



HISTORY

YEAR 1

Student Explorer

⌘ GRADES 7-8 ⌘

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INSTRUCTIONS

This *Student Explorer* accompanies *The Good and the Beautiful History: Year 1* course. It contains all the activity pages that are needed to complete the course. Each student will need a copy of the *Student Explorer*.

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

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

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THE CREATION

LESSON

1

Read the following summary of the Creation, and then write or draw what was created on each day in the boxes below.

SUMMARY OF THE CREATION

"In the beginning God created the heaven and the earth" (Genesis 1:1). On the first day, He called the light "day" and the darkness "night." The next day He separated the sky from the sea and called it "heaven." The third day was dedicated to making plants and trees to grow fruit and cover the land. On the fourth day, God created the sun, moon,

and stars to give light to the world. The fifth day God made creatures like fish and whales in the waters, and in the air He created birds. Then, on the sixth day, God made all kinds of animals, and finally, God made a man and a woman. On the seventh day, He rested.

DAY 1

DAY 2

Answers will vary.

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7



Tower of Babel

Piece 1 (top left): “The Tower of Babel,” painting by Pieter Bruegel the Elder (1563)

No matter where you look within this intricate Dutch painting by Pieter Bruegel the Elder, there are fascinating details to explore. In Genesis 11:4, the people who were building the Tower of Babel said, “Let us build us a city and a tower, whose top may reach unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth.”

When this painting was created in 1563, art was one of the prevailing forms of entertainment. Take a closer look at some of the details that make this painting so interesting. Notice size comparison: the tower seems even taller when you look at the tiny city to the left and the castle to the bottom right. Do you notice that the tower is leaning slightly, almost like it is ready to come crashing down? Next, look at the king in the bottom-left corner, who seems to be in charge of this leaning disaster. Many people are bowing down to him, which is rather ironic, since the tower behind them is falling apart even as it is built.

Bruegel certainly created something captivating and entertaining in this piece of art. What other details can you find when you study it closely?

Piece 2 (bottom right): “Plate with the Building of the Tower of Babel,” probably by Guido Durantino (c. 1550–60)

This piece uses a striking art medium. Rather than a traditional canvas, this scene was painted onto a tin-glazed plate. Its origins are uncertain, but it was likely formed in the workshop of Guido Durantino. He was a successful Italian businessman in the 1500s who sold high-quality pottery. Many of the tin-glazed dishes made at this time had religious paintings on them. This carefully painted plate is no exception, showing men hard at work building the Tower of Babel from the biblical story. Dishes painted in this way were so beautiful and popular that artists throughout Europe swiftly copied the style.



Choose one of the biblical stories mentioned in this extension and make your own art piece depicting it. Get creative! Think of the different opportunities for art mediums in your house besides a pencil and paper.

Answers will vary.

Fill in the blanks to complete the statements about what we can learn from people in the Bible.

Like Adam and Eve ,
we can overcome hardship
and give thanks to God.



We can learn from the story
of Cain and Abel to
love one another instead of
giving in to feelings of anger.



From Abel , we can
learn to follow God's
commandments in the
way God has asked.



Like Enoch , we can
choose to follow God even
if people around us are not.



BIBLICAL WORD SEARCH

The word bank below shows the names of some of Adam's descendants in order until the time of Noah. The Bible says these people lived a very long time! Find each of these names in the word search below.

Adam → Seth → Enos → Cainan → Mahalaleel
 ↓
 Noah ← Lamech ← Methuselah ← Enoch ← Jared

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



LESSON 2 EXTENSION

GENEALOGY

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

Have you ever heard true stories passed down by your family members or read an old journal that belonged to an ancestor? While generalizations can sometimes be made about large groups of people, family history is completely unique to each person. Your ancestors' homeland, traditions, and experiences may be completely different from a friend's! The study of family history is known as **genealogy**—a word that originates from the Greek words for "family" and "the study of." Today, genealogists are like puzzle solvers, piecing together family trees from ancient to modern times and filling in the holes with historical records. But genealogy has always been a part of society, and it varies from culture to culture. Let us take a look at different kinds of genealogy throughout history.



Long before and even after written records were created, ancient peoples passed on their culture and family history through stories. This was called **oral tradition**. It may sound much simpler than modern genealogy, but keeping track of family trees without written records was hard work! In Eastern Europe

many great poets and storytellers memorized patterns and repetition in their stories to recall thousands of lines. Some cultures even had visual references to aid them in their storytelling. The Incas used collections of cords tied into patterned knots called **quipu** [KEE-poo] to represent people, dates, and even events—a tradition that is still practiced in multiple cultures throughout South America today.



quipu cords

You learned about an important family line in today's lesson. Did you know that some of the oldest known genealogies are actually in the Bible? You may have read some of them in your own studies—long lists of names detailing who was the parent of whom. One of the most significant biblical genealogies is in Chapter 3 of the book of Luke in the New Testament, which traces the family lineage from Jesus Christ all the way back to Adam. Is it not amazing that so many years, generations, and stories can be summed up in only a few verses?

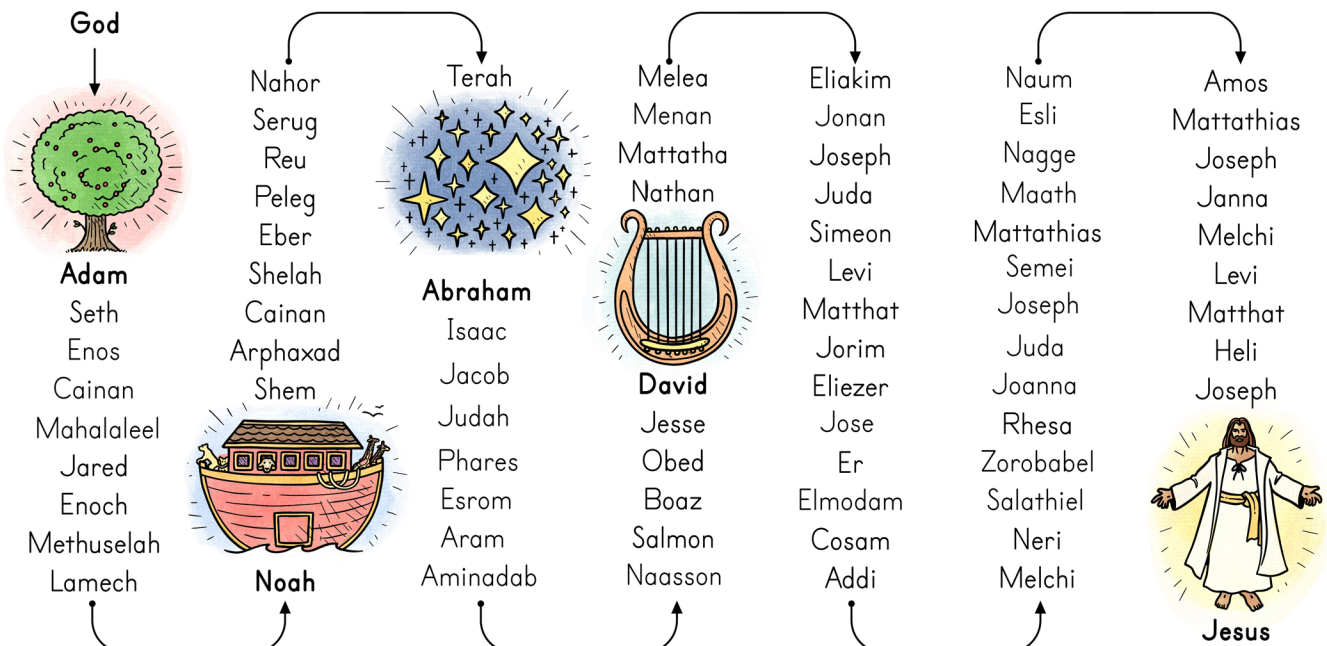
The biblical genealogies are a great example of **written genealogy**. With a rise in literacy came a rise in record-keeping across ancient civilizations. Many cultures

recorded their family trees in poems and histories. Later, during medieval times, the royal families of the British Isles took great pride in recording their family lines in *pedigree charts*. A pedigree chart displays the direct ancestors of a single person over long stretches of time. These charts are still often used in genealogy today!

Modern genealogy utilizes both the oral and written traditions of the past, as well as new, different tools. While professionals can gain educational degrees to properly analyze and compile historical data, you can participate in genealogy right now—from your own house! To start keeping track of your family’s history, you can do a few things: ask around for stories about your ancestors, look through old scrapbooks or journals, or learn more about the country your ancestors originally came from. Genealogy is about family, and the best way to learn more about it is to stay in touch with yours! Ask your parents if they already have a family tree or pedigree chart, and if so, start from there. Generations of stories just might be at your fingertips!

LINEAGE OF JESUS CHRIST

Luke 3:23-38*



*Some names use the more common or recognizable spellings used elsewhere in the Bible. See Genesis 5, 11, 29; 1 Chronicles 1; Ruth 4; and Matthew 1.

1. Look at the genealogy chart on the previous page, which details Jesus's lineage mentioned in Luke 3. Circle any names that you recognize.

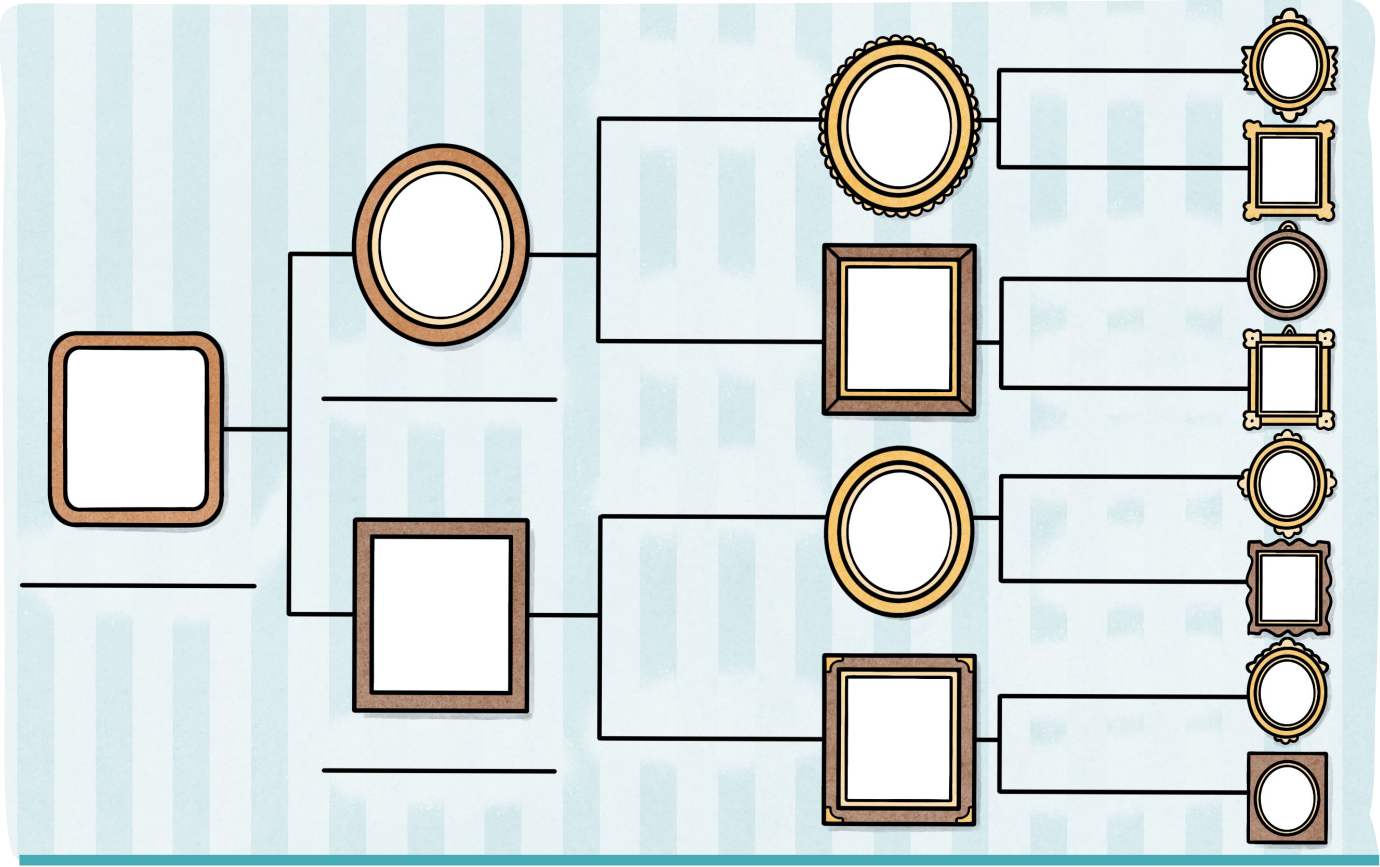
Answers will vary.

2. How does learning about Jesus's family line tell us more about Him?

Answers will vary.

3. Use the pedigree chart below to fill in your own family history. Hint: The first frame on the left is you.

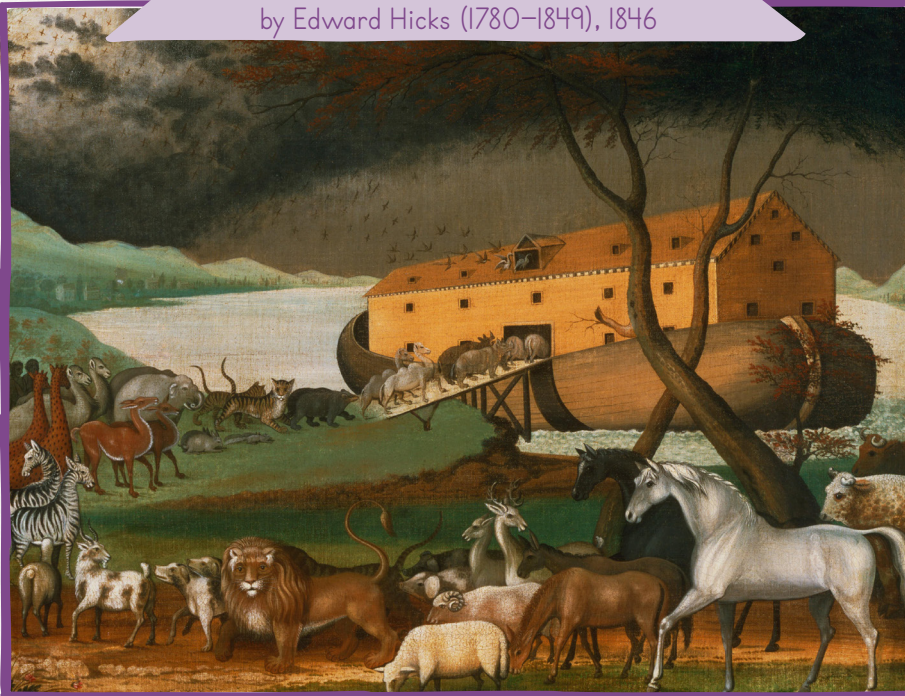
Answers will vary.



NOAH'S ARK

Study the two paintings of Noah's Ark. In the box below, write a few sentences comparing the similarities and differences of the paintings.

"Noah's Ark"
by Edward Hicks (1780-1849), 1846



Answers will vary but may include the following:

Similarities:

animals heading to the ark

animals getting along

animals are the focus

birds in the skies

wide variety of animals

Differences:

people in the painting

ark is the focus

enhanced details

smaller animals in front

"The Entry of the Animals into Noah's Ark"
by Jan Brueghel the Elder (1568-1625), 1613



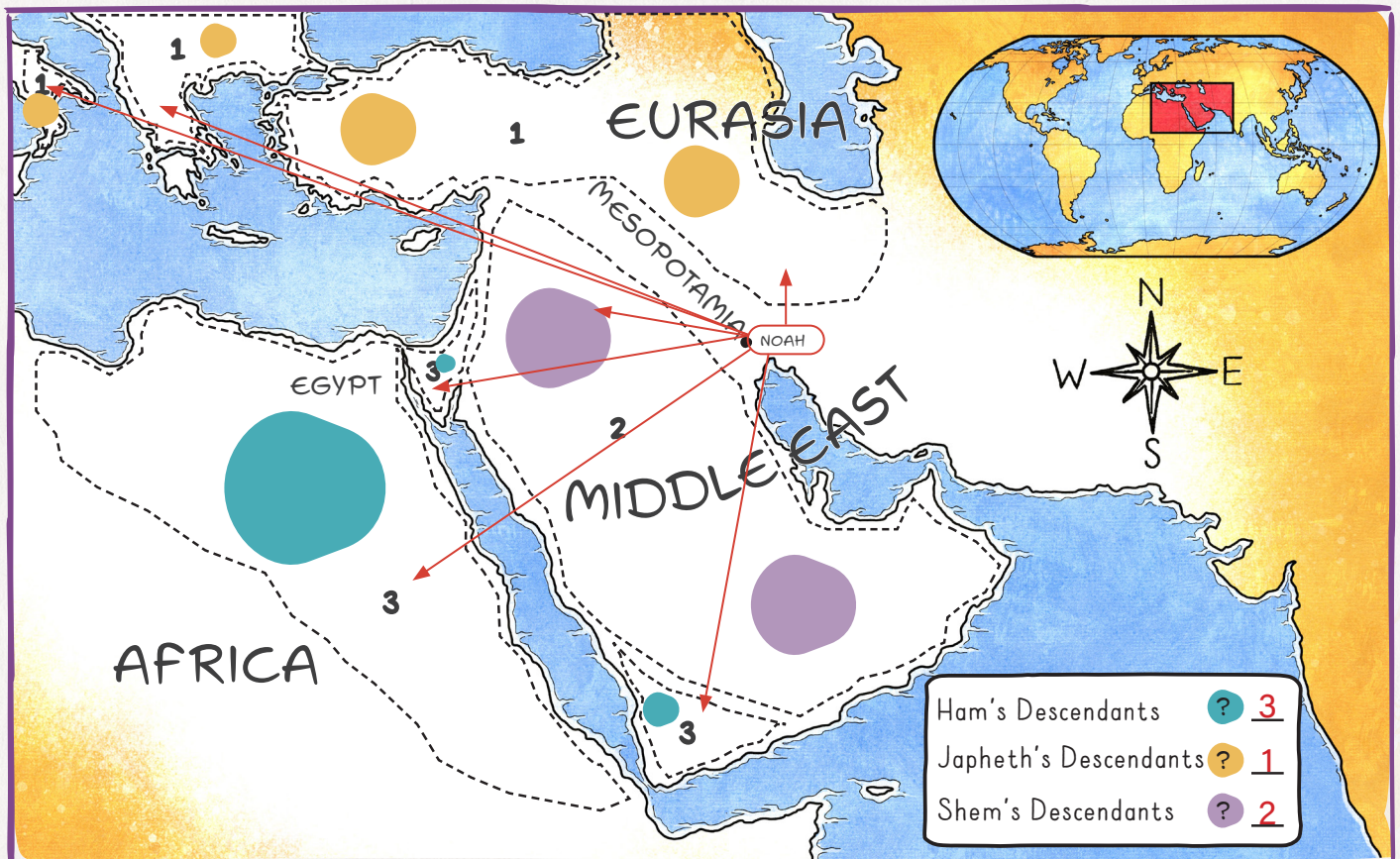
Do you notice the enhanced detail in the second painting? The painter observed many of these animals in person, and the experience improved his ability to paint them in such exquisite detail.

NOAH'S DESCENDANTS

LESSON
3

As we learned in the lesson, the descendants of Noah scattered across the land. Follow the steps below to complete the map showing where each group settled.

1. Find and circle Noah on the map.
2. Draw an arrow from Noah north and northwest into each dashed section labeled with a 1.
3. Color the sections labeled with a 1 yellow, and then write "1" in the correct area of the key to figure out who settled there.
4. Go back to Noah and draw an arrow directly to the west into the dashed section labeled with a 2.
5. Color the section labeled with a 2 purple, and then write "2" in the correct area of the key to figure out who settled there.
6. Go back to Noah and draw three arrows farther to the west and south into each dashed section labeled with a 3.
7. Color the sections labeled with a 3 blue, and then write "3" in the correct area of the key to figure out who settled there.
8. Whose descendants settled in Eurasia? Japheth
9. Whose descendants settled in the Middle East? Shem
10. Whose descendants settled in Egypt and other parts of Africa? Ham



STORIES OF THE FLOOD

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

Hundreds of years ago, Christian missionaries began visiting tribes in distant, secluded areas. They were amazed when people shared stories of a worldwide flood and a man who survived it by building a boat. These tribes did not have the Bible, but their stories sounded a lot like the biblical account of Noah.

There are hundreds of different versions of the flood story around the world. Ancient civilizations in China, Russia, Peru, India, Egypt, Greece, Wales, and the Americas all had their own stories of a flood. When so many people have similar stories, it is quite possible that those stories were based on the same real event. All these myths serve as evidence that there really was a flood, and people really survived it by building a boat and landing it on a mountain.

Read the following short accounts of flood *myths* (traditional cultural stories) from other cultures:

Mesopotamia

The gods, led by the god Enlil [EN-lihl], believed there were too many humans, and so they agreed to destroy mankind. But the god Ea did not want this, so he warned a man named Utnapishtim [yoo-NA-puhsh-tum]. Utnapishtim and some craftsmen built a large boat (one acre in area, with seven decks) in one week. He then loaded it with his family, the craftsmen, and “the seed of all living creatures.” The waters of the abyss rose up, and it stormed for six days. Even the gods were frightened by the flood’s fury. Upon seeing all the people killed, the gods repented and wept. The waters covered everything but the top of the mountain Nisir [nee-SEER], where the boat landed. Seven days later, Utnapishtim released a dove, but it returned after finding nowhere else to land. He next released a swallow, which also returned. Finally, he released a raven, which did not return. Thus he knew the waters had receded enough for the people to leave the boat. Utnapishtim made a sacrifice to the gods, and the gods gave him the gift of immortality.



the Flood Tablet (from Assyria)

Greece

The god Zeus found that humans had become very wicked, constantly lying and fighting and killing. He believed the only thing to do was to rid the earth of human beings. So he sent a great rainstorm that flooded the earth and destroyed almost every living creature. Two humans, Deucalion [doo-CA-lee-un] and his wife, Pyrrha [PEE-rah], endured the flood in a small boat they had built. Zeus saw that Deucalion and Pyrrha were righteous, so he ended the storm. The waters receded, and the boat rested on a mountain called Parnassus. Deucalion and Pyrrha were saddened to find they were the only ones to survive, and

they asked the gods for help to rebuild humankind. The gods told them to walk down the mountain, throwing stones behind them as they went. Though it may have seemed strange, they listened. As they walked, they threw stones behind them, and each stone turned into a human. Thus the human race was restored upon the earth.

