8, 1945.

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete four lessons in which they will learn about the **end of World War II**, the **start of the Cold War**, and **postwar lifestyle changes**.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**The Bible talks about our need to make ourselves ready for spiritual warfare, like the world's nations took steps to prepare to enter World War II.**

*Put on the whole armor of God, that you may be able to stand against the schemes of the devil. For we do not wrestle against flesh and blood, but against the rulers, against the authorities, against the cosmic powers over this present darkness, against the spiritual forces of evil in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand firm. Stand therefore, having fastened on the belt of truth, and having put on the breastplate of righteousness, and, as shoes for your feet, having put on the readiness given by the gospel of peace. In all circumstances take up the shield of faith, with which you can extinguish all the flaming darts of the evil one; and take the helmet of salvation, and the sword of the Spirit, which is the word of God.*

– Ephesians 6:11-17

**God's Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– Edmund Burke

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

## Vocabulary

### Lesson 1:

amphibious  
arduous  
liberate  
atomic bomb  
kamikaze  
prolong  
payload  
besiege

### Lesson 2:

*none*

### Lesson 3:

antagonist  
ideology  
renege  
paranoia  
omnipresent  
salvo  
antitotalitarian  
impotency  
colleague  
potential  
fusillade  
unscrupulous  
colleague  
contempt  
mimic  
conform

### Lesson 4:

egalitarian  
prosperity  
affluence  
suburbia  
vaudeville  
sponsor  
ratings  
idyllic  
mischievous  
genre

## Key People, Places, and Events

D-Day  
Battle of the Bulge  
Harry Truman  
V-E (Victory in Europe) Day  
*Enola Gay*  
Hiroshima  
Nagasaki  
United Nations  
Nuremberg Trials  
Western bloc  
Eastern bloc

Cold War  
Israel  
Arab-Israeli War of 1948  
Cold War  
Iron Curtain  
Joseph McCarthy  
House Committee on Un-American Activities  
Interstate Highway Act  
Baby Boom  
William Levitt

Levittown  
*TV Guide*  
Dwight Eisenhower  
Desi Arnaz  
Lucille Ball  
Wyatt Earp  
Roy Rogers  
Bob Hope  
Ed Sullivan  
Edward R. Murrow  
David Brinkley

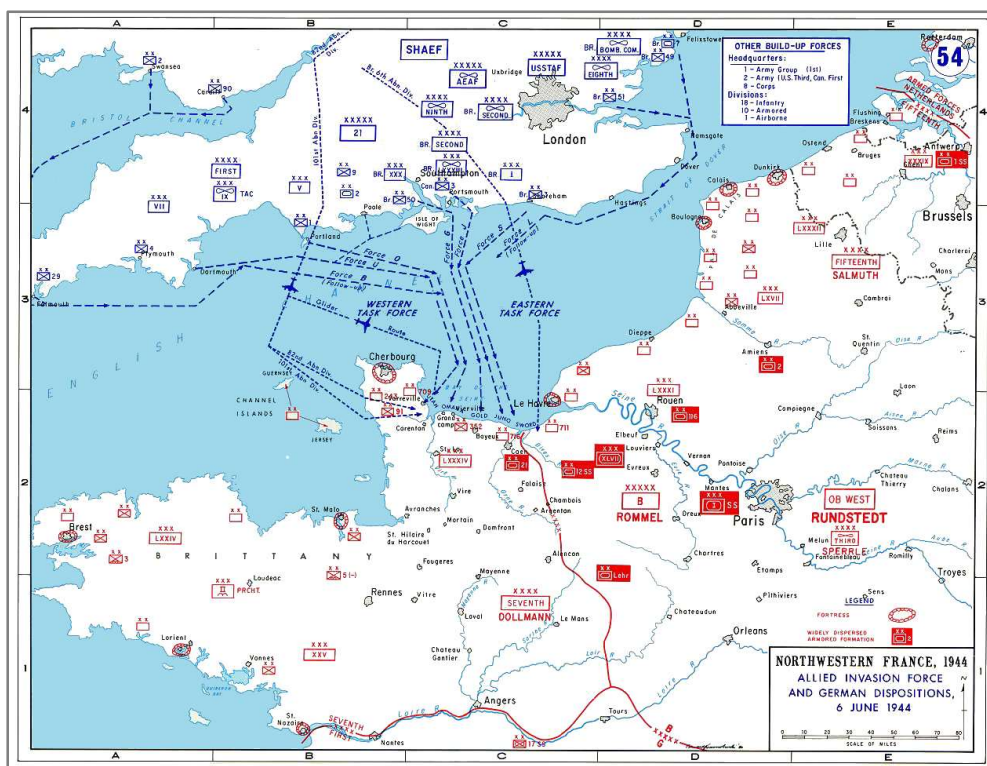


United States military policemen reading about the German surrender in the newspaper *Stars and Stripes*

# Lesson One

## History Overview and Assignments The War's End

THE DECISION to invade Europe from the west, by way of the English Channel, led to the D-Day invasion on June 6, 1944, and ultimately the final defeat of the Axis powers. However, the war in the Pacific waged on until President Harry Truman issued a final warning of “total destruction” if the Japanese did not surrender immediately. The Japanese rejected the demand, and the difficult decision to drop an atomic bomb on Hiroshima was made in order to save the lives of many more Americans.



Allied invasion plans and German positions in Normandy on D-Day

### Suggested Reading and Assignments

- Read the article: *The War's End*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

D-Day  
Battle of the Bulge  
Harry Truman  
V-E (Victory in Europe) Day  
*Enola Gay*  
Hiroshima  
Nagasaki

## Vocabulary

amphibious  
arduous  
liberate  
atomic bomb  
kamikaze  
prolong  
payload  
besiege

## Discussion Questions

1. Which three large nations fought against the Axis Powers?
2. Why was the invasion on D-Day so important to the cause of the Allies?
3. How did Harry Truman become president?
4. Why did the leaders of “The Big Three” nations meet for a conference in Yalta?
5. What happened on V-E Day?
6. What terrible decision did President Truman have to make?
7. What did he finally decide, and why?
8. What were kamikaze fighters?
9. How did Japan respond to the dropping of atomic bombs on Hiroshima and Nagasaki?
10. Why is the generation that lived during World War II described as the “Greatest Generation?”

## *The War's End*

by Mary E. Hall

### Pressing on Toward Victory

The “Big Three” nations opposing the Axis Powers—America, Britain, and the Soviet Union—agreed that the best way to defeat Hitler was to invade Europe from the west, by way of the English Channel.

On the dawn of June 6, 1944, four thousand **amphibious** (ocean-to-shore) ships started landing massive numbers of soldiers on the beaches of Normandy, France. This day was called **D-Day**.

Parachuters had disrupted German communications the night before, and naval bombardment and gunfire had weakened their fortifications.

Germans began to fire upon the soldiers. Thousands fell dead or were wounded, but more determined fighters kept pouring onto

the beaches. Despite winds that blew ships off course, barbed wire and mines on the beaches, and steep cliffs that required **arduous** climbing under heavy gunfire, the Allies gained a foothold and began the process of **liberating** France.

They freed Paris from German occupation on August 25, and by September the Wehrmacht had been driven from most parts of France and Belgium. After that, Allied forces pushed on, advancing slowly toward Germany. They suffered a setback in the **Battle of the Bulge** at the Belgian seaport called Antwerp, but they recovered their losses and moved into Germany early in 1945.

The Soviets hammered on the German army from the other side, and Hitler began

to panic. He hurried the development of new types of weapons, such as the world's first fighter jet (the Me-262), as well as the V-1 and V-2 rockets, which were flying bombs designed to hit targets hundreds of miles away. In spite of these deadly developments, the Allies continued to push in.



Into the Jaws of Death: US Army troops from the 1st Infantry Division wade ashore on Omaha Beach in Normandy on the morning of June 6, 1944. Photo by Robert F. Sargent

Allied victory was clearly on the horizon. The leaders of the Big Three nations met in February at a conference in Yalta, on the Crimean Peninsula, to make plans for the world after the war ended.



Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin at the Yalta Conference in February 1945

After that, a number of things happened very quickly.

In early March American troops crossed the Rhine River, which had not been breached by an enemy since Napoleon's crossing in 1806. The troops spread through Germany. Meanwhile, other Western Allies swept into the nation from Italy, and Soviet forces reached Vienna.



Harry S. Truman, official presidential portrait, by Greta Kempton (1945)

On April 12, President Roosevelt died, and Vice President **Harry Truman** took office as president. He did not know until then that the US was working on developing a powerful new weapon, called the **atomic bomb**, and that he would have to make the terrible decision of whether to use it.

German forces surrendered in Italy on April 29. On the next day, April 30, the Reichstag was captured, and Adolph Hitler killed himself by gunshot in his underground bunker.

On that same day, American troops freed more than 30,000 prisoners at the Dachau concentration camp. On May 8, Germany signed a formal surrender document, and this long-awaited day became known as **Victory in Europe**, or **V-E Day**.





Cheering crowds of liberated survivors of the Dachau concentration camp

### The War Rages On in the Pacific

While Allied troops celebrated victory in Europe, battles continued throughout the spring of 1945 in the Pacific Theater, where Japanese **kamikaze** fighters willingly killed themselves by crashing their war planes, armed with explosives, into American ships. These fighters were virtually impossible to stop, but the US pushed on, regaining control of the Philippines in March before taking over the islands of Iwo Jima and Okinawa.

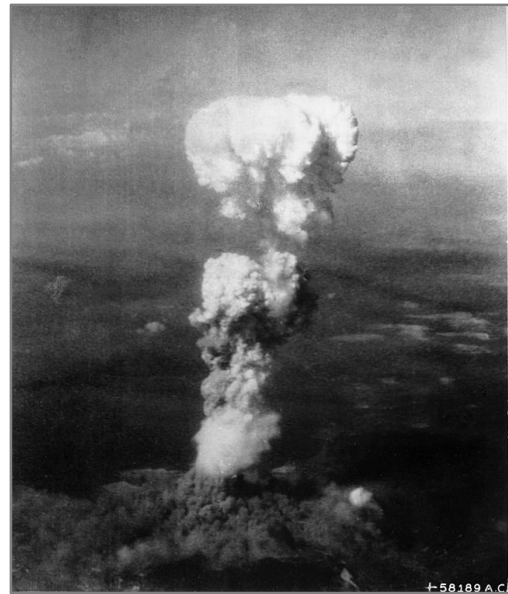
Meanwhile, Allied forces on land stopped Japan's advances in India and southern China and began bombing raids on Japan with a new and more powerful fighter plane, the B-29 bomber.

President Truman decided that using the atomic bomb would result in fewer deaths than **prolonged** war with Japan. In July he warned Japan that total destruction would come upon them if they did not surrender immediately. The Japanese rejected the demand, and the US responded with a weapon more powerful than any the world had ever seen.

### The Atomic Bomb

On August 6, 1945, a B-29 called the **Enola Gay** took off from the Mariana

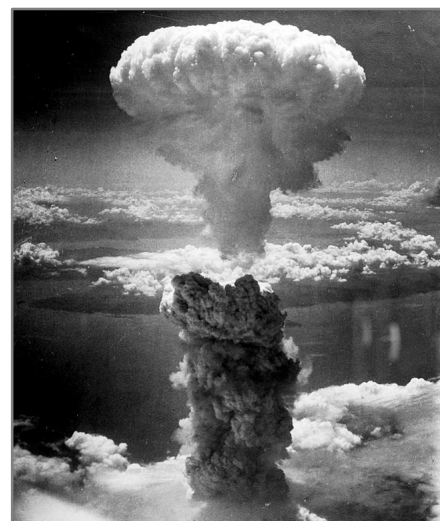
Islands and dropped its **payload**, the first atomic bomb, on the Japanese city of **Hiroshima**.



Atomic cloud over Hiroshima

The bomb, developed in a top-secret project in the US, destroyed most of the city in the blink of an eye, killing nearly 80,000 people and injuring almost as many. After the initial blasts, radioactive ash settled, causing illness for decades to come.

When Japan still refused to surrender, the US dropped another atomic bomb on the town of **Nagasaki** three days after the first one.



Mushroom cloud from the atomic explosion over Nagasaki at 11:02 am, August 9, 1945

The Japanese emperor finally agreed to surrender. General MacArthur accepted Japan's surrender on board the USS *Missouri*, and World War II finally ended.



A woman working in a military aircraft factory in Fort Worth, Texas in 1942. Millions of American women found work in the defense industry during the war.

### The Price of War

Peace returned to the world at last, but the shock and horror of the war has remained, and will continue to remain, in the world's collective memory. Nearly 18 million soldiers met their deaths during World War II, along with almost as many civilians. Six million of these were Jews cruelly murdered by the Nazis.

Many have asked, "Was it right to kill so many innocent civilians using the atomic bomb?" President Truman wrestled deeply with this question both before and after making the tremendous decision to employ the deadly weapon. He was convinced that many more lives on both sides would have been lost if Americans had invaded Japan instead of using the bomb.

### The Greatest Generation

The Americans who lived, served, and gave support during World War II are often called the "Greatest Generation." Attacked without warning while seeking to remain

neutral, America shook off her isolationism and answered the call of **besieged** nations which desperately needed her help.



*Service on the Home Front,*  
by Louis Hirshman and William Tasker

The generation who lived during this time made tremendous sacrifices of money, hard work, and soldiers in order to help safeguard the world from tyranny, and we must make sure we honor their memory and never forget the price they paid to protect American liberty.



The Boeing B-29 Superfortress

## Lesson Two

### History Overview and Assignments Postwar Challenges

THE WAR HAD LEFT Europe devastated. America helped its nations to rebuild. To prevent another war, the United States occupied Japan, and the western portions of Germany were taken over by the Allied nations. However, the eastern section of Germany was controlled by the Soviets, and the city of Berlin was literally divided the same way. The United Nations was established and took the place of the League of Nations. The United States maintained a policy called “Containment” and sought to contain the spread of communism.



President Truman signs the North Atlantic Treaty with guests in the Oval Office.  
Photo by Abbie Rowe

### Suggested Reading and Assignments

- Read the article: *Postwar Challenges*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

United Nations  
Nuremberg Trials  
Western bloc

Eastern bloc  
Cold War

Israel  
Arab-Israeli War of 1948

## Discussion Questions

1. After World War II ended, how did the United States seek to prevent another world war?
2. What is the purpose of the United Nations?
3. What were the Nuremberg Trials?
4. What countries made up the “Western bloc”?
5. What countries made up the “Eastern bloc”?
6. What was the Cold War?
7. What did the United Nations grant to the Jewish people in 1948? What happened in result?

## Postwar Challenges

by Mary E. Hall

### A Desire for Peace

After World War II, the peace agreement was very different from the one drawn up at the end of the First World War. Instead of punishing the belligerent nations after their defeat, this time the Allies worked together to help rebuild Japan, Germany, and Italy. Determined to prevent another global war, the US occupied the nation of Japan, disarmed her military, and set up a democratic government. Germany was completely disarmed and divided into zones. The western portions of Germany were taken over by the major Allied nations, while the Soviets controlled the eastern section. The capital city of Berlin was divided the same way. Nazi officials were removed from power and brought to trial to face charges for their horrendous war crimes.

The ineffective League of Nations was replaced by the **United Nations**. Fifty-one nations adopted the UN Charter in October of 1945, and the major powers which won the war—the US, China, Britain, France,

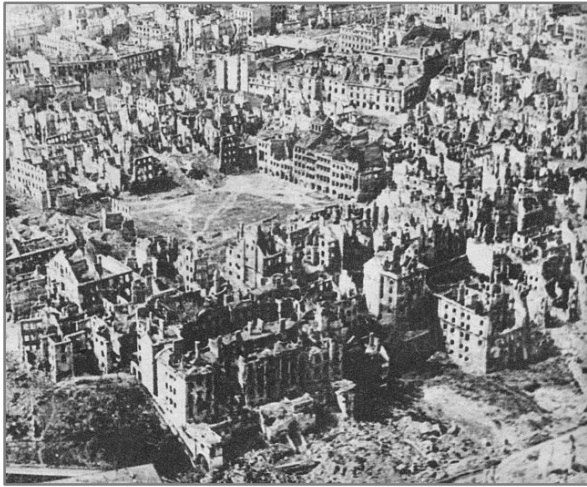
and the Soviet Union—formed its Security Council. Wars of aggression were outlawed, and an international court of justice was established to help resolve conflicts.



Emblem of the United Nations

### Nuremberg Trials

After the war, a series of military trials were held in Nuremberg, Germany, in which numerous members of Nazi leadership were prosecuted for war crimes under international law. Between 1945 and 1949 a total of thirteen tribunals were held during these **Nuremberg Trials**, in which Nazi officials and others were charged with crimes against humanity. In all, 199 defendants were tried, 161 were convicted, and 37 were sentenced to death. The trials led to the creation of the International Criminal Court.



Warsaw, the capital of Poland, was virtually destroyed during World War II.

### Tensions Between East and West

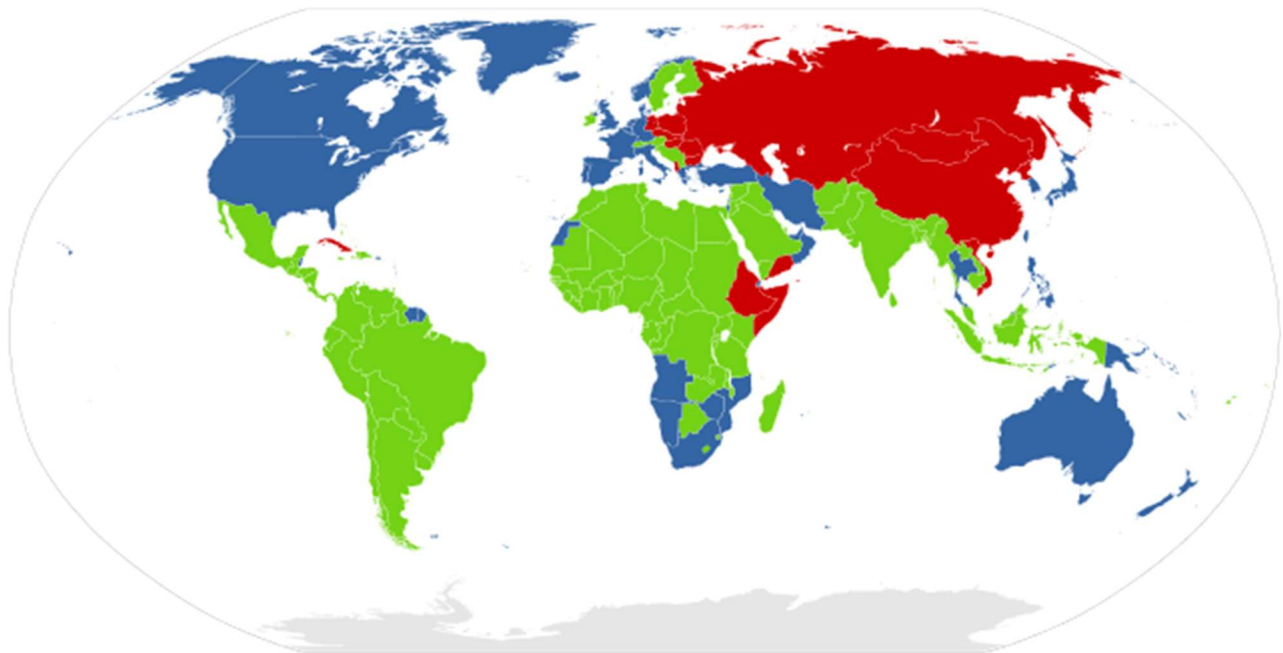
The close of World War II marked the beginning of a new era. Tensions brewed between the “**Western bloc**” (which consisted of Western European nations and the United States), and the “**Eastern bloc**” (mainly the Soviet Union, which had consolidated its communistic power in Eastern Europe and sought to spread its

domination throughout the world). These tensions developed into what became known as the **Cold War**. While no fighting took place directly between the larger nations, their conflicts were fought out between other, smaller nations with the aid of the two superpowers—the US and the Soviet Union.

### Nations Gain Independence

A number of colonial nations sought and were granted independence during the years following World War II, including India, the Philippines, and several Arab nations.

In addition, the United Nations granted a homeland to the Jewish people in consolation for the tremendous suffering they had experienced during the war. This homeland became the independent nation of **Israel** in May of 1948—although much conflict followed in the **Arab-Israeli War of 1948** and other Middle-Eastern wars.



A simplified map of the Cold War alliances between May and August of 1975. The Russian and Chinese blocs are grouped together as one for illustrative purposes, but note that historically they were not allied during the time represented. The green region does not represent an alliance, but rather encompasses all countries that were not aligned with the Soviet Union, the USA, or China. This map is based on File:First second third worlds map.svg, but it is modified to display a grouping of countries that is verifiable and accurately reflects the caption of Three Worlds.

## Lesson Three

### History Overview and Assignments The Cold War Erupts

THE COLD WAR lasted about 45 years. There were no direct military campaigns between the two main antagonists, the United States and the Soviet Union. Yet billions of dollars and millions of lives were lost in the fight.

“Are you now, or have you ever been, a member of the Communist party?” In the 1950s, thousands of Americans who toiled in the government, served in the army, worked in the movie industry, or came from various walks of life had to answer that question before a congressional panel.



Nuclear weapon test Mike (yield 10.4 Mt) on Enewetak Atoll. The test was part of the Operation Ivy. Mike was the first hydrogen bomb ever tested, an experimental device not suitable for use as a weapon.

Photo courtesy National Nuclear Security Administration

### Suggested Reading and Assignments

- Read these two online articles found at links on your **ArtiosHCS** curriculum website: *The Cold War Erupts* and *McCarthyism*.
- After reading the articles, summarize the stories you read by either:
  - Retelling them out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

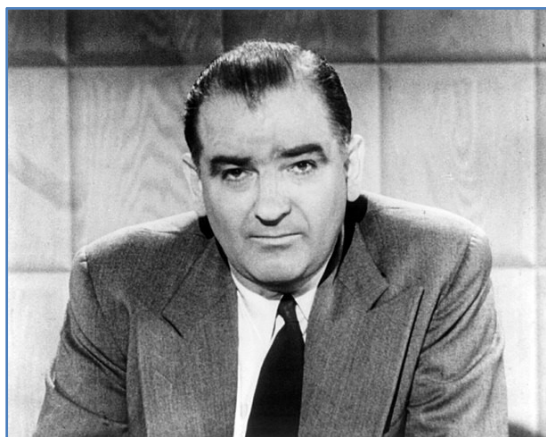
- Define each vocabulary word in the context of the reading. Write the words and their its definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Cold War  
Iron Curtain  
Joseph McCarthy  
House Committee on Un-American Activities

## Discussion Questions

1. Which two countries were the main opponents during the Cold War?
2. What did the Americans fear?
3. Explain what Winston Churchill meant when he said that that an “iron curtain had descended across the continent.”
4. What great fear was behind McCarthyism?
5. What two things happened in 1949 that worsened this fear?
6. What types of safeguards were dangerously trampled during the McCarthy investigations?



Senator Joseph McCarthy

## Vocabulary

antagonist	colleague
ideology	potential
renege	fusillade
paranoia	unscrupulous
omnipresent	contempt
salvo	mimic
antitotalitarian	conform
impotency	

## AMERICANS . . . . DON'T PATRONIZE REDS!!!!

**YOU CAN DRIVE THE REDS OUT OF  
TELEVISION, RADIO AND HOLLY-  
WOOD . . . .**

**THIS TRACT WILL TELL YOU HOW.**

### **WHY WE MUST DRIVE THEM OUT:**

1) The REDS have made our Screen, Radio and TV Moscow's most effective Fifth Column in America . . . 2) The REDS of Hollywood and Broadway have always been the chief financial support of Communist propaganda in America . . . 3) OUR OWN FILMS, made by RED Producers, Directors, Writers and STARS, are being used by Moscow in ASIA, Africa, the Balkans and throughout Europe to create hatred of America . . . 4) RIGHT NOW films are being made to craftily glorify MARXISM, UNESCO and ONE-WORLDISM . . . and via your TV Set they are being piped into your Living Room—and are poisoning the minds of your children under your very eyes !!!

So REMEMBER — If you patronize a Film made by RED Producers, Writers, Stars and STUDIOS you are aiding and abetting COMMUNISM . . . every time you permit REDS to come into your Living Room VIA YOUR TV SET you are helping MOSCOW and the INTERNATIONALISTS to destroy America !!!

American anti-communist propaganda of the 1950s, specifically addressing the entertainment industry

## Lesson Four

### History Overview and Assignments Postwar Lifestyle Changes

POSTWAR AFFLUENCE redefined the American Dream. Gone was the poverty borne of the Great Depression, and the years of wartime sacrifice were over. Soon, shopping centers and fast food restaurants added to the convenience of suburban life. Thousands and thousands migrated to suburbia.