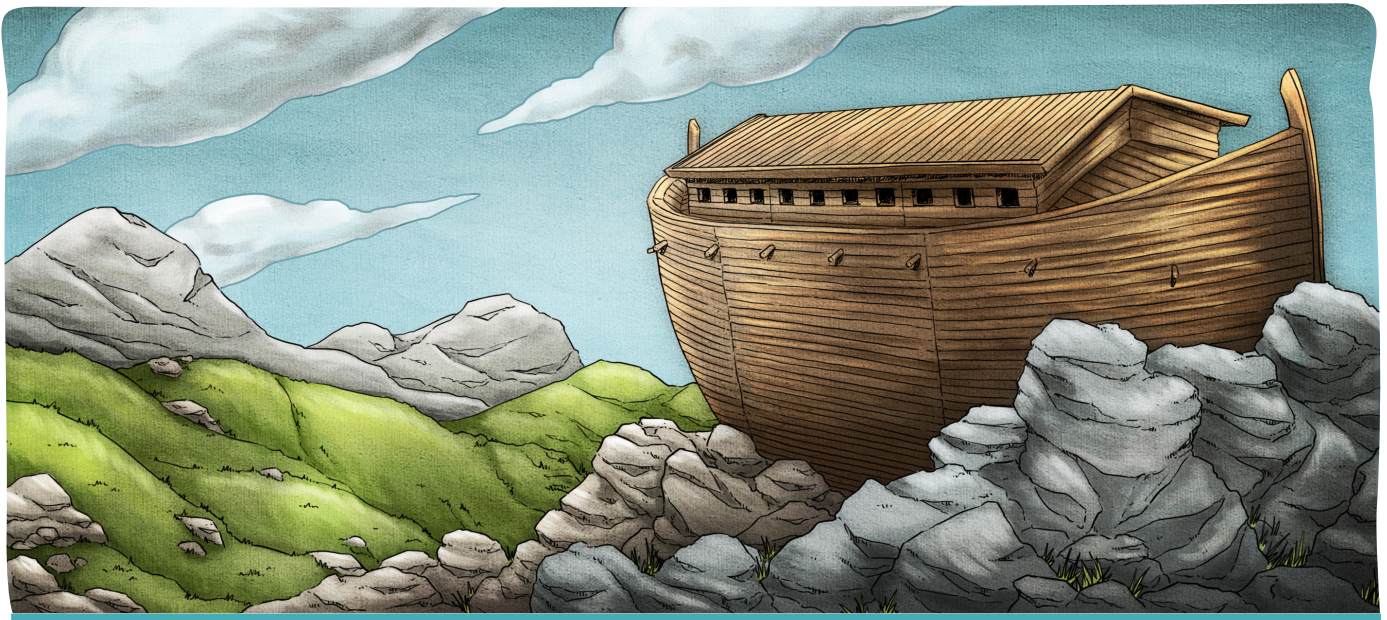
East Africa (Maasai People)

Tumbainot [toom-BYE-nut] was a righteous man. He had a wife and three sons, Oshomo, Bartimaro, and Barmao. In Tumbainot's day there were many people in the world, but they did not listen to God's

commands. They became more and more sinful until finally one man killed another man. God could not stand by this. He resolved to destroy mankind with a great flood. But He would not destroy righteous Tumbainot. God commanded Tumbainot to build an ark to carry his family and animals of every sort. Then came the rain and the flood. All other men and creatures drowned, but those in the ark were safe. Eventually, the rain stopped, the water receded, and the ark landed in a grassy plain. Tumbainot saw four rainbows that showed the catastrophe was over.



Deucalion and Pyrrha



Compare and contrast the flood myths from the extension with the Bible account. How are the stories the same? How are they different? If desired, use the following questions as a starting point: Who was involved in each story? Why was the flood sent? How long did it take to build the vessel? What creature (if any) was sent to see if the land had reappeared?

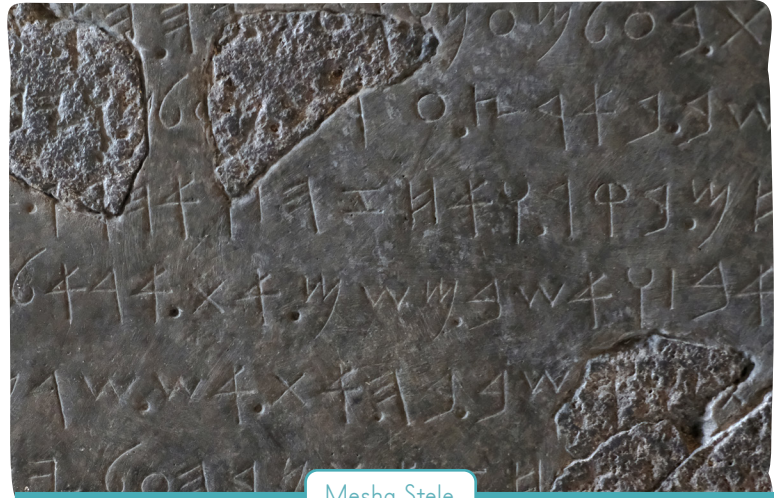
Answers will vary.

THE BIBLE AS A HISTORICAL SOURCE

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

In the study of history, **primary sources** include documents that were written by people with firsthand accounts of the event being described. For example, Thomas Jefferson's diary would be an excellent primary source to learn about the life of the United States' third president. **Secondary sources** include documents written by people with no firsthand experience of an event, such as a news article written by someone who only heard about who won the football game. The New Testament of the Bible is an undeniable primary source to learn about the life of Jesus Christ on the earth, as well as the lives of His followers and disciples, and gives us an unparalleled glimpse of the culture and government at the time.

In Luke's writings in Acts, he accurately mentions 54 cities, over 30 countries, several Mediterranean islands, and almost 100 individual people. After 30 years of research, Sir William Mitchell Ramsay, a renowned historian and archaeological scholar, concluded that "Luke [writer of the Gospel of Luke and the book of Acts] is a historian of the first rank; not merely are his statements of fact



Mesha Stele

trustworthy, . . . [but] this author should be placed along with the very greatest historians."

The Bible is the greatest history book ever written, documenting events back to the beginning of Creation. It is an invaluable resource for learning about ancient peoples and their way of life. Much of it was written by people who actually lived in ancient times, and all of it is the inspired word of God. But that is not the only proof available to us.



Hittite city wall

Let us dive a little deeper and see some examples of the many historical and archaeological discoveries that have validated the events of the Bible.

King David is a prominent figure in the Bible; his amazing story—from shepherd to giant-slayer to king of Israel—can be found in 1 and 2 Samuel. For centuries, some historians called David a mythical character, saying that there was no proof such a man actually existed. All that changed in 1868, when



archaeologists uncovered the Mesha Stele, often referred to as the Moabite Stone. Some historians believe that the stone's inscriptions, written c. 850 BC, may refer to King David. It also speaks of the king of Moab going to war against Israel, which the Bible mentions in 2 Kings 3. Later, in 1993, another stone inscription was uncovered that described a battle with the people of Israel and referred to "the king of the house of David." Both of these discoveries are perfect examples of modern archaeology proving the accuracy of the Bible.

The Old Testament of the Bible is a treasure trove of information on ancient civilizations; it mentions the Hittites, the Assyrians, the Babylonians, the Israelites, and over 40 different kings of these various empires. Many of these empires, like the Hittites, were dismissed by many historians as fables until 1906, when scholars confirmed that an 1830s archaeological dig in Turkey had actually uncovered the Hittite capital city, including a library with carefully preserved records chronicling their way of life and government. The same can also be said for Belshazzar, king of Babylon. His story is found in the book of Daniel, and his name is confirmed in historical records found in 1854. New historical sites and artifacts are uncovered every day, and modern archaeologists are witnessing the validity of the Bible firsthand. There is simply no other ancient text that has more accurately described ancient empires and time lines than the Bible.

Fill in the blanks below to complete the definitions.

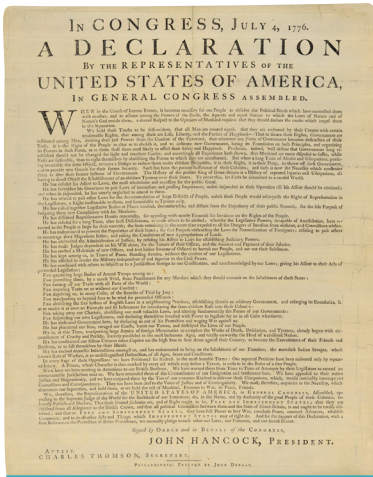
A primary source comes from a person with firsthand experience of a historical event.

A secondary source comes from a person with no firsthand experience of a historical event.

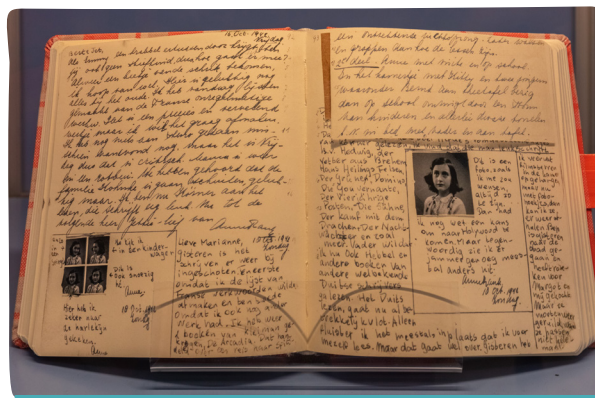
1. What is one of your favorite Bible stories? What can you learn from it about people in ancient times?

Answers will vary.

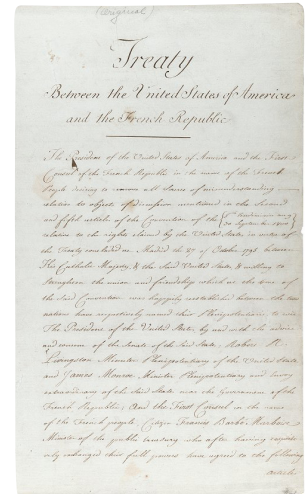
2. Cross out the source below that is NOT a primary source, and then explain why in the space below.



Declaration of Independence

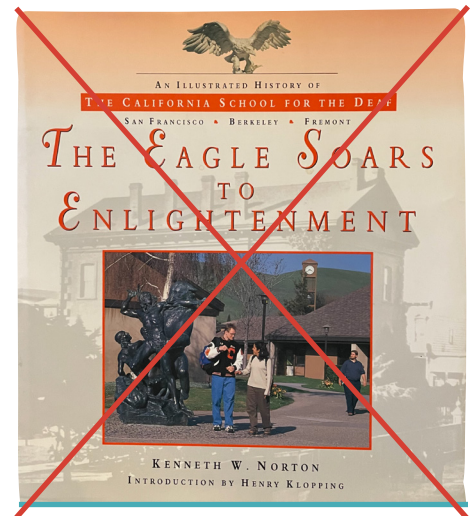


Anne Frank's diary



Louisiana Purchase treaty

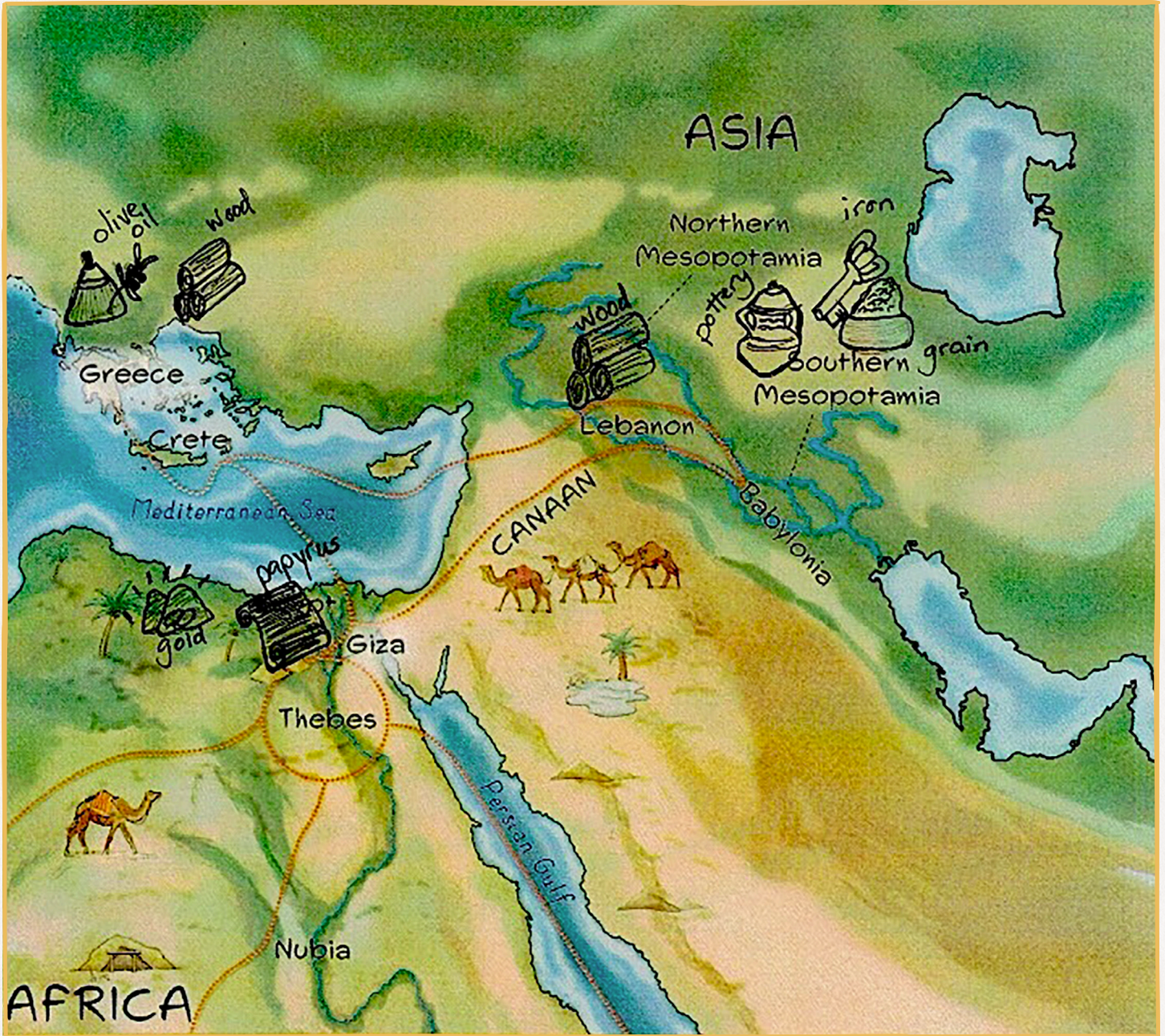
Answers will vary.



illustrated history textbook

TRADE IN EGYPT

As you listen to the information in the course book, use the key on the bottom of the page to draw the goods in the location they came from.



= wood



= olive oil



= pottery



= gold



= iron



= papyrus



= grain

MARRIAGE IN BIBLICAL TIMES

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

While learning about the story of Isaac and Rebekah, you may have noticed some differences about their marriage from the marriages you see today. Think of a married couple you know—an aunt and uncle, a grandmother and grandfather, or your own parents. How did they meet? Chances are, they probably were not introduced by a servant on camelback! But that is exactly how many marriages in biblical times began.



sperm whale tooth

Traditional marriage proposals are a little bit different in every culture. For example, in Fiji, the groom asks permission to marry the bride by presenting her father with the tooth of a sperm whale. Meanwhile, in Ghana, the groom arrives on the bride's doorstep to discuss his intentions with her parents at a traditional "knocking ceremony," involving gifts and wedding planning with both families.

You may have noticed that many decisions regarding marriage and weddings often center around family. It was no different in biblical

times. Just as Abraham arranged for his servant to find Isaac a wife, it was the parents' role to choose a bride for their son. This bride was usually chosen locally from the son's own people. Once a suitable candidate was found, both families would coordinate to arrange a **etrothal**, or formal engagement. Some weddings, such as Isaac and Rebekah's, were organized before the bride and groom even met!

Unlike engagements today, betrothals were a lengthy process. The period between a betrothal and a wedding could last up to a year! During this time both families met and exchanged gifts and money for wedding preparations. Betrothals were also legally binding; once betrothed, the couple were considered publicly married, even before the wedding. A good example of this principle in the scriptures is Mary and Joseph, whose story is written in the book of Luke. When Mary was told she would give birth to Christ, she and Joseph were still in the betrothal period of their engagement. After Joseph was visited by an angel, he acted as a faithful husband until their wedding could take place.





The actual marriage ceremony in biblical times was beautiful and festive, just like weddings today! Both the bride and bridegroom (the name used for the groom in the scriptures) were bathed and dressed in beautiful clothes—the bridegroom wearing a crown of fine metal or flowers, and the bride wearing a veil and jewelry. Together, the couple proceeded to the bridegroom’s home, where they received a special blessing from his parents that drew its wording from the scriptures. The next day was a wedding feast involving everyone in the village, and afterward celebrations would sometimes go on for several more days!

Weddings in the Bible were a time of celebration and love, but they were also driven by a duty and devotion to God. Adam and Eve, the first people, were commanded to multiply and be fruitful, and


marriages often led to large families—many of which we read about in the Bible! Though many traditions have changed and vary from culture to culture, marriage’s divine purpose remains. As we study and learn about the traditions of faithful people long past, we are able to learn from their examples and apply them to our own lives.



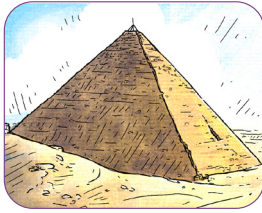
INTRO TO ANCIENT EGYPT

LESSON
6

Historians divide ancient Egyptian civilization into three major time periods known as the Old Kingdom, the Middle Kingdom, and the New Kingdom. Draw a line from each event to its correct time period on the time line below.



Hyksos hold power in Egypt.
c. 1650 BC



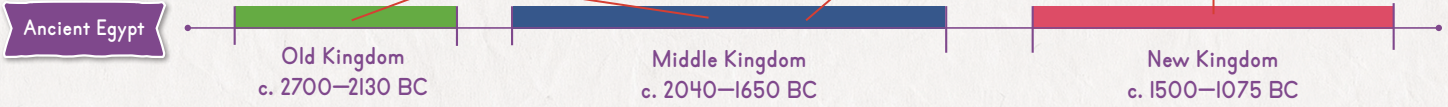
Great Pyramid of Giza is completed.
c. 2550 BC



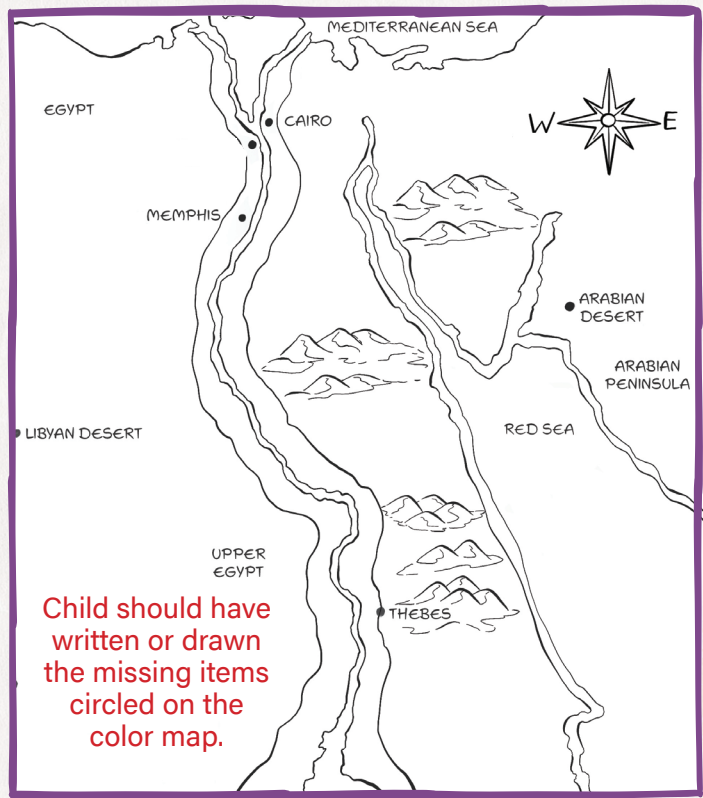
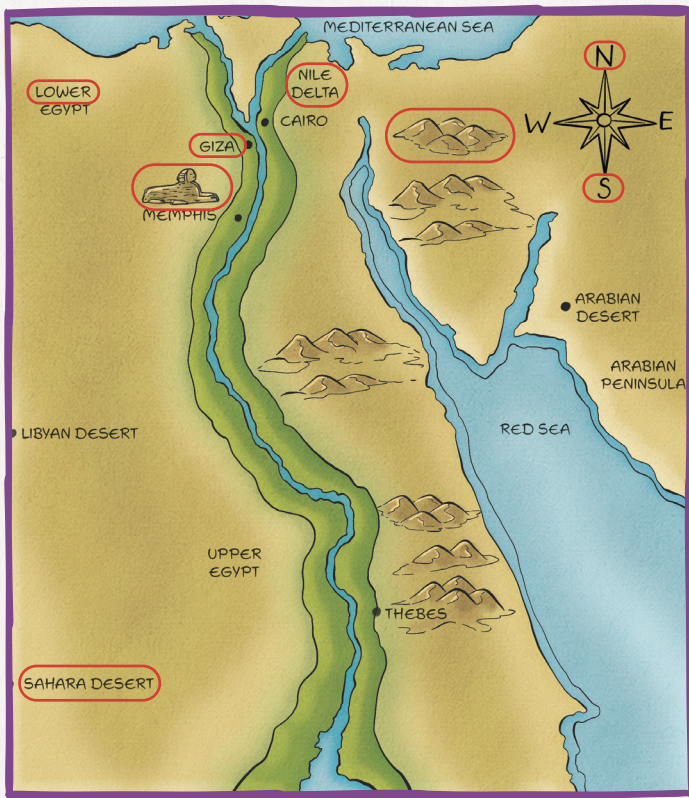
Mentuhotep II reunites Egypt.
c. 2040 BC



Tutankhamen dies.
c. 1323 BC



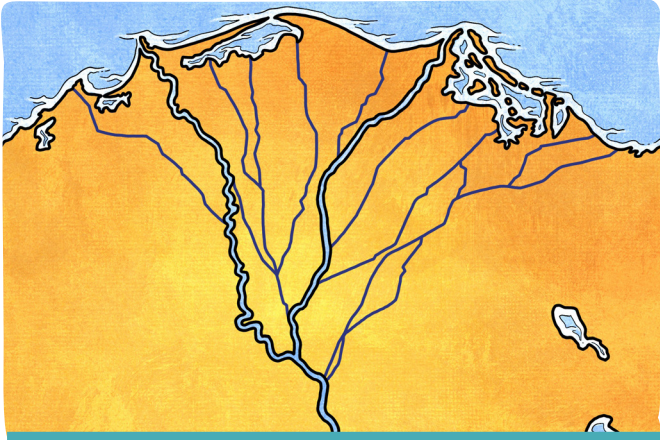
Spot the differences in the two maps of ancient Egypt. On the color map, circle any features not included on the black-and-white map. Then write and draw in the missing information on the black-and-white map and, if desired, color it.



LESSON 6 EXTENSION

THE NILE RIVER

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



It is fascinating to consider how we are impacted by our geography. Where you live affects how you live. One of the clearest examples of this is Egypt and the Nile River. Ancient Egyptians relied on the yearly flooding of the Nile to provide life-sustaining water in the desert. For them, life revolved around the river. Without the Nile and the flood, Egypt could not have grown into the powerful world influence and important part of history that it is.

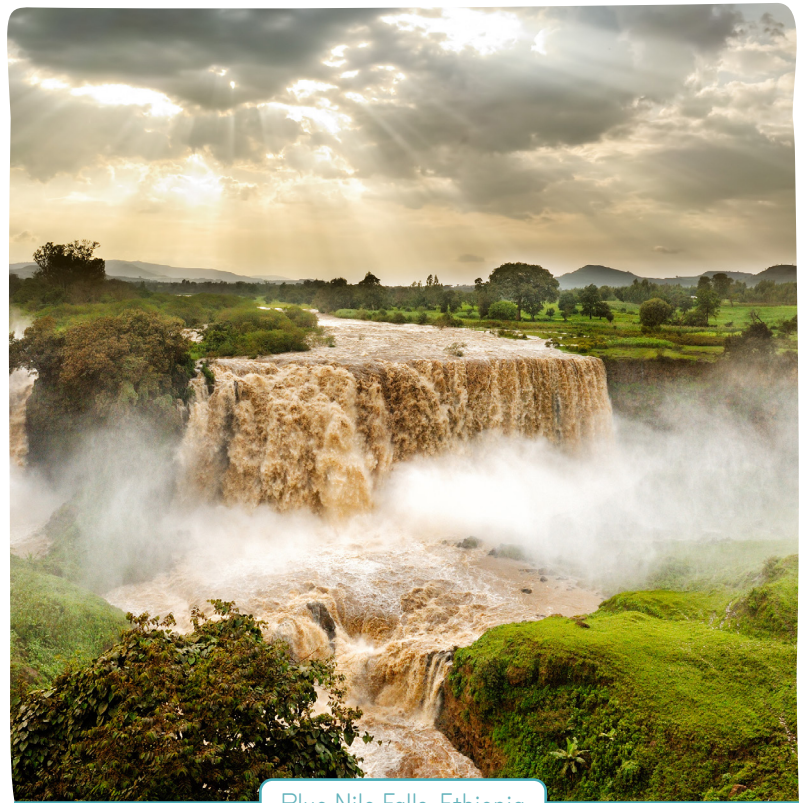
Here are three ways that ancient Egyptians' lives were affected by the Nile River:

Agriculture

You have learned about the flooding of the Nile and the important nutrients this brought to Egypt's fields. But what made the floodwaters so rich in nutrients? One of the main sources for the Nile begins high in the mountains of Ethiopia. These mountains are full of volcanic rock, which holds important minerals; like calcium and magnesium. When the heavy rains come, the water erodes the rocks and carries these minerals down into the Nile and on toward the valley. The farmers planted their crops in the black, rich soil left by the flood, and the minerals fed the plants.

In a good year, when the flood was high, the fields produced abundantly. This meant that ancient Egyptians could feed a big population and have extra food for storage or trading. Important crops included wheat to make bread, flax to make rope, and papyrus to write on.

The ancient Egyptians understood that the river was a valuable resource that should be treated with care. Farmers dug canals to guide the water to their fields, but there were strict laws to make sure they did it correctly. Leaders were assigned to make sure that canals were built effectively and that neighbors did not interfere with each other's water.



Blue Nile Falls, Ethiopia

Transportation

The Nile was (and is) an important highway for people and materials. It was often faster and more efficient to transport large objects on the river rather than on land. For example, rather than dragging a large stone from the mountain to a construction site, workers could send the stone on a boat. This required fewer people to help and allowed the water to do much of the work.

Because of this, ancient Egyptians became expert boatmakers. They built everything from large wooden ships with sails to small papyrus boats. It would have been a common sight to see boats traveling up and down the Nile.

Identity

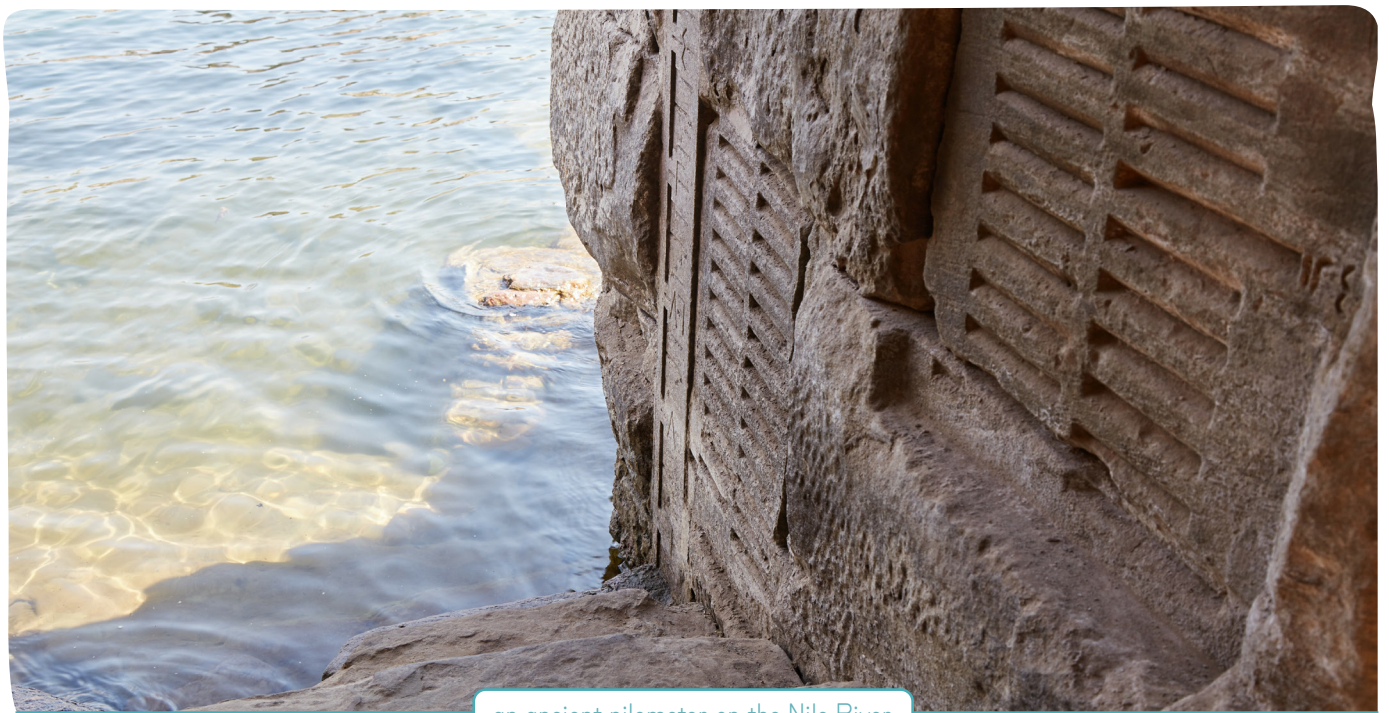
The Nile influenced more than the ancient Egyptians' actions. Because the river was so central to what they did each day, it became an important part of their thoughts and beliefs. It was key to how they thought about themselves and the world.

Many of the Egyptian gods were related to the river in some way. Ancient Egyptians praised and prayed to their gods for the life-giving waters of the Nile.

The ancient Egyptian calendar centered around the yearly flood. Each calendar year began with the flood and included three seasons: Akhet, the season of the flood; Peret, the season when the water receded and plants were grown; and Shemu, the season when water was scarce and plants were harvested.

The flood was so essential that ancient Egyptians built a special tool to help them measure whether it would be high or low each year. These tools were called nilometers. A nilometer was something like a ruler etched into a rock that would measure how high the waters had risen. We can imagine an ancient Egyptian farmer eagerly checking the nilometer each day, hoping the flood would not be too high or too low.

Today, there is a dam on the Nile that has changed the yearly flood pattern, but the Nile is still important for many people. In some cases modern technology changes the way we interact with our surroundings. But the Nile reminds us that our geography will always, in some way, affect the way we live.



an ancient nilometer on the Nile River

Create a travel brochure for a cruise down the Nile River. Research the unique features of the Nile River that a tourist could see and experience while traveling on this river and include persuasive details to attract visitors there. Also be sure to include several pictures of Nile River landscapes that would draw the interest of tourists.

Answers will
vary.

≡ § BUILD A SUNDIAL § ≡

Follow the steps below to make your own sundial and track time with the sun.

- 1 Cut out the sundial on the next page.
- 2 Put your cut-out sundial on an upside-down paper plate.
- 3 Glue it in place in the center.
- 4 Poke a pencil through the small center hole, and then remove the pencil.
- 5 Roll a sphere out of play dough and place it over the hole you just formed.
- 6 Poke the pencil through the play dough and the original hole you created.
- 7 Take your plate outside and rotate the clock to show approximately the current time. (Hint: The number 12 should be pointing north.)
- 8 Use the space below to record your findings.



What does your sundial look like right after you finish making it and setting it up?

Actual Time:

Drawing of Sundial:

Answers will vary.

What does your sundial look like when you are done with the lesson?

OPTIONAL: Choose another time to check the progress of your sundial.

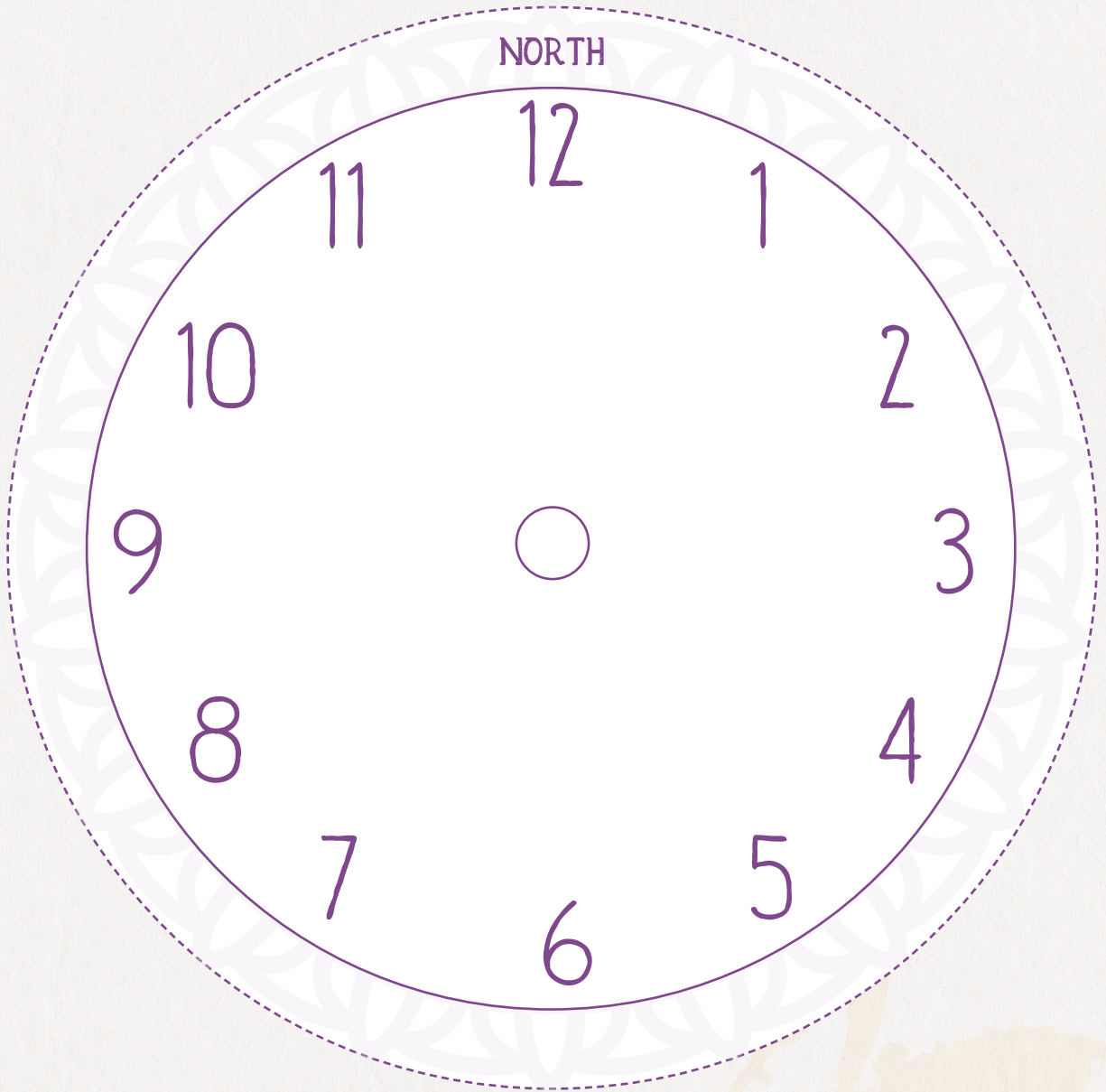


Check out what a real Egyptian sundial looked like.

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⌘ SUNDIAL ⌘

→ Cut out this sundial to use with the activity on the previous page.



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You just learned that Egyptian hieroglyphs can be written in any direction: left to right, right to left, or top to bottom. The way the figures were pointing determined the direction to read the text. Move your finger along the symbols in the picture to the right to see if you can figure out the reading direction. Your finger should start on the side that the animal symbols are facing.



Using the chart below, write a message in the box to the right. If your words contain a letter that is missing from the chart, such as the vowels E, O, or U, just skip it and go on to the next letter. Remember not to worry about using punctuation.

ANCIENT EGYPTIAN ALPHABET

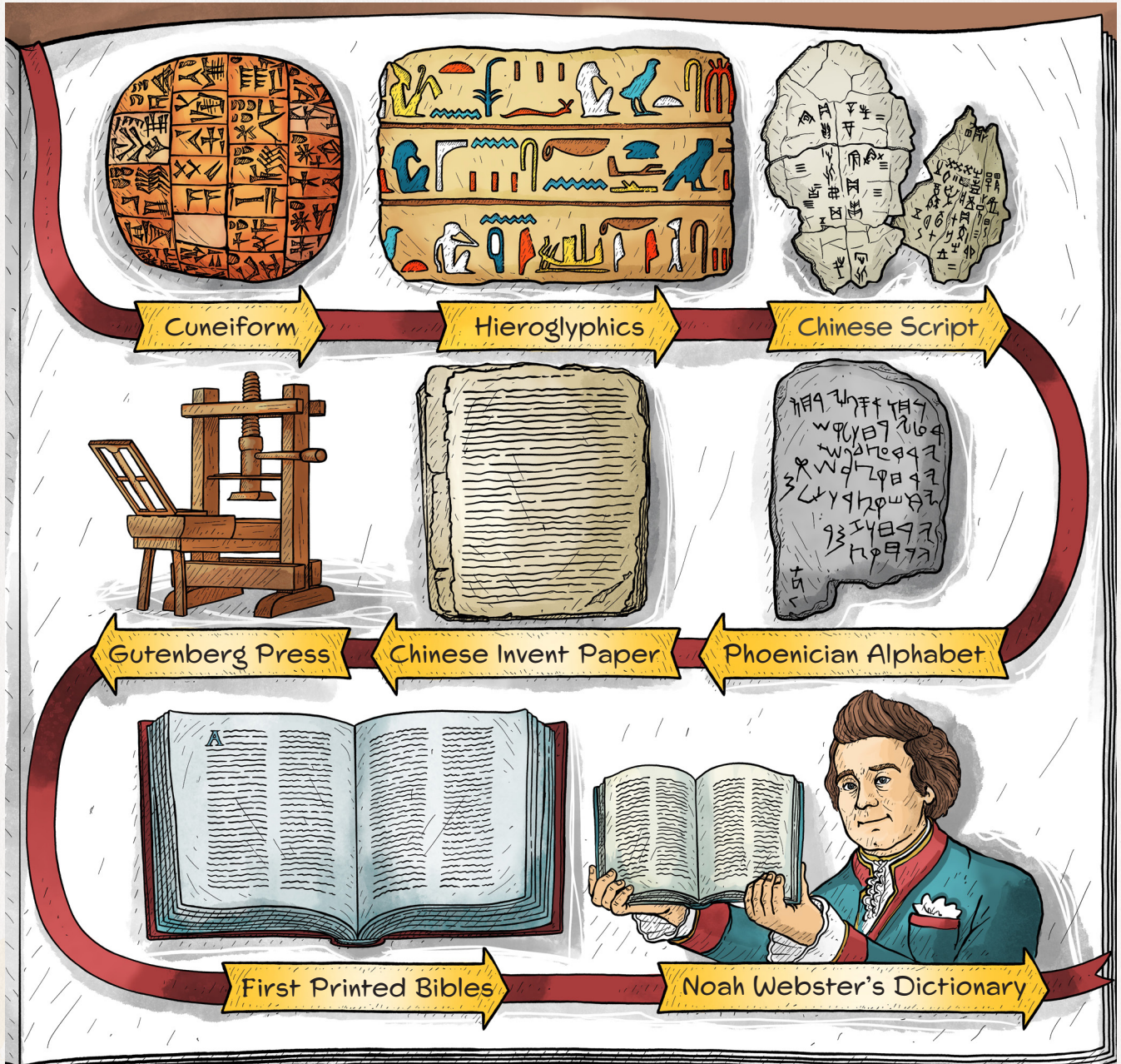
A	i	y	j	a	w	b
p	f	m	n	r	h	H
x	Kh	z	s	Sh	q	k
g	t	Th	d	Tch		

Answers will vary.

FUN FACT
English and Egyptian are unrelated languages; therefore, the English alphabet and Egyptian hieroglyphs do not perfectly match up. Although the Egyptian language was spoken with vowel sounds, most vowels were not written but could be inferred from the surrounding consonants.

TIME LINE TIME

Follow the path below as you find each event in your *History Time Line Book*.



ANCIENT EGYPTIAN WRITING

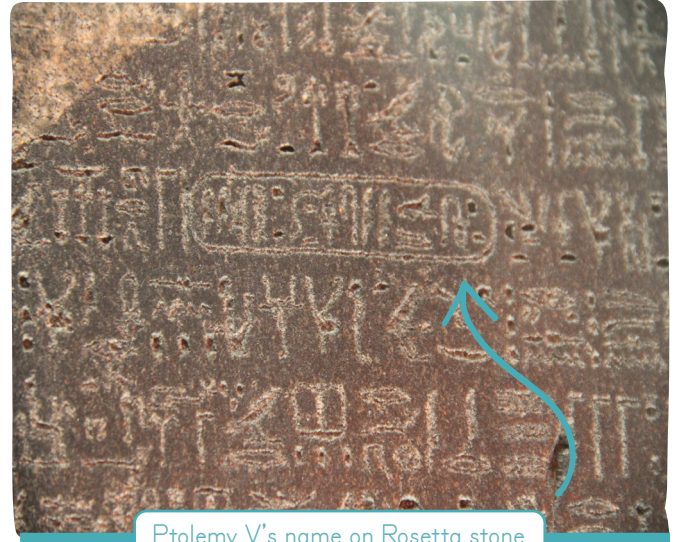
Read the following and complete the activity at the end of the extension:

The Rosetta stone was engraved in 196 BC and is actually a copy of a message written on several other stones. It tells of a decree by ancient Egyptian priests, in which they pledge gifts to King Ptolemy V, a Greek ruler of Egypt. The meaning of these words was not particularly exciting or unique, but the writing itself was a valuable discovery. As you have learned, the decree was written in three different forms—hieroglyphics, demotic script, and Greek—and this provided a way to decipher hieroglyphics and better understand the ancient Egyptian people. It also helps us consider how Egyptian writing evolved over time.

Ancient Egyptians gradually stopped using picture-based forms of writing, like hieroglyphics, and began to use simpler symbols, like demotic script, that were faster to write. In fact, their whole system of writing changed several times.

Can you imagine if our whole writing system changed? What if, instead of letters, we started using pictures in our writing? What if we started using new symbols to express sounds or ideas? It might not be that hard to imagine. Not too long ago, we simply used letters when we wrote, but in recent years, many people have begun using pictures again (such as emojis in text messages). Our writing evolves too. Considering this, we can imagine how writing changed in ancient Egypt.

Historians say that ancient Egyptian writing evolved through four different stages: hieroglyphics, hieratic script, demotic script, and Coptic script.



Ptolemy V's name on Rosetta stone



Hieroglyphics is a Greek word that means “sacred carvings,” but the ancient Egyptians called them *medu-netjer* [MEH-doo-NET-jur], meaning “words of the gods.” Ancient Egyptians believed words had been created for them by their gods, and they wrote their words for the gods to read. Hieroglyphics included phonograms, logograms, and ideograms. Phonograms are symbols that represent single sounds, such as “p-” or “th-”; logograms represent specific words, such as “sun” or “water”; and ideograms represent ideas that cannot be drawn themselves, such as a sun to indicate “daytime.” Because of the many symbols and their possible meanings, this was a hard system to learn.

1. Based on what you read in this extension and your own ideas, why do you think writing systems change over time?

Answers will vary.

2. Ancient Egyptians used different types of writing for different purposes. What types of writing do we use today? (Think of the various purposes we may have for writing.)

Answers will vary.

3. What elements make writing informal (casual or friendly)? What elements make writing formal (strict or dignified)? When is it better to use formal rather than informal writing?

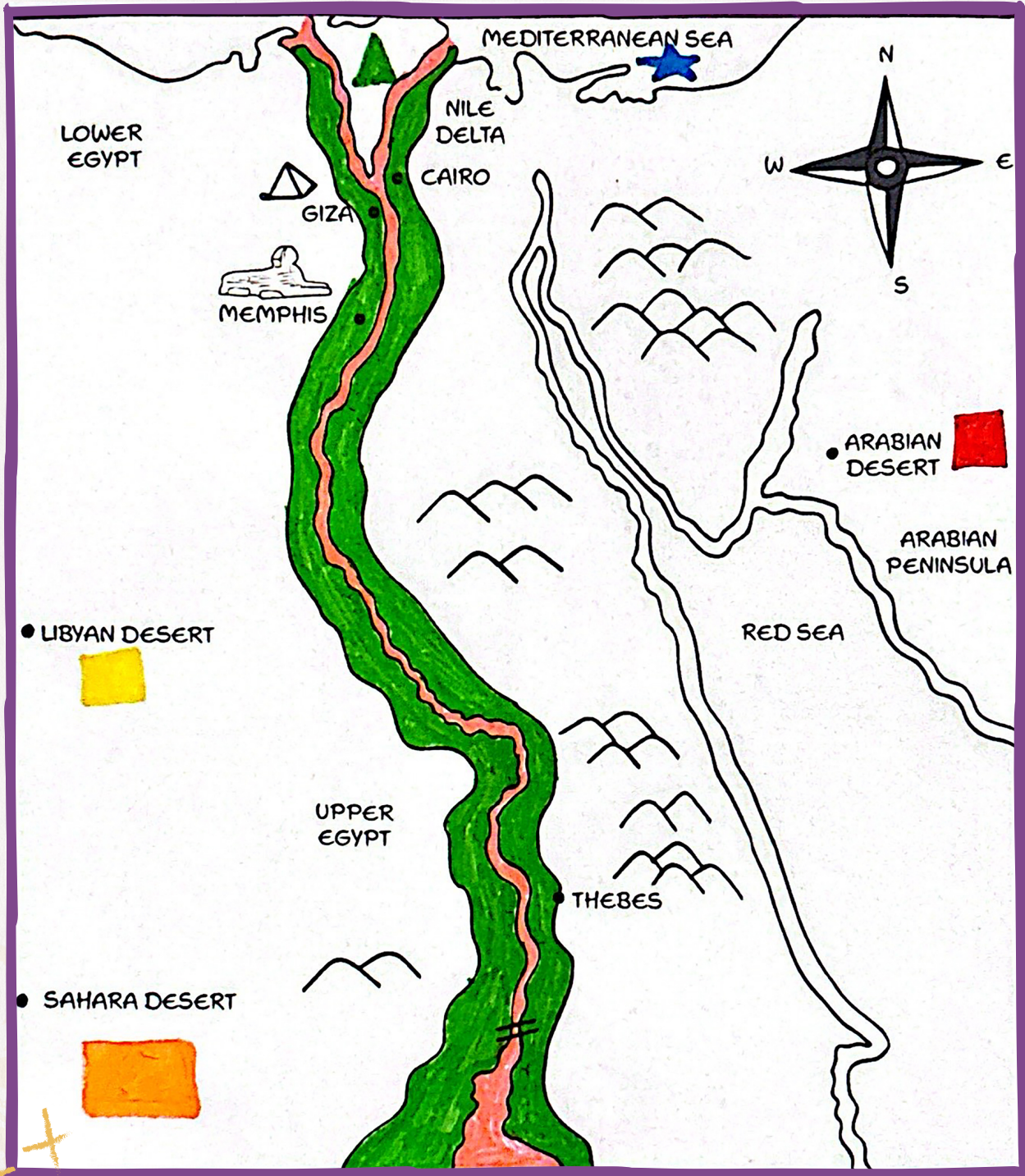
Answers will vary.