The oldest operating McDonald's restaurant is the third one built, opened in 1953. It is located in Downey, CA.

Photo by Bryan Hong (Brybry26), Own work. CC BY-SA 2.5

### Suggested Reading and Assignments

- Read the two online articles found at links on your **ArtiosHCS** curriculum website: *Suburban Growth* and *Land of Television*.
- After reading the articles, summarize the stories you read by either:
  - Retelling them out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the words and their its definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



## Key People, Places, and Events

Interstate Highway Act  
Baby Boom  
William Levitt  
Levittown  
*TV Guide*

Dwight Eisenhower  
Desi Arnaz  
Lucille Ball  
Wyatt Earp  
Roy Rogers

Bob Hope  
Ed Sullivan  
Edward R. Murrow  
David Brinkley

## Vocabulary

egalitarian  
prosperity

affluence  
suburbia

vaudeville  
sponsor

ratings  
idyllic

mischievous  
genre

## Discussion Questions

1. What allowed people to live further from their workplaces?
2. What was the postwar Baby Boom?
3. How did William Levitt change the way houses were built?
4. Where were the suburbs located?
5. How did living in the suburbs affect a family's transportation needs?
6. Describe the development of McDonalds.
7. During what decade did television become very popular?
8. Which presidential candidate made good use of television?
9. What is a variety show?
10. What is a television sponsor?
11. How was the field of news reporting changed by television?



Map of the present Interstate Highway System in the United States

## The Artios Home Companion Series

### Unit 21: The Cold War Years

IN THE AFTERMATH OF WWII, Western Europe lay devastated. The war had ruined crop fields and buildings, leaving most of Europe in dire need. United States diplomats saw a continent ravaged by war looking for strong leadership and aid of any sort, providing a climate ripe for revolution. Would the Soviets get all of Germany? Or Italy and France? America took steps to reverse this trend—and then had to do even more in Asia. Meanwhile, major events were taking place in the Middle East, and a movement demanding civil rights for minorities was emerging in America.



United States Information Service poster distributed in Asia depicting Juan de la Cruz ready to defend the Philippines from the threat of communism

#### Special Note

Beginning with Lesson Five of this unit, we will be using a new source for some of our readings. This new source will be the book *A History of US: All the People Since 1945*, by Joy Hakim.

#### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete six lessons in which they will learn about the **continuing Cold War**, the **Berlin Airlift**, the **Korean War**, **McCarthyism**, **President Dwight D. Eisenhower**, and the **start of the Civil Rights Movement**.
- Define vocabulary words.
- Choose at least one of the “boxed” or side column topics in the new reading source book and prepare to share what they learn about that extra topic.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God’s Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– **Edmund Burke**

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

**Before God, all men and women are created equal.**

*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

## Key People, Places and Events

Red Army

Lublin Regime

Tito

Containment

Truman Doctrine

Marshall Plan

Berlin Airlift

“Operation Vittles”

North Atlantic Treaty Organization (NATO)

Zionist Movement

Partition Plan

Israeli Declaration of Independence

1948 Arab-Israeli War

Nationalist Party

Chiang Kai-shek

Chinese Communist Party

Mao Zedong (Mao Tse-tung)

People’s Republic of China

Chinese Communist Revolution

Nikita Khrushchev

38<sup>th</sup> parallel

Red China

Douglas MacArthur

Elvis Presley

Salk vaccine

Dwight D. Eisenhower

Jim Crow laws

NAACP

Thurgood Marshall

*Brown v. Board of Education of Topeka*

Earl Warren

## Vocabulary

### Lesson 1:

puppet regime  
antagonize  
relinquish

### Lesson 2:

partition

### Lesson 3:

none

### Lesson 4:

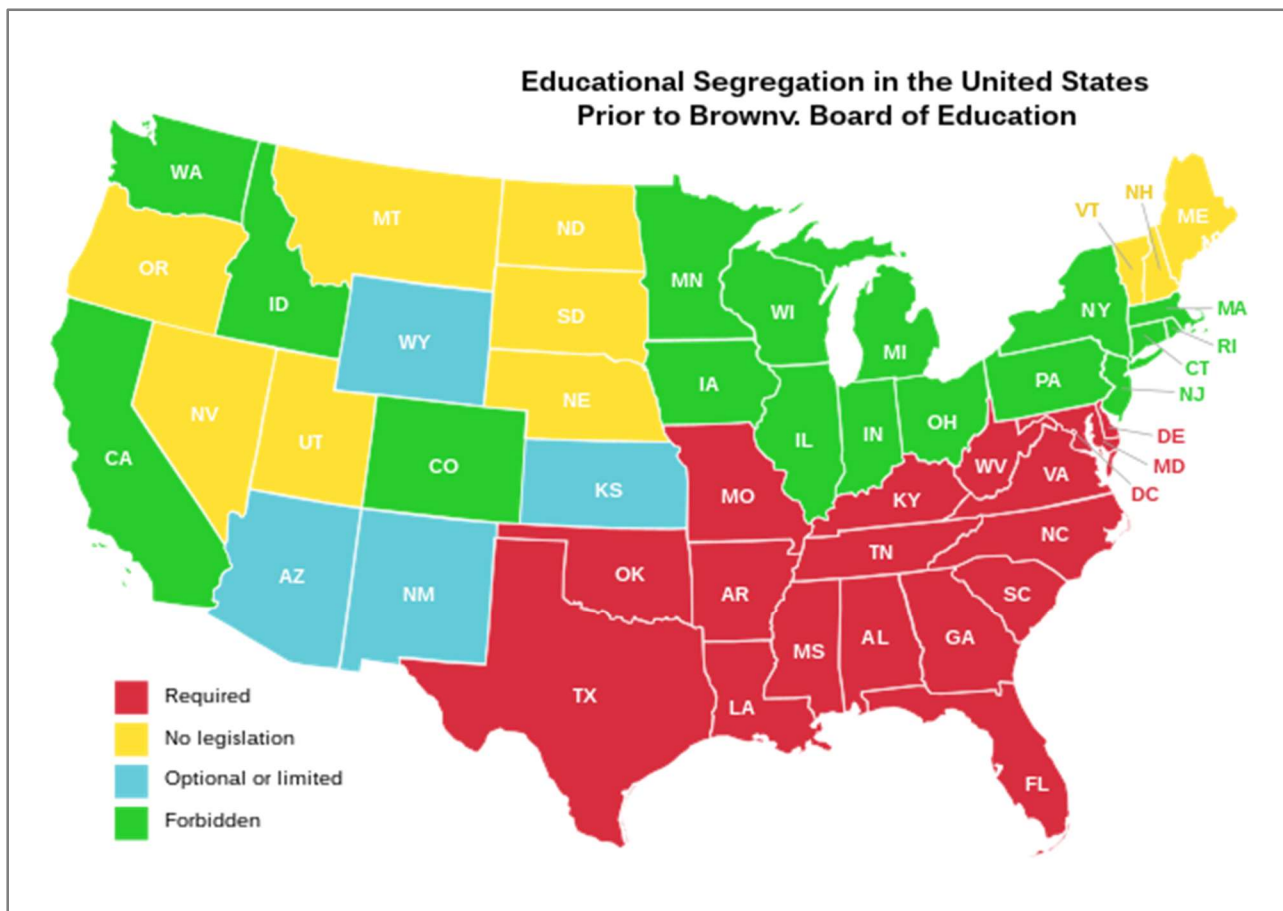
coalition  
fissionable

### Lesson 5:

prescient

### Lesson 6:

apartheid  
segregation  
hypocrisy  
insurmountable  
unanimous  
dissent  
integrate  
compliance



Map of the United States, showing school segregation laws before the Supreme Court case of *Brown v. Board of Education*. Created by King of Hearts using information from Image:Educational separation in the US prior to Brown Map.PNG (PD) and File:Blank US Electoral Map.svg (GFDL) as a template. CC BY-SA 3.0

## Lesson One

### History Overview and Assignments Containment and the Berlin Airlift

COMMUNISM WAS ON THE MARCH. And now Stalin was ordering the creation of a communist “puppet regime” in the Soviet sector of occupied Germany. How many dominoes would fall? A diplomat in the State Department proposed the policy of containment.

In June 1948, tensions within Berlin touched off a crisis. The Soviets decided to seal all land routes going into West Berlin. Stalin gambled that the Western powers were not willing to risk another war to protect half of Berlin. President Truman was faced with tough choices. Giving up Berlin to the Soviets would seriously undermine the new doctrine of containment.



Berliners watching a C-54 land at Berlin Tempelhof Airport during the Berlin Airlift (1948)

### Suggested Reading and Assignments

- Read these two online articles found at links on your **ArtiosHCS** curriculum website: *Containment and the Marshall Plan* and *The Berlin Airlift and NATO*
- After reading the articles, summarize the stories you read by either:
  - Retelling them out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define each vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Red Army  
Lublin Regime  
Tito  
Containment  
Truman Doctrine  
Marshall Plan  
Berlin Airlift  
“Operation Vittles”  
North Atlantic Treaty Organization (NATO)

## Vocabulary

puppet regime  
antagonize  
relinquish

## Discussion Questions

1. What fear did the US have about communism after World War II ended?
2. What was the goal of the Truman Doctrine?
3. What did the Marshall Plan accomplish?
4. What was the Berlin Airlift?
5. What was created in April 1949 to protect western allies against attack?



A US Air Force C-74 Globemaster plane touched down at Gatow airfield located in southwestern Berlin, Germany on Tuesday with more than 20 tons of flour from the United States. “Operation Vittles” otherwise known as the Berlin Airlift (June 24, 1948-May 12, 1949) was a combined effort of the western allies against the Soviet Union’s blockade of all land routes into Berlin. The German children look on as the flour bags are lowered on August 19, 1948. Photo courtesy of National Archives and Records Administration.



One of a number of posters created by the Economic Cooperation Administration, an agency of the U.S. government, to sell the Marshall Plan in Europe. Includes versions of the flags of those Western European countries that received aid under the Marshall Plan (clockwise from top: Portugal, Norway, Belgium, Iceland, West Germany, the Free Territory of Trieste (erroneously with a blue background instead of red), Italy, Denmark, Austria, the Netherlands, Ireland, Sweden, Turkey, Greece, France and the United Kingdom). Poster does not explicitly depict Luxembourg (whose flag is very similar to the Dutch flag), which did receive some aid.

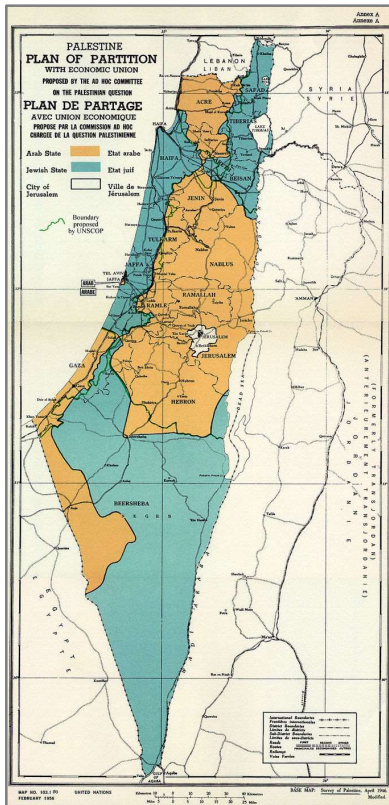


US Air Force pilot Gail Halvorsen, who pioneered the idea of dropping candy bars and bubble gum with handmade miniature parachutes, which later became known as “Operation Little Vittles”

## Lesson Two

# History Overview and Assignments Israel and Palestine

IN 1947, THE UNITED NATIONS proposed granting a homeland to the Jewish people in consolation for the tremendous suffering they had experienced during the war. This homeland became the independent nation of Israel in May of the next year—although much conflict followed in the Arab-Israeli War of 1948 and other Middle-Eastern wars.



United Nations Partition Plan for Palestine 1947 with independent Arab and Jewish states

## Key People, Places, and Events

Zionist Movement  
Partition Plan  
Israeli Declaration of Independence  
1948 Arab-Israeli War

## Vocabulary

partition

## Discussion Questions

1. What did the Zionists want?
2. What did the United Nations Partition Plan propose?
3. Who objected to the plan, and why?
4. What happened after Israel declared independence?

## Suggested Reading and Assignments

- Read the article: *Israel and Palestine*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

Adapted for Elementary School from:

## **Boundless World History**

source: [courses.lumenlearning.com](https://courses.lumenlearning.com)

### **Israel and Palestine**

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#### **Postwar Independence Movement**

A number of colonial nations were granted independence during the years following World War II, including India, the Philippines, and several Arab nations. As a part of this independence movement, the United Nations granted a homeland to the Jewish people in consolation for the tremendous suffering they had experienced during the war.

#### **Zionism**

In the late 19<sup>th</sup> century, the **Zionist Movement** had been founded by secular Jews in response to rising anti-Jewish violence in Europe. The movement wanted to help Jews migrate to Palestine. In 1923, the land of Palestine was placed under British control by the League of Nations.



Theodor Herzl was the founder of the Modern Zionist movement. In his 1896 pamphlet *Der Judenstaat*, he envisioned the founding of a future independent Jewish state during the 20<sup>th</sup> century.

#### **United Nations Partition Plan**

After World War II, President Truman asked for the admission of 100,000 Holocaust survivors into Palestine, but the British had limits on Jewish immigration because Arabs who lived in Palestine objected to increases that had taken place

during the war. In 1947, the United Nations developed a **Partition Plan** to separate Palestine into independent Arab and Jewish states.

The proposal was rejected by the Palestinians, and civil war broke out.

#### **The 1948 Arab-Israeli War**

On May 14, 1948, the day before the expiration of the British Mandate, Jewish leaders issued an **Israeli Declaration of Independence** declaring the establishment of a Jewish state, to be known as the State of Israel. The following day, the armies of four Arab countries launched the **1948 Arab-Israeli War**. After a year of fighting, a ceasefire was declared, and temporary borders were established. During the war, the State of Israel gained control of the area that the UN had proposed for the Jewish state, as well as more than half of the land proposed for the Arab state.



David Ben-Gurion (First Prime Minister of Israel) publicly pronouncing the Declaration of the State of Israel, May 14 1948, Tel Aviv, Israel, beneath a large portrait of Theodor Herzl, founder of modern political Zionism, in the old Tel Aviv Museum of Art building on Rothschild St. The exhibit hall and the scroll, which was not yet finished, were prepared by Otte Wallish.



## Lesson Three

### History Overview and Assignments Communist China

AFTER A LONG CIVIL WAR, the Communist Party of China defeated the Nationalists in 1949 and set up a communist government on China's mainland. This new government quickly became a cruel, atheistic dictatorship.



Mao Zedong proclaiming the establishment of the PRC in 1949

### Suggested Reading and Assignments

- Read the article: *Communist China*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parentOR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Key People, Places, and Events

Nationalist Party  
Chiang Kai-shek  
Chinese Communist Party  
Mao Zedong (Mao Tse-tung)  
People's Republic of China

Chinese Communist Revolution  
Nikita Khrushchev  
Great Leap Forward  
Great Chinese Famine

### Discussion Questions

1. What happened in 1949 in China?
2. What was China's new communist government like?
3. What country was the new government modeled after?
4. What was Mao Zedong's goal for the Great Leap Forward?
5. Did it succeed? Why?
6. What happened in result?

Adapted for Elementary School from:

## **Boundless World History**

source: [courses.lumenlearning.com](https://courses.lumenlearning.com)

### **Communist China**

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#### **Background:**

In 1926, a civil war broke out in China between the **Nationalist Party** led by **Chiang Kai-shek** and the **Chinese Communist Party** led by an activist named **Mao Zedong** (or **Mao Tse-tung**). The war lasted until 1949, when the Communists defeated the Nationalists and set up the **People's Republic of China**.

The communist government quickly became a cruel, atheistic dictatorship. Mao Zedong sought to modernize China's economy by improving industry and agriculture enough to compete with Western countries, but his badly planned reforms only brought ruin to China's steel industry and famine to the land.

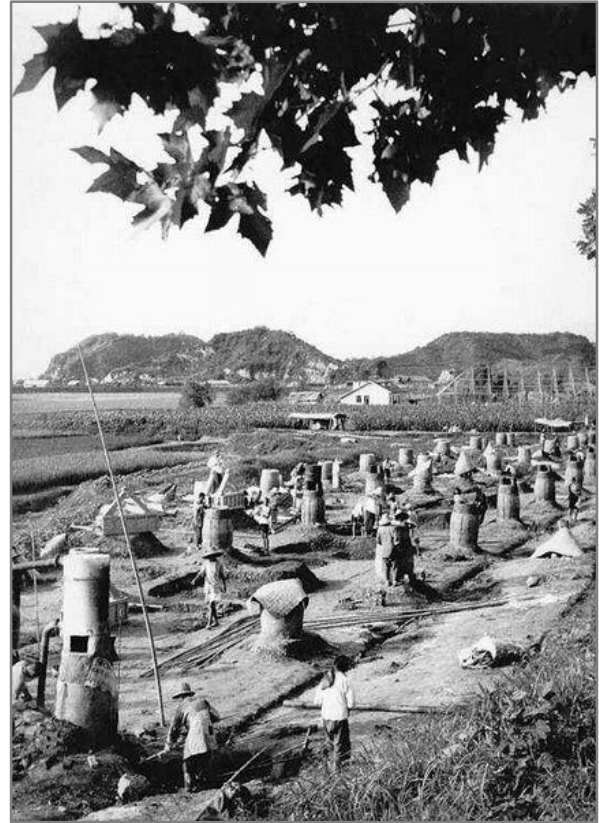
#### **The Chinese Communist Revolution**

Mao Zedong established the People's Republic of China in Beijing in 1949. It was modeled on the communistic system of the Soviet Union.

After Joseph Stalin's death in 1953, the new Soviet leader **Nikita Khrushchev** made an effort to further relations with China that Stalin had begun, traveling to the country and making various deals with the Chinese leadership that strengthened the ties between the two countries. The 1953-56 period has been called the "golden age" of relations between China and the Soviet Union.

In late 1950s, Mao Zedong started a program called the **Great Leap Forward**, an economic and social campaign to transform the country's farming culture into a socialist. Strict laws were enforced through forced labor and social pressure. Private farming was outlawed, and those who kept doing it were punished. Many

communities were assigned the production of a single commodity—steel.



Backyard furnaces to produce steel during the Great Leap Forward

The Great Leap was a social and economic disaster. Farmers tried to produce steel on a massive scale, partially relying on backyard furnaces to achieve the production targets set for them. The steel produced was of low quality and largely useless. The Great Leap reduced harvest sizes and led to a decline in the production of most goods. At the same time, China had very bad weather. These things together resulted in the **Great Chinese Famine**, resulting in tens of millions of deaths. The Great Leap was a disaster for China.

## Lesson Four

### History Overview and Assignments The Korean War and American Challenges

IN KOREA, two separate governments were emerging, as Korea began to resemble the divided Germany. In 1949, a communist dictatorship had been established in China, the world's most populous nation. The Chinese now sought to aid the communists in northern Korea.

In June 1948, tensions within Berlin touched off a crisis. The Soviets decided to seal all land routes going into West Berlin. Stalin gambled that the Western powers were not willing to risk another war to protect half of Berlin. President Truman was faced with tough choices. Surrendering Berlin to the Soviets would undermine the new doctrine of containment.



Montage of images from the Korean War. *Clockwise from top:* US Marines retreating during the Battle of the Chosin Reservoir, UN landing at Incheon, Korean refugees in front of an American M46 Patton tank, US Marines, led by First Lieutenant Baldomero Lopez, landing at Incheon, and an American F-86 Sabre fighter jet

## Suggested Reading and Assignments

- Read these two online articles found at links on your **ArtiosHCS** curriculum website *The Korean War* and *Domestic Challenges*.
- After reading the articles, summarize the stories you read by either:
  - Retelling them out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

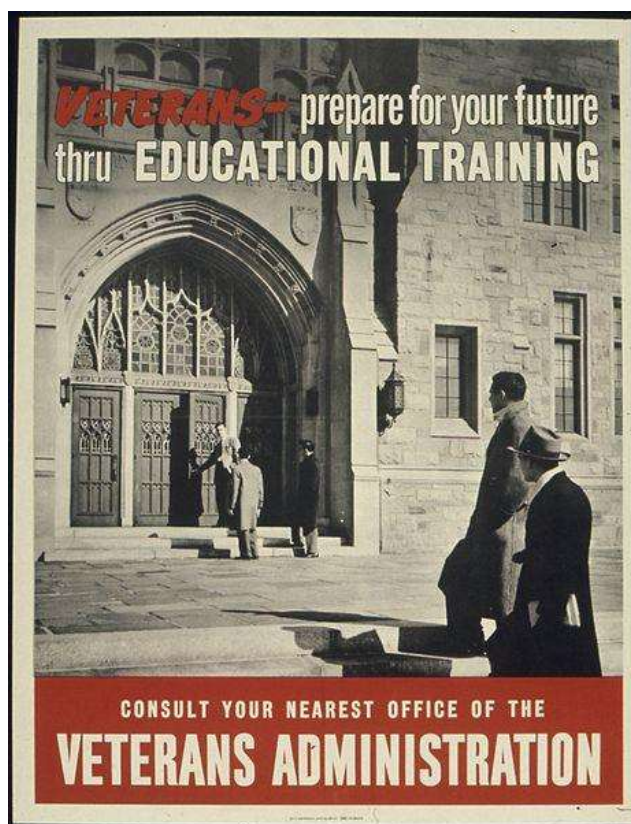
38<sup>th</sup> parallel  
Red China  
Douglas MacArthur

## Vocabulary

coalition  
fissionable

## Discussion Questions

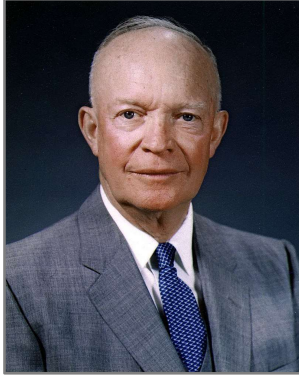
1. What was happening in Korea that was similar to Berlin?
2. Locate the 38<sup>th</sup> parallel on a globe or map. What parts of Korea were on either side of this line?
3. What did the Chinese do after General MacArthur's troops pushed past this line?
4. What disagreement did President Truman and General MacArthur have after this?
5. What was the result of the war?
6. Summarize America's domestic challenges after World War II.
7. What was the GI Bill of Rights?
8. What did the Taft-Hartley Act allow?
9. What measures were taken to protect against unwise use of atomic materials?
10. Who won the 1948 presidential election?



A government poster informing soldiers about the G.I. Bill

## Lesson Five

### History Overview and Assignments Liking Ike



Official portrait of Dwight D. Eisenhower

#### Key People, Places, and Events

Elvis Presley  
Salk vaccine  
Dwight D. Eisenhower

#### Vocabulary

prescient

#### Suggested Reading and Assignments

Beginning with this lesson, we will be using a new source for some of our readings. This new source will be the book *A History of US: All the People Since 1945*, by Joy Hakim.

- Read Chapter 9 in the book *A History of US: All the People*, “Liking Ike.”
  - Choose at least one of the “boxed” or side column topics and prepare to share what you learn about that topic.
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

1. What was a nickname for the decade known as the 50s?
2. What percentage of American homes had television by 1950?
3. How did having a television in the home affect American culture?
4. Who was America’s 34<sup>th</sup> president?
5. Describe the background and career of Dwight D. Eisenhower.
6. How do you think President Eisenhower was able to predict the coming arms race with Russia?
7. What did the Marshall Plan accomplish?
8. What was the Berlin Airlift?
9. What was created in April 1949 to protect western allies against attack?

## Lesson Six

### History Overview and Assignments The Civil Rights Movement Begins

DURING THE FIRST HALF of the 20<sup>th</sup> century, the United States existed as two nations in one. Across the land, blacks and whites dined at separate restaurants, bathed in separate swimming pools, and drank from separate water fountains. States normally spent 10 to 20 times on the education of white students as they spent on African American students. The Supreme Court finally decided to rule on this subject in 1954 in the landmark *Brown v. Board of Education of Topeka* case. The following year, on a cold December evening, a woman named Rosa Parks quietly incited a revolution—by just sitting down.



Jim Crow laws existed in several southern states and served to reinforce the white authority that had been lost following Reconstruction. One such law required blacks and whites to drink from separate water fountains.



Civil Rights March on Washington, DC:  
Leaders marching from the Washington Monument  
to the Lincoln Memorial

### Suggested Reading and Assignments

- Read Chapters 12 *A History of US: All the People*, “Separate But Unequal” and read the online article found at link on your **ArtiosHCS** curriculum website: *Separate No Longer*
- After completing the readings, summarize the stories you read by either:
  - Retelling them out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

Jim Crow laws  
NAACP  
Thurgood Marshall  
*Brown v. Board of Education of Topeka*  
Earl Warren

## Vocabulary

apartheid  
segregation  
hypocrisy  
insurmountable  
unanimous  
dissent  
integrate  
compliance

## Discussion Questions

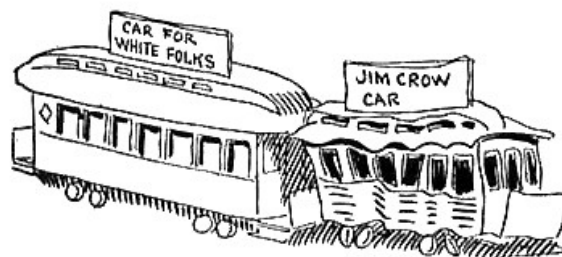
1. What 1896 Supreme Court case had allowed the separation of society according to race?
2. What did the segregation laws mean for schools and public facilities?
3. How did these laws show hypocrisy?
4. What was the message sent by the Supreme Court in *Brown v Board of Education*?
5. Where were African Americans expected to sit on buses in 1955?



Sign designating the use of amenities and installations for exclusive use of white people, during Apartheid in South Africa, written in English and Afrikaans.



Sign for the “colored” waiting room at a bus station in Durham, North Carolina, May 1940



1904 caricature of “White” and “Jim Crow” rail cars by John T. McCutcheon. Despite Jim Crow's legal pretense that the races be “separate but equal” under the law, non-whites were given inferior facilities and treatment.

## The Artios Home Companion Series Unit 22: The Civil Rights Movement - Part One

### Teacher Overview

THE AMERICAN SOUTH emerged from the Civil War with a system of laws that undermined the freedom of African Americans and preserved many elements of white privilege. No major successful attack was launched on the segregation system until the 1950s. Beginning with the Supreme Court's school integration ruling of 1954 in *Brown v. Board of Education*, the American legal system seemed sympathetic to African American demands that their Fourteenth Amendment civil rights be protected. Soon, a peaceful equality movement began under the unofficial leadership of Dr. Martin Luther King, Jr. A wave of marches, boycotts, sit-ins, and freedom rides swept the American South and even parts of the North.

Public opinion polls across the nation and the world revealed a great deal of sympathy for African Americans. The Eisenhower, Kennedy, and Johnson administrations gave the Civil Rights Movement at least tacit support. Although many obstacles to complete racial equity remained, by 1965 most legal forms of discrimination had been abolished.

Legal equality did not bring economic equality and social acceptance, though. On the contrary, a radical wing of the movement grew stronger and stronger during the 1960s. Influenced by Malcolm X, the Black Power Movement rejected the policy of nonviolence and even believed integration was not a desirable short-term goal. Black nationalists called for the establishment of a nation of African Americans dependent on each other for support without the interference or help of whites.

Race-related violence began to spread across the country. Beginning in 1964, a series of "long, hot summers" of rioting plagued urban centers. More and more individuals dedicated to African American causes became victims of assassination. Medgar Evers, Malcolm X, and Martin Luther King, Jr. were a few of the more famous casualties of the tempest.



The Supreme Court's 1896 decision in *Plessy v. Ferguson* determined that "separate but equal" public facilities like restrooms and railroad cars were legal. The laws that resulted drove a further spike between the races in America.



## Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about the **Civil Rights Movement**.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

*“You shall do no injustice in court. You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor.*

– Leviticus 19:15

*“The rich and the poor have this in common: the LORD is the maker of them all.”*

– Proverbs 22:2

## Vocabulary

### Lesson 1:

appeal

### Lesson 2:

none

## Key People, Places, and Events

Linda Carol Brown

*Brown v. Board of Education*

Barbara Johns

Thurgood Marshall

NAACP

John W. Davis

Earl Warren

Plessy v. Ferguson

*Davis v. County School Board of Prince Edward County*

Mike King

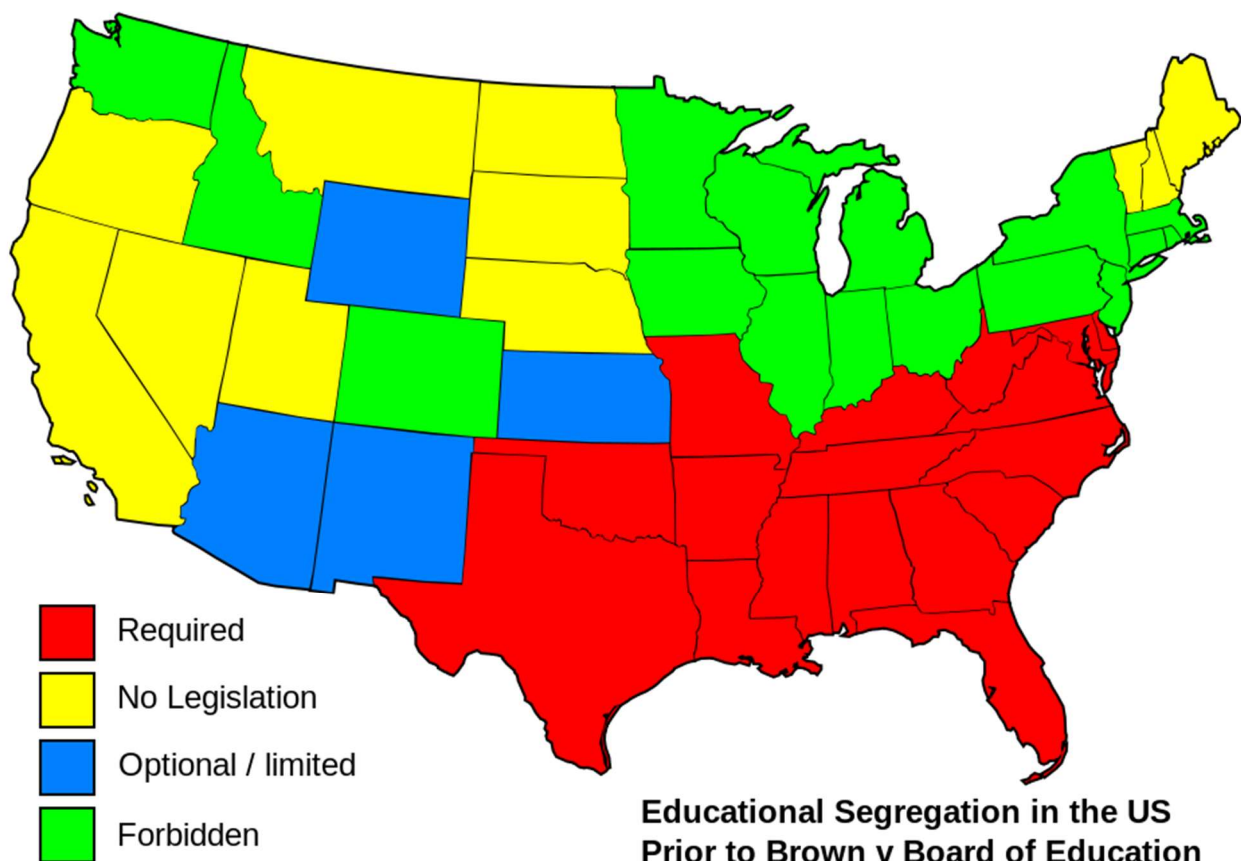
Martin Luther King, Sr.

Martin Luther King, Jr.

Henry David Thoreau

## Lesson One

### History Overview and Assignments Linda Brown and Others



### Suggested Reading and Assignments

- Read Chapter 13 in the book *A History of US: All the People*, “Linda Brown and Others.”
- Choose at least one of the “boxed” or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

appeal

## Key People, Places, and Events

Linda Carol Brown  
*Brown v. Board of Education*

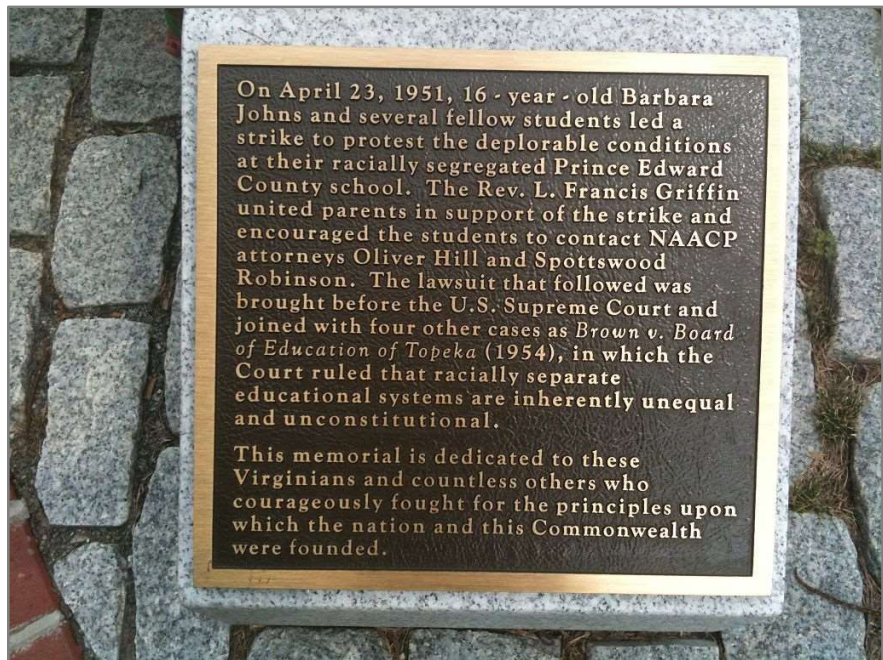
Barbara Johns  
Thurgood Marshall  
NAACP

John W. Davis

Earl Warren

Plessy v. Ferguson

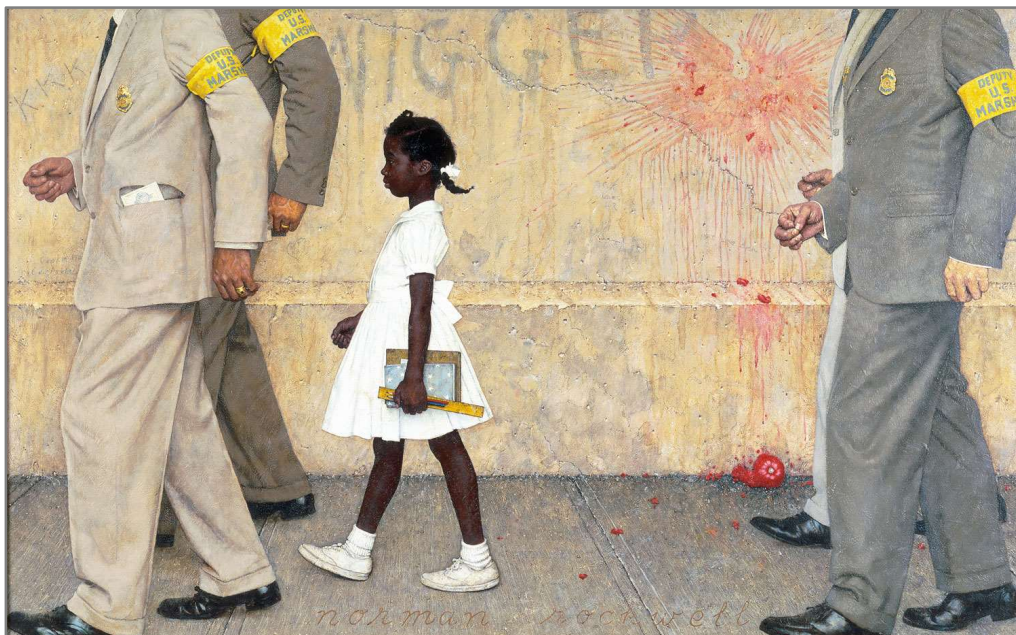
*Davis v. County School Board of Prince Edward County*



Plaque on Virginia Capitol Grounds commemorating Barbara Johns's initiative in integrating Virginia schools

## Discussion Questions

1. After reading this chapter, describe the power one person's influence can have on others.
2. What was the conflict surrounding *Brown v. Board of Education*?
3. Who argued the case of Linda Brown?
4. Who argued the case of the Board of Education?
5. What was the ruling of the Supreme Court?



Through his paintings, Norman Rockwell challenged people to address the problem of racism in America. *The Problem We All Live With*, a work from the early days of desegregation, depicts a little girl being escorted to school by federal marshals.

## Lesson Two

### History Overview and Assignments MLKs, Senior and Junior



Martin Luther King, Jr. addresses a crowd during the March on Washington for Jobs and Freedom in 1963.

#### Key People, Places, and Events

Mike King  
Martin Luther King, Sr.  
Martin Luther King, Jr.  
Henry David Thoreau

#### Suggested Reading and Assignments

- Read Chapter 14 in the book *A History of US: All the People*, “MLKs, Senior and Junior.”
  - Choose at least one of the “boxed” or column topics in your reading. Be prepared to share what you learn about that extra topic.
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
    - OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

1. When Mike King changed his own name and his son’s name, whom did he name each of them after?
2. Describe the background and education of Martin Luther King, Jr.
3. What approach to change did Martin Luther King, Jr. believe would make a difference?
4. Describe the events that took place in Montgomery, Alabama.



Martin Luther King, Sr

# The Artios Home Companion Series

## Unit 23: The Civil Rights Movement - Part Two

### Teacher Overview

*“A lie doesn't become truth, wrong doesn't become right, and evil doesn't become good, just because it's accepted by a majority.”*  
– Booker T. Washington

*“Either the United States will destroy ignorance or ignorance will destroy the United States.”*  
– W.E.B. Du Bois in his *“Niagara Movement Speech,”* 1905

*“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”*  
– Martin Luther King, Jr.

*“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”*  
– Martin Luther King, Jr. in *“Letter From a Birmingham Jail”*

*“Where you see wrong or inequality or injustice, speak out, because this is your country. This is your democracy. Make it.”*  
– Martin Luther King, Jr.

*“I wish I could say that racism and prejudice were only distant memories. We must dissent from the indifference. We must dissent from the apathy. We must dissent from the fear, the hatred, and the mistrust... We must dissent because America can do better, because America has no choice but to do better.”*  
– Thurgood Marshall

*“The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities; whether we are going to treat our fellow Americans as we want to be treated.”*  
– John F. Kennedy

*“Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. . . . It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color.”*  
– John F. Kennedy

*“We are one people, one family, the human family, and what affects one of us affects us all.”*  
– John Lewis, *Across That Bridge: Life Lessons and a Vision for Change*



Civil rights activists Bayard Rustin, Andrew Young, Rep. William Fitts Ryan, James Farmer, and John Lewis (l to r) in a newspaper photograph from 1965

## Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn more about the **Civil Rights Movement**
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God created all human beings equal in His sight. Although we may have different and individual God-ordained purposes, God sees us as equal.**

*There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

*“You shall do no injustice in court. You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor.*

– Leviticus 19:15

*“The rich and the poor have this in common: the LORD is the maker of them all.”*

– Proverbs 22:2

## Key People, Places, and Events

Martin Luther King, Jr.  
Rosa Parks  
Coretta Scott King  
George Smiley

Ralph Abernathy  
Civil Rights Movement  
Melba Pattillo

Elizabeth Eckford  
*Brown v. Board of Education*  
Dwight D. Eisenhower

## Vocabulary

### Lesson 1:

segregation  
nonviolence

### Lesson 2:

integration



New York City Mayor Robert Wagner greeting the teenagers who integrated Central High School, Little Rock, Arkansas

World Telegram photo by Walter Albertin.

# Lesson One

## History Overview and Assignments Rosa Parks Was Tired



Rosa Parks on a Montgomery bus on December 21, 1956, the day Montgomery's public transportation system was legally integrated. Behind Parks is Nicholas C. Chriss, a UPI reporter covering the event.

### Key People, Places, and Events

Martin Luther King, Jr.	Rosa Parks
Coretta Scott King	George Smiley
Ralph Abernathy	

### Vocabulary

segregation	nonviolence
-------------	-------------

### Suggested Reading and Assignments

- Read Chapter 15 in the book *A History of US: All the People*, “Rosa Parks Was Tired.”
- Choose at least one of the “boxed” or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Discussion Questions

1. Why were African Americans forced to sit at the rear of the bus?
2. Describe the events surrounding the incident involving Rosa Parks.
3. How did the bus boycott affect the city of Montgomery?
4. Why had segregation endured for so long?
5. What was the ruling of the Supreme Court on the bus segregation in Montgomery?

## Lesson Two

### History Overview and Assignments Three Boys and Six Girls



The “Little Rock Nine” are escorted inside Little Rock Central High School by troops of the 101<sup>st</sup> Airborne Division of the United States Army.

### Suggested Reading and Assignments

- Read Chapter 16 in the book *A History of US: All the People*, “Three Boys and Six Girls.”
- Choose at least one of the “boxed” or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



## Vocabulary

integration

## Key People, Places, and Events

Civil Rights Movement

Melba Pattillo

*Brown v. Board of Education*

Elizabeth Eckford

Dwight D. Eisenhower

## Discussion Questions

1. What response did Governor Orval Faubus give to Melba's desire to attend Central High?
2. What does this quote by President Eisenhower mean? "Mob rule cannot be allowed to override the decisions of our courts."
3. Describe Elizabeth Eckford's experience when she tried to attend Central High.



Elizabeth Eckford, age 15, one of the "Little Rock Nine," pursued by a mob at Little Rock Central High School on the first day of the school year, September 4, 1957

# The Artios Home Companion Series

## Unit 24: The Wars in Indochina

### Teacher Overview

THERE IS a beautiful land to the south of China, a land that had been ruled by France for about 100 years, that the French called Indochina. The people who live there call it Vietnam, Laos, and Cambodia. France lost their colony there when Japan invaded during World War II, but afterward France wanted it back. A Vietnamese leader named Ho Chi Minh fought to keep the French from regaining their colonial territory, but he was a communist, and the French asked for American help to defeat him.



A young Marine private waits on the beach during the Marine landing, Da Nang, 3 August 1965.

### Key People, Places and Events

Indochina  
Vietnam  
Laos  
Cambodia  
Ho Chi Minh  
Gulf of Tonkin  
Operation Rolling Thunder  
Ho Chi Minh Trail  
Viet Cong  
Tet Offensive  
Saigon

### Vocabulary

**Lesson 1:**  
colonialism  
imperialism

**Lesson 2:**  
*none*

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **French Indochina** and the **Vietnam War**.
- Choose at least one of the “boxed” or side column topics in your reading and prepare to share what you learn about that topic.
- Define vocabulary words.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God’s Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– Edmund Burke

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

**Before God, all men and women are created equal.**

*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)



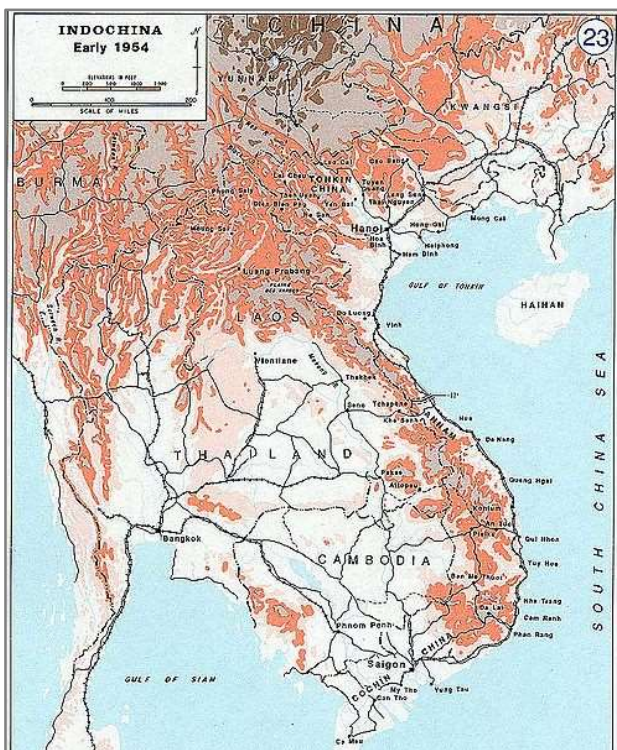
A US B-66 Destroyer and four F-105 Thunderchiefs dropping bombs on North Vietnam during Operation Rolling Thunder

# Lesson One

## History Overview and Assignments French Indochina

*“The French asked the United States to help them fight Ho and his forces. They said Ho was a communist, and he was. He had gone to Russia and studied communism there. He believed in freedom for his country, but this didn’t necessarily mean freedom for individuals inside the country. He was an independent kind of communist. His goal was to free Vietnam from all outsiders. He needed help. When the Chinese communists began sending supplies to Ho he was happy to have their aid. Perhaps if Ho Chi Minh had not been a communist, we would have stayed out of the affair.”*

– USHistory.org



Indochina in 1954

### Key People, Places, and Events

Indochina  
Vietnam  
Laos  
Cambodia  
Ho Chi Minh

### Vocabulary

colonialism  
imperialism

### Suggested Reading and Assignments

- Read Chapter 11 in the book *A History of US: All the People*, “French Indochina.”
- Choose at least one of the “boxed” or side column topics in your reading and prepare to share what you learn about that topic.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. Who was Ho Chi Minh, and what was his background?
2. What kind of relationship did France want to restore with Indochina?
3. Why didn't America help Vietnam gain independence from the French?
4. Why was America interested in the outcome of the conflict between France and Indochina?



Shrine devoted to Hồ Chí Minh

## Lesson Two

### History Overview and Assignments The Vietnam War Begins

*“In February 1965, the United States began a long program of sustained bombing of North Vietnamese targets known as Operation Rolling Thunder. At first only military targets were hit, but as months turned into years, civilian targets were pummeled as well.”*

– USHistory.org



UH-1D helicopters airlift members of a US infantry regiment (1966).  
James K.F. Dung, SFC, photographer

### Suggested Reading and Assignments

- Read the article: *The Vietnam War*.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

### Key People, Places, and Events

Gulf of Tonkin  
Operation Rolling Thunder

Ho Chi Minh Trail  
Viet Cong

Tet Offensive  
Saigon

## Discussion Questions

1. What incident brought about the escalation in the Vietnam War?
2. Describe Operation Rolling Thunder.
3. What was the Ho Chi Minh Trail, and how did American forces try to disable it?
4. Why did the Americans kill trees?
5. How did the Viet Cong respond to the bombing of the Ho Chi Minh Trail?
6. What did the American commander ask for?
7. Why was recognizing the enemy difficult?
8. What did the American public become upset about the war?
9. What happened in Cambodia that outraged America after Richard Nixon became president?
10. What was the sad result of the war for America?

### *The Vietnam War*

by Mary E. Hall

#### **The Vietnam War**

In 1964, American gunboats stationed in the **Gulf of Tonkin** were fired on. In response, President Johnson ordered **Operation Rolling Thunder**, a campaign of bombing that ended up going on for years. Only military targets were bombed at first, but later on civilian (non-military) targets were bombed too.

The Americans also bombed a supply line known as the **Ho Chi Minh Trail**, which snaked through Laos and Cambodia. American aircraft sprayed chemicals on the jungle to kill the trees so that they could see their targets. Those chemicals harmed the people who lived in the area as well as soldiers who were fighting there.

The communists who used the trail didn't stop, though. Once the bombing began, they dug tunnels to keep the supplies moving. In 1965 America sent combat troops in to root out these enemy suppliers, who called themselves **Viet Cong**. The main problem American soldiers had in fighting the Viet Cong was that they did not wear uniforms, and the soldiers could not easily tell them apart from the people who

lived in the areas where they were fighting. Many villages were burned, and many innocent people were killed, and this began to anger the American public as well as the Vietnamese.

#### **The War Becomes Unpopular**

American soldiers were also dying and getting wounded in high numbers, often by stepping on landmines, and it didn't look like there would be a quick end to the fighting. People at home grew more and more upset about the war, and some of them began to protest, demanding that the US pull out of Vietnam and bring the American soldiers home. They especially didn't like the fact that the soldiers had been drafted into the army rather than asked to volunteer.

After a long series of surprise attacks by the North Vietnamese called the **Tet Offensive** (because it began on the Vietnamese New Year holiday called Tet), the war became even more unpopular in the US. When the American commander asked for more troops, his request was denied.