4. In your opinion, what is the most useful thing about our current writing system? What is the most challenging thing about it?

Answers will vary.

ANCIENT EGYPT

Follow the instructions in the course book to explore this map.



MARY LOUISA WHATELY IN EGYPT

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

In 1861 an English Christian named Mary Louisa Whately took a trip to Cairo [KIE-roh], Egypt. There she discovered a deep compassion for those Egyptian children, especially the girls, who did not have money to pay for school. Moved by this newfound love, she chose to stay. For nearly three decades, she remained a devoted missionary in Egypt, working primarily with Muslim groups to build the first schools for girls and the lower classes in Cairo.

Can you imagine what it would be like to be a missionary in a different country for 30 years? What characteristics might you need in order to be successful? Let us explore three excerpts of writing about Whately to find some characteristics that she demonstrated.

Excerpt 1

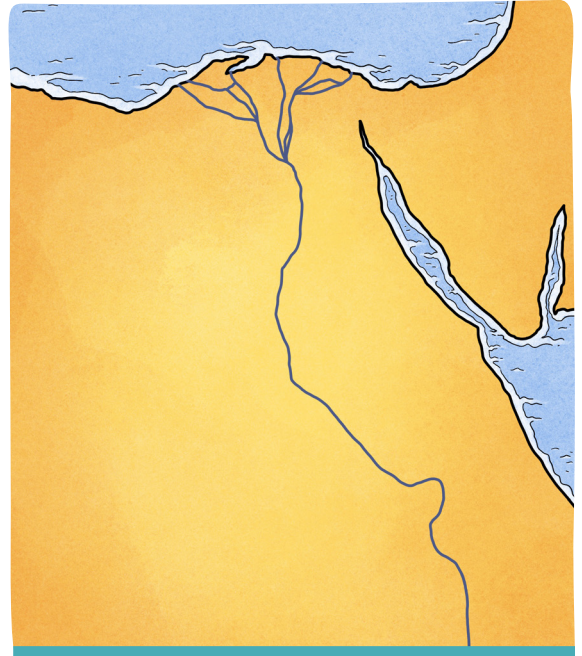
While it is simple to say Mary Louisa Whately operated schools in Egypt for 30 years, this does not explain the

difficulty of that work. The excerpt below comes from a biography of Whately's work, and it can help us imagine the challenges she faced.

"At the outset she met with little sympathy and much opposition. It was a new departure then for a woman to engage in missionary work, except under direction and control, and even the leaders in religious thought and enterprise looked with suspicion upon her plan."

Many Christians had a hard time believing that the Muslim people of Egypt would welcome a Christian (especially a Christian woman) as a teacher. Her work was bound to fail, they said. What was more, many Muslims doubted her intentions, questioning whether she was there to truly teach and serve or simply to make their people into Christians.

But the biography tells us that "she persevered in spite of all, settled at Cairo, and established a school for girls. From small beginnings the work grew and developed. . . . Once a year, too, it was Miss Whately's custom to make an evangelistic journey up the Nile, teaching and distributing books as she went, and so reaching great districts of the country which she could not have touched from Cairo."



Egyptian girl, c. 1860–1890

Whately demonstrated courage and determination to reach out and try, even when others doubted.

Excerpt 2

It was not only courage and determination that helped Whately to do good deeds. The following excerpt, which comes from an obituary, shows us another characteristic that helped her accomplish her work.

"[Whately attained] a very good knowledge of *colloquial* [informal] Arabic and an extraordinarily intimate acquaintance with the manners and feelings of the Egyptian people, for whom she had a deep affection and regard."

In other words, rather than trying to change the people to act and think exactly like she did, Whately was respectful and accepting of Egyptian culture while also remaining true to her own convictions. She got to know how the people spoke, what they believed, and why they did what they did. What does this show us about Mary Louisa Whately? It shows that she truly loved the Egyptian people.



Mary Louisa Whately

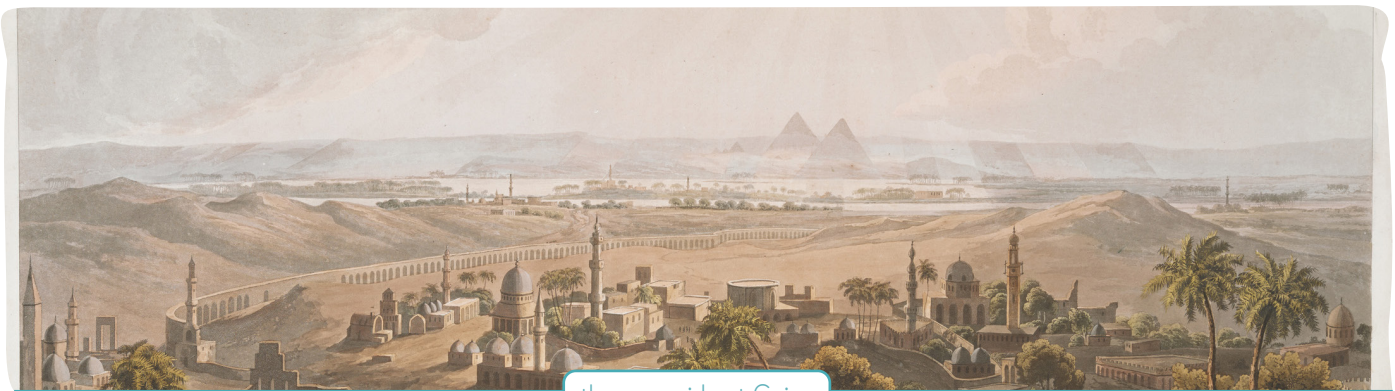
Excerpt 3

The last excerpt comes from Whately's own writing. In it, she describes how she responded to both Christians and Muslims who questioned her work.

To Muslims, she said, "I endeavoured, as well as I could, to explain that the Bible taught us to know and love God; that it was the same book, whether in English or Arabic, and taught all who read it the same things; and that if their children did not love God, they could never be good, so we desired to teach them to love and obey Him as far as we could."

To Christians, she said, "We shall tell them . . . that we cannot make Christians; no human being can. . . . The word of God has a marvellous power in itself, and one point in our favour is, that the Muslim religion does not forbid the reading of our Scriptures."

Mary Louisa Whately demonstrated firm faith in God and the power of His word. She did not rely on herself to make the difference. She trusted God to bless lives through her.



the pyramids at Cairo

1. Whately attained “a very good knowledge of colloquial Arabic” and “the manners and feelings of the Egyptian people.” Why would this be important to her work?

Answers will vary.

2. Whately persevered against much opposition to do her work. Based on the excerpts, what do you think helped her persevere?

Answers will vary.

3. Many people doubted, but Whately believed her work was possible. What leads a person to doubt? What leads a person to believe?

Answers will vary.

4. Whately said, “We cannot make Christians; no human being can.” What do you think this phrase means? (You may want to read the rest of the quote to help you think about this.)

Answers will vary.

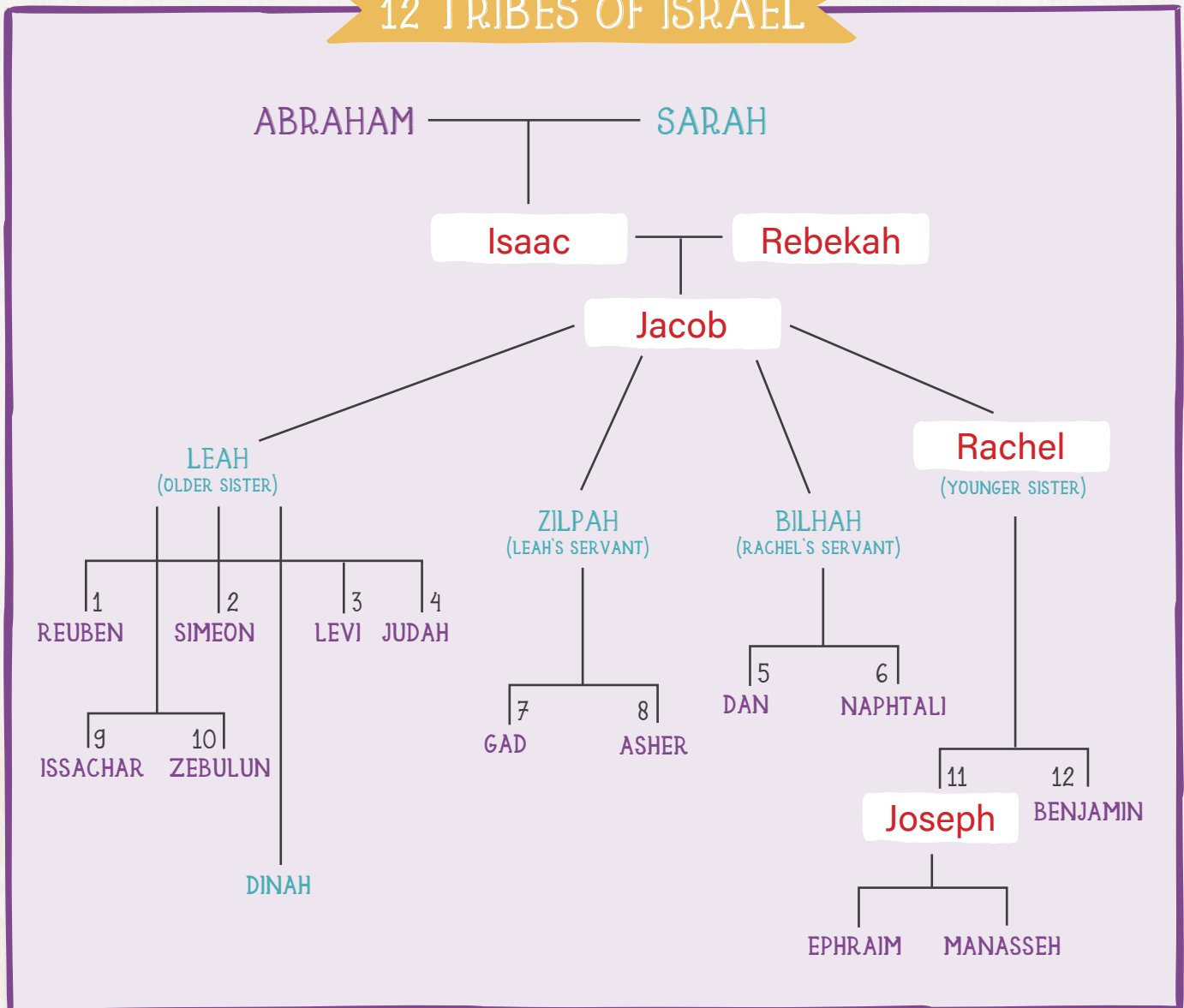
ABRAHAM'S GENEALOGY

As you or your parent reads the information about Abraham's genealogy below, fill in the missing names on the chart.

You may remember the story of Abraham that we learned about a few lessons ago. He had to wait a long time for the wonderful blessings God had promised him, including the birth of his son Isaac. As Isaac grew older, he also had great trust in the Lord and Abraham's servant, whom Abraham sent on a journey to find a wife for Isaac. That wife was named Rebekah. Together they had twin sons, but

only Jacob inherited the blessings of Abraham. Jacob worked for seven years to marry Rachel but was tricked and married her older sister Leah instead. He then worked another seven years to marry Rachel. It was through Rachel's line that Joseph was born. We will learn more about his story today. Joseph and his brothers represent the 12 tribes of Israel.

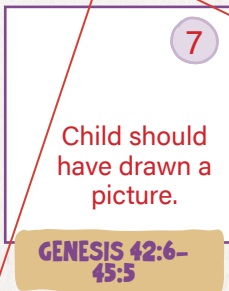
12 TRIBES OF ISRAEL



JOSEPH'S JOURNEY

LESSON
9

Finish the story of Joseph by drawing lines to match the text to the pictures, and then place a number in each circle (both text and pictures) to put the story in order. Note: One of the boxes is empty, so draw a picture for the matching part of the story.



4 "Pharaoh sent and called Joseph, and they brought him hastily out of the dungeon. . . . And Pharaoh said unto Joseph, 'I have dreamed a dream, . . . and I have heard . . . that thou canst understand a dream to interpret it.' And Joseph answered Pharaoh, saying, 'It is not in me: God shall give Pharaoh an answer.'"

7 "And Joseph's brethren came, and bowed down themselves before him with their faces to the earth. . . . And Joseph said unto his brethren, 'Come near to me, I pray you.' And they came near. And he said, 'I am Joseph your brother, whom ye sold into Egypt. Now therefore be not grieved, nor angry with yourselves, that ye sold me hither: for God did send me before you to preserve life.'"

5 "Joseph said unto Pharaoh, . . . 'Behold, there come seven years of great plenty. . . . And there shall arise after them seven years of famine. . . . Take up the fifth part of the land of Egypt in the seven plenteous years. And let them gather all the food of those good years. . . . And that food shall be for store to the land against the seven years of famine.'"

6 "And the seven years of dearth began to come, . . . and Joseph opened all the storehouses, and sold unto the Egyptians. . . . And all countries came into Egypt to Joseph for to buy corn; because that the famine was so sore in all lands."

1 "Potiphar, an officer of Pharaoh, . . . bought [Joseph]. . . . And Joseph found grace in his sight, and he served him: and [Potiphar] made [Joseph] overseer over his house."

2 "[Potiphar's] wife cast her eyes upon Joseph; and she said, 'Lie with me.' But he refused, [and] hearkened not unto her. . . . She caught him by his garment, . . . and [he] fled, and got him out."

3 "And [Potiphar] put him into the prison. . . . But the Lord was with Joseph . . . and gave him favour in the sight of the keeper of the prison. . . . And the keeper of the prison committed to Joseph's hand all the prisoners that were in the prison."

THE 12 TRIBES OF ISRAEL

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

When Jacob, his sons, and their families moved to Egypt, their lives were changed forever! Now they were strangers living in a foreign land, which could have been dangerous in those times. But thankfully, they received favor and protection from the Egyptian rulers because of their relationship to Joseph. Pharaoh gave them property in the fertile region of Goshen, where they could raise their families as well as flocks and herds. Along with the rest of Egypt's population, the family benefited from Joseph's wise rulership throughout the time of famine. Under these blessed circumstances, Jacob's sons not only survived, but prospered. Jacob's descendants consisted of "70 souls" when they first came into Egypt, but the group quickly multiplied to include many thousands of people. This thriving family became known as the children of Israel, since "Israel" was a special name that God had given to Jacob many years earlier.

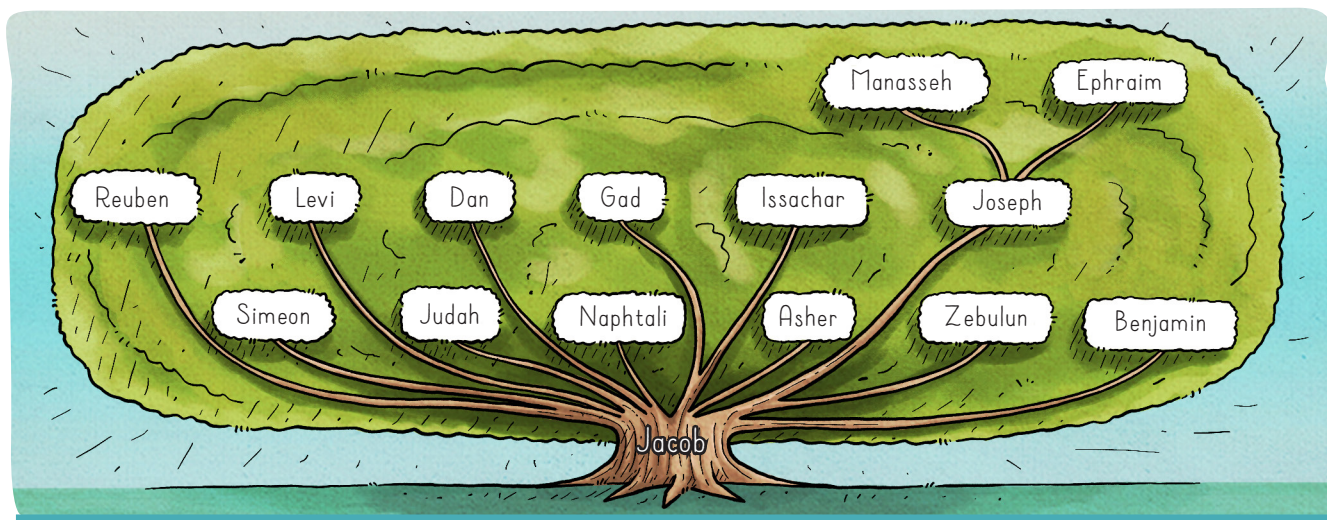
When Jacob grew very old, he gathered his 12 sons together and pronounced blessings upon each one of them. The names of his sons were Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, Joseph, and Benjamin. According to their culture, the firstborn son would normally



fertile Egypt

inherit a special blessing from his father and a position of authority over the family. But Jacob's firstborn, Reuben, had committed a serious sin many years earlier, which disqualified him from this privilege. The same was true of Simeon and Levi, the second and third sons. Jacob's fourth son, Judah, was promised that his descendants would someday rule over the others instead. In another unusual move, Jacob gave a special blessing and promise of inheritance directly to Ephraim and Manasseh, the two sons of Joseph.

Joseph continued to protect and provide for his brothers and their families, even after Jacob

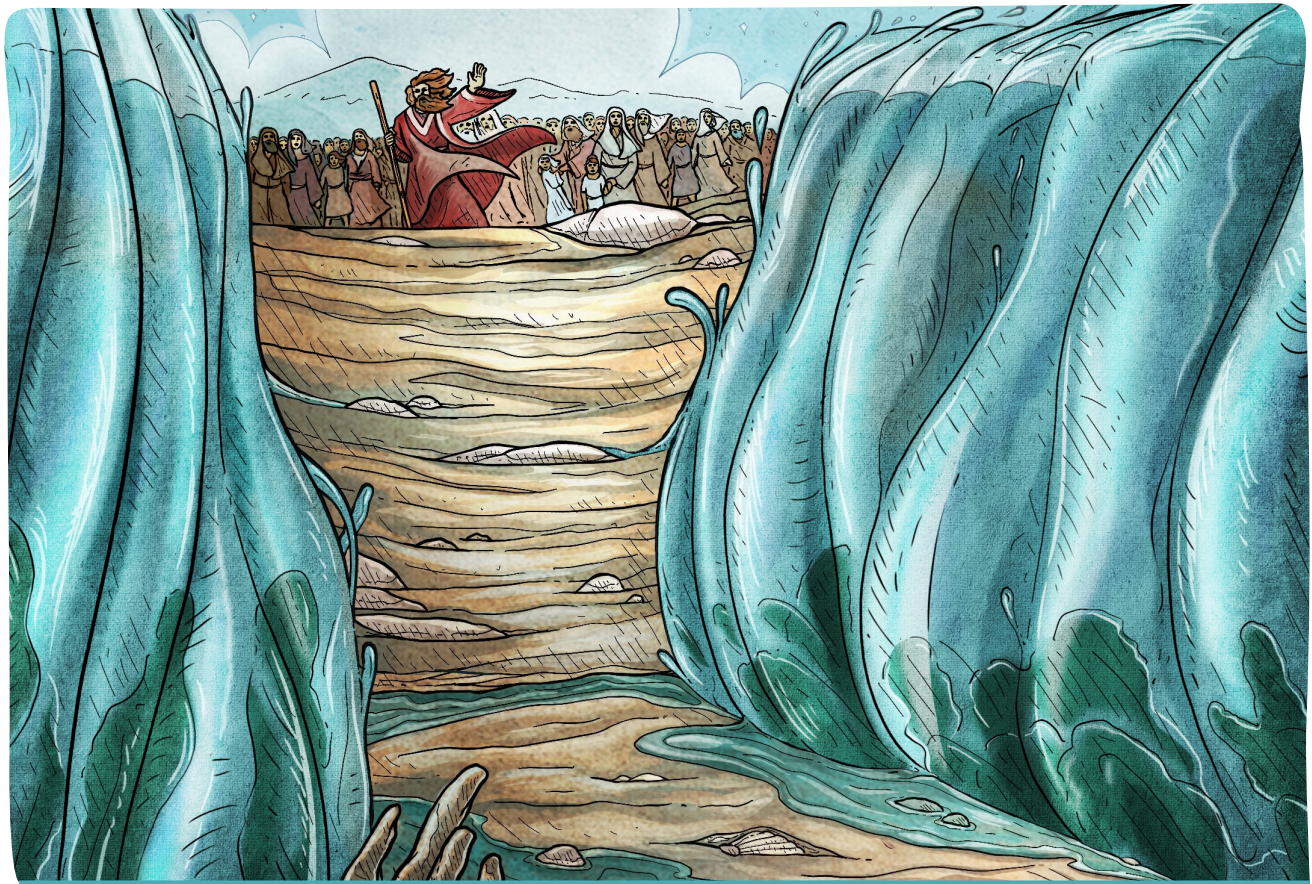


had passed away. But eventually Joseph and his generation also grew old and died. As the years passed and their population grew, the children of Israel identified themselves by specific family groups called tribes. Each tribe of people was called by the name of their common ancestor. For example, the descendants of Levi were called "Levites," and the descendants of Benjamin were called "Benjamites." The tribal line to which each person belonged was a very important part of his or her identity.

As time went on, tribal organization allowed for a form of self-government within the Israelite community. While living in Egypt, the people were ultimately ruled by the Egyptian government, led by the pharaoh. But as foreigners in the land, the children of Israel also had an informal system to address their own social or spiritual community issues. The Bible mentions that there were certain Israelites in each tribe who held the position of "elder." These elders gathered together on certain occasions to discuss issues, provide advice, and make decisions on behalf of the people. When God

eventually called the Israelites out of Egypt, these elders were the first to hear what He had spoken to the man named Moses. After leaving Egypt some of these elders took a more formal role in governing the people under God's direction.