When **Richard Nixon** became

president, he knew the American effort in the war was failing. The Viet Cong were too good at hiding and getting where they wanted to go for the Americans to defeat them. The President announced a plan to gradually withdraw troops, but first he launched a quick invasion of Cambodia to bomb the Ho Chi Minh Trail there. In one of the villages, American soldiers killed several hundred villagers, including women and

children. The American public was outraged.

In 1973 a ceasefire was announced, and the remaining American soldiers were removed. The North Vietnamese quickly moved south and captured the city of **Saigon**. Soon all of Vietnam, as well as Cambodia and Laos, became communist. After twenty years of war, the sad result for America was defeat.



The Ho Chi Minh supply trail for the Viet Cong required, on average, four months of rough-terrain travel for combatants from North Vietnam destined for the southern battlefields.



Map showing the location of the Gulf of Tonkin in the South China Sea



# The Artios Home Companion Series

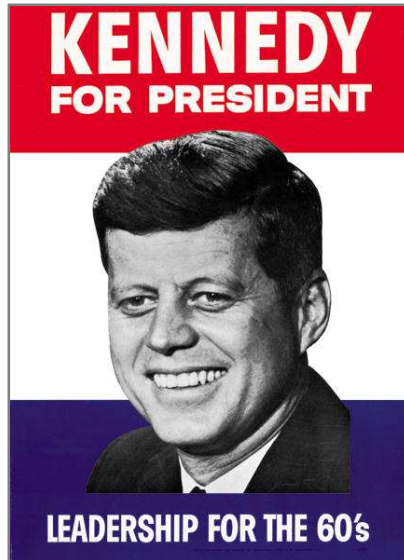
## Unit 25: Passing the Torch

### Teacher Overview

WHEN JOHN F. KENNEDY was elected president in 1960, the United States was at the height of its postwar optimism. Across the world, newly independent nations looked to the United States for assistance and guidance. Few Americans would have believed that by the end of the decade the nation would be weakened and divided against itself.

The youthful President Kennedy and his wife reminded many people of the magical time of King Arthur and Camelot. His New Frontier program asked the nation's talented and fortunate to work to get rid of poverty and injustice at home while showing confidence overseas. Although Congress blocked many of his programs, Kennedy's self-assurance was contagious, and the shock of his untimely death was nothing less than devastating.

After reaching a peak of exaltation with the achievement of landing on the moon, America slid into a time of malaise. Lyndon Johnson faced many challenges during his presidency, including the Vietnam War. His dishonesty with the American people regarding the status of the war stirred a deep distrust among the American people. The assassination of Martin Luther King, Jr. shocked the nation. President Richard Nixon was a brilliant man and a brilliant politician. However, there seemed to be two extreme sides to his personality. Although he was bright and capable and talked of "law of order," there was another side to him that had no respect for the law when it affected him. This was demonstrated in his involvement in the Watergate scandal.



John F. Kennedy's youthful good looks helped him win the White House in 1960 and start an era of American politics remembered as "Camelot."

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete eight lessons in which they will learn about the **Kennedy, Johnson, and Nixon years**.
- Define vocabulary words
- Make a drawing or poster illustrating **a sentence from Dr. Martin Luther King’s last speech**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God’s Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– **Edmund Burke**

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

**Before God, all men and women are created equal.**

*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

## Key People, Places, and Events

John F. Kennedy

Robert Frost

Peace Corps

Rachel Carson

Cuba

Fidel Castro

Central Intelligence Agency (CIA)

Bay of Pigs

Nikita Khrushchev

Lyndon Johnson

“New Frontier”

Jaqueline Kennedy

John Connally

Lee Harvey Oswald

Jack Ruby

“Great Society”

Civil Rights Act of 1964

Neighborhood Youth Corps

Headstart

Job Corps

Upward Bound

Teacher Corps

Medicare

Medicaid

Vietnam War

Thurgood Marshall

Martin Luther King, Jr.

J. Edgar Hoover

James Earl Ray

Robert Kennedy

Vietnam War

Watergate

Bob Woodward

Carl Bernstein

Spiro Agnew

*Sputnik*

Yuri Gagarin

Alan Shepard

Neil Armstrong

Edwin “Buzz” Aldrin

## Vocabulary

**Lesson 1:**

patrician

bipartisan

engaging

temper

civility

solitary

ecology

conservation

prerogative

indiscriminate

fervor

charisma

**Lesson 2:**  
sleuth  
scrutiny  
fiasco  
disarmament  
radioactive  
diverse  
lobby

**Lesson 3:**  
voracious  
optimistic  
rational  
aspiration  
hatemonger  
magnanimous

**Lesson 4:**  
turmoil  
bombast  
clamor

**Lesson 5:**  
satire  
affluent  
grisly  
privilege  
penury

**Lesson 6:**  
*none*

**Lesson 7:**  
de-escalate  
unilateral

**Lesson 8:**  
pragmatism  
psychiatrist  
“hush money”  
fraudulent  
probation  
hubris  
arrogance  
misdemeanor  
obstruction  
impeach  
inquisitor  
diminution  
subversion  
jurisdiction  
astute



John-John, Jackie, Caroline, and Jack Kennedy, in Hyannis Port (1962)

## Lesson One

### History Overview and Assignments Passing the Torch

AT 43, John F. Kennedy was the youngest man ever elected president, and Americans wanted to be part of the excitement that seemed to be building. “*Let the word go forth from this time and place, to friend and foe alike,*” he proclaimed in his stirring inauguration speech, “*that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed.*”



John F. Kennedy,  
35<sup>th</sup> President of the United States

#### Key People, Places, and Events

John F. Kennedy  
Robert Frost  
Peace Corps  
Rachel Carson

### Suggested Reading and Assignments

- Read Chapter 17 in the book *A History of US: All the People*, “Passing the Torch.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Read the boxed section in Chapter 17 titled “A Solitary Child,” and be prepared to share what you learn.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

patrician  
bipartisan  
engaging

temper  
civility  
solitary

ecology  
conservation  
prerogative

indiscriminate  
fervor  
charisma

## Discussion Questions

1. Describe some of the differences between President Eisenhower and President Kennedy.
2. What famous poet read at Kennedy's inauguration?
3. How did the American public feel about President Kennedy?
4. What famous quote is President Kennedy best known for? (This quote appears in your text.)
5. What was Rachel Carson's message about environmental threats?
6. What is charisma?

## Lesson Two

### History Overview and Assignments Being President Isn't Easy

WHEN JOHN F. KENNEDY became president, he learned that the US had secretly been training Cuban refugees to be warriors who would go back to Cuba and help the people overthrow their communist dictator. But the plan didn't work, and a terrifying crisis soon followed.



Posthumous official presidential portrait of US President John F. Kennedy, by Aaron Shikler (1970)

## Key People, Places, and Events

Cuba  
Fidel Castro  
John F. Kennedy  
Central Intelligence Agency (CIA)  
Bay of Pigs  
Nikita Khrushchev  
Lyndon Johnson

## Vocabulary

sleuth  
scrutiny  
fiasco  
disarmament  
radioactive  
diverse  
lobby

## Suggested Reading and Assignments

- Read Chapter 18 in the book *A History of US: All the People*, “Being President Isn’t Easy.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. What political philosophy did Castro follow?
2. What happened when Castro became the leader of Cuba?
3. Describe the events surrounding the Bay of Pigs in Cuba.
4. How did Kennedy react to the fiasco of the Bay of Pigs?
5. What agreement was finally made between the US and Russia regarding military arms?



Anti-Castro Cuban defectors practicing parachute jumps

## Lesson Three

### History Overview and Assignments The Assassination of President Kennedy

NOVEMBER 22, 1963 was a bright, sunny day in Dallas, Texas, and the President decided to travel down the road with the top and windows down on his limousine. No one who was near him expected the horrifying event that took place next.



President Kennedy with his wife, Jacqueline, and Governor of Texas John Connally in the presidential limousine, minutes before the President’s assassination

## Suggested Reading and Assignments

- Read Chapter 21 in the book *A History of US: All the People*, “The President’s Number.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Key People, Places, and Events

John F. Kennedy  
“New Frontier”  
Jaqueline Kennedy  
Lyndon Johnson

John Connally  
Lee Harvey Oswald  
Jack Ruby

## Vocabulary

voracious                  aspiration  
optimistic                hatemonger  
rational                    magnanimous

## Discussion Questions

1. What issues did President John F. Kennedy wish to address, and what changes did he hope to make?
2. What opposition did he face in these areas?
3. Describe the events surrounding the assassination of President Kennedy.

## Lesson Four

## History Overview and Assignments LBJ

AFTER JOHN F. KENNEDY’S assassination, Vice President Lyndon Johnson became president. He was a big man with big plans—to wipe out poverty in America and see everyone treated as equal citizens.



Official White House portrait of  
Lyndon B. Johnson (1968)

## Suggested Reading and Assignments

- Read Chapters 22 and 23 in the book *A History of US: All the People*, “LBJ” and “The Biggest Vote in History.”
- After reading the chapters, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



Johnson is being sworn in aboard *Air Force One* by Federal Judge Sarah T. Hughes. Mrs. Johnson is on his right, and Mrs. Kennedy is on his left.

## Key People, Places, and Events

Lyndon Johnson  
“Great Society”

## Vocabulary

turmoil  
bombast  
clamor

## Discussion Questions

1. How did Lyndon Johnson become president?
2. What kind of president did he want to be?
3. What was his dream to accomplish as president?
4. Describe Lyndon Johnson’s background.
5. Describe President Johnson’s political background and experience.
6. What did Johnson dream of when he talked about the “Great Society”?
7. What was significant to him about his 1964 election?
8. How was Johnson different than other presidents?



President Johnson signing the Voting Rights Act of 1965



## Lesson Five

### History Overview and Assignments Johnson's Great Society

USING HIS TEXAS-SIZED personality, Lyndon Johnson intended to continue to build his "Great Society." It led to the passing of the Civil Rights Act of 1964. This act outlawed most forms of discrimination and laid the foundation for government programs such as Headstart for preschoolers, the Job Corps for job-seekers, Medicare for seniors, and Medicaid to provide health care for the poor. But being president was much more difficult than President Johnson expected. The Vietnam War continued to plague his presidency as it drained more and more money from the American economy.



President Lyndon B. Johnson signs the Economic Opportunity Act (also known as the Poverty Bill) while press and supporters of the bill look on, August 20, 1964.

#### Key People, Places, and Events

Lyndon B. Johnson  
Civil Rights Act of 1964  
Neighborhood Youth Corps  
Headstart  
Job Corps  
Upward Bound  
Teacher Corps  
Medicare  
Medicaid  
Vietnam War

#### Suggested Reading and Assignments

- Read Chapter 24 in the book *A History of US: All the People*, "Salt and Pepper the Kids."
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Choose at least one of the "boxed" or side column topics in your reading. Be prepared to share what you learn about that extra topic.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Vocabulary

satire  
affluent  
grisly  
privilege  
penury



Lyndon B. Johnson at the Elementary and Secondary Education Act (ESEA) signing ceremony in 1965, with his childhood schoolteacher Ms. Kate Deadrich Loney



Lady Bird Johnson, wife of Lyndon Johnson, visits a Head Start class in 1966.

## Discussion Questions

1. Describe President Johnson's dream of a "Great Society."
2. What was the purpose of the Headstart program?
3. What was the purpose of the Job Corps program?
4. What was the purpose of the Upward Bound program?
5. What was the purpose of the Teacher Corps?

## Lesson Six (for older students)

### History Overview and Assignments Lyndon in Trouble

LYNDON JOHNSON faced many challenges during his presidency, including the Vietnam War. His dishonesty with the American people regarding the status of the war caused a deep distrust with the American people. Television revealed to the American people that he wasn't telling the truth, setting off a chain of negative public reaction.



Vietnam War protests at the Pentagon. By the time this photo was taken in Washington, DC in October 1967, support for the Vietnam War was dropping and the anti-Vietnam War movement was gaining momentum.

## Key People, Places, and Events

Lyndon Johnson

Vietnam War

Thurgood Marshall

## Suggested Reading and Assignments

**Note: This lesson is for older elementary students.  
Younger students can go on to Lesson Seven.**

- Read Chapter 28 in the book *A History of US: All the People*, “Lyndon in Trouble.”
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Choose at least one of the “**boxed**” or **side column topics** in your reading. Be prepared to share what you learn about that extra topic.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. What influence did television have on the presidency of Lyndon Johnson, and why?
2. Describe some of the public’s reactions and responses to the war in Vietnam.
3. List some of the groups who were becoming more vocal in their demand for equal rights during this time.
4. What terrible event took place in My Lai in 1968?

## Lesson Seven

### History Overview and Assignments Up to the Mountain

THE ASSASSINATION of Dr. Martin Luther King, Jr. was a shock to the nation. Robert Kennedy expressed his sentiments on the assassination in the following words: *“Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort. In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black—considering the evidence there evidently is that there were white people who were responsible—you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country . . . black people amongst black, white people amongst white, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.”*



The tomb of Martin Luther King and Coretta Scott King, located on the grounds of the King Center in Atlanta. Photo by Simon J. Kurtz

## Key People, Places, and Events

Martin Luther King, Jr.  
J. Edgar Hoover  
James Earl Ray  
Robert Kennedy

## Vocabulary

de-escalate  
unilateral

## Suggested Reading and Assignments

- Read Chapter 33 in the book *A History of US: All the People*, “Up to the Mountain.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “**boxed**” or **side column topics** in your reading. Be prepared to share what you learn about that extra topic.
- Make a drawing illustrating these **stirring words from Dr. Martin Luther King’s last speech**: “*I have a dream that the brotherhood of man will become a reality.*”
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. Why did Dr. King call off the march in Tennessee?
2. What was the message of the speech he made soon afterward in Memphis?
3. What did Robert Kennedy plead for after Dr. King was assassinated?



Demonstrator with sign saying, “Let his death not be in vain,” in front of the White House, after the assassination of Martin Luther King, Jr.

## Lesson Eight

### History Overview and Assignments Nixon: Vietnam, China, and Watergate

PRESIDENT RICHARD NIXON was a brilliant man and a brilliant politician. However, there seemed to be two extreme and contrasting sides to his personality. Although he was bright and capable and talked of “law of order,” there was another side to him that had no respect for the law when it affected him. This was demonstrated in his involvement in the Watergate scandal.



Richard M. Nixon

#### Key People, Places, and Events

Vietnam War  
Watergate  
Bob Woodward  
Carl Bernstein  
Spiro Agnew  
*Sputnik*  
Yuri Gagarin  
Alan Shepard  
Neil Armstrong  
Edwin “Buzz” Aldrin

#### Suggested Reading and Assignments

- Read Chapter 36 in the book *A History of US: All the People*, “Nixon: Vietnam, China and Watergate.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Instead of answering discussion questions, describe the events surrounding the **Watergate Scandal**, and summarize the section titled “**Mercury, Gemini, and Apollo.**”
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Vocabulary

pragmatism  
psychiatrist  
“hush money”  
fraudulent

probation  
hubris  
arrogance  
misdemeanor

obstruction  
impeach  
inquisitor  
diminution

subversion  
jurisdiction  
astute

# The Artios Home Companion Series

## Unit 26: The Stormy Seventies

### Teacher Overview

DURING GERALD FORD'S presidency, the last US troops and support workers were brought home from Vietnam, and the Vietnam War would go down as the worst foreign policy defeat to date. The country's negative view of the war and of the Nixon administration laid the groundwork for the election of Jimmy Carter. Carter was a southern Democrat with moderate views on economics and more liberal views on civil rights. After his election, Carter never seemed to capture the affection or the trust of the American people. He was not a great communicator and when he ran for reelection, he was defeated. During the 1970s when these men were presidents, major changes and events took place in American culture and around the world.



Whip Inflation Now (WIN) sign, used by President Gerald R. Ford to gain support for his efforts to tackle price inflation

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about **events during the Nixon and Carter years that led to a feeling of discouragement among the American people.**
- Define vocabulary words.
- Choose at least one of the “boxed” or side column topics in their reading, and prepare to share what they learn about that topic.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

**God’s Word tells us there will be times for both war and peace.**

*A time to love, and a time to hate; a time for war, and a time for peace.*

– Ecclesiastes 3:8

**“The only thing necessary for the triumph of evil is for good men to do nothing.”**

– **Edmund Burke**

*When the righteous increase, the people rejoice: but when the wicked rule, the people groan.*

– Proverbs 29:2

**Before God, all men and women are created equal.**

*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*

– Galatians 3:28 (review)

## Key People, Places, and Events

Gerald Ford	Environmental Protection Agency	Nuclear power industry
Betty Ford	Clean Air Act	Three Mile Island
Jimmy Carter	Clean Water Act	1972 Olympics
Wilderness Protection Act	Endangered Species Act	US Embassy in Tehran
Water Quality Act	John Muir	Mohammed Reza Pahlavi
Air Quality Act	Sierra Club	Camp David Agreement
Greenpeace	Woodsy the Owl	SALT II
Earth Day		

## Vocabulary

### Lesson 1:

unconditional  
inflation  
fundamentalist  
hostage  
enthusiasm  
conservation

### Lesson 2:

industrialism  
emission  
metropolitan  
firestorm  
annihilation  
consciousness  
fission  
lethal  
initiative  
substantive

### Lesson 3:

auspicious  
deteriorate  
anarchy  
broker  
levy

## Lesson One

### History Overview and Assignments A Congressman and a Peanut Farmer

THE CIRCUMSTANCES that led to Gerald Ford becoming President of the United States were by far some of the most unique in history. His presidency took place in a troubled time of economic woes, an energy crisis, and foreign turmoil. The country's negative view of the Vietnam War and of the Nixon administration laid the groundwork for the election of Jimmy Carter. Carter was a southern Democrat with moderate views on economics and more liberal views on civil rights. After his election, Carter never seemed to capture the affection or the trust of the American people. However, he was not a great communicator and when he ran for reelection, he was defeated.



Gerald Ford, 38<sup>th</sup> President of the United States



James Earl Carter, Jr., 39<sup>th</sup> President of the United States

### Suggested Reading and Assignments

- Read Chapter 37 in the book *A History of US: All the People*, “A Congressman and a Peanut Farmer.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.





First Lady Betty Ford was more active in social policy than previous first ladies, gaining high approval ratings for her work in raising awareness for cancer and for substance abuse. After founding the Betty Ford Center for substance abuse and addiction, she was awarded the Congressional Gold Medal and the Presidential Medal of Freedom for her work addressing these major societal problems.



First Lady Rosalynn Carter forged a career in public service as one of the nation's foremost advocates for mental health. Her lifelong dedication to improving life for women, children, the elderly, people with mental illness, and impoverished people worldwide earned her recognition in 2001 as one of only three first ladies ever inducted into the National Women's Hall of Fame.

## Key People, Places, and Events

Gerald Ford

Betty Ford

Jimmy Carter

## Vocabulary

unconditional  
inflation

fundamentalist  
hostage

enthusiasm  
conservation

## Discussion Questions

- How did Gerald Ford become president of the United States without ever being elected president or vice president?
- What controversial decision did he make when he became president?
- What did he say about truth, the golden rule, and brotherly love?
- Why was Vietnam considered America's worst foreign-policy defeat?
- What was Betty Ford like as First Lady?
- What type of background did Jimmy Carter have as he came to the presidency?
- What were some of the challenges Carter faced during his presidency?
- How did these challenges affect the American people?
- What were some of the good things he achieved?



Israeli Prime Minister Menachem Begin and Egyptian President Anwar Sadat shake hands at Camp David (1978).

## Lesson Two

### History Overview and Assignments Environmental Reform

*“It was time to save the earth. A century of full-fledged industrialism in America had taken its toll on the environment. Concerned citizens began to appeal in earnest.”*

– USHistory.org



The early 1970s saw a series of public service announcements designed to increase public awareness of environmental issues. One of the most memorable images from the campaign featured Woodsy Owl, an icon for the United States Forest Service. Woodsy was most famous for the motto “Give a hoot—don’t pollute!”

#### Key People, Places, and Events

Wilderness Protection Act  
Water Quality Act  
Air Quality Act  
Greenpeace  
Earth Day  
Environmental Protection Agency  
Clean Air Act  
Clean Water Act  
Endangered Species Act  
John Muir  
Sierra Club  
Woodsy the Owl  
Nuclear power industry  
Three Mile Island

#### Suggested Reading and Assignments

- Read the online article found at the link on your **ArtiosHCS** curriculum website: *Environmental Reform*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Vocabulary

industrialism  
emission  
metropolitan  
firestorm  
annihilation  
consciousness  
fission  
lethal  
initiative  
substantive

#### Discussion Questions

1. Why was the Environmental Protection Agency created?
2. List some of the changes made by the environmental regulations discussed in today’s article.

## Lesson Three

(for older elementary students)

### History Overview and Assignments Foreign Troubles

*“America sank deeper into malaise when it looked around at what was going on in the rest of the world. The decade began with America's longest war ending in its first decisive military defeat in its 200-year-history. Diplomacy seemed powerless to stop the economic dependence of the United States on the volatile Middle East for a steady supply of oil. Terrorists from this region and others threatened heads of state and ordinary citizens around the globe. Despite an auspicious start, relations with the Soviet Union deteriorated by the end of the decade.”*

– USHistory.org



Shah Mohammad Reza Pahlavi was the impetus for the 1979 seizure of the US Embassy in Tehran by the Iranian government. The terrorists demanded the return of their former leader Pahlavi in exchange for the lives of 52 American hostages.

#### Discussion Questions

1. What happened to the American rescue effort President Carter sent to rescue American hostages in Tehran?
2. What was SALT II, and what happened to it?
3. What fear was caused by the Marxist revolution in Nicaragua?
4. Why did President Carter decide to boycott wheat from the Soviet Union?

#### Vocabulary

auspicious      anarchy      levy  
deteriorate      broker

#### Suggested Reading and Assignments

- Read the online article found at the link on your **ArtiosHCS** curriculum website: *Foreign Woes*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Key People, Places, and Events

Camp David Agreement      SALT II  
US Embassy in Tehran      1972 Olympics  
Mohammed Reza Pahlavi

# The Artios Home Companion Series

## Unit 27: The Energetic Eighties

### Teacher Overview

THE EIGHTIES WERE a time of renewed hope and confidence. President Ronald Reagan voiced a clear message—that government was too big and needed to be trimmed down to size. Taxes were too high and should be cut to stimulate growth and investment. Military spending should be increased to block communist expansion and fix the degenerating state of the American war machine. Morality and character needed to be reemphasized in American life. The United States was still the largest superpower in the world with the best system of government. It was time to feel good about being an American again.

The years of America's next president, George H.W. Bush, saw the Fall of the Berlin Wall and the end of the Cold War. President Bush ordered military operations that successfully drove an invasion out of Kuwait, but he had to go back on a promise about taxes to help the economy.



The Fall of the Berlin Wall (1989)

Unknown photographer, Reproduction by Lear 21 at English Wikipedia. This public photo documentation wall (including the displayed image) was released and featured by the Senate of Berlin. The photo is protected by copyright but permanently placed in a public area, therefore covered by §59 UrhG (see COM:CRT/Germany#Freedom of panorama). The reproduction is licensed under the license CC BY-SA 3.0

- Choose at least one of the “boxed” or side column topics in their reading, and prepare to share what they learn about that topic.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete three lessons in which they will learn about the **presidencies of Ronald Reagan and George Herbert Walker Bush, changes in American lifestyle, and the end of the Cold War.**
- Define vocabulary words.

### Leading Ideas

**God is sovereign over the affairs of men.**

*From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.*

– Acts 17:26

## Dishonesty is sin and will be punished.

*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.*

– Proverbs 10:9

## Key People, Places, and Events

Ronald Reagan  
Mikhail Gorbachev  
Fall of the Soviet Union  
European Union  
Tiananmen Square Massacre

Operation Desert Storm  
George H.W. Bush  
Sadaam Hussein  
Persian Gulf War



US President Ronald Reagan and Soviet General Secretary Mikhail Gorbachev signing the INF Treaty in the East Room at the White House in 1987. The Intermediate-Range Nuclear Forces Treaty (INF) is a 1987 arms limitation agreement between the United States and the Soviet Union.

White House Photographic Office - National Archives and Records Administration ARC  
Identifier 198588, courtesy Ronald Reagan Presidential Library



Monument in Memory of Chinese from Tiananmen in Wrocław, Poland, depicting a destroyed bicycle and a tank track as a symbol of the Tiananmen Square protests.

## Vocabulary

### Lesson 1:

deficit  
revenue  
surplus  
debt  
arrogant  
bureaucracy  
speculative  
insolvency  
oblige  
auxiliary  
procurement  
strata  
accelerate  
accumulate  
pragmatic  
appertain

### Lesson 2:

exclusionary  
systematic  
fax (machine)  
modern  
niche

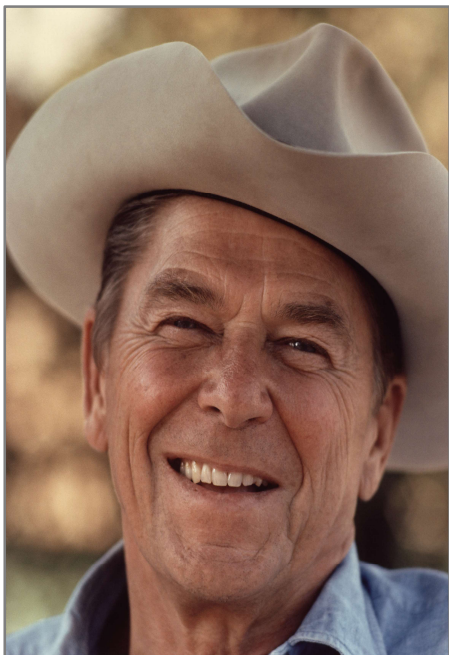
### Lesson 3:

coalition  
unilateral  
befuddle  
bamboozle  
obfuscate  
euphemism

## Lesson One

### History Overview and Assignments Taking a Leading Role

RONALD REAGAN, the US president who followed Jimmy Carter, was a great communicator. He was the oldest man to ever be elected president, and he knew how to use television as no other president had before him. He wanted to reduce the size of government, cut welfare spending, eliminate government regulations on business, and get government out of public education. He was anti-tax, anti-union, and anti-communist.



Ronald Reagan swept into office in 1980 with a sizable victory over incumbent Jimmy Carter. Tax cuts and military spending were the hallmarks of his administration.

#### Key People, Places, and Events

Ronald Reagan  
Mikhail Gorbachev

#### Vocabulary

deficit	oblige
revenue	auxiliary
surplus	procurement
debt	strata
arrogant	accelerate
bureaucracy	accumulate
speculative	pragmatic
insolvency	appertain

#### Suggested Reading and Assignments

- Read Chapter 38 in the book *A History of US: All the People*, “Taking a Leading Role.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. Summarize the difference between liberal and conservative thinking about government.
2. Describe Ronald Reagan's growing up years.
3. What profession did Reagan go into after college?
4. How did Reagan become involved in politics?
5. What is a balanced budget?
6. Reagan said, "Government is not the solution to our problem. Government is the problem." What did he mean by that?
7. What was Reagan's opinion of the Soviet Union?
8. What did President Reagan ask Mikhail Gorbachev to do?

## Lesson Two

### History Overview and Assignments Living on the Edge

AS THE ECONOMY improved, company executives began to desire to live closer to their jobs, and a trend to move companies out of the city and into the suburbs began. This brought other types of jobs out to the suburbs as those living there needed to be clothed, housed, fed, and have their children cared for. According to journalist Joel Garreau, "Eighty-eight percent of Americans live outside what has traditionally been defined as a big city . . . a place . . . with half a million population."



Century City, an edge city of Los Angeles, CA  
Basil D Soufi - Own work. CC BY-SA 3.0

## Vocabulary

exclusionary  
systematic  
fax (machine)  
modem  
niche

## Discussion Questions

1. What circumstances led much of the population to move out of the inner cities of America? How did American culture change?
2. What are some of the positive changes to the inner cities that have taken place as a result?

## Suggested Reading and Assignments

- Read Chapter 39 in the book *A History of US: All the People*, “Living on the Edge.”
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Lesson Three

### History Overview and Assignments The End of the Cold War

THE ECONOMIES of the world were becoming more closely linked with one another, and after the fall of the Soviet Union, a new way of thinking and leading was needed. America’s beliefs in her founding principles had not changed. It was evident that these principles were good for people all over the world who desired to be truly free. The desire for true freedom began to lead to protests against oppressive government around the world. President George H.W. Bush led the US military in response to injustice and oppression, in places such as in Kuwait and Somalia. His decision to go back on a promise about taxes damaged his popularity, though, and he was not reelected in 1992.

#### Key People, Places, and Events

Fall of the Soviet Union  
European Union  
Tiananmen Square  
Massacre  
George H.W. Bush  
Sadaam Hussein  
Persian Gulf War  
Operation Desert  
Storm



George Herbert Walker Bush,  
41<sup>st</sup> President of the United States

#### Vocabulary

coalition  
unilateral  
befuddle  
bamboozle  
obfuscate  
euphemism



## Suggested Reading and Assignments

- Read Chapter 40 in the book *A History of US: All the People*, “The End of the Cold War.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

OR

- Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. Describe the collapse of the Soviet Union.
2. Why did the fall of Russian communism give people around the world an awareness of possibilities?
3. Describe the background of America’s 41<sup>st</sup> president, George H.W. Bush.
4. What promise did President Bush give to the American people?
5. How did President Bush respond to Iraq’s invasion of Kuwait?
6. Do you think America has a responsibility to try and solve the problems of other nations? Why or why not?



President Bush visiting American troops in Saudi Arabia on Thanksgiving Day (1990)

# The Artios Home Companion Series

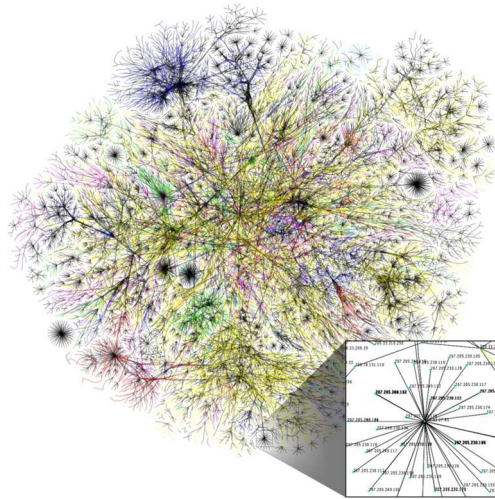
## Unit 28: Toward a New Millennium

### Teacher Overview

THE END OF THE 20<sup>th</sup> CENTURY was a time of excitement and turmoil. As both of America's political parties softened their aims in order to claim the largest numbers of American voters, bitter divisions emerged between them.

The 1990s marked a worldwide revolution in communications. Individual use of the Internet mushroomed from a handful of scientists and professors at the beginning of the decade to becoming widespread by the year 2000. Companies changed their methods for online commerce. Electronic mail became a common new form of communication.

The United States approached the twenty-first century as the leading users of Internet and satellite technology. These devices opened new windows of opportunity to connect with other cultures around the globe.



An artist's conception of the World Wide Web  
The Opte Project – Originally from the English Wikipedia. CC BY 2.5

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete four lessons in which they will learn about the **presidency of Bill Clinton** and the **end of the twentieth century**.
- Choose at least one of the “boxed” or side column topics in their reading and prepare to share what they learn about that topic.
- Create an outline.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God is sovereign over the affairs of men.

*From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.*

– Acts 17:26

### Dishonesty is sin and will be punished.

*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.*

– Proverbs 10:9

## Key People, Places, and Events

Bill Clinton  
Hillary Clinton  
Al Gore  
Albert Einstein

Edwin Hubble  
Richard P. Feynman  
James Watson

Francis Crick  
Internet  
World Wide Web

## Vocabulary

### Lesson 1:

principle  
delegate  
invective  
mores

### Lessons 2:

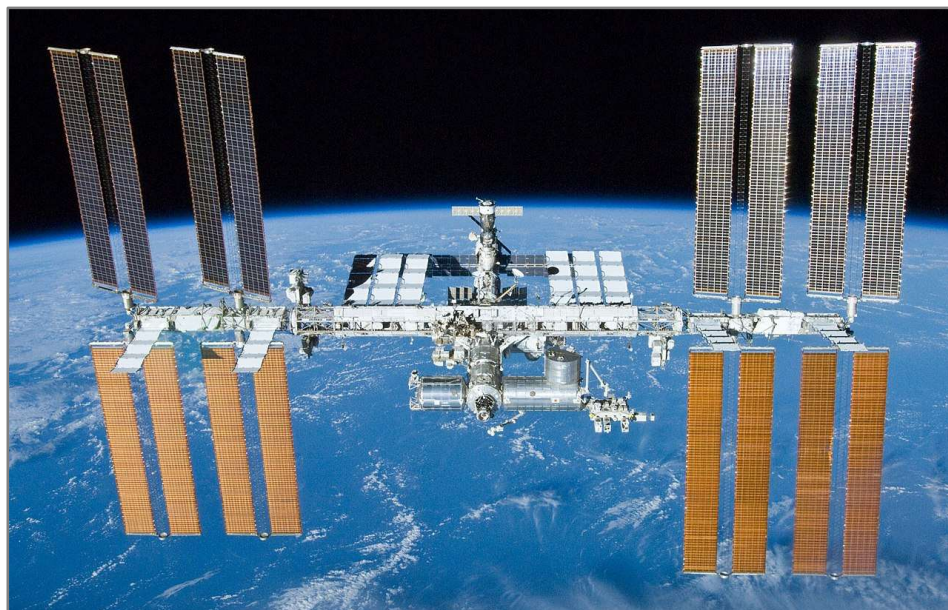
*none*

### Lessons 3:

*none*

### Lesson 4:

innovation  
modem  
cyberspace  
fiber-optic  
microprocessor  
telecommuter  
email



The International Space Station is featured in this image photographed on May 23, 2010 by an STS-132 crew member on board the Space Shuttle Atlantis after the station and shuttle began their post-undocking relative separation. Its first component launched into orbit in 1998.

## Lesson One

### History Overview and Assignments A Boy From Hope

A SMALL TOWN BOY from Arkansas, one of the poorest of states in the Union, was elected President of the United States, once again proving what America is all about. Clinton gave the American people the impression of energy, enthusiasm, compassion, and ability. He and his wife Hillary formed a powerful political union.



William Jefferson "Bill" Clinton,  
42<sup>nd</sup> President of the United States

#### Key People, Places, and Events

Bill Clinton  
Hillary Clinton  
Al Gore

#### Vocabulary

principle  
delegate  
invective  
mores

#### Suggested Reading and Assignments

- Read Chapter 44 in the book *A History of US: All the People*, "A Boy from Hope."
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions in your summary.
- Choose at least one of the "boxed" or side column topics in your reading and prepare to share what you learn about that topic.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

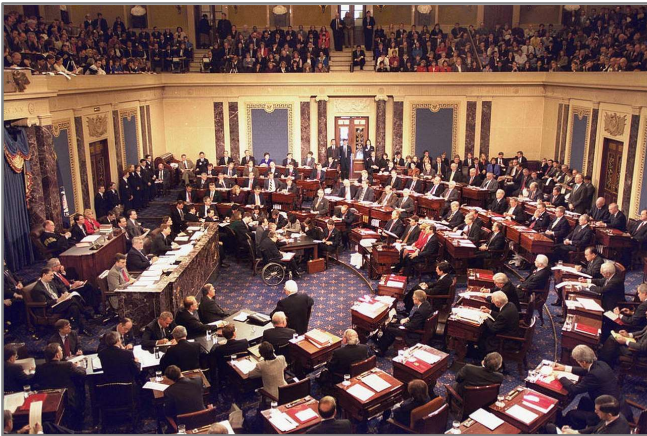
1. Where was Bill Clinton born?
2. What was his childhood like?
3. Describe his accomplishments during his youth.
4. What was Hillary Clinton's childhood like?
5. Why do you think Bill Clinton wanted to begin his ride to the White House at Thomas Jefferson's home?

## Lesson Two

*(for older elementary students)*

### History Overview and Assignments Presidential Politics and Values

BILL CLINTON BEGAN his presidency with high approval ratings, but he will not be remembered for that. He threw away the chance to be a great president when he lied about his misdoings to the American public and used the office of the presidency for personal gratification.



Floor proceedings of the US Senate, in session during the impeachment trial of President Bill Clinton

**Note:** *This lesson is for older elementary students. Younger students can skip it and go on to Lesson Three.*

#### Discussion Questions

1. What were some positive changes Bill Clinton made for the US during his presidency?
2. In what areas of Clinton's goals was he unsuccessful?
3. Describe four accomplishments of his foreign policy.
4. What is hubris?
5. What overshadowed much of Bill Clinton's presidency?
6. Should government leaders be allowed to lie? Give a Biblical response.

#### Suggested Reading and Assignments

- Read Chapter 45 in the book *A History of US: All the People*, "Politics and Values."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Choose at least one of the "boxed" or side column topics in your reading and prepare to share what you learn about that topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

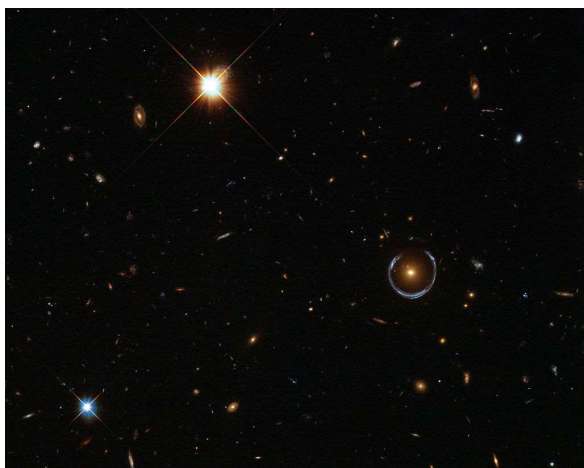


The Clinton family (1997)

## Lesson Three

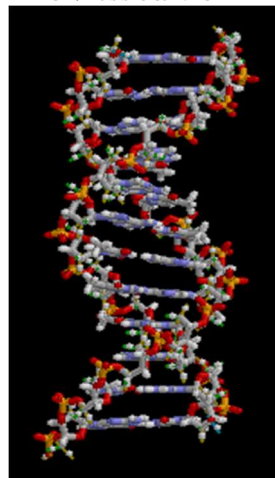
### History Overview and Assignments Accomplishments of the Twentieth Century

THE 20<sup>th</sup> CENTURY'S big story may be the fight for fairness and justice for all people, but that isn't the only story of the time. The twentieth century was also an age of marvels with leaps of understanding and technological wonders arriving at a stunning pace. The centuries that follow will face major ethical questions as a result of some of those marvels and discoveries.



This blue horseshoe is a distant galaxy that has been magnified and warped into a nearly complete ring by the strong gravitational pull of the massive foreground luminous red galaxy.

ESA/Hubble & NASA

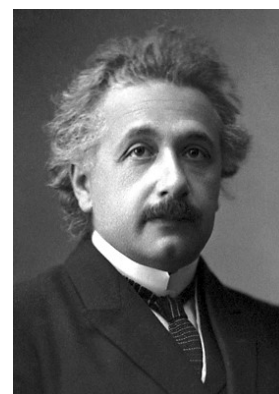


A section of DNA. The bases lie horizontally between the two spiraling strands.

brian0918&#153 - Own work

### Suggested Reading and Assignments

- Read Chapter 48 in the book *A History of US: All the People, "Big Ideas."*
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Choose at least one of the "boxed" or side column topics in your reading and prepare to share what you learn about that topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



Albert Einstein's official portrait after receiving the 1921 Nobel Prize in Physics  
Official 1921 Nobel Prize in Physics photograph

### Key People, Places, and Events

Albert Einstein  
Edwin Hubble

Richard P. Feynman  
James Watson

Francis Crick

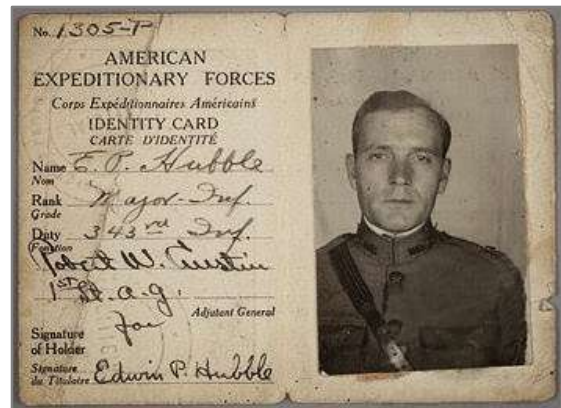
## Discussion Questions

1. What did scientists believe about the universe when the 20<sup>th</sup> century began?
2. What scientific fact did Richard Feynman think is the most important to pass on to future generations? Why would this be so?
3. What fact did Edwin Hubble discover in 1929?
4. What did Watson and Crick discover in 1953?
5. What kinds of ethical problems could come from engineering the genes of future humans and other living things?

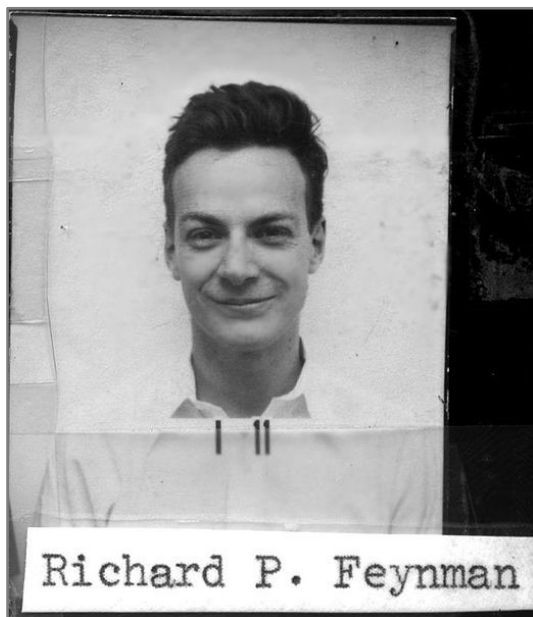


Bt-toxins present in peanut leaves (right image) protect it from extensive damage caused by lesser cornstalk borer larvae

Herb Pilcher, USDA ARS



Edwin Hubble's identity card in the American Expeditionary Forces of World War I



Feynman's Los Alamos ID badge



DNA model built by Crick and Watson in 1953, on display in the Science Museum, London

## Lesson Four

### History Overview and Assignments Living in the Information Age

THE 1990S WERE FILLED with improvements in communications. Use of the Internet grew from a handful of scientists and professors at the beginning of the decade to becoming widespread by the year 2000. Companies changed their methods for online commerce, and email became a common new form of communication between relatives, friends, and coworkers.



The historic World Wide Web logo

WWW's "historical" logo, created by Robert Cailliau in 1990, CC BY-SA 4.0

#### Key People, Places, and Events

Internet

World Wide Web

#### Vocabulary

innovation  
modem  
cyberspace  
fiber-optic

microprocessor  
telecommuter  
email

### Suggested Reading and Assignments

- Read the article: *Living in the Information Age*.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions in your summary.
- Instead of answering discussion questions, create an outline showing the main points made by the author. Use the website found on your **ArtiosHCS** curriculum website on "How to Write an Outline."
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

Adapted for Elementary School from the book:

### **U.S. History Online Textbook**

source: [ushistory.org](http://ushistory.org)

### **Living in the Information Age**

From the beginning of the 1990s until the end, new forms of entertainment, commerce, research, work, and communication became commonplace in

America. The driving force behind much of this change was an **innovation** called the **Internet**.

Personal computers had become



widespread by the end of the 1980s, and then came the ability to connect those computers over local or even national networks. Through a device called a **modem**, users could link their computers to a wealth of information using phone lines. What lay beyond the individual computer was a vast domain of information known as **cyberspace**.

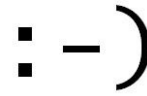
The Internet was developed during the 1970s by the Department of Defense. In the case of an attack, military advisors knew it would be helpful to be able to operate one computer from another terminal. In the early days, the Internet was used mainly by scientists to communicate with other scientists. The Internet remained under government control until 1984.

One early problem faced by Internet users was speed. Phone lines could only transmit information at a limited rate. The development of **fiber-optic** cables allowed for billions of bits of information to be received every minute. Companies like Intel developed faster **microprocessors**, so personal computers could process the incoming signals at a faster rate.

In the early 1990s, the **World Wide Web** was developed, in large part, for commercial purposes. Corporations created home pages where they could place text and graphics to sell products. Soon airline tickets, hotel reservations, books, and even cars and homes could be purchased online. Companies soon discovered that work could be done at home and submitted online, so a whole new class of **telecommuters** began to earn a living from home offices unshaven and wearing pajamas.

New types of communication were introduced. Electronic mail, or **email**, became a convenient way to send a message

to associates or friends. Messages could be sent and received whenever people liked. A letter that took several days to arrive in the past could now be read within minutes.



1990s smiley emoticon made with computer keys

Internet service providers like America Online and CompuServe set up electronic chat rooms. These were open areas of cyberspace where, for the first time, people could join in a conversation with perfect strangers around the world. New types of games became available too.

People who liked the Internet saw its many advantages. The commercial possibilities were limitless. Convenience was greatly improved. Chat rooms and email let people converse who may never have had the opportunity in the past. Educational opportunities were greatly enhanced because of the wealth of knowledge now placed at the fingertips of any wired individual.

There were some drawbacks, though. People who could not afford a computer or a monthly access fee were denied these possibilities. Many criticized the impersonal nature of electronic communication compared to a telephone call or a handwritten letter.

Regardless of its drawbacks, by the end of the 1990s, the world was fast becoming connected through cyberspace.



A North American Super NES game controller from the early 1990s

# The Artios Home Companion Series

## Unit 29: A New Millennium Begins

### Teacher Overview

AMERICANS LOOKED TOWARD the new millennium with bright hopes. George W. Bush's administration worked smoothly with Congress for several months before the Democrats gained control of the Senate. Throughout Western Europe, conservatism was regaining some of the popularity it had enjoyed during the time following the Cold War. In Eastern Europe, though, newly elected Vladimir Putin put undemocratic policies in place in pursuit of greater control.

Hostilities in the Middle East also deepened during this time. Iran, an old ally of the US, was now ruled by an Islamic republic set in place by Islamic radicals. Taliban terrorist forces had control of Afghanistan, and another terrorist group called al-Qaeda, led by a wealthy Saudi named Osama bin Laden, carried even more hatred toward nations considered to be "enemies of Islam" and launched more sinister attacks.

Americans remained generally unconcerned by these developments until a few hours after dawn on the morning of September 11, 2001.



Survivors covered in dust after the collapse of the World Trade Center in New York City on September 11, 2001

Photo by Don Halasy

### Key People, Places, and Events

George W. Bush  
Al Gore  
September 11 attacks  
Al-Qaeda  
Osama bin Laden  
Barack Obama  
John McCain  
Hillary Rodham Clinton  
Affordable Care Act  
Tea Party movement

### Suggested Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete seven lessons in which they will learn about the **beginning of the 21<sup>st</sup> century**, including the **George W. Bush and Barack Obama presidencies**.
- Define vocabulary words.

- Choose at least one of the “boxed” or side column topics in their reading, and prepare to share what they learn about that topic.
- Write biography notebook pages for **George W. Bush** and **Barack Obama**.
- Create a notebook page with newspaper articles and pictures about the **events of September 11**.
- Visit the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources and any videos and websites assigned for this unit.

## Leading Ideas

### God is sovereign over the affairs of men.

*And He made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place.*

– Acts 17:26 (review)

### Dishonesty is sin and will be punished.

*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.*

– Proverbs 10:9

## Vocabulary

### Lesson 1:

patrician  
substantial  
foray  
acumen  
profundity

### Lesson 2:

colleague  
deadlock  
deliberation  
impassioned  
antiquated  
absentee  
unprecedented  
civics  
deliverance  
prescient

### Lesson 3:

lurid  
epicenter  
despondency  
deplorable  
affright  
affluence  
tortuous  
nurture  
complacency  
pluralism  
abhor  
zealot  
extremist  
perversion  
recoil  
indoctrination  
pervasive

### Lesson 4:

hue  
destructible  
cremate  
annihilation  
perverted  
irresistible  
obituary  
poignant

### Lesson 5:

audacity  
saga  
catapult  
pundit  
phenomenon  
inclination  
dissertation  
consultant  
microfinance

### Lesson 6:

crescendo  
contender  
savvy  
eloquent  
formidable  
indispensable  
tabulate  
concede

### Lesson 7:

vital  
deficit  
intervention  
relentless  
legislature  
domestic  
executive order  
sanction  
friction

## Lesson One

### History Overview and Assignments Electing the 21<sup>st</sup> Century's First President

THE ELECTION OF 2000 was about issues like the national debt, the environment, and about values and behaviors. Al Gore and George W. Bush conducted the longest and most expensive election campaigns in the history of the United States. It made the closest race for the president the American public had ever witnessed, and after the election it took thirty-six days to find out who would be the new president.