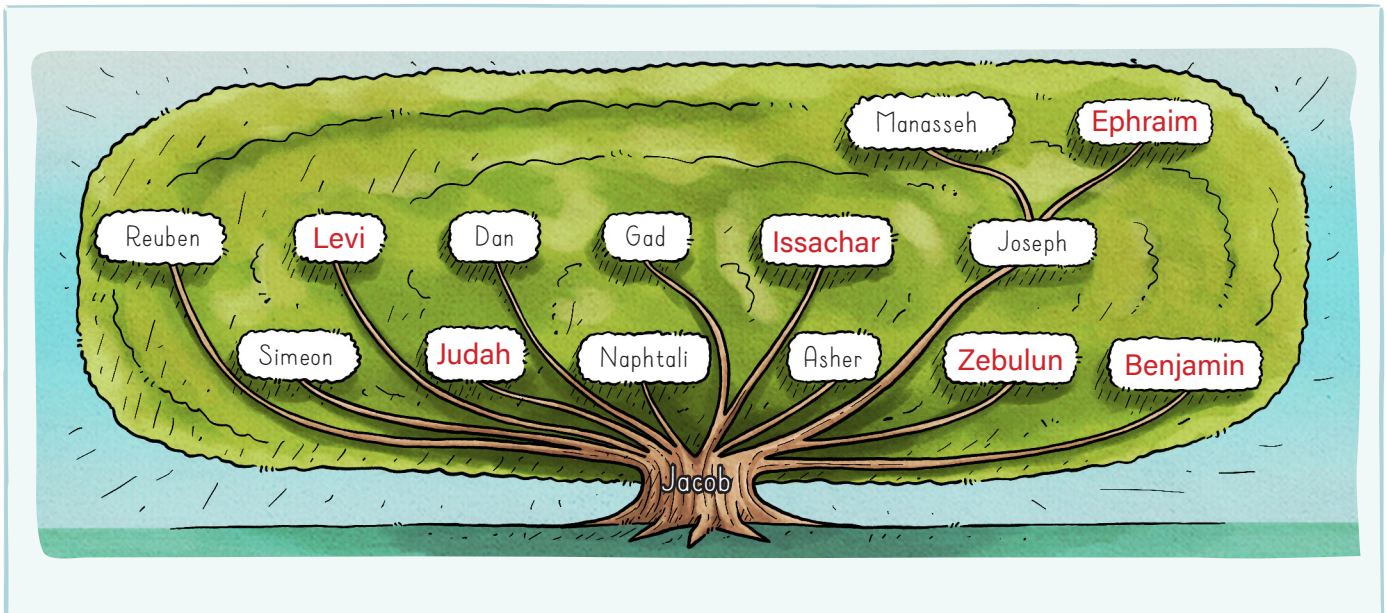
The 12 tribes of Israel lived in Egypt for a total of 430 years, but God did not intend to leave them there forever. Sometime after the death of Joseph, a new pharaoh came to power over Egypt. This ruler did not know or appreciate Joseph and the service he had provided to the Egyptian people during the historic famine. Since the Israelites were foreigners and large in population, the pharaoh feared that they might try to take over his kingdom. For that reason he enslaved the people and treated them cruelly for many years. Finally, in a dramatic series of events that only God could have planned, the children of Israel were delivered from slavery and led back to Canaan, the land of their forefathers. As the Israelites traveled out of Egypt, the 12 tribes each took specific roles in God's unfolding plan for the nation.



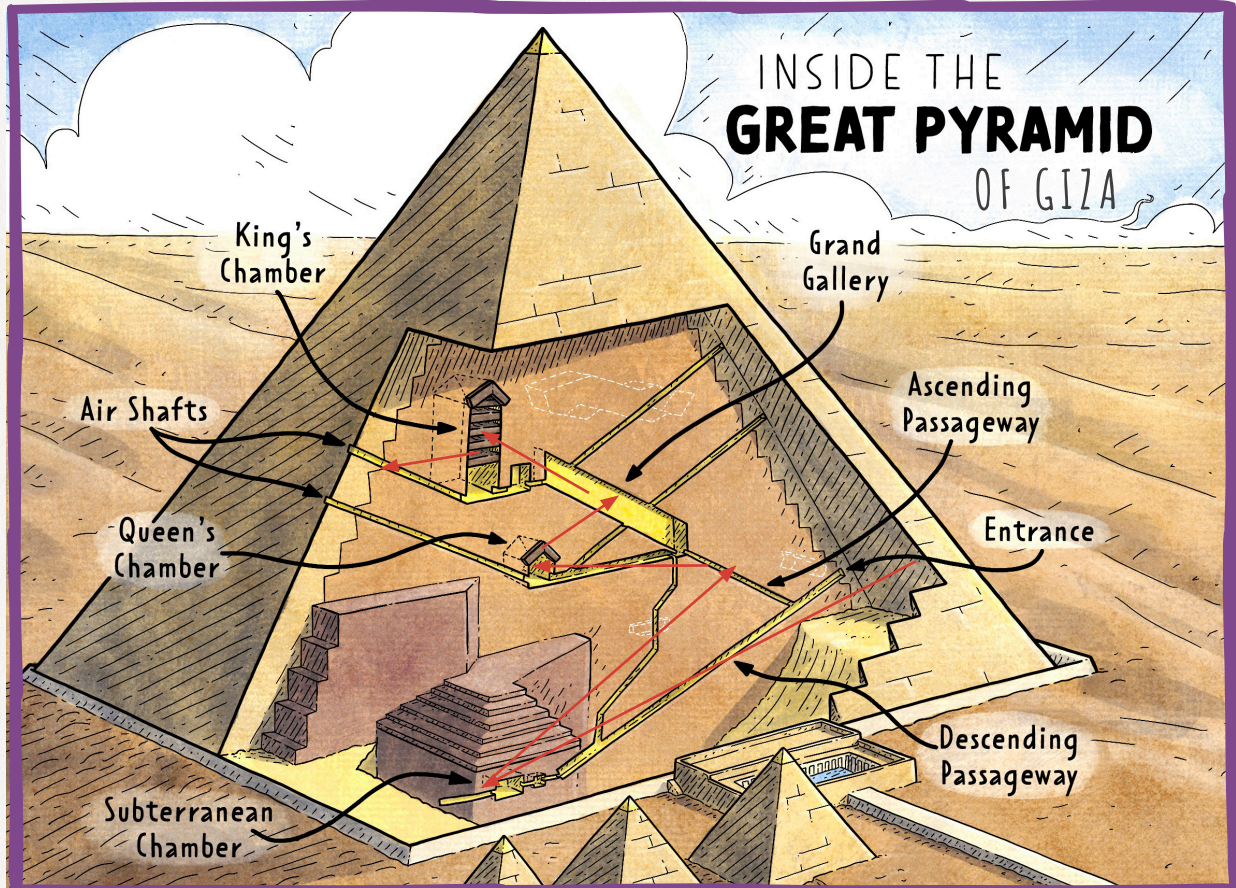
1. Does your faith community have “elders,” or any other wise individuals who help address social and spiritual issues among the people? How have these “elders” helped you in your life?

Answers will vary.

2. Use the chart from the first page of this extension to fill in the missing members of Jacob's family in the chart below.



As you read each description below, trace the path you would follow if you were visiting each of the described locations in order.



1. Entrance

The Great Pyramid of Giza once had a heavy swivel door at the entrance and could easily be pushed open from the inside. On the outside it was very hard to find because it fit perfectly.

2. Descending Passageway

This passageway leads to the subterranean chamber near the bottom of the pyramid.

3. Subterranean Chamber

Many archaeologists believe that this was intended to be the original burial place for Khufu, but this chamber was never finished. It is thought that the king changed his mind and wanted to be buried higher up, in the King's Chamber.

4. Ascending Passageway

This passageway leads up toward the Queen's Chamber and the massive hallway called the Grand Gallery that leads to the King's Chamber.

5. Queen's Chamber

Despite its name, the Queen's Chamber is not where the queen was buried, as Khufu's queen, Hetepheres [he-te-FARE-eez], was found buried in a separate tomb east of the pyramid. Rather, it is believed that this was originally meant to be the King's Chamber, before a larger one was constructed higher up.

6. Grand Gallery

This hallway is very tall and narrow. Scholars have suggested that pulleys and counterweights may have been placed here to lift stones to the upper levels of the pyramid.

7. King's Chamber

When archaeologists reached the King's Chamber, they found an empty red sarcophagus and little else. Some believe that the original contents, including the king's body, were stolen by thieves.

8. Air Shafts

The air shafts helped to bring fresh air to the inside of the pyramid.


MEASURE EGYPT

Follow the instructions in the course book to explore this map.



from Thebes to
the Nile delta:
750 kilometers

from Giza
to Amarna:
300 kilometers

 = 1 centimeter = 50 kilometers

EGYPTIAN MYTHOLOGY

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

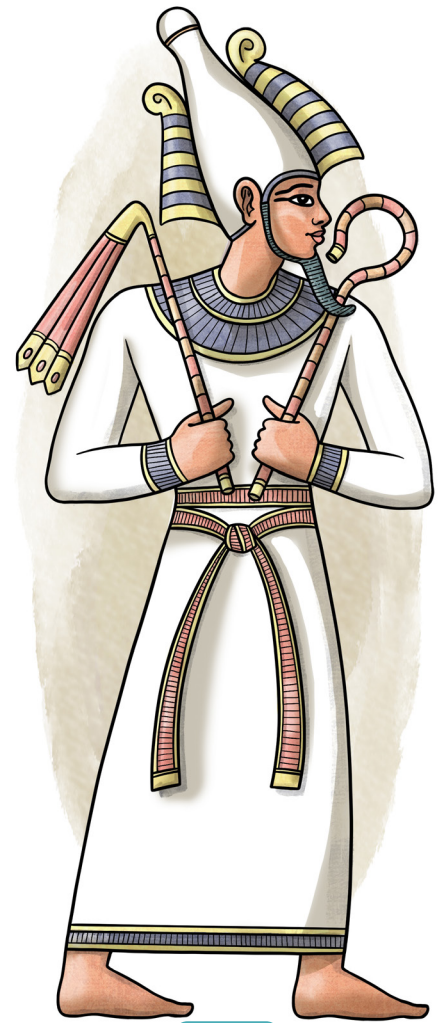
The ancient Egyptians were a deeply religious people. They were *polytheistic*, meaning instead of believing in a singular God, they believed in multiple gods and goddesses, both male and female. Christians worship the one all-powerful God, who reigns over everyone and everything; however, the ancient Egyptians believed that there were many gods and goddesses, each with a small, unique role over a few specific things. The people believed that some gods had power over medicine, while others controlled the fertility of the Nile River, and so on. These gods were imperfect, often disagreeing and even fighting with one another.

One of the most famous Egyptian myths follows two well-known gods: the brothers Osiris [oh-SIGH-rus] and Set. Osiris was said to

have ruled over the world with an eye for the needs of the people. Alongside his wife, Isis, he made sure the land along the Nile River was plentiful and fertile for the farmers in Egypt. Because of this, he was successful and loved. This made his brother, Set, jealous. He wanted to be popular and powerful like Osiris was. So he tricked his brother, inviting him to a banquet only to trap him in a large box and toss him down the Nile River. Then Set declared Osiris dead and stole his position as ruler.

But Osiris's wife, Isis, had faith he was still alive. With the help of Set's own wife, Nephthys [NEF-this], she was able to locate and revive Osiris. But Set's trick had left Osiris weakened, and he was unable to reclaim his former title. Instead, he retreated to the underworld, where he assumed the role as judge of the dead.

The ancient Egyptians believed this story explained how death and the afterlife began. In Egyptian mythology, after dying a person would journey to the Hall of Truth and have his or her heart weighed by Osiris. The ancient Egyptians valued a system called *ma'at* [mah-AT], in which truth, justice, and order were highly prized. This was represented by a white ostrich feather on Osiris's



Osiris

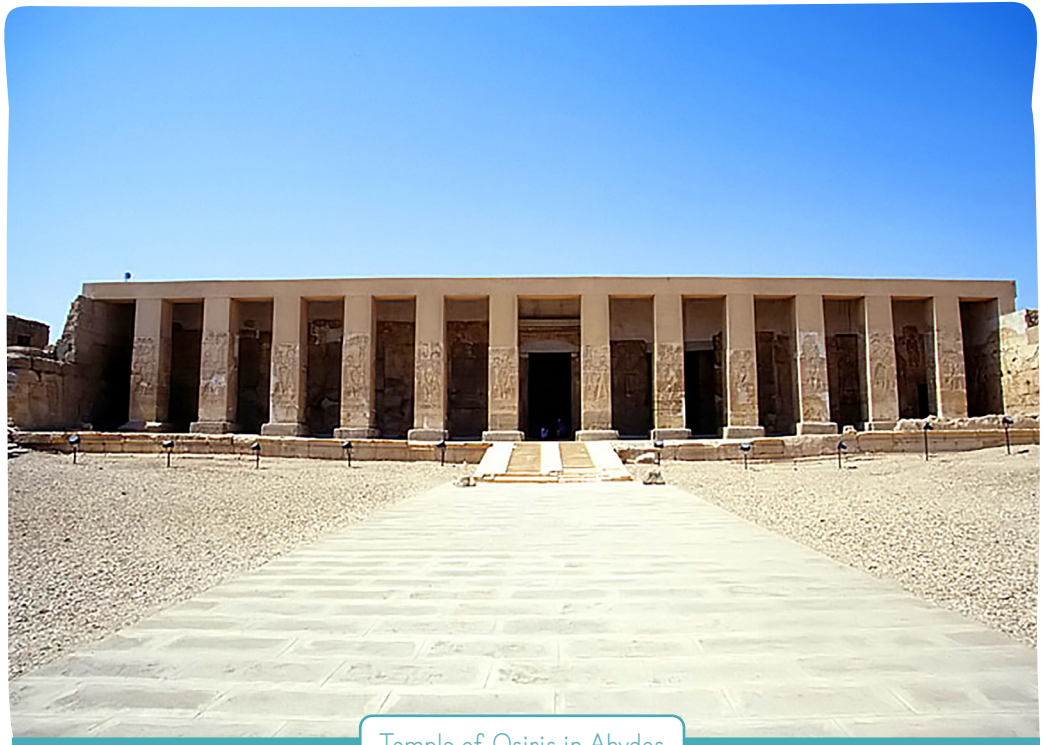


Set

scale. If the person's heart balanced with the weight of the feather, they were deemed worthy to move on to a life of eternal paradise. Because of this belief, the ancient Egyptians strove to live harmonious lives with one another and promote the idea of ma'at.

Unlike the mythical gods representing death in other cultures, Osiris was widely popular. He was viewed as a fair and just judge, who would bring peace to those who honored him in

the afterlife. Many ancient Egyptians paid to be buried near his temple in the ancient city of Abydos [AH-bid-os] or built shrines to honor him on the graves of relatives. Those who were found worthy at Osiris's judgment were said to proceed to the Field of Reeds, a place of eternal paradise where they would gain all that was lost when they died.

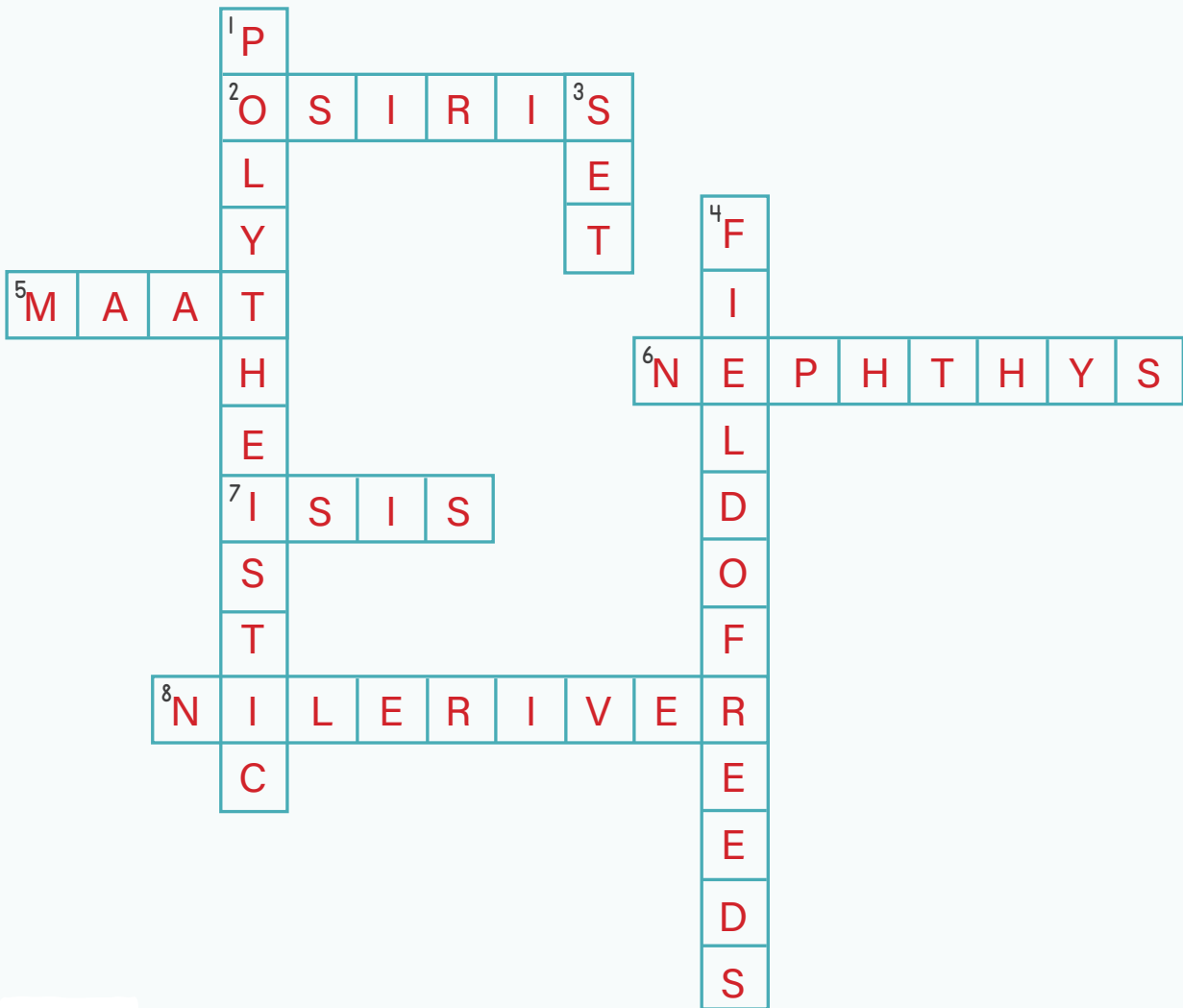


Temple of Osiris in Abydos

While the polytheistic beliefs of the ancient Egyptians were very different from the teachings of Christianity, their religion was a huge part of their lives, impacting day-to-day decisions and the long-term outcome of their society. It can be found in their art—the hieroglyphs, landmarks, and statues that remain. And knowing what the ancient Egyptians thought about life, death, and everything in between helps us to learn even more about their fascinating culture!



Write your answer to each question on the crossword below.



DOWN:

- 1. an adjective describing a belief in more than one god
- 3. an Egyptian god who tricked his brother so he could become a more powerful god
- 4. a place of eternal paradise where the ancient Egyptians believed people would go after this life

ACROSS:

- 2. an Egyptian god who ruled over the Nile River but was tricked by his brother, was tossed down the Nile River in a box, and became the god of the underworld
- 5. a principle in ancient Egypt representing harmony and balance (Hint: Do not write the apostrophe.)
- 6. an Egyptian goddess who was the wife of Set
- 7. an Egyptian goddess who saved her husband, Osiris
- 8. the most important body of water in Egypt

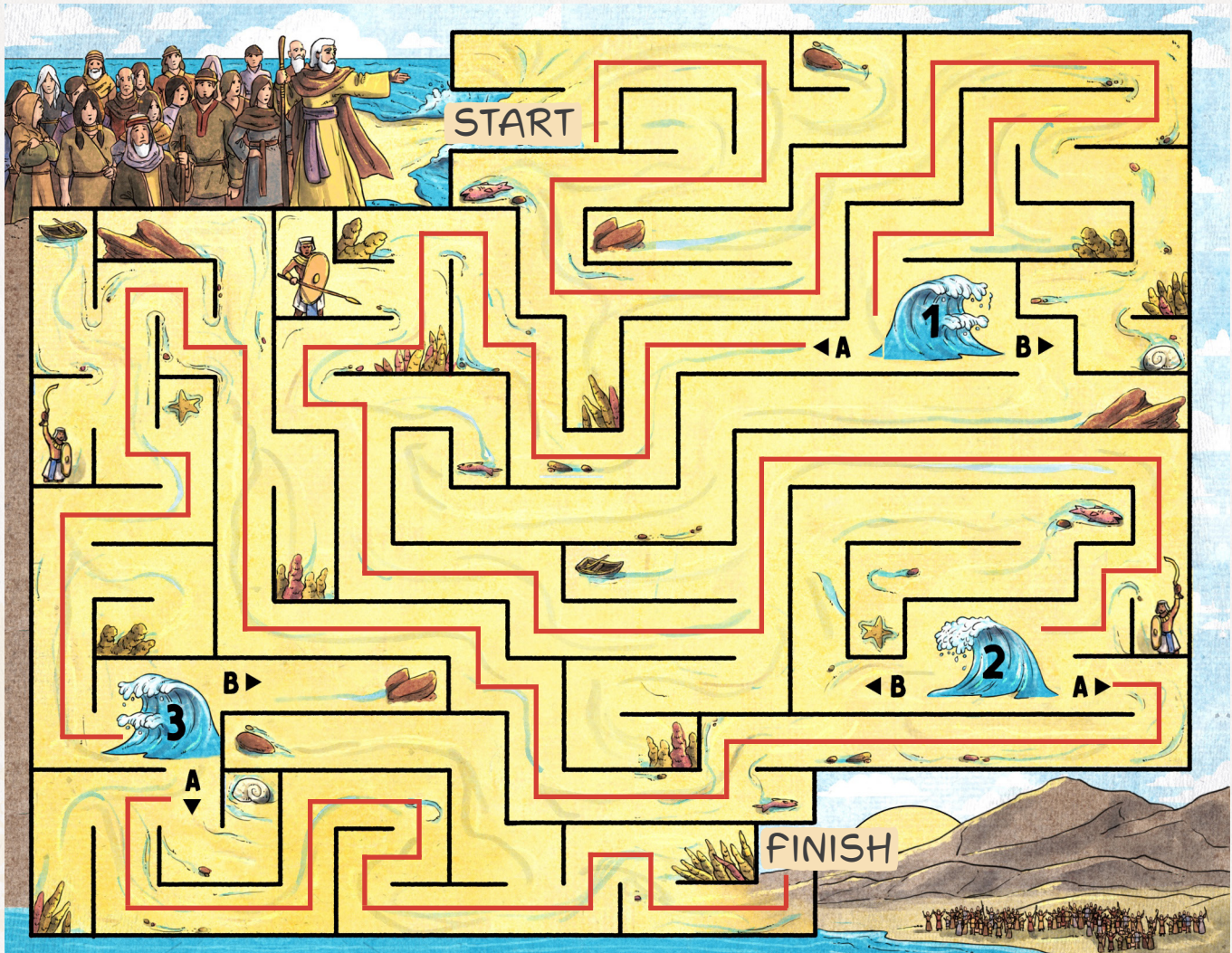
MOSES MAZE

Complete the maze. As you reach each numbered wave, choose the answer to the question and follow the arrow for that answer. If you choose the wrong answer, it will lead you to a dead end. Backtrack to the last wave and choose the other answer.