President George W. Bush  
Official White house photo by Eric Draper (2003)

#### Key People, Places, and Events

George W. Bush  
Al Gore

#### Vocabulary

patrician  
substantial  
foray  
acumen  
profundity

### Suggested Reading and Assignments

- Read Chapter 46 in the book *A History of US: All the People*, “Electing the 21<sup>st</sup> Century’s First President.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include an overview of key people, dates, and events in your summary.
- Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Begin writing a biography notebook page for **George W. Bush** and include details about his background, family, education, election, and presidency.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Lesson Two

### History Overview and Assignments Of Colleges and Courts

COLUMNIST GEORGE WILL is quoted as saying, “*What began in Florida as an argument about who will be the next president has become something much larger and more lasting—an argument about the proper sources of government in this republic.*” The presidential election of 2000 proved this statement to be true.



Chads from punched cards.  
Each chad is about 1/8 inch (3 mm) long.  
Marcin Wichary. CC BY 2.0

#### Vocabulary

colleague  
deadlock  
deliberation  
impassioned  
antiquated

absentee  
unprecedented  
civics  
deliverance  
prescient

#### Suggested Reading and Assignments

- Read Chapter 47 in the book *A History of US: All the People*, “Of Colleges and Courts.”
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
  - Continue writing your biography notebook page about **George W. Bush**.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

#### Discussion Questions

1. How did the Electoral College system come to be used in the United States?
2. Who won the popular vote in the presidential election of 2000?
3. What was the controversy surrounding this election?
4. Who won the electoral vote in the presidential election of 2000?
5. Which state was at the center of the controversy?
6. How was the result of the election decided?
7. Have any more recent presidential elections been contested?

## Lesson Three

### History Overview and Assignments Catastrophe, War, and a New Century

WHEN WRITING in his diary, President George W. Bush described the events of September 11, 2001 as “the Pearl Harbor of the 21<sup>st</sup> century.” This is a good portrayal of the events of that day. The attack on the United States that day led to the United States declaring a war on terror, in which America led military campaigns against radical Islamist terrorist groups al-Qaeda, Islamic State, and the Taliban, mainly in Iraq and Afghanistan. Terrorist leaders Saddam Hussein and Osama bin Laden would both be killed, and the war in Afghanistan would end up lasting longer than both world wars and the Vietnam War combined.



The Twin Towers of the World Trade Center burning before they collapsed on September 11  
National Park Service

### Suggested Reading and Assignments

- Read Chapter 49 in the book *A History of US: All the People*, “Catastrophe, War, and a New Century.”
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “**boxed**” or **side column topics** in your reading, and prepare to share what you learn about that topic.
- Continue writing your biography notebook page about **George W. Bush**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



Montage of the Global War on Terror. Clockwise from top left: September 17, 2001, "Snow Won't Stop Operations," Car bomb in Iraq, US soldiers in Zabul province  
All four pictures in the montage were taken by the US Army/Navy.

## Vocabulary

lurid  
epicenter  
despondency  
deplorable  
affright  
affluence  
tortuous  
nurture  
complacency

pluralism  
abhor  
zealot  
extremist  
perversion  
recoil  
indoctrination  
pervasive

## Key People, Places, and Events

George W. Bush  
Al-Qaeda  
September 11 attacks  
Osama bin Laden  
Qur'an (also Koran, or Quran)

## Discussion Questions

1. What modern-day disease has caused fear like the 1793 and 1918 epidemics?
2. How were most Americans feeling before the attacks on September 11, 2001?
3. Describe the attacks on September 11, 2001.
4. Why did the radical terrorists attack the United States?

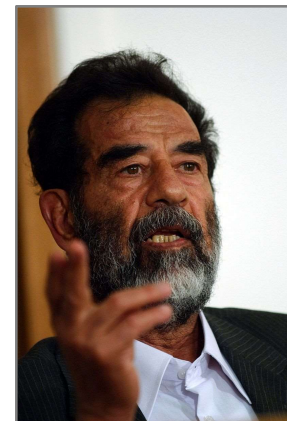


Osama bin Laden (c.1997-1998)  
Hamid Mir. CC BY-SA 3.0



M1A1 Abrams pose for a photo under the "Hands of Victory" in Grand Festivities Square, Baghdad, Iraq.

Technical Sergeant John L. Houghton, Jr.,  
United States Air Force



Saddam Hussein (2004)

## Lesson Four

### History Overview and Assignments New York and the American Way

THE EVENTS of September 11, 2001 were tragic and devastating. However, amidst the grief and devastation, American spirit and patriotism once again shone forth from the American people.



A deputy chief coordinates recovery efforts three days after the collapse of the World Trade Center.  
Navy photo by Petty Officer 1st Class Preston Keres

### Suggested Reading and Assignments

- Read Chapter 50 in the book *A History of US: All the People*, “New York and the American Way.”
  - After reading the chapter, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.
- Either way, be sure to include an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
  - Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
  - Using the Internet as a resource, create a notebook page with newspaper articles and pictures about the **events of September 11**. Try to find articles and pictures that show American patriotism as a response to September 11.
  - Continue writing your biography notebook page about **George W. Bush**.
  - Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

### Vocabulary

hue  
destructible  
cremate

annihilation  
perverted  
irresistible

obituary  
poignant



## Lesson Five

### History Overview and Assignments Both Lucky and Ready

BARACK OBAMA, a state legislator running for the US Senate, came to the attention of the nation when John Kerry's campaign manager asked him to give the keynote speech at the Democratic Convention in 2004. He chose to speak on his story as part of the larger American story. His speech set the stage for him to enter the national scene 4 years later. The Democratic primary campaign that followed was historic because it was the first time in American history that an African American and a woman were competing for the party's nomination.



Illinois State Senator, United States Senate candidate, and future president Barack Obama on the night of Tuesday, July 27, 2004, giving the keynote address at the 2004 Democratic National Convention

#### Key People, Places, and Events

Barack Obama

#### Vocabulary

audacity  
saga  
catapult  
pundit  
phenomenon  
inclination  
dissertation  
consultant  
microfinance



Barack with his half-sister Maya Soetoro-Ng, mother Ann Dunham and grandfather Stanley Dunham, in Honolulu, Hawaii

### Suggested Reading and Assignments

- Read Chapter 56 in the book *A History of US: All the People*, “Both Lucky and Ready.”
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.Either way, be sure to include an overview of key people, dates, and events in your summary.
- Begin working on a biography notebook page about **Barack Obama**, including details about his background, family, education, election, and presidency.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the “boxed” or side column topics in your reading, and prepare to share what you learn about that topic.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Lesson Six

### History Overview and Assignments Yes, We Can

JOHN McCAIN'S concession speech to Barack Obama's election to the presidency of the United States was gracious and a reflection of the historic moment in history. *"This is an historic election. . . . A century ago, President Theodore Roosevelt's invitation of Booker T. Washington to visit—to dine at the White House—was taken as an outrage in many quarters. America today is a world away from the cruel and prideful bigotry of that time. There is no better evidence of this than the election of an African American to the presidency of the United States. Let there be no reason now for any American to fail to cherish their citizenship in this, the greatest nation on earth."*



Obama takes the oath of office administered by Chief Justice John G. Roberts Jr. at the Capitol (2009).  
Master Sgt. Cecilio Ricardo, US Air Force

#### Key People, Places, and Events

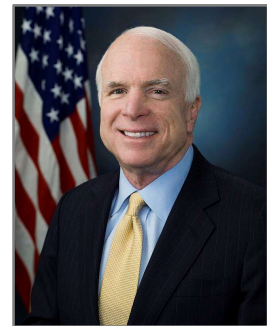
Barack Obama  
Hillary Rodham Clinton  
John McCain

#### Vocabulary

crescendo	formidable
contende	indispensable r
savvy	tabulate
eloquent	concede

#### Suggested Reading and Assignments

- Read Chapter 57 in the book *A History of US: All the People, "Yes, We Can."*
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Choose at least one of the "boxed" or side column topics in your reading, and prepare to share what you learn about that topic.
- Continue working on your biography notebook page about **Barack Obama**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.



John Sidney McCain III, US  
Senator from Arizona

## Lesson Seven

### History Overview and Assignments America's First African American President

PRESIDENT OBAMA'S priorities consisted of universal health care, full employment, a less polluted world, and a nation that would be respected instead of feared by its enemies. His belief in the need for larger government led him to issue government bailouts to help the economy and to set up government health insurance to fix the health care system. Those in favor of Obama's presidency like the advances he made in liberal policy, government health care, and climate protection. Others criticize those same actions as shifts toward too much government control.



Tea Party protesters walk towards the United States Capitol during the Taxpayer March on Washington, September 12, 2009.

#### Key People, Places, and Events

Affordable Care Act  
Tea Party movement

#### Vocabulary

vital  
deficit  
intervention  
relentless  
legislature  
domestic  
executive order  
sanction  
friction

### Suggested Reading and Assignments

- Read the article: *President Obama's Administration*.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Complete your biography page about **Barack Obama**.
- Be sure to visit your **ArtiosHCS** curriculum website for additional resources and any videos and websites assigned for this lesson.

## Discussion Questions

1. What were President Obama's main goals?
2. How did the government largely take over several major US industries?
3. What are the Tea Party movement's concerns?
4. Why did Obama impose sanctions on Russia?
5. What have people liked and disliked about his presidency?

## President Obama's Administration

by Mary E. Hall

### Barack Obama's Administration

President Obama's main goals were government health care, full employment, reduced pollution, and a nation that would be respected instead of feared by its enemies.

He called for massive government help for the ailing economy. This took the form of giving large sums of money, called "bailouts," to companies that were considered **vital** to the nation's economy. Car manufacturing companies made headlines by accepting government bailout funds (except for Ford Motor Co., which declined) and for making government-ordered changes to their business methods. General Motors even agreed to replace its chief operating officer with one chosen by the government. Through these kinds of steps, the government largely took over several industries.

The economy did not improve, however, and unemployment continued to increase. Also, the **deficit**, or the amount of money the government borrows from other countries, grew to become the largest amount in the nation's history.

The nation's health care system became President Obama's next target for government **intervention**, with the

proposal of the **Affordable Care Act**—now called "Obamacare"—a government system of health insurance. Critics pointed to poorly run systems of government medical care in other nations and warned of similar problems, but the bill passed in both houses of Congress.



Tea Party protesters walk towards the United States Capitol during the Taxpayer March on Washington, September 12, 2009.

A national movement called the **Tea Party** (named for the Boston Tea Party rebellion against Great Britain during the Revolutionary War), outraged at the Obama administration's **relentless** expansion of government control despite Constitutional limits on federal power, sprang up before the 2010 congressional elections. The movement gained enough support for

Republicans to achieve a landslide victory, winning control of the House of Representatives and gaining seats in the Senate. On the state level, Republicans also won most of the elections for governors and state **legislatures**.

On May 1, 2011 Osama bin Laden, head of the al-Qaeda network responsible for the September 11 attacks, was killed in a US Navy Seal raid on the terrorist's military compound in Pakistan. No country was willing to accept the body, and it was buried at sea.

### **Barack Obama's Second Term**

During his second term, President Obama focused largely on **domestic** issues, meaning issues only having to do with America. His administration pressed for gun control and made presidential rules called **executive orders** about many issues. Many of these were measures he hoped would help to reduce pollution and clean up the environment.

In foreign policy, Obama sent troops to

Iraq intended to prevent the spread of terrorism, **imposed sanctions** (economic punishments) on Russia for invading Ukraine in 2014 and taking over a part of Ukraine called Crimea. He also made an agreement with Iran he alleged would keep the country from developing nuclear weapons, and an agreement with Cuba to begin working together as countries again even though Cuba is still communist.

Those in favor of Obama's presidency like the advances he made in liberal policy, government health care, and climate protection. Others criticize those same actions as shifts toward too much government control. They also criticize reductions he made to military support, as well as his failure to build unity between the races despite his mixed-race ethnicity.

One thing is certain—there was a lot more **friction** between liberals (who want more government control) and conservatives (who want less) by the end of his administration than there was at the beginning.



President Obama speaking to Congress about health care reform (September 9, 2009)  
White House photo by Pete Souza

# The Artios Home Companion Series

## Appendix: Events From 2016-Forward

### Teacher Overview

EVENTS FROM 2016 AND FORWARD will not be published in this book. This time period will appear online in a slightly different format than our printed HCS text. Please be sure to visit [www.artioshcs.com](http://www.artioshcs.com) to take advantage of these resources.



Ceiling of the San Francisco Museum of Modern Art (2016)

Frank Schulenburg, CC BY-SA 4.0

### Leading Ideas

#### **God is sovereign over the affairs of men.**

*And He made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place.*

– Acts 17:26 (review)

#### **Dishonesty is sin and will be punished.**

*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.*

– Proverbs 10:9

#### **The Bible provides the ethics upon which to judge people and nations.**

– Exodus 20:1-17 (review)

## Introduction to Language Arts Curriculum For Parents

### Language Arts Units

This Artios Academies curriculum takes an integrated approach to teaching language arts. All literature selections, writing assignments, and grammar exercises are designed to integrate directly with the history topics that are being studied in order to maximize both your students' understanding of the time period and their retention of information. While it is written with the student as the audience, it is intended to be used with parental input, feedback, and supervision.

### Notebook

It is strongly suggested that you keep a notebook for your students' language arts work throughout the year. You may want to organize this notebook with dividers, and include sections for Author Profiles, Writing Projects, Grammar Exercises, Literature Projects, and any other areas that you may desire. Your students may enjoy decorating a cover for their notebook.

### Literature Selections

The literature selections in this curriculum have been carefully selected and ordered to align with the historical topics that students are simultaneously studying. While some older elementary students may be able to read these books easily on their own, younger elementary students may not be ready to read these books by themselves. It is highly suggested that you read aloud to your elementary students on a regular basis, even if they are capable of reading the content on their own; students grow in their understanding of language and spoken word the more they hear it read aloud. As your less-confident readers grow in their abilities, allow them to start with reading a few sentences at the beginning of your reading sessions, and then progress to reading longer passages.

While you read, take time to pause and

ask questions, both to assess their comprehension of what is happening in the book, and to allow for discussion of some of the themes and ideas that are woven throughout the text. Make sure to ask questions that have simple, concise answers, as well as ones that require some thought. This also makes for a great opportunity to discuss the worldviews that are represented within each book and to help your students evaluate truths and fallacies that may be immersed within that belief system.

Vocabulary assignments are not made within this curriculum; however, you may choose to keep your own vocabulary lists, according to the age of your children, as you read. You might enjoy creating your own dictionary of new words or creating index cards with written or picture definitions.

The books that you will need for this year's curriculum are as follows (listed in order of use):

- *Freedom Trail: The Story of Harriet Tubman* by Dorothy Sterling
- *The Root Cellar* by Janet Lunn
- *The Singing Tree* by Kate Seredy
- *Bud, Not Buddy* by Christopher Paul Curtis
- *\*The Dust Bowl* by David Booth
- *\*Out of the Dust* by Karen Hesse
- *Number the Stars* by Lois Lowry
- *My Side of the Mountain* by Jean Craighead George
- *\*American Tall Tales* by Adrien Stoutenburg

\*Optional

While studies of the following pieces of literature are not included within this curriculum, your literary tour through this time period would be enhanced by adding some of these selections to your family reading times. Please preview any book before reading it with your children, as they have varying levels of maturity.

- *Across Five Aprils* by Irene Hunt
- *The Adventures of Tom Sawyer* by Mark Twain
- *Alice's Adventures in Wonderland* by Lewis Carroll
- *Anne of Green Gables* by Lucy Maud Montgomery
- *Arly's Run* by Robert Newton Peck
- *The Babe and I* by David Adler
- *By the Great Horn Spoon* by Sid Fleischman
- *Caddie Woodlawn* by Carol Ryrie Brink
- *Charlotte's Web* by E.B. White
- *The Chronicles of Narnia* by C.S. Lewis
- *The Complete Tales of Winnie the Pooh* by A.A. Milne
- *Encyclopedia Brown* by Donald J. Sobol
- *Flying Aces of World War One* by Gene Gurney
- *The Gardener* by Sarah Steward
- *George Washington Carver: Man's Slave Becomes God's Scientist* by David Collins
- *Helen Keller* by Margaret Davidson
- *The Hobbit* by J.R.R. Tolkien
- *Horton Hears a Who* by Theodor Seuss Geisel
- *A Letter to Mrs. Roosevelt* by C. Coco De Young
- *Magic Treehouse* by Mary Pope Osborne
- *Old Yeller* by Fred Gipson
- *Pippi Longstocking* by Astrid Lindgren
- *Ramona Quimby, Age 8* by Beverly Cleary
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Sing Down the Moon* by Scott O'Dell
- *The Story of Edith Cavell* by Iris Vinton
- *The Story of Thomas Alva Edison* by Margaret Cousins
- *Tales of a Fourth Grade Nothing* by Judy Blume
- *The Terrible Wave* by Marden Dahlstedt
- *Turn Homeward, Hannalee* by Patricia Beatty



- *Where the Sidewalk Ends* by Shel Silverstein
- *The Wright Brothers: Pioneers of American Aviation* by Quentin Reynolds
- *Year Down Yonder* by Richard Peck

## Writing Assignments

The writing assignments that are provided in this curriculum are designed primarily for older students, with an approximate grade level of 4-6. They are designed to prepare these upper elementary students for the more rigorous writing assignments of middle school. Some younger students may still be able to complete these projects easily, while some older students may still need a fair amount of support in completing them, especially if they are not yet comfortable with writing. This is perfectly okay; the most important things are that students grow in their ease and skill in writing, and that they are exposed to a wide variety of writing experiences.

Grading rubrics are also included for many assignments to assist parents in evaluating their students' writing. Giving these grading rubrics to a student prior to beginning a writing exercise can be helpful for them in understanding what is expected of the assignment; however, it is not necessary that they be used. It is recommended that you skip these formal writing assessments with your student(s) if they are experiencing stress or struggling through the assignments; instead, focus on encouraging and celebrating them as they improve in their writing abilities.

Additional literature projects are provided at a variety of levels within the online resources, and these cross-curricular projects allow students to express themselves creatively while practicing many language arts skills, including writing. Allow your students to supplement their

literature studies by selecting literature projects that fit their schedule and interests.

Many adaptations are included for those who are using this curriculum with younger students and emergent writers; however, it is strongly suggested that you simplify the assignments to fit the ability level of the child. In the early years, writing assignments should follow the student's curiosity, with an emphasis on learning that writing is simply organizing one's thoughts onto paper. With this in mind, it is perfectly appropriate for a child to dictate their writing to a parent, who will record it and then allow them to illustrate their writing. It is also suggested that the student's writing be kept in a place of easy access (for example, their notebook), and they should be encouraged to share it and re-read it frequently. As students grow in their ability, they should be encouraged to do their own writing, starting with a few words, and working up to sentences and then longer pieces of writing. During this time, it is not important to emphasize correct spelling of words during the initial writing process unless they ask for help, but instead to encourage their progress.

Appropriate alternate writing exercises would include re-telling, writing, and illustrating brief descriptions of what has been read; listing significant events from a story and arranging them in order; writing an adventure story for one of the characters in the book; writing an original story that may have been inspired by the book; writing rhyming poems for a character or event; or writing and illustrating facts about a topic of

interest. Young children love to have access to a wide variety of writing materials, so you might consider creating a “Writer’s Workshop” area and stocking it with many types of pencils, markers, crayons, full-size

and strips of papers, art supplies, index cards, stickers, materials for book binding, blank books, etc. to encourage them to express themselves in written form whenever possible.

## Website Content

Website resources are provided along with this curriculum.

There is a section called **ELEMENTARY SCHOOL LANGUAGE ARTS RESOURCES for Modern Time Period: Formats, Models, and Rubrics** which has links to resources that are not specific to any literary work or topic studied. When the curriculum refers to **Resources**, it is referring to this section.

For each literary work we study, within the Language Arts section of the **ArtiosHCS** curriculum website at [www.ArtiosHCS.com](http://www.ArtiosHCS.com) you will find:

- **Context Resources** which will help you to extend and enrich your students’ understanding of the literature and time period.
- **Literature Resources** which will provide you with extra material that you might desire to print and use. Additional Literature Projects are also included within this section. When the curriculum refers to Literature Resources, it is referring to this.

In our Language Arts curriculum, when reference is made to “the website,” it is the **ArtiosHCS** curriculum website.

## Grammar

Our grammar eBook for this year can be found on the **ArtiosHCS** curriculum website under the Modern curriculum tab. The “Notes” for this year’s grammar come from *Jr. Analytical Grammar: Mechanics* by R. Robin Finley and Erin M. Karl. The exercises are designed to integrate directly with the piece of literature that is being studied and can be printed from the website. If a student is having trouble with a particular concept, allow them to spend extra time reviewing these concepts before moving on.

*Jr. Analytical Grammar* is designed for students in 4<sup>th</sup> - 6<sup>th</sup> grade, although some students may be ready for these concepts at a younger age. If you have a younger student who is not yet ready for this grammar program, you might consider using *Grammar-Land* by M.L. Nesbitt, which is available as a print or Kindle book from [Amazon.com](http://Amazon.com), or at no cost in audible form at:

<https://librivox.org/grammar-land-by-m-l-nesbitt/>,

or read online (click the pages to turn them) at:

<https://archive.org/details/grammarlandorgroonesbgoog>,

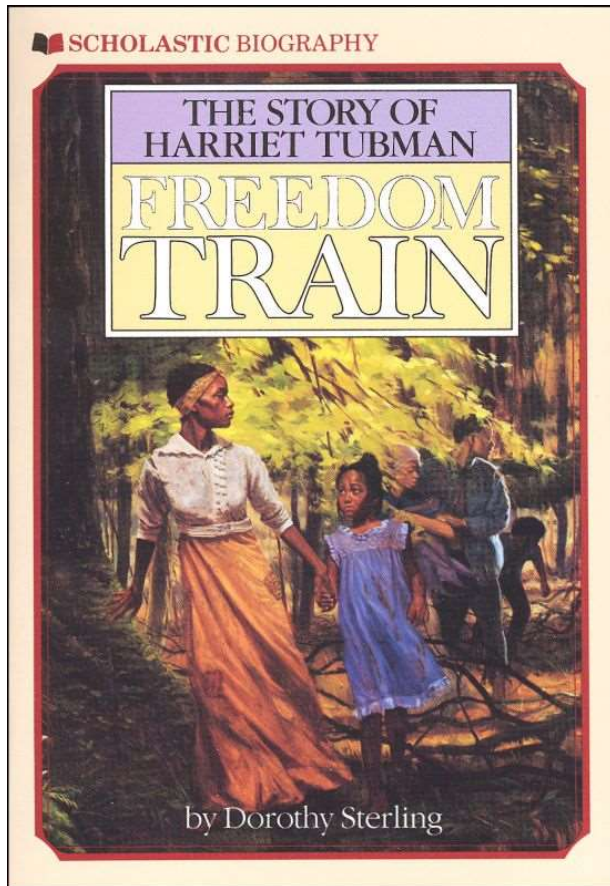
or read online or downloaded as a PDF file at:

[http://www.yesterdaysclassics.com/previews/nesbitt\\_grammar\\_preview.pdf](http://www.yesterdaysclassics.com/previews/nesbitt_grammar_preview.pdf)

*While every attempt has been made to ensure the accuracy and appropriateness of any Internet links that are provided, please use caution and oversight when allowing your students to access online information.* This content will be monitored regularly and updated as necessary.

***Freedom Train: The Story of Harriet Tubman***

by Dorothy Sterling  
Literature for Units 1 – 4



We will read *Freedom Train: The Story of Harriet Tubman*, discussing the life of Harriet Tubman and the Underground Railroad. You will write a mini-biography about yourself and a mini-biography about an influential African American.

Harriet Tubman was born into slavery and lived a difficult life as a slave in Maryland. As a child she received an injury that left her debilitated in many ways yet empowered in many others. After managing to escape to the North via the Underground

Railroad, she returned on many life-risking missions to rescue her family and other slaves and bring them to freedom. She was proud to say that she “never lost a passenger.” During the Civil War Mrs. Tubman worked for the Union Troops, and later in life she was an active part of the women’s suffrage movement, which helped earn women the right to vote.

**Be Sure to Notice...**

This book is a biography, which means that it is a true story about someone’s life written by someone else. An autobiography, on the other hand, is a story about someone’s life written by himself or herself.

In each literature unit for this year, you will find optional suggestions for an American Tall Tales study to explore as a family. You might desire to create a lapbook, mini-book, or notebook as you explore each of these throughout the year. You will find some suggestions on your **ArtiosHCS** curriculum website for projects to consider. While many of these tales are readily available online, an excellent book selection for studying these tales is *American Tall Tales* by Adrien Stoutenburg. The tales listed will parallel this book, but stories of these characters can be found in many different sources, including online.

If you choose to follow along with this optional study, this unit's focus should be on Paul Bunyan and Pecos Bill.

For this unit you will need a picture of yourself and two pieces of black poster board, roughly 10 1/2" by 13".

## Context Resources

The more you learn about Harriet Tubman, the more fun you will have with this book. You will find a collection of websites for further exploration on your **ArtiosHCS** curriculum website, along with vocabulary lists and Literature Projects. These will help you both understand and explore the literature as you read.

## Unit 1 – Assignments

### Literature

- Begin by completing an author profile for Dorothy Sterling. You can find information about the author through various Internet sources. Make sure you get a parent's permission before accessing the Internet. You will find two **Author Profile Pages** in the **Resources** section of your **ArtiosHCS** curriculum website; one is for younger elementary students, and one for older elementary students
- Read Chapters 1-5 in *Freedom Train: The Story of Harriet Tubman*: from "Little Girl, Little Girl!" through "Not Worth a Sixpence."

Each week as you read, you will want to discuss what you're reading with your family. For this unit, you might focus on these questions: What was Harriet's early life like? What aspects of her life were similar to or different from yours? Which events in her life do you think made the most impact on the kind of woman she would become?

### Composition

Many of you already know what a sentence and paragraph are; however, it's always a good idea to review!

A sentence is a group of words that makes a complete thought. It always begins with a capital letter and ends with a punctuation mark. If you need some extra practice on complete sentences, visit your **ArtiosHCS** curriculum website.

A paragraph is a group of sentences that are all about the same topic or idea. The first sentence of a paragraph is indented about five spaces. If you need some extra practice, try locating individual sentences and paragraphs in *Freedom Train* along with a parent.

- Write a brief biography, or "bio" for short, about yourself! Your bio should follow the format below. It would be a good idea to focus on only one paragraph each day and make your paragraphs 3-5 sentences in length.
  - **First paragraph:** Introduce yourself, when you were born, where you live, and what your family is like.
  - **Second paragraph:** Tell a little bit about yourself. What are your hobbies? Your passions? What are you great at? What are you not so great at? Do you have dreams for when you grow up? What events in your life have been significant?
  - **Third paragraph:** Describe some of the character traits that make you uniquely "you." A character trait is a descriptive word that describes the quality of a person,

either real or fictional. You might think about it as words that describe who someone is on the inside, and these can be either positive, negative, or somewhere in the middle. For instance, a person might be loyal, honest, creative, spunky, resourceful, bossy, immature, athletic, etc. You should tell about at least three of your strongest positive traits and explain a little bit about them. It would be a good idea to spend some time talking with your parents about what traits they notice in you.

- For younger elementary students, focus on writing just one or two complete sentences for each section by yourself, making sure to capitalize the first word in each sentence and add a punctuation mark at the end. Then dictate the remainder of your paragraph to your parents.
- For the youngest students who are still working on writing complete sentences, you might choose to substitute the writing activities for this book with writing single-sentence summaries about the events in Harriet’s life. You might write one summary on a page, and then illustrate your writing, assembling them your own book about Harriet Tubman at the end.
- *Optional activity:* Visit your **ArtiosHCS** curriculum website for an extra art activity: *Creating Character Trait Silhouettes*.

## Unit 2 – Assignments

### Literature

- Read Chapters 6-10 of *Freedom Train: The Story of Harriet Tubman*: from “Bound for the Promised Land” through “Why Not Every Man?”

As you read this week, focus your discussions on the following question: What character traits do you see emerging in Harriet? How do you feel about the way white society and laws treated African Americans?

### Composition

- Now that you have written a brief bio about yourself, use one of the Editing Checklists found in the **Resources** of the **ArtiosHCS** curriculum website to help you edit your writing with the help of a parent or teacher. You’ll also want to learn about the Editing Marks, also available in the **Resources** and the Literature Resources, to help your editing be well-organized.
- Write or type the final draft of your bio. Then find a picture of yourself. Attach your picture and your bio to a piece of black posterboard, roughly 10 1/2" by 13". Add some embellishments to your “Bio Board” if you’d like!

## Unit 3 – Assignments

### Literature

- Read Chapters 11-15 of *Freedom Train: The Story of Harriet Tubman*: from “Ships of Zion” through “The Most of a Man.”

During these chapters, focus your family discussions on how Harriet used her strong character to help those around her, and how she did not allow the way she was treated because of the color of her skin to prevent her from doing what God called her to do.

### Composition

- This week write a second bio, but this time write it about an influential African American of your choosing. You will find a link to a list of some famous African American men and on your **ArtiosHCS** curriculum website; however, you may choose to tell about someone who may not be so famous but has made a mark on society in their own way. As you research some of these men and women, focus on the character traits that you see them displaying. Select someone who represents character traits that you recognize in yourself. Then write a bio for them, using the same approach that you followed when writing your own:
  - **First paragraph:** Introduce your influential person, when and where they lived, and a little a bit about their family and environment.
  - **Second paragraph:** Tell a little bit about your man or woman. What events are/were significant in their life? What are/were their passions? For what are/were they most known?
  - **Third paragraph:** Describe some of the most significant character traits represented by this man or woman. Explain how these traits helped them to make an impact on the world around them. You might also choose to mention why you admire these traits, how you see similar traits within yourself, and what inspires you about this man or woman’s character.

## Unit 4 – Assignments

### Literature

- Read Chapters 16-20 of *Freedom Train: The Story of Harriet Tubman*: from “Department of the South” through “The Years of Peace.”

During these chapters, discuss with your family the mark that Mrs. Tubman left on the world.

### Composition

- As you did with your own bio, edit your writing using a new Editing Checklist. Then create a Bio Board for the man or woman that you have chosen to represent, making sure to include a picture. You might choose to hang your personal Bio Board and that of your chosen man or woman next to each other on the wall to reflect upon as we move into our next piece of literature, which is set during the Civil War.

***The Root Cellar***

by Janet Lunn

Literature for Units 5 – 9



Through reading and discussing *The Root Cellar*, we will learn about life during the Civil War. We will be exploring persuasive writing while writing and producing video editorials.

Have you ever wanted to travel back in time to visit a different era? In our piece of literature for this unit, our main character, Rose, does just that. But she doesn't go there just for fun. Rose finds herself in the middle of a very difficult time in our nation's history, the Civil War. She makes friends and develops relationships with people who are experiencing true heartache and real troubles. While the element of time travel is certainly made up, the chaos and difficulties that her friends Susan and Will encounter were all too real for families living during this time.

**Be Sure to Notice...**

This piece of literature is classified as historical fiction. Historical fiction is a type of literature that is written to portray a certain period of time in history. Details about that time period, along with details about real events or people from that time period, may be included. Some events and characters in the story may be fictional, which means the author has created them; however, these must be authentic, as if they really could have occurred.

If you are following along with the optional American Tall Tales study, this unit's focus should be on Alfred Bulltop Stormalong and Mike Fink.

For this unit you will need a video camera, or a computer with video capabilities, to complete the unit as written. You may substitute a live performance for this portion of the unit if desired.

**Context Resources**

The days of the Civil War were a complicated time in the history of the United States of America. Don't forget to explore the Context Resources available at your **ArtiosHCS** curriculum website to further your knowledge and understanding of this time. Selecting Literature Projects from the list provided in the Literature Resources will also help you to delve deeper into themes and events of the book.

## Unit 5 – Assignments

### Literature

- Begin by completing an author profile for Janet Lunn. You will find an **Author Profile Page** in the **Resources** section of the **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as from the book itself. Make sure you get a parent’s permission before accessing the Internet.
- Read Chapters 1-4 of *The Root Cellar*: from “Rose” through “The Root Cellar.”

As you read these chapters, focus your family discussions on the following questions: What does loneliness feel like for you? What does it feel like for Rose and the other characters in the book? How can we care for people around us who might be lonely?

### Composition

In this unit, we will be learning about persuasive writing. In this type of writing, a writer attempts to persuade, or convince, a reader that his or her ideas are either correct or superior. It attempts to change someone’s mind about a particular topic. We will be writing an editorial, which is a kind of persuasive writing that is usually presented in newspapers, magazines, television, or an online forum where people share their opinions. You might ask your parents to watch and read some editorials that they enjoy with you! You can find some examples of editorials in the Literature Resources section of your **ArtiosHCS** curriculum website.

- To begin, you first need to have a topic. For this assignment, pick from one of the following, or work with a parent or teacher to help you pick a similar topic for which you have strong feelings.
  - The best way to solve a conflict
  - Is yelling/hitting ever okay?
  - Whether or not war is acceptable
- Next, you will need to write a topic sentence for your editorial. A topic sentence is usually the very first sentence in a paragraph, and it gives the main idea of the paragraph. If you are unfamiliar with topic sentences, you will find a series of practice exercises in the Literature Resources section of the **ArtiosHCS** curriculum website.
  - Write four or five different topic sentence ideas. Discuss these with a parent or teacher and select the one that you think best expresses the overall point that you want to make, without giving away all the details.
- For younger students, you might want to pick a simpler topic, such as “the best way to eat an Oreo” or “the best park in my county.” As you move through the following lessons, create a book with one explanation or reason on each page. Experiment with writing both fact and opinion in your book. End with a strong statement. Then take pictures and add them as illustrations to your book.



## Unit 6 – Assignments

### Literature

- Read Chapters 5-8 of *The Root Cellar*: from “Susan” through “Stowaway.”

In these chapters, focus your family discussions on what Rose learns about the 1860s. You might want to keep a running list of facts from the book that accurately represent these times.

### Composition

An editorial requires many supporting details or pieces of evidence in order to convince a reader. A fact is a true statement, while an opinion is someone’s idea. A piece of persuasive writing must have facts in addition to opinion in order to be most effective. It’s also important to remember that stating these facts and opinions in a respectful manner is the best way to “win over” your audience.

Write a list of reasons that you believe the topic sentence you wrote last week to be true, along with facts and opinion statements to support your topic sentence. This may require you to do a little research about your topic, with the help of a parent. Write as many as you can, aiming for at least 20, but don’t worry about putting them in a logical order as you’re writing.

Now, cut apart all of your reasons and supporting details. Organize your strips of paper into groups of ideas that belong together. You will probably decide that some of the ideas that you wrote don’t really belong there any longer, either because they’re not “strong” enough ideas or they just don’t fit with any of your other ideas, and it’s okay to eliminate these. When you are finished, choose your three strongest reasons, along with their supporting ideas, and glue them onto a sheet of paper. Write your topic sentence at the top. You might want to keep your other strips of paper just in case you need to add some other ideas later.

## Unit 7 – Assignments

### Literature

- Read Chapters 9-12 of *The Root Cellar*: from “The Accident” through “Along the River.”

As you read, discuss with your family what life was like for a child during the days leading up to the Civil War. How would you have responded to the situations you saw around you?

### Composition

- Use the final list of reasons and support that you created last week to write a rough draft. Remember that you’re trying to persuade your reader to agree with your point of view, so you will want to make strong, yet respectful, statements. Your editorial should follow this format:
  - Title of your Editorial (Center this on your page, and then skip a space.)
  - Topic Sentence (Remember to indent this first sentence in your paragraph.)
  - Reason #1 and its support
  - Reason #2 and its support
  - Reason #3 and its support
  - Final statement to wrap up your argument

- You will want to read through your writing several times, changing words to make your position sound stronger and adding describing words that can make your writing more specific.

## Unit 8 – Assignments

### Literature

- Read Chapters 13-16 of *The Root Cellar*: from “A Dollar a Day” through “Richmond is a Hard Road to Travel.”

As you read discuss with your family how Rose, Susan, and Will are showing deepening friendship for each other. What character traits do you see each of these characters displaying? How can you show true friendship to those around you?

### Composition

- Use an editing checklist provided in the **Resources** section of your **ArtiosHCS** curriculum website to edit your editorial. You should also share your writing with parents, teachers, and your peers, and get their feedback on how you might make your writing more persuasive.
- Write a final draft.

## Unit 9 – Assignments

### Literature

- Finish reading *The Root Cellar*: from “I’m Not Coming Home” through “The Christmas Kitchen.”

Use the following questions to guide your family discussions: What was the Civil War like? How would you have felt if you were alive during this war? How have Rose’s experiences in Civil War days affected her life “at home” with her Aunt Nan?

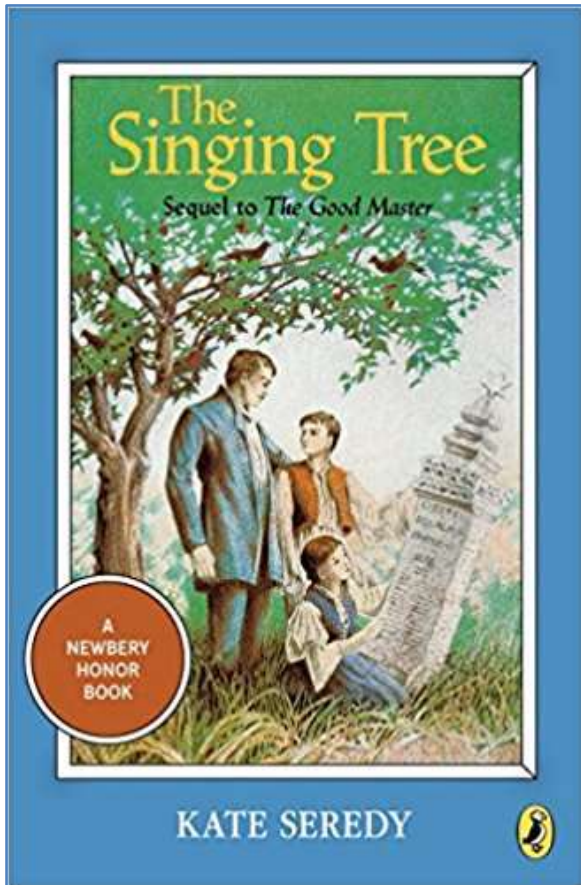
### Composition

- Now that you have written a persuasive argument, it’s time to make your writing come to life! Create a video recording of yourself reading your editorial, in the style of a news program. You might even insert images into your video recording to make your presentation more modern. Share your editorial with friends and family and see how many people you can persuade to share your viewpoint!
  - As an optional extension of this writing activity, research rules and methods for debate. Then conduct a mock debate about related topics such as if war is ever a justifiable response.

***The Singing Tree***

by Kate Seredy

Literature for Units 10 – 14



We will learn about World War I while reading *The Singing Tree* by Kate Seredy. We will explore writing several types of poetry, including various formats of rhythm and style, and display them creatively.

This novel tells the story of two cousins, Kate and Jancsi, who live on the plains of Hungary. These two children are forced to grow up a little too soon when Jancsi's father is called up to join the country's forces in the Great War, or World War I. Throughout the story, we see how this war affects both the people and the land.

**Be Sure to Notice...**

While this book is set in Hungary, there were dozens of other countries involved in the Great War. Consider mapping these countries along with a parent.

This book is actually a sequel to *The Good Master*. While it is written at a slightly lower level than *The Singing Tree*, you might enjoy reading that book, too. *The Singing Tree* was awarded the Newbery Honor in 1940, and Mrs. Seredy drew the illustrations herself.

If you are following along with the optional American Tall Tales study, this unit's focus should be on Davy Crockett.

For this unit you will need a pair of cheap sunglasses and a large piece of posterboard or foam core.

**Context Resources**

You will find additional Context Resources on your **ArtiosHCS** curriculum website. Be sure to take time to explore the links and activities to help further your understanding.

The years of this First World War were a deep, troublesome, and complex time in our world's history. It can be difficult for students to understand when it seems so far from what we know and experience every day. Take some time to explore the resources provided on the website so that you can better understand the times in which Jancsi and Kate were living.

## Unit 10 – Assignments

### Literature

- Begin by completing an author profile for Kate Seredy. You will find an **Author Profile Page** within the **Resources** section of the **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as from the book itself. Make sure you get a parent’s permission before accessing the Internet.
- Read Chapters 1 & 2 of *The Singing Tree*.

As you read *The Singing Tree* try something different with your discussion questions: have each child in the family come up with the questions that he or she feels are most important to discuss. Try to think about questions that can’t be answered in a word or two, but those that require some thought and reflection instead. Record these questions in a journal and consider spending some time creating written responses to them, too.

### Composition

Poetry is a kind of writing that gives us the opportunity to look at the world around us in a brand new way. Usually there is an emphasis on emotions and ideas, and many types of poetry have a particular style or rhythm. Obtain a pair of cheap sunglasses and decorate them with various crafty materials that you find around your house. Wear them during this unit as you read and write poetically to encourage you to look at your world with fresh, creative eyes.

- To begin, we are going to write an acrostic poem. This kind of poetry can be rather simple, but it’s important for you to take the time to think carefully and creatively. You will find examples of acrostics in the “Resources” section of the website. Follow these steps to write an acrostic using your name as the word:
  - Write your word vertically on a piece of paper.
  - For each letter, write a word or phrase that describes your word.
  - Continue this process for each letter to complete your poem.
- Now that you have created one for yourself, we’re going to apply your new knowledge to our book. Pick one noun that represents something from this first section of our novel. Repeat the process to write an acrostic for this noun, making sure that you are using thoughtful and reflective words for each letter.
- Make a neat and decorative copy of each of your acrostics and place your second one in a folder to save for the end of this unit.

## Unit 11 – Assignments

### Literature

- Read Chapters 3 & 4 of *The Singing Tree*.

Continue the discussion question activity described in Unit 10.

### Composition

For our next poetry form we will be learning about limericks. This kind of poetry is a short, humorous poem that contains five lines. The last words of the 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> lines all rhyme with each other (this is pattern A), and the last words of the 3<sup>rd</sup> and 4<sup>th</sup> lines also rhyme with each other (this is pattern B). Written together, these five lines have the AABBA pattern.

There is also a special rhythm for limericks. The formal name for this rhythm is “anapaestic,” and it means that the 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> line have three “beats” in them, and the 3<sup>rd</sup> and 4<sup>th</sup> lines have two “beats.” In rhythm form, a limerick looks like this:

da DUM da da DUM da da DUM  
da DUM da da DUM da da DUM  
da DUM da da DUM  
da da DUM da da DUM  
da DUM da da DUM da da DUM

- You will find examples of limericks in the “Resources” section. Practice reading these aloud and identify both the rhyming and rhythm scheme within each one.
- Next try writing your own limericks! Write two: one that might entertain Kate and Jancsi, and one that reflects the more light-hearted aspects of Hungarian life. Keep them humorous! Write final copies and place these limericks into your folder for use later in the Unit.
- For younger students, try writing a limerick with a parent, using the **Limerick Worksheet** found in the **Resources** section of the **ArtiosHCS** curriculum website.

## Unit 12 – Assignments

### Literature

- Read Chapters 5 & 6 of *The Singing Tree*.

Continue the discussion question activity described in Unit 10.

### Composition

Our next kind of poetry is a haiku, which is a traditional Japanese poetic form. It follows this pattern:

Line 1: 5 syllables  
Line 2: 7 syllables  
Line 3: 5 syllables

(Remember that a syllable is one “beat” within a word, and it contains only one vowel sound.)

- While that doesn’t sound too difficult of a pattern to follow—how difficult can writing 17 syllables be?—the truth is that writing a GOOD haiku is actually not easy. There are a few tricks that can help make your haiku more authentic. First, while a haiku can be about any topic that you’d like, traditionally they are about seasons, or something found in nature. Secondly, the last line is usually reflective in nature, meaning that it makes a thoughtful observation about the subject of the poem. Visit your **ArtiosHCS** curriculum website to find examples of haiku and try to identify all of these elements.
- Now, try writing your own haiku! You should write two again this week: the first on a subject of your choice, and the second on a thoughtful subject that would be relevant to Kate and Jancsi’s life. While your limericks were funny, your haiku should be more serious and observational. Write final copies and place these haiku into your folder for use later in the unit.
- Younger students, try using the **Haiku Worksheet**, along with a parent, to create a simple haiku.

## Unit 13 – Assignments

### Literature

- Read Chapters 7 & 8 of *The Singing Tree*.

Continue the discussion question activity described in Unit 10.

### Composition

For our final type of poetry, we are going to write shape poems, sometimes called concrete poems. This kind of poetry is written into the shape of the object that it is describing, so that the poem itself looks like a picture. This kind of poetry does not need to rhyme, nor does it have a particular rhythm like the limerick and haiku. It should describe the item and reflect upon things that relate to it. You will find examples of shape poems in the “Resources” section.

- You will again write two poems of this “shape” variety: one on a topic of your own choosing, and one using an item that would be symbolic for the cousins in *The Singing Tree*.
  - First, lightly draw the outline of your shape. The simpler the better in this case!
  - Then write your poem on a separate sheet of paper, making sure to use vivid descriptions, as well as reflections upon your thoughts and feelings about this subject.
  - Lastly, transfer your poem into your shape. You should probably do it in pencil, lightly, so that if your words don’t fit quite right the first time, you can try again.
  - Place these shape poems into your folder.

## Unit 14 – Assignments

### Literature

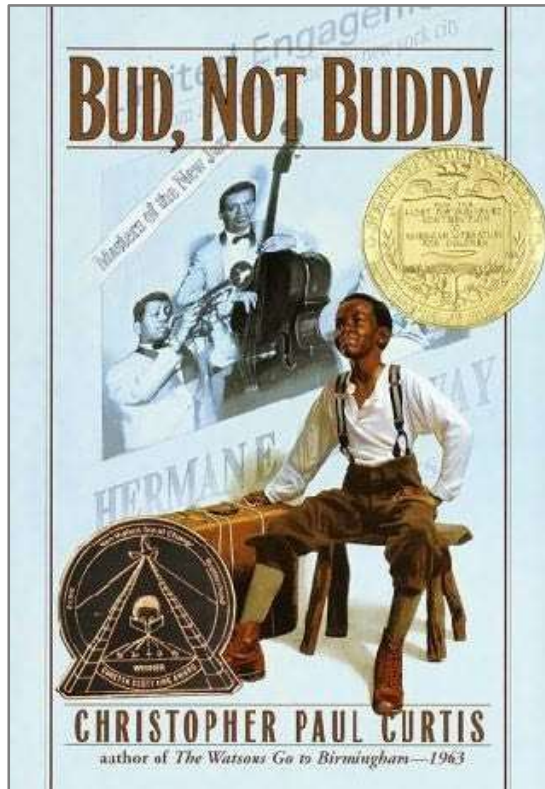
- Finish reading *The Singing Tree*.

Continue the discussion question activity described in Unit 10.

### Composition

- Using posterboard or foam core, create a large object (such as a tree, flower, army tank, etc.). It would be fantastic if your object somehow represented the book. You will display your pieces of poetry about *The Singing Tree* (one acrostic, one limerick, one haiku, and one shape poem) as part of this larger item, so think carefully and creatively about your object. In the examples above, you might display them as branches on a tree, petals on a flower, or wheels on an army tank.
- Get out the folder that has been holding all of your poetry for this unit. Create final versions of each of your poems if you have not already done so. Make sure that they are neat and attractive. Attach each of your *Singing Tree* poems to your object and display them in your home or classroom.

***Bud, Not Buddy***  
by Christopher Paul Curtis  
Literature for Units 15 – 19



Curtis’s family has a rich history, including positions of influence in areas of social change. These experiences inspired his writing of this story, and his others as well. This story follows the life of a 10-year-old boy who is on the run during the Great Depression. While he may be motherless and lacking in material things, Bud does have a few special items that he carries with him. As you read this book, you will be introduced to photographs that are representative of the Great Depression. You will learn specific ways that you can improve your writing by adding descriptive elements.

**Unit Focus**

In these units, we will read *Bud, Not Buddy* by Christopher Paul Curtis while exploring the life of children during the Great Depression. We will also examine and explore various photographs taken during this time period and practice writing descriptively.

**Be Sure to Notice...**

This book has won both the Newbery Medal, the Coretta Scott King Award, and many other honors as well. You can find an excellent audio version of this book from the Listening Library. You will also find an interesting “conversation” with the author at the back of the book that will help you to better understand this author’s intentions in writing this book.

If you chose to follow along with the optional American Tall Tales study, this unit’s focus should be on Johnny Appleseed.

For this unit you will need access to a computer with PowerPoint or similar capabilities. Optional supplemental texts that you may choose to use as you read *Bud, Not Buddy* are *The Dust Bowl* by David Booth (picture book), and *Out of the Dust* by Karen Hesse (blank verse).

## Context Resources

You will find additional context resources in your **ArtiosHCS** curriculum website. Be sure to take time to explore the links and activities to help further your understanding. While this book follows the fictional story of a young boy's experience of the Great Depression, there are millions of other people who were also experiencing the

devastation of this era. In the Literature Resources section you will find links to the written accounts of others, as well as some additional ways to explore life during the Depression. Don't forget to try out some of the Literature Projects in the **Resources** as a way to enhance your experience of this time.