- 1 How was Moses saved as a baby?
 - A. His mother sent him in the river in a little ark.
 - B. He was born the son of a pharaoh and was protected from all laws.

- 2 What kind of life did Moses live once he left Egypt?
 - A. Moses became a shepherd for the Midianites.
 - B. Moses became a carpenter and worked among his true family.

- 3 Why did God part the Red Sea?
 - A. He parted the sea because the people needed to escape the pharaoh's army.
 - B. He parted the sea because the people did not want to walk around it.



EGYPT AND THE BIBLE

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

Many events in the books of Genesis and Exodus take place in Egypt. These scriptures tell the stories of Joseph and Moses, who each have encounters with pharaohs. And yet, these pharaohs are always referred to simply as "Pharaoh." Though they play key roles in important Bible stories, their lack of names make these pharaohs tricky to pinpoint. Who in history could they have been?

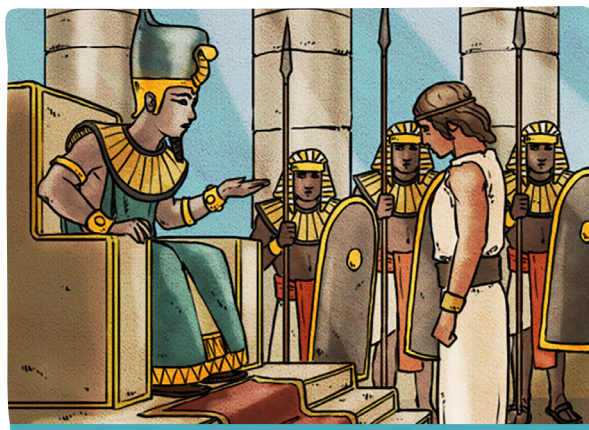
Historians and Bible scholars have studied the Bible, archaeological evidence, and historical records to try to determine which pharaohs ruled during these biblical events, with mixed results. As many as 13 different pharaohs have been cited as potential matches for the pharaoh of the Exodus! But since there is little definitive evidence for any of these pharaohs, nothing can be confirmed.

Part of the confusion lies in the fact that modern historians cannot agree on the dates of the reigns of Egyptian pharaohs. Some scholars have dated the pharaohs consecutively; when one's reign ended, the next began. With this system ancient Egyptian civilization appears to have spanned over many years. Others, however, believe that some pharaohs' reigns overlapped, perhaps because they were ruling two separate kingdoms, such as Upper and Lower Egypt. These overlapping dates would have greatly shortened the total length of ancient Egyptian civilization. These disagreements, along with more recent changes to the dating system



of reigns and periods, make matching pharaohs to events tricky.

Even so, archaeologists and scholars



are still optimistic about finding an answer. It is generally agreed that the Bible's Exodus took place during the "New Kingdom" period of ancient Egypt, since much of the language and events described in the Bible can be connected to that time. Knowing that, the possible pharaohs can be at least narrowed down, though there are still many options. Scholars continue to make connections between the reputation, accomplishments, and family life of each New Kingdom pharaoh and how they compare with what we know about the pharaohs of the Bible. Akhenaten, with his sudden upheaval of the Egyptian polytheistic religion, is one option, while Thutmose IV's father, Amenhotep II, whose birthright aligns with that of the pharaoh in Moses's account, is another. Though some of these guesses have proven more accurate than others, the general consensus is still uncertain. There is simply no easy way to pinpoint such an ancient historical figure.

There is much we have been able to learn and understand about this time period, using the Bible and historical evidence to piece together the puzzle. But much about the Old, Middle, and New Kingdoms of Egypt remains a mystery. When, among Egypt's many eras, did Joseph serve Pharaoh and Moses free the Israelites? We do not yet have all the answers. Perhaps as new archaeological discoveries are made, some of these mysteries will be revealed.

Use the word bank below to find the words from this extension in the word search.



WORD BANK

Joseph

Bible

Israelites

Thutmose IV

Moses

Akhenaten

Exodus

archaeologist

Egypt

Pharaoh

Genesis

New Kingdom

JUDEO-CHRISTIAN HOLIDAYS

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



Because Judaism and Christianity share many similarities, discussions about both religions often use the term “Judeo-Christian” to describe them as a unit. Many Jewish and Christian holidays happen around the same time, and some share common origins. For example, if you look at a calendar, you may notice that the Jewish holiday of Passover occurs in March or April, often within a few days of Easter. This timing is not coincidental. Jesus Christ was crucified during the time of Passover (see Matthew 26), and Christians can find many symbolic connections between Passover and Easter. Other prominent Jewish

holidays have roots in biblical stories that Jews and Christians share. Although the names of these holidays may be unfamiliar, the causes for celebration are familiar.

The Easter story takes place during the Jewish Passover. Palm Sunday is the ancient Jewish Day of Lambs, when shepherds would bring their flocks into Jerusalem in preparation for the Passover. Jesus rode into Jerusalem that day, symbolizing His role as a sacrificial lamb. Additionally, in Jesus’s day, the Passover lambs were raised in fields near Bethlehem, where Jesus was born. In the New Testament books of Hebrews and Revelation, Jesus is referred to as the “paschal lamb,” or lamb of the Passover. Today’s Passover celebrations do not typically include a lamb because the sacrifice of the lambs ended when the Temple of Jerusalem was destroyed in AD 70.

Although the English word “Easter” does not have a connection to Passover, other European languages derive their word for Easter from the Hebrew word for Passover, *Pesach*. So in Spanish Easter is *Pascua*, in French it is *Pâques*, and in Dutch it is *Pasen*. English-speaking Orthodox Christians call it *Pascha*, from the Greek, Aramaic, and Latin terms. In early Christian times, Easter was celebrated on the Sunday after Passover began because, according to some scholars, Christ may have been killed during the slaughter of the Passover lambs. In AD 325 the Council of Nicea decided to celebrate Easter on the first Sunday after the first full moon following the spring equinox. After that the two holidays no longer aligned. Today, sometimes Easter and Passover occur at the same time, while other years they can occur almost a month apart.





The most important similarity between Passover and Easter is their meanings. Passover commemorates the Israelites' freedom from slavery, and Easter commemorates Jesus's death and resurrection, which brought about humanity's freedom from the slavery of sin. The Jews in Egypt were saved from the plague on the firstborn by painting the blood of a lamb on their doorposts, and Christians are saved through the blood of the Lamb of God, Jesus Christ.

Other Jewish holidays honor biblical stories familiar to both Christians and Jews. Purim is a day of celebration that remembers Queen Esther, who saved the Jewish people from the evil plot of the wicked Haman by appealing to the Persian king Ahasuerus. This story is told in the Old Testament book of Esther. Shavuot commemorates God's giving Moses the Ten Commandments and the Torah (the first five books of the Hebrew Bible) on Mount Sinai. It is celebrated at the time that the first harvests are ready,

usually in early summer. Both the Ten Commandments and the Old Testament book of Ruth may be read in synagogues in connection with this holiday. It is customary to eat a meal consisting only of dairy products, though different groups have different reasons for doing so. One tradition states that it is to remind people of God's promise to lead the people to a land flowing with milk and honey, while another tells a story of the Israelites choosing to eat dairy upon returning from receiving the Law on Mount Sinai, as their meat had not been prepared according to the new Law.

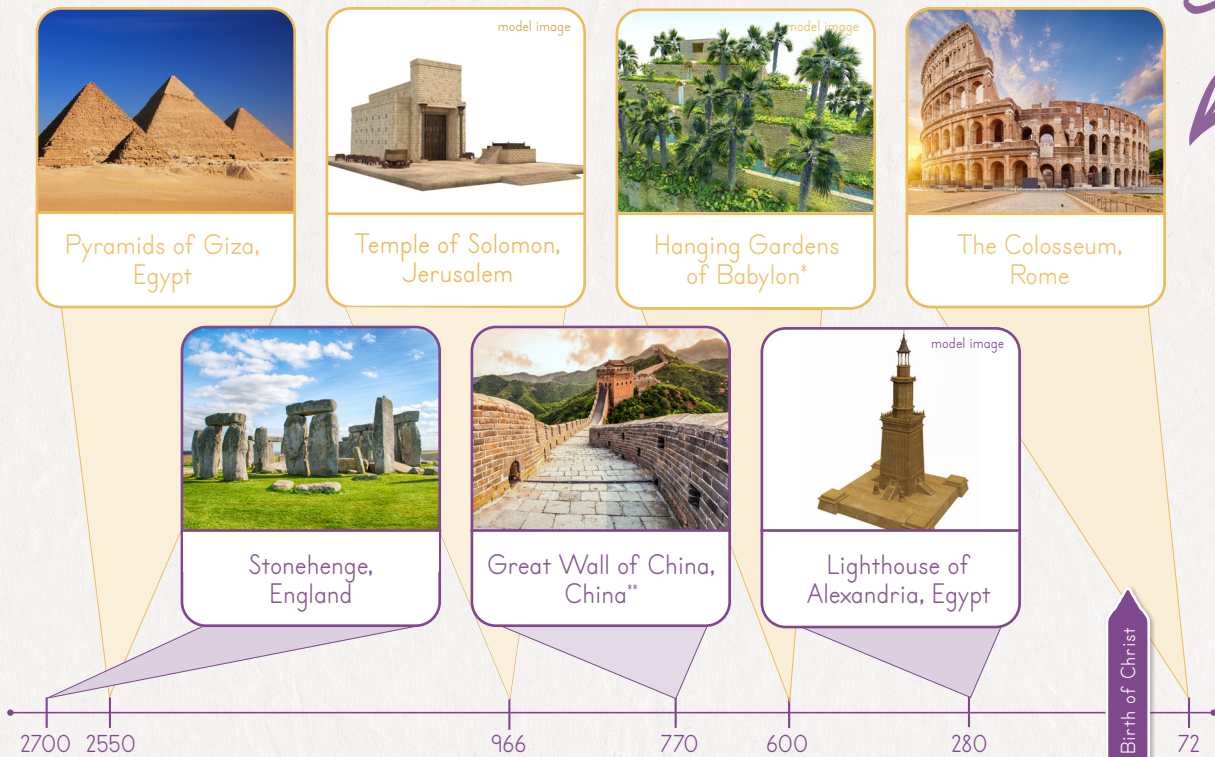
The holiday of Sukkot, sometimes called the Feast of Tabernacles, commemorates God protecting the Israelites as they traveled in the wilderness for 40 years after leaving Egypt. Jewish families build booths, or sukkahs, where they eat their meals for the duration of the holiday and may even sleep. These temporary structures must have at least three sides and roofs made of materials that have been cut down, such as reeds, corn stalks, or branches. The roofs should allow some rain to fall inside and the stars to be seen. Rosh Hashanah, or the Jewish New Year, is a time to look back on the past year and make resolutions to improve. Jews consider Rosh Hashanah one of the holiest days of the year. The biblical stories of Sarah, Hagar, Abraham, and Isaac are read at this time.

While Passover corresponds to Easter, you may be surprised that Hanukkah, a Jewish holiday that falls in December, does not correspond to Christmas. Hanukkah commemorates the rededication of the temple in Jerusalem after Jewish warriors defeated the Greeks. A miracle occurred when the oil to light the candles in the temple (called menorah candles) lasted for eight days, even though there was only enough oil for one day. Although Jewish families who live in the United States may give gifts for Hanukkah, traditional celebrations would only include lighting the menorah, eating fried foods in remembrance of the oil, and playing a dreidel game for chocolate coins.

Even if your family does not celebrate these holidays, it is wonderful to be able to appreciate the meaning and beauty of others' traditions. Perhaps it might even help you better appreciate your own!



Incredible structures that were built with special talent and skill are sometimes given the title "Wonders of the World." Of the many structures that have been given this label by various people through the centuries, the Pyramids of Giza are one of only a few ancient wonders still remaining. Some others are Stonehenge, the Colosseum, and the Great Wall of China. Look at the time line below that shows these and other amazing structures built before and around the birth of Jesus Christ, and then answer the questions at the bottom of the page.



*While Babylon is the most well-known location for the Hanging Gardens, scholars are still divided on where they were truly located, or even whether they existed at all.

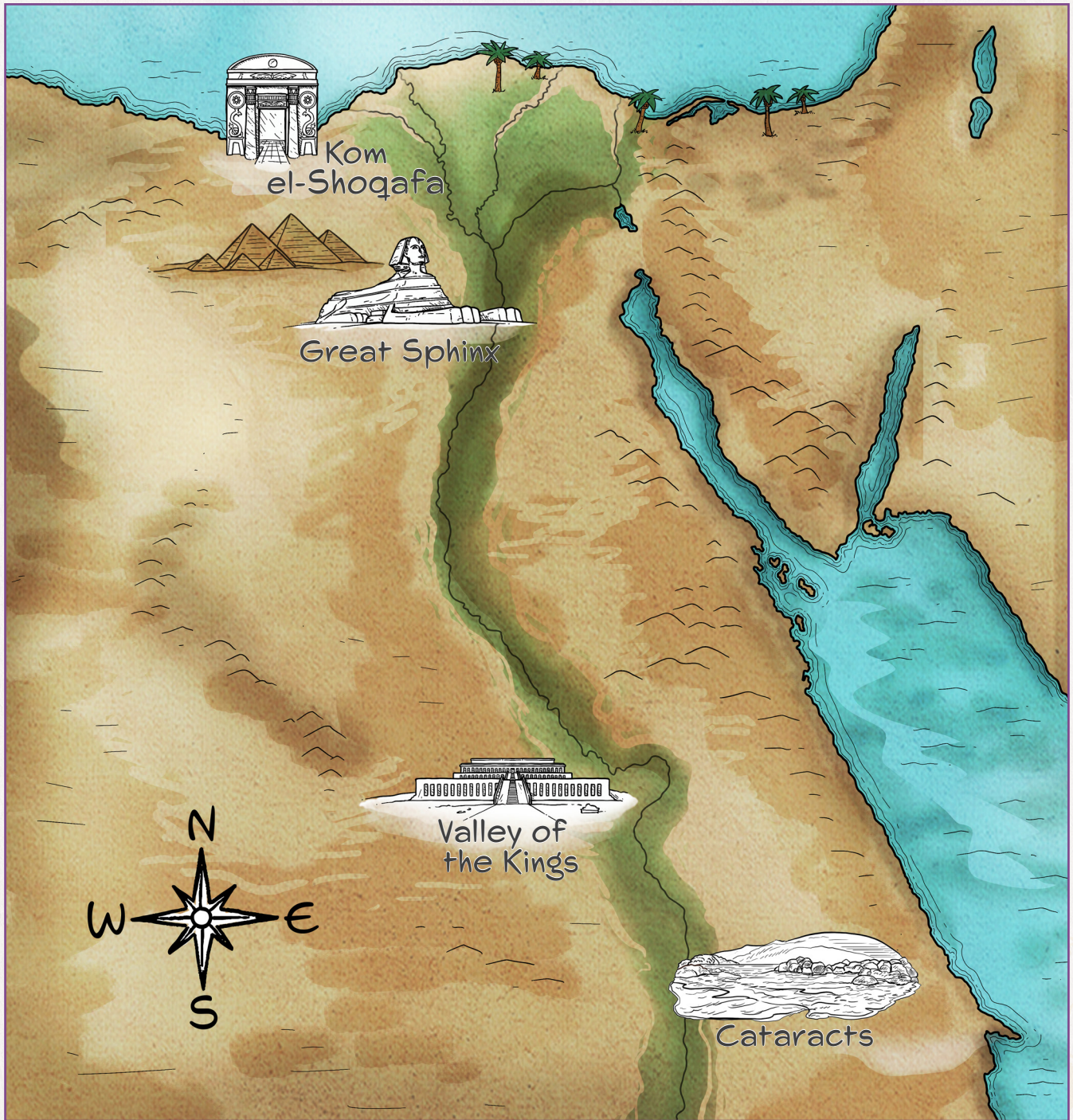
**The Great Wall of China began as scattered earthen structures in the 700s BC and was slowly improved and connected over almost 2,000 years. The majority of what remains today (pictured above) was built between AD 1368 and AD 1644.

≡§ QUESTIONS §≡

- Which other structure was created about the same time as the Pyramids of Giza?
Stonehenge, England
- Which two Wonders of the World were built in Egypt?
Pyramids of Giza and Lighthouse of Alexandria
- Which structure was built closest to the time of Christ?
The Colosseum, Rome

Follow the instructions in the course book to color the missing parts of this map.

Children can use any color for each location.

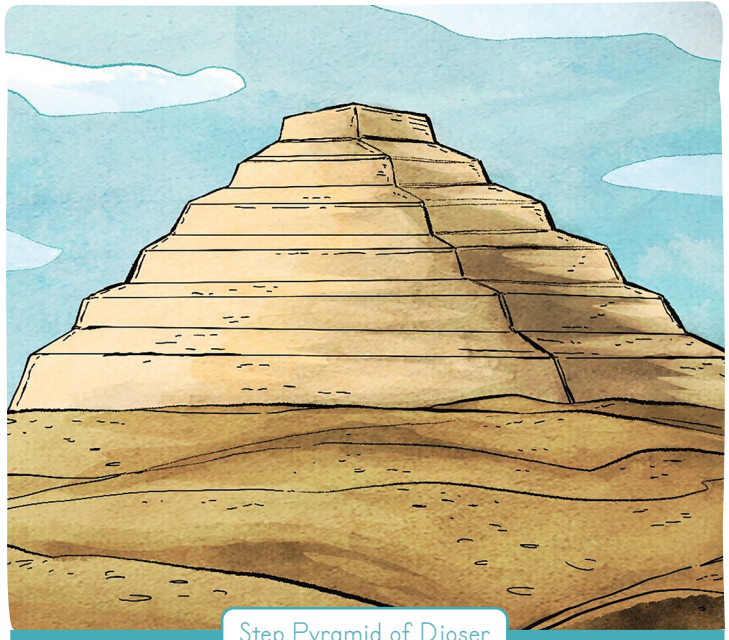


ANCIENT EGYPTIAN ARCHITECTS

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

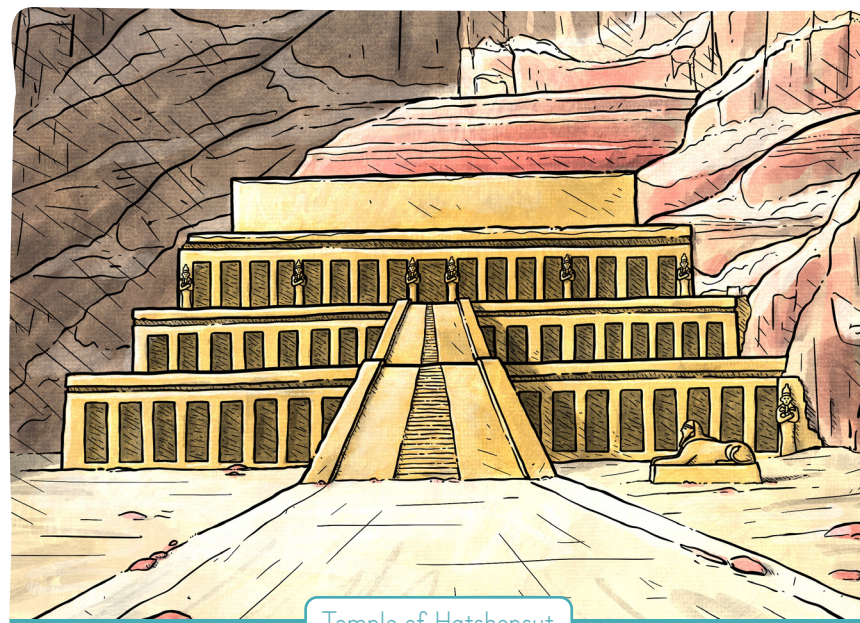
Architecture, or the practice of designing and building structures, is a huge part of Egypt's history. Massive stone temples and pyramids still stand today and are still being admired by archaeologists and tourists alike. But in all the admiration for these vast creations, we often forget about who could have designed them or taken part in their construction. Today, let us take a look at three ancient Egyptian architects and their creations.

Imhotep [EE-mow-tep] was a noble on the pharaoh Djoser's [JOE-sir's] court. Though he was trained as a scribe, he rose to gain many important titles, such as chief vizier [vih-ZEER] and physician to the pharaoh. Imhotep advised Djoser on many decisions involving government, medicine, and of course, architecture. Did you know Imhotep is the first named architect in the known recorded history of the world? His most important project was designing the Step Pyramid of Djoser, now known as the oldest Egyptian stone monument still standing and the first pyramid built for the kings of Egypt.



Step Pyramid of Djoser

The step pyramid had six tiers, or levels, making it look like a triangular staircase. Though the exterior now appears weathered and dusty, it was originally built with a shining outer layer of limestone on top



Temple of Hatshepsut

of carefully crafted layers of clay. Statues of the Egyptian gods, the royal family, and Djoser himself were supposedly stored inside and beneath the structure. Imhotep himself was a sculptor—perhaps some of his pieces were displayed inside the pyramid too!

Around 1,000 years after Imhotep, the steward Senenmut [SEH-neh-moot] grew very close to the royal family. He served as both an advisor to Pharaoh Hatshepsut [HOT-ship-soot] and tutor to her daughter, Princess Neferure [NEH-fuh-roo-ray]. One of Senenmut's most significant roles, however, was architect of Hatshepsut's mortuary temple. Other

pharaohs you have learned about wanted to be remembered even after death, and Hatshepsut was no different. She ordered Senenmut to design a grand and elegant building to house her tomb.

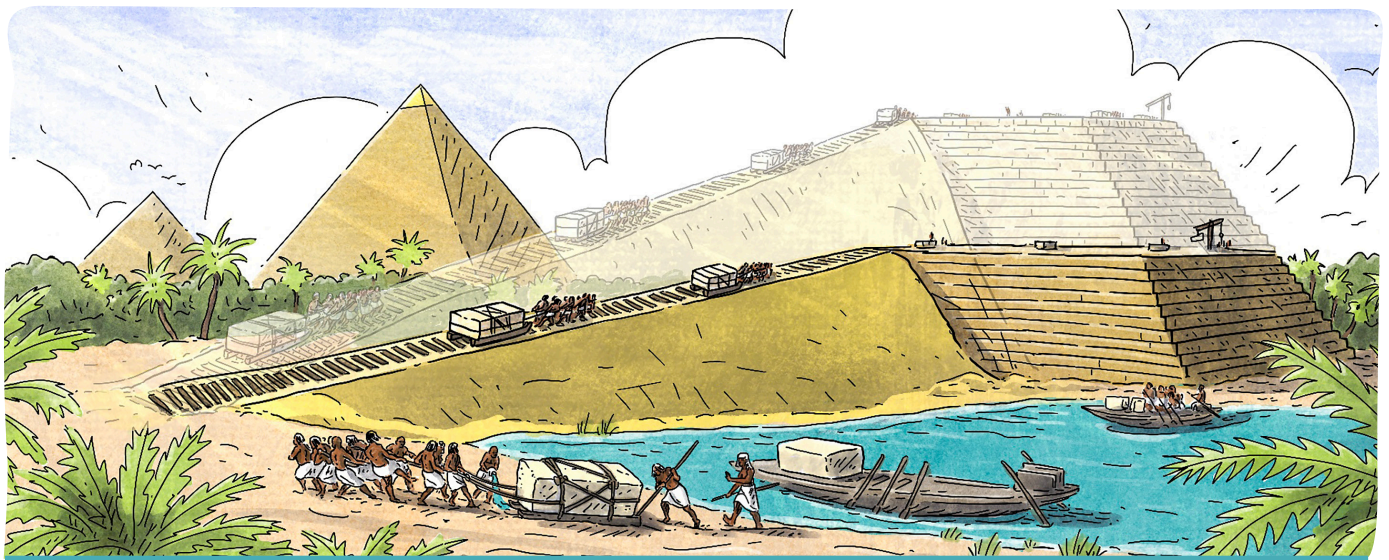
Senenmut, taking inspiration from past pharaohs and their own burial temples, created a complex filled with beautiful gardens and massive statues—a temple fit for a pharaoh. It contained a tomb for Senenmut, while Hatshepsut's burial chamber was actually constructed outside the complex. Historians believe the intent was to dig a tunnel to connect them, but this was never done. Other sections of the temple were built to tell stories about Hatshepsut's life and triumphs as a ruler. The temple still stands today in Luxor, Egypt, carved into the sandstone and spanning a width of nearly 270 meters (900 feet)!