## Unit 15 – Assignments

### Literature

- Begin by completing an author profile for Christopher Paul Curtis. You will find an **Author Profile Page** in the **Resources** section of the **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as in the book itself. Make sure you get a parent's permission before accessing the Internet.
- Read Chapters 1-4 of *Bud, Not Buddy*.

As you read this book, discuss how life for a foster child might have been different during the 1930s than today.

### Composition

Descriptive writing is a type of writing in which a person, place, thing, or event is described in a way that allows the reader to experience it fully, almost creating a picture in the reader's mind.

- Read the following two paragraphs and notice how the first paragraph is telling the story, but the second paragraph is showing.

*I was so excited to play my first game of laser tag. I was also a little nervous, but my friend James had told me how much fun it was. The attendant explained the rules and put the vest on me. I held onto my gun as the door to the laser tag arena opened, and I hoped that it would be as fun as I had imagined.*

*As we walked up to the glass doors of the laser tag, I could feel my heart beginning to thump in my chest. I glanced over at my friend James nervously, and he gave me a grin as giant as a Cheshire cat. The young attendant read the list of rules to us in a monotonous voice, and then she slid the heavy, padded vest over my head and tightened the buckle around my waist. It smelled as sweaty as my used gym socks. She lifted the metal door that separated us from the laser tag arena, and a blast of cold air hit us like a slap in the face. I could almost taste the blueberry oatmeal I had eaten earlier as it rose up the back of my throat. I took a deep breath, gripped my bulky, flashing gun with the power of a thousand ninjas, and burst through the door, screaming wildly with my buddy.*



Could you hear the differences? Could you almost see this second scene in your head? The second, descriptive paragraph used many details that included senses, describing words, and strong action words. These are elements that a writer uses to make his writing come to life.

- For each of the next few weeks, we will be learning different ways to help your writing come to life by describing different images shown by various photographs set during the Great Depression. This week, you will focus on using “sensory descriptions,” or those that rely upon your senses of smell, sight, hearing, taste, and touch. After viewing “*Great Depression Image 1*” in the Literature Resources section of the **ArtiosHCS** curriculum website, write a paragraph or two about what you imagine is happening in the picture. Make sure to include descriptions that use your five senses.
- You will find some extra resources on writing with your senses on your **ArtiosHCS** curriculum website.
- After you have finished your paragraph, share it with a parent or classmate, and have them share feedback with you. Look for places in which you can add more detail, and then edit and write a final draft. Once you have finished this draft, begin creating a PowerPoint presentation. On your first slide, copy and insert the “*Great Depression Image 1*.” On your second slide, add your descriptive writing. You will find a tutorial for using PowerPoint in the Literature Resources if you need some extra help. Add some creativity to your slides if you’d like. Alternately, you might enjoy creating a Prezi ([www.prezi.com](http://www.prezi.com)). Younger elementary students may prefer to present their images and writing in a book or journal format instead.

## Unit 16 – Assignments

### Literature

- Read Chapters 5-8 of *Bud, Not Buddy*.

As you read these chapters, continue to discuss how life for a foster child might have been different during the 1930s than today.

### Composition

- This week, you will add to your descriptive writing skills by focusing on using vivid adjectives. As a review, an adjective is a word that describes a noun or pronoun. You probably use adjectives all the time in your writing, and that’s a great thing, but for this assignment, you should also try to make these adjectives as specific and colorful as possible. For instance, instead of saying, “The little boy ran toward the big dog,” you could make your adjectives more vivid by saying, “The tiny, helpless boy ran toward the enormous dog.” Go back and look at the descriptive paragraph in Unit 15 to see how many vivid adjectives you can find.
- View the “*Great Depression Image 2*.” Then use your imagination to write a paragraph or two about the picture. Make sure to include plenty of vivid adjectives, without making your writing sound awkward. You will find some lists of vivid adjectives to get your ideas flowing in the Literature Resources section of the **ArtiosHCS** curriculum website. When you are finished, ask a parent or classmate for some feedback, and then edit your writing.
- Create two more slides for the PowerPoint presentation you began last week, with *Image 2* as your third slide, and this week’s descriptive writing on the fourth slide.

## Unit 17 – Assignments

### Literature

- Read Chapters 9-12 of *Bud, not Buddy*.

Continue to discuss how life for a foster child might have been different during the 1930s than today.

### Composition

- To continue our journey in descriptive writing, this week we will practice writing with expressive verbs. You probably remember that verbs are words that show action and that every sentence must contain a verb. So, if you're writing in complete sentences already, you **MUST** be using verbs in your writing. However, using verbs that are strong and creative can make a huge difference in how descriptive your writing is! For instance, consider these two sets of sentences:
  - The young girl saw the birds in the field. She walked toward them to see if she could catch one.
  - The young girl observed the birds in the field. She sneaked toward them to try to capture one.
- Do you notice how the verbs in the second set of sentences seem to create more of a picture in your mind? This is because the verbs are of a much higher quality. Return to the descriptive paragraph in Unit 15 and see how many expressive verbs you can locate.
- View the “*Great Depression Image 3*.” Then write a few paragraphs about the action that you imagine taking place in the picture. Make sure to include plenty of expressive verbs, without making your writing sound awkward. You will find some lists of expressive verbs to get your ideas flowing in the Literature Resources section of the **ArtiosHCS** curriculum website. When you are finished, ask a parent or classmate for some feedback, and then edit your writing.
- Create two more slides for the PowerPoint presentation you began last week, with *Image 3* as your fifth slide, and this week's descriptive writing on the sixth slide.

## Unit 18 – Assignments

### Literature

- Read Chapters 13-16 of *Bud, Not Buddy*.

Continue to discuss how life for a foster child might have been different during the 1930s than today.

### Composition

- For our final week in our descriptive writing unit, we will be focusing on using comparisons to improve our writing. Similes and metaphors are two different types of comparisons. A simile is a comparison between two things, and it always uses the words *like* or *as*. A metaphor is a comparison between two things that does **NOT** use the words *like* or *as*.

Examine the examples below:

- Simile:
  - My dad runs as fast as a cheetah.
  - Her teeth sparkle like diamonds.
- Metaphor:
  - My mother is an angel.
  - The librarian glared at us with eyes of ice.
- Can you see the difference between a simile and a metaphor? See how many examples you can find in the descriptive paragraph in Unit 15.
- Try setting a timer for five minutes and writing as many similes and metaphors as you can in that time. You will also find some extra exercises to practice using similes and metaphors in the **Resources** section of the **ArtiosHCS** curriculum website.
- View the “*Great Depression Image 4.*” on the **ArtiosHCS** curriculum website. Use your imagination to write a few paragraphs about the picture. Use several similes and metaphors in your writing, along with some of the other elements of descriptive writing about which you have learned. When you are finished, ask a parent or classmate for some feedback, and then edit your writing.
- Create two more slides for the PowerPoint presentation you began last week, with *Image 4* as your seventh slide, and this week’s descriptive writing on the eighth slide.

## Unit 19 – Assignments

### Literature

- Read Chapters 17-19 and the “Afterward” of *Bud, Not Buddy*.

Continue to discuss how life for a foster child might have been different during the 1930s than today.

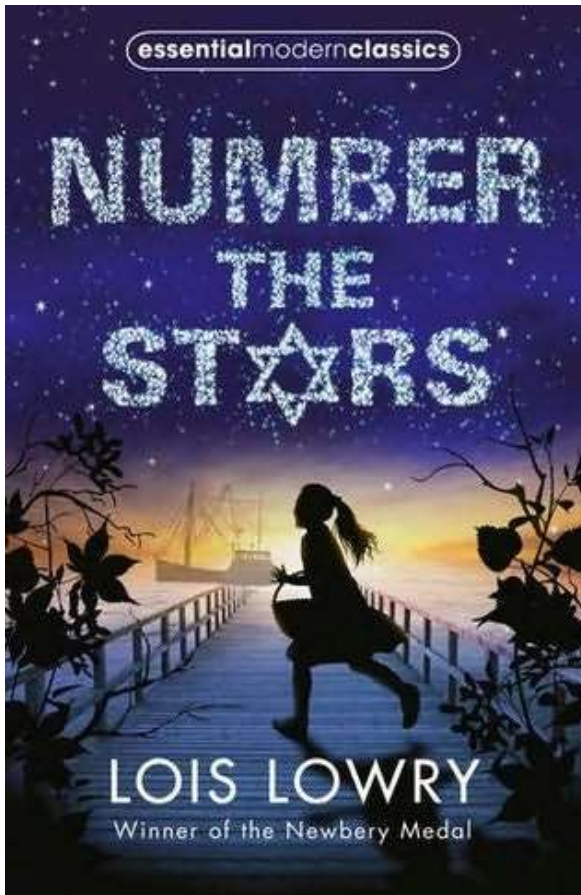
### Composition

- With a parent’s permission, search the Internet for another photograph about the Great Depression. Then write a few paragraphs that incorporate all of the elements of descriptive writing that we have learned about in this unit: sensory descriptions, vivid adjectives, strong verbs, and comparisons. Follow the same procedure that we have used before to receive feedback, edit, and write a final draft.
- Create two final slides for your PowerPoint presentation with your selected image(s) and accompanying descriptive writing.

***Number the Stars***

by Lois Lowry

Literature for Units 20 – 24



Can a 10-year old show courage even against an army in the middle of a war? Would you be willing to risk your own life to save that of a friend? Set in 1943, *Number the Stars* follows the life of Annemarie Johansen and Ellen Rosen. These best friends live in Denmark during the time of Nazi occupation. When the “relocation” of Jews in their country begins, the Johansen family takes in Ellen as one of their own, and Annemarie is soon presented with a dangerous mission that will save the life of

her dear friend. The Danish people ultimately adopt Annemarie’s heroism and band together to save the entire Jewish population of their country.

**Unit Focus**

While reading and discussing *Number the Stars*, we will learn about life during the World War II. We will explore expository writing while learning research skills. The final project for this unit will involve creating a travel brochure for countries that were involved in the war.

**Be Sure to Notice...**

Lois Lowry has written a touching introduction to this book, which is also the winner of the 1990 Newbery Medal. While this book follows the story of children living in the country of Denmark during World War II, over 60 countries became involved in this war by its end. It would be highly beneficial for you to locate these countries on a map as part of a geography study while you are reading this book.

If you are following along with the optional American Tall Tales study, this unit’s focus should be on John Henry.

For this unit you have the option of using a template for a tri-fold brochure; these will vary depending upon the word processing program that you use.

## Context Resources

You will find context resources in your **ArtiosHCS** curriculum website. Be sure to take time to explore the links and activities to help further your understanding. War can be a complicated concept for students to understand, and the more you “roll around” in this book, the more you will understand how it impacted real people. You will find a collection of websites for further exploration of World War II on the website, along with vocabulary lists and **Literature Projects** to help you both understand and explore the literature as you read.

## Unit 20 – Assignments

### Literature

- Begin by completing an author profile for Lois Lowry. You will find an **Author Profile Page** in the **Resources** section of the **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as on the book itself; make sure you get a parent’s permission before accessing the Internet.
- Read Chapters 1-4 of *Number the Stars*.

### Composition

- In this unit you will be selecting four of the countries involved in World War II to research. You might decide to include only the more or less prominent countries, or you might choose to select your countries based upon other criteria. Your final project for this unit will be a travel brochure that introduces tourists to your World War II countries. If you are using this curriculum as part of a class, you might choose to separate your countries so that most or all of the countries are represented in your research.
- You should begin by researching your countries, using both print and internet sources. As you research, you should write source cards and note cards for travel brochure. Source cards contain the information about the source that you are using (book, periodical, newspaper article, website, interview, etc.), while note cards contain the information that you obtain from the source. Visit the Literature Resources section of your **ArtiosHCS** curriculum website for links showing examples of source cards and note cards. To create a well-rounded research paper, you should have a minimum of 4 different sources (with a source card for each one) from at least 2 different types of sources (book, websites, magazine, etc.), and a minimum of 20 different note cards.
- You will find a list of topics that you might choose to include in your travel brochure in the Literature Resources section of the **ArtiosHCS** curriculum website; however, you should select only a few of these ideas and then research the same topic for each of your countries. Three topics for each country should be just about right. As you are finding information that you might want to use in your travel brochure, you should re-write that information in your own words; this is called “paraphrasing.” Paraphrase information about only one topic on each note card. For instance, if you find information about both the historic landmarks and the climate of your country in the same source, you should create two separate cards for these. One good way to do this is to only write notes, rather than full sentences, while you’re researching; then when you return to your notes during the writing phase of this project, you will have forgotten exactly the way it was written and the words that you write will truly be your own. It is important that you learn to paraphrase now, because copying someone else’s words will not be allowed in future grade levels. As you get

older, many teachers may even fail your work if you have copied the words that someone else has written.

- Now, after all of that talk about paraphrasing, let's talk about using quotes. Quotes from reputable sources can make certain kinds of research writing sound more credible and professional; however, quotes are rarely used in travel brochures. If you do happen to find a piece of information that you do intend to use word-for-word, such as a personal recommendation about a particular experience in your country, make sure to use quotation marks around it. If there are not quotation marks around the information on your note card, it will be assumed that this information is paraphrased.
- One more note on sources: there is a lot of debate in the education world about whether or not [www.wikipedia.org](http://www.wikipedia.org) should be accepted as a source. For the purpose of this research book, this source should be fine; however, remember that not all of your future teachers will be willing to accept this site as a source. Here's a hint, though: if you find an article that you'd like to use on Wikipedia, scroll to the bottom of the page and find the links to the References used within the article; these will frequently make for more solid sources.

## Unit 21 – Assignments

### Literature

- Read Chapters 5-8 of *Number the Stars*.

### Composition

- Now that you have completed your note cards, you will organize them into an outline. An outline is a tool used by writers to organize their thoughts and order events, and it will help you stay focused when you begin actually writing your travel brochure. It consists of main ideas and subtopics, and uses Roman numerals, letters, and numbers to help create order. For our outline, we will use phrases, or groups of words, for each main idea, subtopic, and supporting detail:

#### TITLE OF YOUR TRAVEL BROCHURE

##### I. Main Topic: Your First Country

###### A. Subtopic

1. Supporting detail for Subtopic A
2. Supporting detail for Subtopic A

###### B. Subtopic

1. Supporting detail for Subtopic B
2. Supporting detail for Subtopic B

###### C. Subtopic

1. Supporting detail for Subtopic C
2. Supporting detail for Subtopic C

##### II. Second Main Topic: Your Second Country

###### A. Subtopic

1. Supporting detail for Subtopic A
2. Supporting detail for Subtopic A

- B. Subtopic
  - 1. Supporting detail for Subtopic B
  - 2. Supporting detail for Subtopic B
- C. Subtopic
  - 1. Supporting detail for Subtopic C
  - 2. Supporting detail for Subtopic C
- III. Third Main Topic: Your Third Country
  - A. Subtopic
    - 1. Supporting detail for Subtopic A
    - 2. Supporting detail for Subtopic A
  - B. Subtopic
    - 1. Supporting detail for Subtopic B
    - 2. Supporting detail for Subtopic B
  - C. Subtopic
    - 1. Supporting detail for Subtopic C
    - 2. Supporting detail for Subtopic C
- IV. Fourth Main Topic: Your Fourth Country
  - A. Subtopic
    - 1. Supporting detail for Subtopic A
    - 2. Supporting detail for Subtopic A
  - B. Subtopic
    - 1. Supporting detail for Subtopic B
    - 2. Supporting detail for Subtopic B
  - C. Subtopic
    - 1. Supporting detail for Subtopic C
    - 2. Supporting detail for Subtopic C

It is quite likely that you will have more than two supporting details for each subtopic, but you get the idea! Start by arranging your note cards into logical groups to help you decide the most important things for your paper. You may find that there are note cards that don't fit into any category of your paper, and it's okay to eliminate some of them. Examples of outlines can be found in the **Resources** section of the **ArtiosHCS** curriculum website, and an example of an outline for a travel brochure can be found in the Literature Resources for this Unit.

## Unit 22 – Assignments

### Literature

- Read Chapters 9-12 of *Number the Stars*.

### Composition

- Write the rough draft of your travel brochure. You should do this on notebook paper, with each country on a separate piece of paper, even though the final draft will be completed in tri-fold format; this will make it much easier to edit. Each one of your subtopics should become at least one paragraph. Use the following approach:

- Make sure your note cards are organized into the order in which you will use them in your travel brochure.
- Work through the writing of your travel brochure by following your outline and referring to the information in your organized note cards. You won't be able to just copy those note cards in order; you will need to fit your information together so that it sounds natural.

## Unit 23 – Assignments

### Literature

- Read Chapters 13-15 of *Number the Stars*.

### Composition

- Write the rough draft of your travel brochure. You should do this on notebook paper, with each country on a separate piece of paper—even though the final draft will be completed in tri-fold format—this will make it much easier to edit. Each one of your subtopics should become at least one paragraph. Use the following approach:
- Make sure your note cards are organized into the order in which you will use them in your travel brochure.
- Work through the writing of your travel brochure by following your outline and referring to the information in your organized note cards. You won't be able to just copy those note cards in order; you will need to fit your information together so that it sounds natural.

## Unit 24 – Assignments

### Literature

- Finish reading *Number the Stars*, including the “Afterward.”

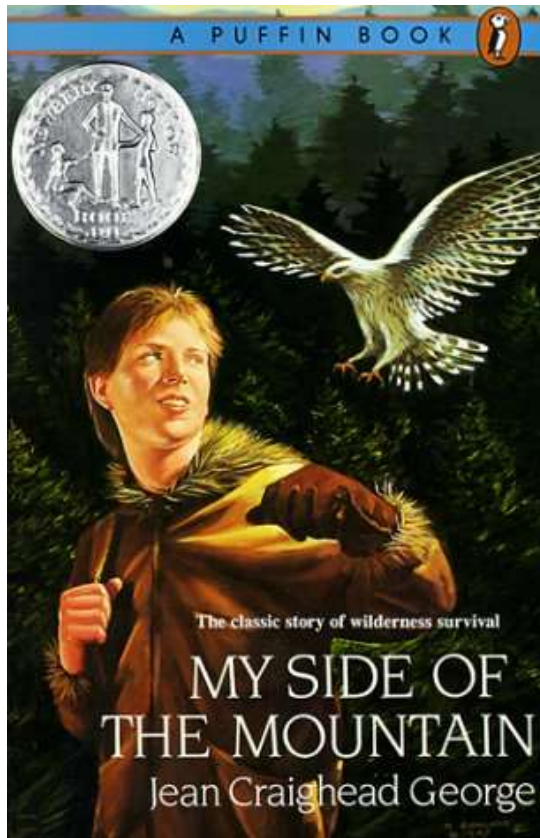
### Composition

- Create a tri-fold brochure, plan out your pages, and then copy your final draft into your brochure. You should have a front cover, three inside sections, and an inside flap for your countries, and a back cover. You might desire to create your travel brochure digitally, and you may even find a template on the Internet for the word processing program that you use. Alternately, you could create your tri-fold brochure out of a piece of poster board to allow yourself more room for writing and images. When you are finished, add illustrations and other decorations to make your brochure visually appealing. You may even choose to use printed pictures of your country. List your sources in a “For More Information” section on the back cover of your brochure, and then create an interesting front cover.
- If this curriculum is being used in a class setting, you might desire to host a “Travel Day,” where you can play the part of a travel agent and attempt to “sell” a tour through your chosen World War II countries to visiting tourists.



*My Side of the Mountain*

by Jean Craighead George  
Literature for Units 25 – 28



Sam Gribley is a 12-year-old boy who runs away to the Catskill Mountains to escape his unhappy life in a New York apartment. With minimal supplies, Sam encounters many difficulties in living off the land; however, he also learns much about survival, as well as his own character.

**Unit Focus**

In these units we will read *My Side of the Mountain* by Jean Craighead George while exploring narrative writing.

**Be Sure to Notice...**

Following this book's success, Jean Craighead George wrote four sequels to this novel. There is also a movie version of this book that you might enjoy comparing to the novel after you have finished reading it.

If you are following along with the optional American Tall Tales study, this unit's focus should be on Joe Magarac.

For this unit you will need a pocket-sized notebook. You will also need to look forward to the Unit 28 and decide which method of self-publishing you would like to use; some of these will require the purchase of extra supplies.

**Context Resources**

You will find context resources in your **ArtiosHCS** curriculum website. Be sure to take time to explore the links and activities to help further your understanding. Life in the city in the early part of the 20<sup>th</sup> century was much different than life in the country. Spend some time exploring some of the resources available on the website to help you learn more about life in this “modern” era. You will also want to try out some of the **Literature Projects** available in the Literature Resources to help you fully experience this novel.

You may want to purchase a blank book from [www.barebooks.com](http://www.barebooks.com) to use in Unit 28.

## Unit 25 – Assignments

### Literature

- Begin by completing an author profile for Jean George. You will find an **Author Profile Page** in the **Resources** section of the **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as on the book itself; make sure you get a parent’s permission before accessing the Internet.
- Read Chapters 1-5 of *My Side of the Mountain*: from “I Hole Up in a Snowstorm” through “The Old, Old Tree.”

### Composition

- Before beginning this unit, you should spend a few days making notes in your notebook about “Observations around Me.” Carry this notebook around with you and record every little detail that you notice for these days, paying particular attention to people who are going places, because this will spark your creative writing later in this unit. For instance, you might notice “Five kids flocked to the ice cream truck.” “My baby brother is always crawling towards the stairs.” “There was a fire truck outside the bank.” “Two brothers were riding their bikes towards the park.” “There is a purple patch of flowers growing in the middle of a huge field of green grass.” “An airplane flew directly into the clouds.” etc.
- Once you have kept these notes for a few days, spend some time going back over what you have written and allow yourself to be inspired by an idea for a survival story. In this unit, you will write your own narrative, which is a kind of writing that tells a story. Most likely, your survival story will be fictional, or made-up; however, if you have a great story of survival that actually happened to you or a family member, that’s okay, too.
- Brainstorm your final topic and then select one of the graphic organizers from the **Resources** section of your **ArtiosHCS** curriculum website to help you plan your narrative.

## Unit 26 – Assignments

### Literature

- Begin by completing an author profile for Jean George. You will find an **Author Profile Page** in the **Resources** section of your **ArtiosHCS** curriculum website. You can find information about the author through various Internet sources, as well as from the book itself. Make sure you get a parent’s permission before accessing the Internet.
- Read Chapters 6-10 of *My Side of the Mountain*: from “I Meet One of My Own Kind and Have a Terrible Time Getting Away” through “How a Door Came to Me.”

### Composition

- Write the rough draft of your narrative survival story. You should keep the following in mind as you are writing:
  - This story should be written in “first person,” which means it should sound like you are actually part of the action. There should be lots of “I”s and “we”s in your story.
  - Story leads are a great way to begin a narrative. Explore the following kinds of leads by visiting the Literature and Composition Resources available on your **ArtiosHCS** curriculum website and consider using one of them to begin your story.
    - Action Lead
    - Snapshot Lead
    - Sound Effect Lead
    - Question Lead

- Flashback Lead
- Talking Lead
- Dialogue is the words that characters actually use in a piece of writing. It is important to use quotation marks around any words spoken by your characters. Each time a new character begins to speak, you will also need to begin a new paragraph. You can find extra information by reviewing **Dialogue Rules** on the **ArtiosHCS** curriculum website.
- You will want to include creative ways of using items in your environment as part of your survival.
- You will also want to put into practice all of the other descriptive writing and editing skills that you have learned this year.

## Unit 27 – Assignments

### Literature

- Read Chapters 11-16 of *My Side of the Mountain*: from “Frightful Learns Her ABC’s” through “Trouble Begins.”

### Composition

- This week you should focus on editing your narrative. You will find editing checklists to use during this process in the **Resources** section of the **ArtiosHCS** curriculum website. Make sure that you edit your writing with a few different people, in several different sessions.

## Unit 28 – Assignments

### Literature

- Finish reading *My Side of the Mountain*: from “I Pile Up Wood and Go on With Winter” through “The City Comes to Me.”

### Composition

- Now that you have an edited narrative, you will now publish your book! You may choose to simply use a blank book, or you may choose one of these other methods of creative book binding; details for these methods are provided in the **Resources**:
  - Hand-sewn binding
  - Yarn/ribbon binding
  - Tape binding
  - Duck tape binding
  - Piano hinge binding
- There are many other methods out there for book binding, so feel free to be creative! Once you have finished your book, add an “About the Author page” at the end.
- If you are using this curriculum as part of a group, you might also enjoy adding a library-style pocket with an index card on the inside of the front cover. You and your classmates can share positive comments about each other’s stories on the index card.