Great Pyramid at Giza

Unlike the previous two architects, Hemiunu [he-mi-OOH-noo] was born of royal blood. He was the son of an Egyptian prince and princess, and nephew of the pharaoh Khufu [KOO-foo]. Perhaps because of this, he served as one of Khufu's highest officials, taking part in many executive decisions regarding the kingdom. Though historians are not sure exactly who was involved, it is widely believed that he was an architect of the Great Pyramid at Giza.

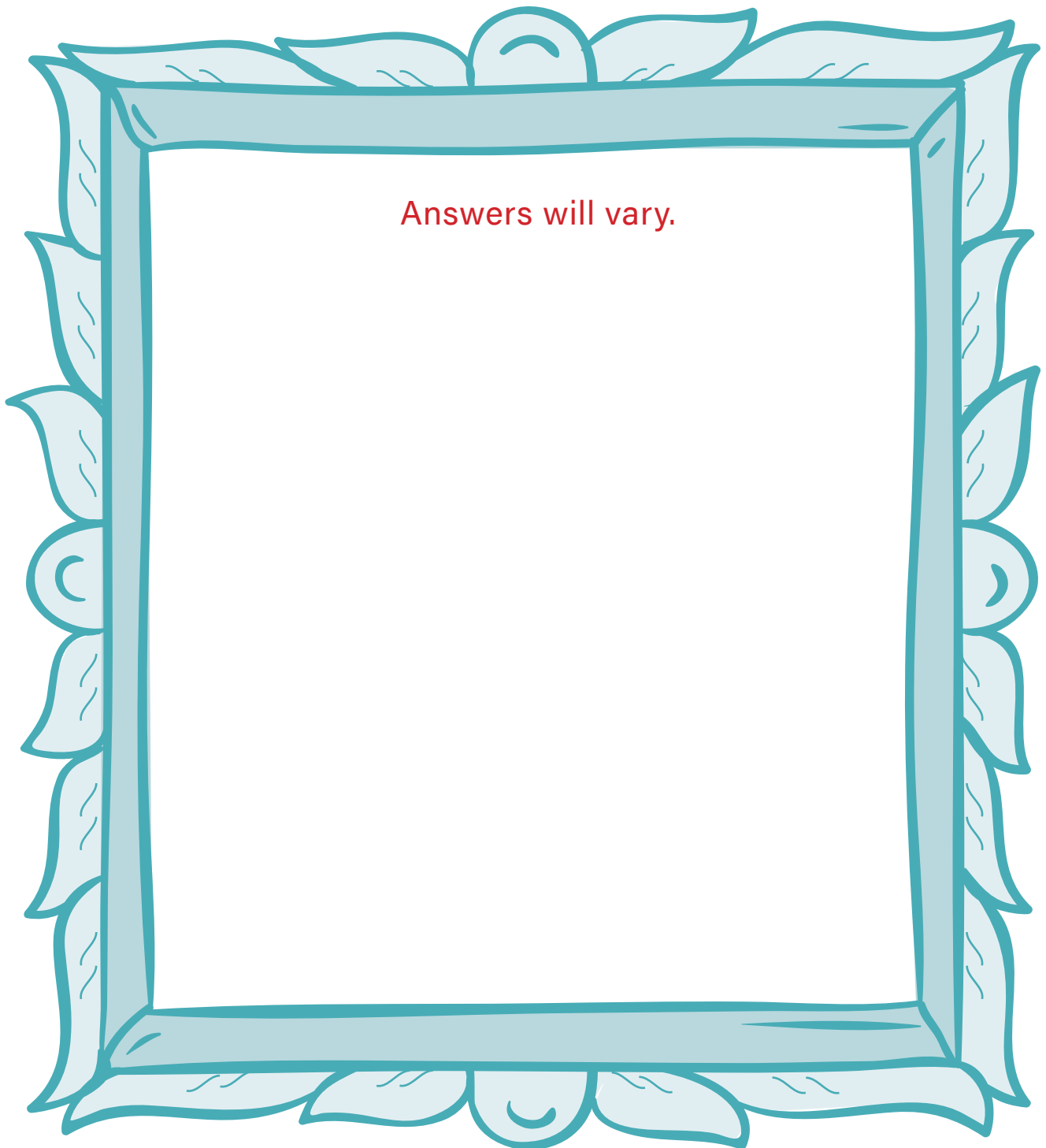
To make sense of Hemiunu's relationship to the pyramid, archaeologists have looked at his burial place, a type of ancient Egyptian tomb called a *mastaba* [MA-sta-bah]. Unfortunately, much of the tomb was looted and destroyed by grave robbers, leaving little behind to study. There are still inscriptions in the mastaba, however, that describe Hemiunu's roles as vizier, prince, and chief architect of the pharaoh. Though much surrounding the pyramid's construction and creators is still a mystery, Hemiunu's role as Khufu's architect means he was more likely involved with the building of Khufu's pyramid than not.



Complete one of the options below.

Option 1: Using the pictures from this extension, choose one of the three monuments talked about and create a sketch of it in the space below.

Option 2: Using the pictures from this extension, choose one of the three monuments talked about and create a clay sculpture depicting the monument.



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

WHERE IN EGYPT?

ACROSS:

- 2 Alexander was crowned _____ when he reached Memphis. Find Memphis on your map and color the dot **orange**.
- 4 Alexander established the city of _____. Find this city on your map and color *only half* the dot **pink**.
- 5 Ramses II built a fascinating temple known as Abu _____. Find the temple on your map and color the dot **light blue**.
- 6 The Valley of the _____ near Thebes is where pharaohs and queens were buried in tombs cut into rock. The Temple of Queen Hatshepsut is found here. Find the valley on your map and color the dot **purple**.

DOWN:

- 1 Each year the banks of the _____ River flood. Find and trace this river on your map in **dark blue** until Memphis.
- 2 The _____ of Giza were considered a Wonder of the World. Find Giza on your map and color the dot **red**.
- 3 Alexander believed that learning was of great _____, so he and his successors built the Library of Alexandria. Find Alexandria on the map and color the other half of the dot **green**.

WORD BANK

value	Simbel	Alexandria
Pyramids	Nile	pharaoh
	Kings	



THE FATHER OF GEOGRAPHY

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

In today's lesson you learned about Eratosthenes [AIR-uh-TOSS-thuh-nee-z], head of the Library of Alexandria. By measuring the length of the sun's shadow at the summer solstice (the longest day of the year) at two different cities, he was able to calculate the circumference of the earth. We now know that his estimation (around 40,000 kilometers) was only slightly different from the actual measured circumference (40,075 kilometers). But this was far from his only contribution to modern learning. Eratosthenes is not only the reason we study geography but also how we know how to find prime numbers in math! Accomplishing everything from drawing maps to calculating the tilt of the earth, this Greek scholar-turned-librarian is now known, among other things, as the "Father of Geography." Complete the activity in the box below before reading on.



Eratosthenes was known for his innovative ways of thinking. He did not subscribe to the common social division of the time, where everyone who was not Greek was considered an intellectually inferior "barbarian." Instead, Eratosthenes argued that people proved their individual merit through their actions, regardless of where they came from. During his early adulthood, he studied at Plato's academy in the Greek city of Athens, where he was taught to test common beliefs and make new discoveries.

Use the clues below to figure out the literal meaning of the word "geography," and then write it in the box.

biology

the study of life

biography

a record or account of a life

geology

the study of the earth

geography

a record or account of the earth

Eratosthenes was not just a geographer, but an astronomer, a mathematician, and even a poet! Unlike many of his colleagues, such as the scholar Arcesilaus [ark-uh-SEE-lay-us], Eratosthenes did not focus his learning in one field. Instead, he studied anything that he found interesting. Eratosthenes's many interests gained him a nickname: Beta, the second letter of the Greek alphabet and symbolic of always being second-best. Some meant this as a compliment, others as an insult—either way,

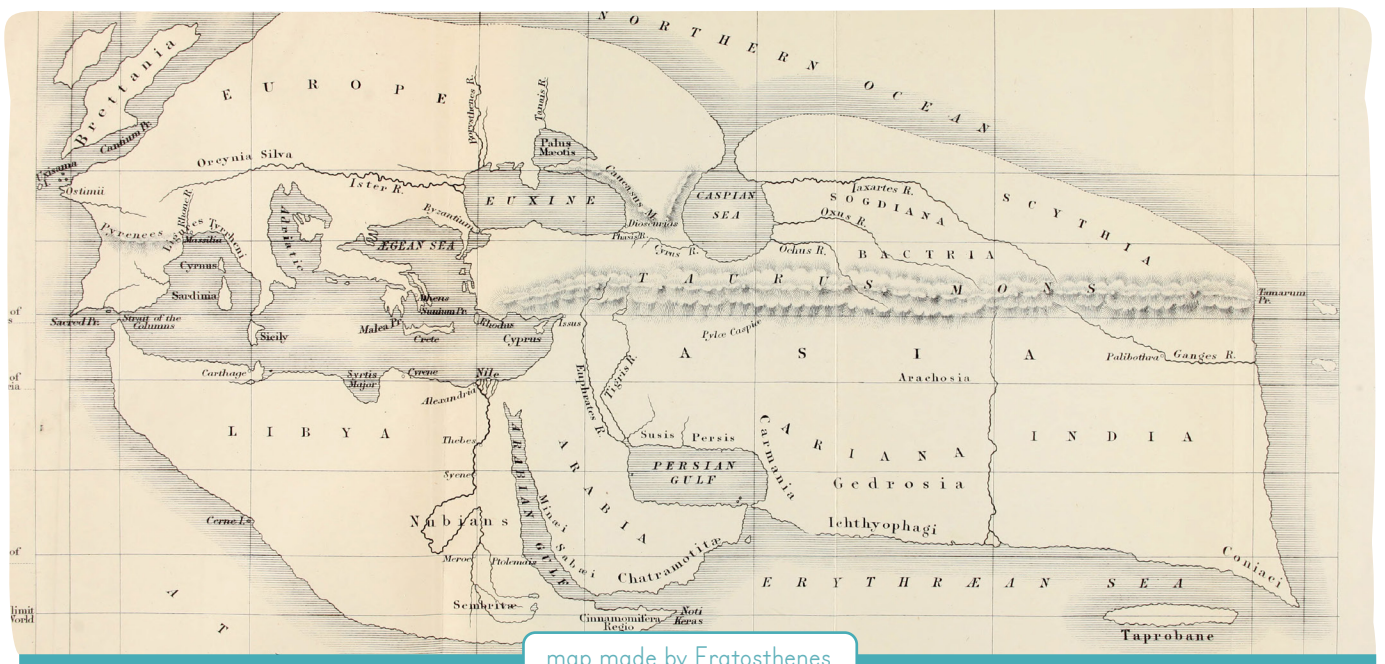
Eratosthenes's bright intellect made him loved by many in Greece, where he grew up. It also earned him a prestigious position at the Library of Alexandria!

Being head librarian was a busy job! Eratosthenes was in charge of overseeing the acquiring and copying of books, making sure these books were organized properly within the library, and tutoring Ptolemy III's children in his spare time. And yet he still managed to find time to create. While at the library, he wrote a three-volume series titled *Geography*, in which he mapped the entire known world at the time. Not only was this the first use of the term "geography," which literally means "a record or account of the earth," but it was the first map of the world that used meridian and parallel lines, directional lines running across the map that resembled our modern longitude and latitude.



Eratosthenes also included the equator and several different climate zones on his map, all very advanced for his time. Later on, he would also map the Nile River and create the Sieve of Eratosthenes, an algorithm that allowed mathematicians to find prime numbers more easily than before. Some believe that he also wrote plays for the theater, though this has yet to be proven.

Like many other great texts of the time, most of Eratosthenes's works were sadly lost over the years, possibly in the destruction of the Library of Alexandria or in some other way. But the impacts he had on math, geography, and history are not to be forgotten. His love of learning and experimentation in many different fields led to a treasure trove of ideas—ideas that would inspire later scholars to make further discoveries.



1. Look at the map on the bottom of the previous page. The darker areas of the map represent bodies of water, such as oceans, lakes, and rivers. Describe where to find the Arabian Gulf. From there, give directions to the Nile River. How does this help you locate where Egypt might be?

Answers will vary.

2. Which trades (or hobbies or skills) are you interested in? Which ones do you think you know well? What is one hobby or skill you would like to improve in?

Answers will vary.

3. Do you think it is better to be pretty good at many things or very good at one thing? Why?

Answers will vary.

4. What did Eratosthenes believe about social classes? How did he believe a person could prove his or her merit?

Eratosthenes rejected the social classes of his time.

He believed people proved their merit through their actions.

LESSON 15 EXTENSION

MODERN EGYPT

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

When you think of Egypt, what comes to your mind? Perhaps you think of looming pyramids, powerful pharaohs, or hidden tombs packed with art and riches. These are all important components of ancient Egyptian history, but let us focus on some interesting details about modern Egypt.

Egypt boasts a population of more than 100 million people. Its capital city, Cairo, located on the banks of the famous Nile River, is not far from the only one of the original Seven Wonders of the Ancient World still standing: the Great Pyramid of Giza. This is a major tourist attraction, bringing an estimated 14.7 million visitors from across the globe each year to gaze at the marvelous structure. Tourism

is an extremely important financial resource and accounts for 10–15% of the Egyptian economy as well as millions of jobs.

Language and religion are at the heart of culture in modern Egypt. The official language of Egypt is Arabic, which is the fifth most commonly spoken language in the world. However, it is interesting to note that English is widely used and understood in part because it is taught in schools beginning in first grade. The main religion of 90% of Egypt's population is Islam, having gradually become the primary faith following the conquest of Egypt by Muslim Arabs in the seventh century. With more than two billion followers, Christianity is the largest of all the world's major religions, but only 10% of Egyptians today are Christians.



Eating and enjoying native dishes is another important component of Egyptian culture. Bread is considered a staple of almost every meal by wealthy and poor alike. In fact, one Arabic word for bread is *aish*, which literally translates as “life.” Flatbread is an especially popular variety. Many of their main dishes consist of legumes. And there is the national dish of Egypt, *koshari*. Koshari is a delicious combination of rice, lentils, chickpeas, and pasta.

Egyptians have special traditions and celebrations important to their heritage, just like people in other countries. One such

celebration is Eid Al-Adha, a yearly four-day celebration of the Islamic faith. It is also known as the Feast of Sacrifice, honoring willingness to sacrifice in obedience to God's command. During these four days, children will stay home from school, and many adults will stay home from work. Some will dress nicely in new clothes, attend special prayer services at mosques or Islamic centers, and share meals with family. Children often receive gifts.

Another celebration is the Sun Festival, which is held twice a year, once in February and once in October. This festival takes place at the Abu Simbel temple, which was originally built by a pharaoh named Ramses II very long ago. On these two special days of the year, the sun reaches the innermost temple room and illuminates special statues located inside, thus the name Sun Festival! People listen to live music, take part in traditional dances, and enjoy local cuisine served from food stalls set up outside.



Egypt has many trading partners around the world, including China, Italy, Germany, and the United States. Egypt is also one of Africa's largest oil and natural gas producers. Some of Egypt's other important exports include mineral and chemical products, textiles, petroleum, rice, onions, garlic, and citrus fruits. When you climb into bed at night and pull up your soft, snuggly sheets, remember that those very sheets may have been manufactured from high-quality Egyptian cotton, another one of their biggest exports.

There is so much to learn from all time periods of Egyptian history. Pope Shenouda [SHEH-noo-duh] III of the Coptic Orthodox Church once said, "Egypt is not a country we live in but a country that lives within us." It is no surprise that Egypt's rich cultural heritage is recognized around the world, earning Egypt the name "Mother of the World."



A national dish is a culinary dish that is strongly associated with a particular country. The United States does not have a designated national dish, possibly because there are too many regional foods to choose from. In your opinion, what should be the US national dish? Include your own recipe below along with a picture or drawing of your dish.



Answers will vary.

INGREDIENTS

DIRECTIONS

ANCIENT BRITISH HOMES

Both illustrations below depict what ancient British huts may have looked like. Circle the one you would rather live in. On the lines below the images, explain your decision by comparing and contrasting the two options.

Child should have circled the hut they would prefer to live in.



These huts were made with a distinct solid base. Permanent walls were made of woven branches and a mud mixture called daub. The huts were sturdy and lasted a long time. Thick plant matter on the roof kept out water, and there was a place for a fire in the center to warm the hut.



These huts had a lighter frame and a more thatched appearance. They were slightly smaller but could be constructed more easily. Should the need arise, these huts could be moved to another location. They were sturdy enough to keep out water and had a fire in the center as well.

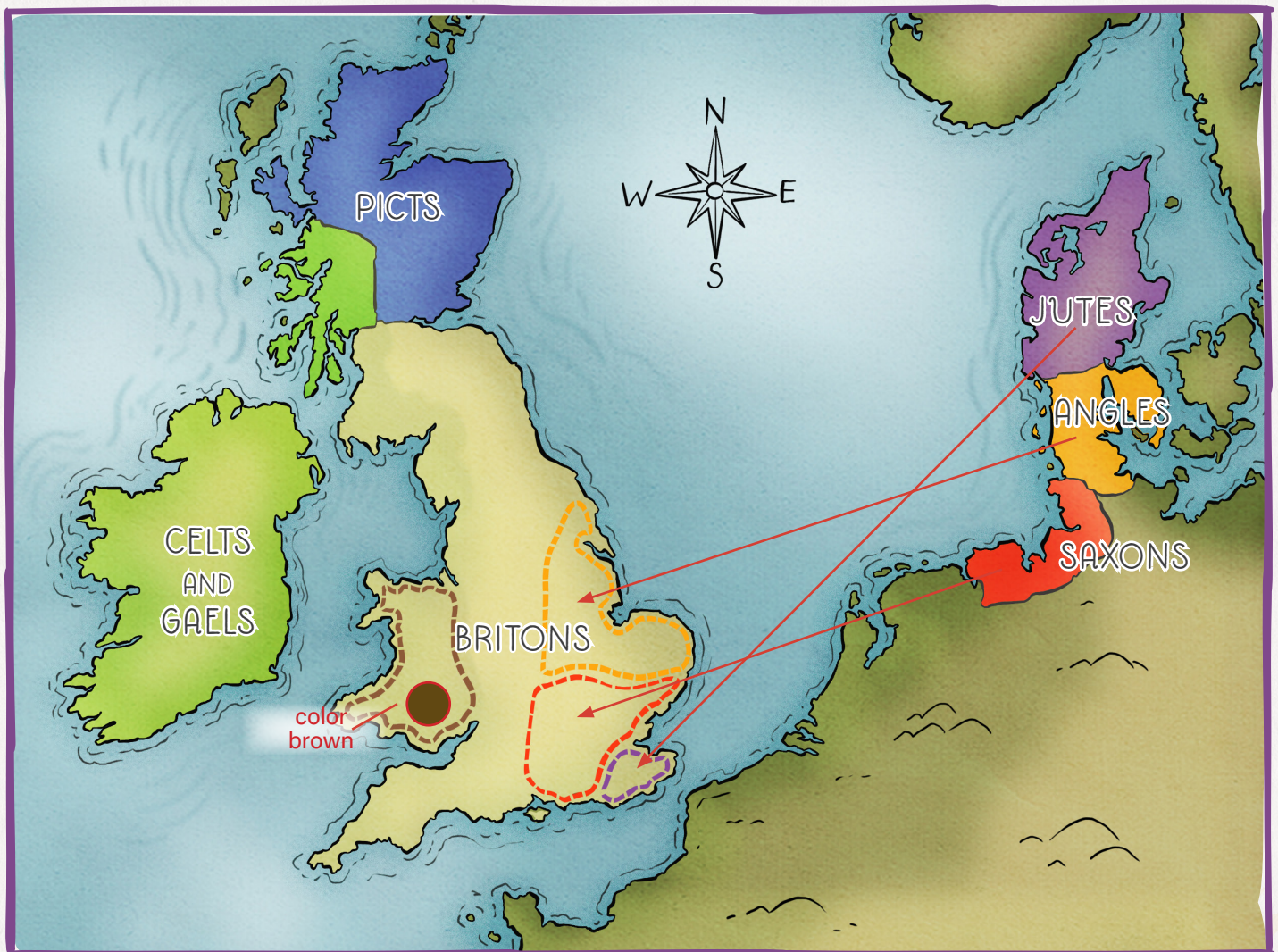
Answers will vary.



BRITISH MIGRATION

LESSON
16

Follow the instructions in the course book to explore this map.
(Hint: When you need to draw where different groups settled, use the colors of the dashed lines to help you figure it out.)

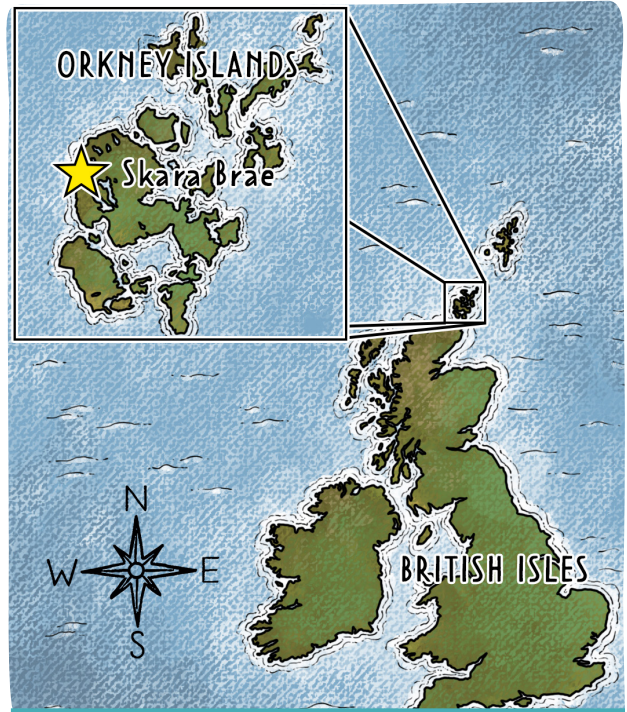


SECRETS OF SKARA BRAE

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

Have you ever stepped outside into your yard after a strong storm has blown through? Maybe you saw broken tree limbs scattered here and there, trash cans knocked over, and random bits of trash littering the ground. After really intense weather events, you might even find your swing set in pieces and your sandbox missing most of its sand. Storms can vastly change the landscape, and in some cases they can uncover secrets buried right under your feet. In 1850, in the Orkney Islands off the northern coast of Scotland, a large storm exposed an unbelievable sight buried underneath sand dunes: an underground stone city built thousands of years ago that today we call Skara Brae [SCAR-a BRAY].

Skara Brae is a partly underground maze village of eight buildings connected by a network of tunnels, much like a burrowing ant colony. It is one of the oldest, most well-preserved sites in the British Isles—older than Stonehenge and the Great Pyramid of Giza in Egypt. If you were to visit this site, you would immediately notice the strong Atlantic winds blowing on your face, with no trees or shrubs to lessen their intensity. The farmers that first built this village did not have forests with abundant timber to construct their homes; they built the entire complex with stacked stone. This unique feature is what has preserved Skara Brae and allowed it to endure for thousands of years. Unlike wooden furniture, which rots and decays, stone beds, tables, benches, hearths, shelves, and tools give researchers an accurate depiction of what life in Orkney was like, even thousands of years later. Entering a Skara Brae house is like stepping back in time.



The builders stacked long rectangular stones into walls 2.4 meters (almost 8 feet) high and created single-room houses that were about 40 square meters (430 square feet). The entire site was covered and insulated all around with *midden*, which is a mixture of debris, compost, dung, soil, and sand. Although the site is now almost completely open-air, as storms and winds have blown off the top layers that covered Skara Brae, archeologists believe that each house was originally topped with washed-up timber, whalebone, or other



materials and then coated in layers of plant matter. Each house had a fireplace that was probably vented to the outside through a hole in the "roof."

The interior tunnels and houses would likely have been dark and smoky, since there were very few ventilation holes, and the entire complex only had a few outside openings. It is believed that the winding tunnels served to keep the strong coastal winds from reaching their icy fingers into the main residences. The midden mounds encasing the buildings would have provided excellent insulation, keeping the houses

cool in the summer and toasty warm in the winter. One of the most unbelievable features of Skara Brae is that there is evidence of an interconnected drainage system under the buildings. The inhabitants of Skara Brae were using rudimentary indoor toilets long before that technology was common!

Little is known about the people of Skara Brae because none of their written history has ever been found, but researchers can piece together clues about what life here might have been like. We know that these people were farmers; they kept sheep, pigs, and cattle and grew crops like wheat and barley. Although much of the history of the British Isles and Scandinavia consists of raiding and warfare, not a single weapon has ever been found at Skara Brae, apart from a few knives, which archeologists believe were used more as tools than for self-defense.

Today, over 100,000 people visit Skara Brae each year. It has been designated a UNESCO World Heritage Site, which means it is being protected, maintained, and studied so that future generations can explore its mysteries.

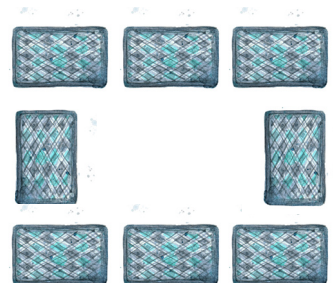


Follow the instructions below to play a Skara Brae game.







You get to be an archaeologist at Skara Brae today. You have found a promising site and are sure a house foundation is just underneath the surface. There is only one problem: the wind is blowing fiercely! As you work to unearth the hidden wonders of the past, dirt and debris keep re-covering your work site. You have come with a team of archeologists, each working on his or her own project, but you want to be the first finished. Follow the instructions to play the game and finish uncovering your Skara Brae home first!

- 2-6 players (may play with another child, parent, or teacher)
- Setup: Use a deck of face-down playing cards (or pieces of paper) to make a rectangular ruin site, like the one to the right, for each player.
- Objective: Be the first archaeologist to remove all the dirt and debris "cards" from your site.

Note: You can never have more than 8 cards on your site.



Roll the dice. Use the key below to determine your move.

-  or  Remove a card from your site to a discard pile.
-  Answer a question correctly to remove a card from your site.
-  or  Add a card from your site to an opponent's (or discard it if he or she already has 8).
-  Place a card from the deck onto your site.

Have an opponent read you one of these questions if you roll a 3. (Hint: Double-check the extension if you cannot remember the answer.)

What was found underneath the city that was similar to a modern-day convenience we have?

drainage system or indoor toilets

Why do we think the people built tunnels connecting the complex?

to keep out the icy wind

What was NOT found at Skara Brae that was surprising?

weapons

What exposed the city in 1850?

a large storm

Where is Skara Brae located?

off the coast of northern Scotland

What unique feature allowed Skara Brae to be preserved for thousands of years?

It was built of stone.

What was used to insulate the stone?

midden

What materials might have topped the homes in Skara Brae?

washed-up timber or whalebone coated in plant matter

Has any written history been found for Skara Brae?

no

About how many people visit Skara Brae each year?

over 100,000

WEST IRELAND BEEHIVE HUTS

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



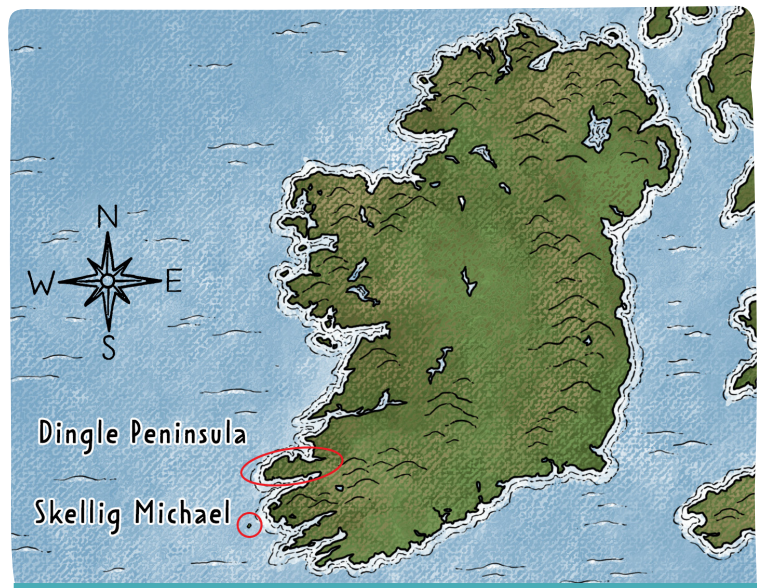
How do you feel about alone time? Is it valuable? Imagine you were given the opportunity to move to a tiny, remote island, where you would spend your days almost entirely alone, praying, studying, and learning God's word. Would you take it?

As Christianity spread into new lands and thousands of believers adopted the faith, many new Christians wished to dedicate their lives to serving God. Esteemed leaders like Saint Benedict wrote essays encouraging devotion to a simple life of service away from family and friends, such as in a *monastery*.

The word "monastery" has the prefix *mon-*, which comes from the Greek prefix *mono-*, meaning single or alone. A monastery was a place where men, known as monks, lived mostly solitary lives dedicated to studying and writing God's word. (Women who did this were called nuns.) Monasteries typically consisted of a cluster of buildings including a chapel, simple sleeping rooms, gardens,

and workrooms where the monks could read and write scripture or spend time in prayer and meditation. The monks also worked the land and built the community's structures themselves using local materials for construction. Monasteries often provided a stopping-off point or ministry station for missionaries. They also became a collection site for records within a local area. There were no printing presses, so handwritten copies were the only way to distribute any type of literature, scripture or otherwise. The ancient Irish did not keep written records. Only through the histories, tales, and other texts the monks inscribed are the civilizations of most of western Europe preserved.

As Saint Patrick shared the gospel with the people of Ireland, he believed he was reaching a group of people who were at the outermost point of civilization. This was before any great sailing expeditions had proved otherwise, so many people in Europe believed the earth was flat. They assumed Ireland was at the edge of the earth. Forming missions in various points around Ireland was critical to promoting the spread of the gospel, and a couple of very important locations were on the Dingle Peninsula and an island off of its west shoreline called Skellig Michael.





Stone was plentiful along this western coastline, and the monks who constructed the monastic buildings used a regional technique that dated back a couple of centuries. The buildings were called *clocháns* [CLUH-hons], and they were shaped like beehives. Instead of using mortar to fix the stones together, stones were laid thickly in layers on top of each other, with each rising layer having a slightly smaller perimeter. As the layers of stone reached the top and narrowest point, or *apex*, a single stone was used to cover the opening. Although the stones were not sealed with any type of cement, they were laid so carefully that raindrops did not penetrate through the walls or ceiling.

These buildings were reportedly used by the monks on Skellig Michael until they had to evacuate the island in the 13th century due to extreme weather. The fact that the primary portion of these buildings is still intact in spite of the harsh coastal conditions is a testimony to the efficient architectural design. It is amazing to think about people living alone within these stone huts at the edge of the known earth, praying and copying manuscripts for the spread of the gospel. The dedicated members of these *clochán* communities on the west coast of Ireland were continuing the work of Saint Patrick and the many missionaries who came after him. They believed the words of Acts 13:47: "For so hath the Lord commanded us, saying, I have set thee to be a light of the Gentiles, that thou shouldest be for salvation unto the ends of the earth."



In this extension you learned that without the monks in Ireland painstakingly copying down their histories, scripture, and tales, we would have no written record of the Irish from long ago. Your personal history is important as well! You might think daily details such as what you ate for breakfast or how much items cost are not important, but in 50 years, these details will be very interesting for you and your posterity to read! Answer the questions below to help preserve your own unique story.

When and where were you born?

Answers will vary.

What is an interesting fact about you or your family?

Answers will vary.

How much does your family spend on a common item like milk? Write as many prices and items as you would like.

Answers will vary.

What is a fun trip or experience you have had with your family?

Answers will vary.

What is something you would want your future children, grandchildren, or great-grandchildren to know?

Answers will vary.

Bonus: Keep a journal for at least one week.

FOUR KEY PEOPLE

Write a short description for each person below.



**SAINT AUGUSTINE
OF CANTERBURY**

Answers will vary.



QUEEN BERTHA

Answers will vary.



KING ETHELBERT

Answers will vary.



POPE GREGORY

Answers will vary.

What impact can your religious beliefs have on your family and community?

Answers will vary.

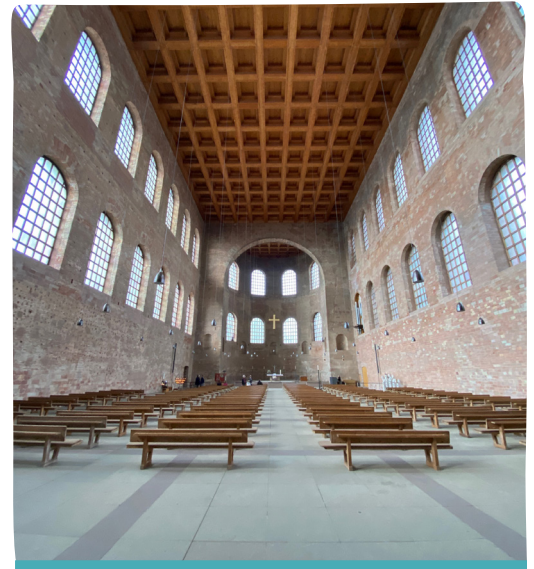
MEDIEVAL CHRISTIAN ARCHITECTURE

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

With the introduction of Christianity to Europe, several changes were made to architecture throughout the early medieval period. Many of the beautiful European buildings we know of today came to be during this time of new religion and rehabilitation. Let us take a look at a few of these landmarks today!

Basilica of Constantine at Trier

The *basilica* was a popular architectural model in the Roman Empire, used as everything from public courts to audience halls for the emperor. They were known for their grand, massive design, with vaulted ceilings and ornate roofs. Once Christianity swept the area in later years, several of these basilicas were repurposed into churches over time due to Constantine's influence. One of these was the basilica in Trier, Germany.



Originally built between 305 and 312 along with the expansion of the city, this basilica served multiple purposes—first, as a court for the emperor and his subjects, then, later on, as living quarters for the bishop of Trier. Today, it is used as a church, a beautiful meetinghouse with towering ceilings and stunning architecture. It is amazing how a single room could have so much history!



Hagia Sophia, Istanbul

Another building with a lot of religious history is located much farther east, straddling the border of Europe and Asia in Istanbul, Turkey. The Hagia [HA-gee-ah] Sophia has many names: the Turkish Ayasofya [EYE-ah-SO-fee-ya], the Latin Sancta Sophia, and the title “Church of the Holy Wisdom.” This impressive site has served multiple purposes over the centuries. First standing as a temple, it was another one of the many buildings Emperor Constantine, and later his son Constantius, remodeled into a Christian church. Unfortunately, this church was subject to many riots and unrest in the city, and it inevitably burned down in 532.

With the original church's destruction, Byzantine emperor Justinian I built a grand replacement—what we know today as the Hagia Sophia—in only six years! The building has stood to this day, with only minimal damages. In 1453 it was repurposed as an Islamic mosque, and much later, converted into a museum in 1935. Due to its vast religious history, the Hagia Sophia has a unique blend of Islamic inscriptions and Christian mosaics inside. Despite being recently rededicated as a mosque, it remains open for anyone to visit and admire its beautiful architecture!

Saint Augustine Abbey

Do you remember Saint Augustine of Canterbury, the missionary responsible for bringing Christianity to England? During his service in Kent, he built an **abbey** (a home for monks and nuns working with the church) in 598. The abbey contained a complex of buildings, such as living quarters, chapels, and extravagant gardens. There were even classrooms! Soon after its establishment, it became known as a grand hub of learning and study.

Despite Viking raids and disputes between churches, the abbey stood for nearly 1,000 years. It sadly fell to ruin in 1538, during King Henry VIII's harsh suppression of any monasteries that did not fit his new "Church of England." One of the most valuable losses was the abbey's massive library; of the thousands of books housed there, only a few hundred were ever recovered. The ruins can still be visited today in Canterbury, England. Though it is sad that so little remains, what we can see is a lovely fragment of the abbey's former beauty.



Saint Mary's Church at Kempley

In a city now known as Kempley, on the lot of a former Saxon church, a Norman man named Hugh de Lacy launched the construction of a small building that would one day be historic for its lingering remnants of art and culture. It is thought that de Lacy may have built the church to honor his father, whose body rested there a short time before his burial. Unlike the previous buildings we have discussed, this one is rather small and modest-looking. But it is what is on the inside that really counts!

The interior walls of Saint Mary's Church are covered in paintings that date all the way back to the 12th century! Historians have used these paintings to gain a better understanding of medieval perspectives on Christianity. These paintings were likely used to instruct believers on Christian concepts. The chapel walls illustrate earthly topics, while the east end of the church portrays images of Jesus Christ and Heaven. Studying religious art such as this can connect us to the past and help us understand how much of Christianity has stayed the same to this day.



In this extension you learned about the loss of Saint Augustine Abbey's vast library. How sad it would be if we lost all the books that mean so much to us! On this page create a list of at least three books that have impacted you in a good way. For each book you choose, draw a picture or glue a photo in the blue box. Next to each book, write a few sentences describing how the book has positively influenced you. You could include the qualities of characters you admire, inspiring storylines, or meaningful quotes.

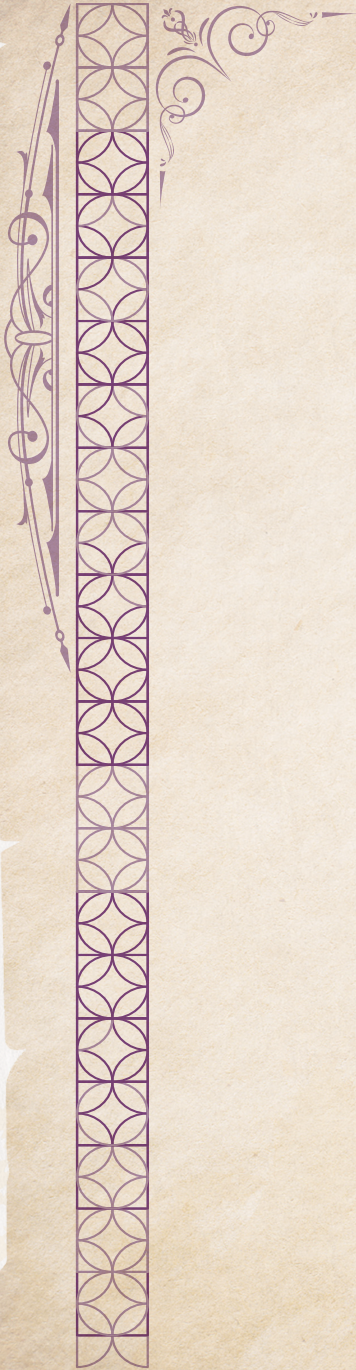
Answers will vary.

Answers will vary.

Answers will vary.

Use the images titled "Illuminated Letters" on page 27 of the *Maps & Images* book as an example to create your own illuminated letter in the space below.

Answers will vary.



LESSON 19 EXTENSION

CONSTANTINE II

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

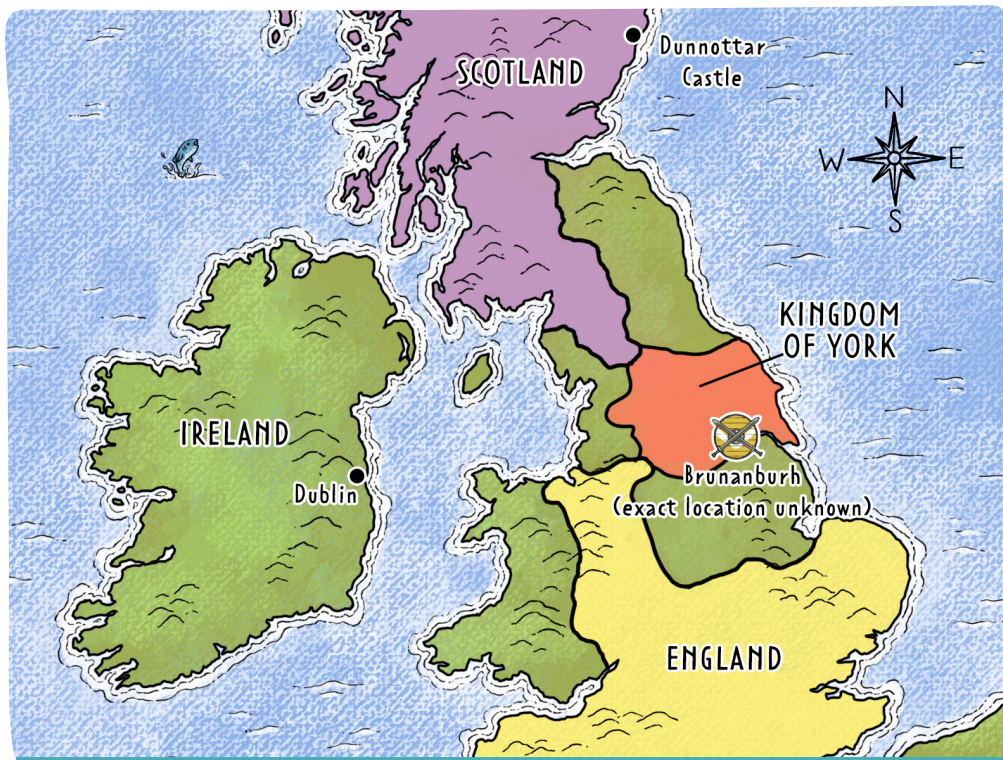
Today, you learned about some of the battles King Alfred fought to protect England. Let us take a look into the life of the king of a nearby country: Scotland. In 878 an invader named Giric [GEE-rick] killed the king and took the Scottish throne for himself. The living remainder of the royal family was driven out of the country. Consequently, young Constantine II, once prince of Scotland, had a much different childhood than other royalty. He was not raised in luxury; instead, he spent most of his childhood in exile. After his father's murder, Constantine's cousin Donald brought him to Ireland. There, Constantine lived with family and spent much of his time learning from monks.

But it was not a completely peaceful life. Constantine grew up with a determination to avenge his father. Once he was old enough, he and Donald sailed back to Scotland, where they defeated Giric in a long and violent battle. Donald took the throne first, but he sadly fell to Vikings early on, leaving Constantine to become king in his stead.

Ruling was not easy for Constantine. Frequent attacks from the Danes and other Vikings ravaged Scotland, and he was often locked in battle to defend his land. After defeating Viking chieftain Ivar the Younger in 904,

Constantine's focus shifted to repairing his kingdom and reestablishing the Scottish church, which had been forgotten by former kings. Wanting to strengthen the kingdom's political presence, he also created a system of *mormaers* [mor-MAY-ers], or earls, among whom he could distribute responsibility.

He could not afford to focus on his kingdom for long—more war was on the horizon. In fact, one of the most famous battles Constantine participated in was not against the



Danes at all. He would soon wage war against England, in what is now known as one of the greatest battles in Anglo-Saxon history: the Battle of Brunanburh [BROO–nun–burr].

In the years leading up to that battle, while Constantine defended his country from Danish invaders, the West Saxons were slowly inching into northern territory. Constantine felt that England's advances on the Viking kingdom of York were growing dangerously close to Scotland and other Celtic kingdoms in the area. His suspicions were confirmed when King Athelstan (a grandson of King Alfred) led a siege on Dunnottar [duh–NAH–ter] Castle in Scotland. Athelstan had formed alliances with several Welsh and Viking leaders and demanded to be recognized as overlord. Constantine was able to drive him back, but many historical sources say that Constantine was still forced to acknowledge Athelstan as his overlord. The northern countries needed to push back or risk losing their land.



Dunnottar Castle, Scotland

Immediately, Constantine began forming alliances. First, he married his daughter to Olaf Guthfrithson [gooth–FRITH–sen], king of Dublin. Then he persuaded King Owen of Strathclyde [STRATH–clide] to join his ranks. With the support of these two kings and their subjects, Constantine assembled an army of Celtic and Viking soldiers.

In the summer of 937, these troops finally confronted Athelstan, who had formed a vast army of his own. They met at Brunanburh (what kind of place this was and its exact location are still debated by scholars), and what followed proved to be one of the bloodiest fights in British history. One of the battle's most faithful accounts, a poem recorded in the *Anglo-Saxon Chronicle*, states, "Nor was there a greater slaughter upon this island ever yet, the people slain before these edges of swords." Constantine's army acted defensively, fortifying their trenches with timber wood spikes. But they were no match for Athelstan's offensive strategy and were quickly overrun. They had been decisively defeated.

Constantine's son was one of the many lives lost that day. Downtrodden, Constantine fled back to Scotland and later gave up the crown to his cousin, Malcolm I. Then he became a monk—a commitment he would uphold for the rest of his days. In the meantime Athelstan celebrated his victory; though he had not managed to claim Scotland, he had finally seized the northern borders of England. Despite the cost, the country was united at last.

You just learned about a poem recorded in the *Anglo-Saxon Chronicle* about the Battle of Brunanburh. Today, you get to be a poet too. Using what you learned in the extension, help finish this poem about the Battle of Brunanburh. Use your own creativity to fill in the blanks with whatever sounds best to you.

In days long ago, a fearsome story is told
Of many great warriors, **Answers will vary.** .

At Brunanburh's field was a fight so grand.
Saxons and Vikings clashed on the land.

Shields flung high, and swords clashed in the fray.
They all fought for glory in a fierce display.

As the sun rose high in the sky,

Answers will vary. .

Warriors fell to the ground as the battle roared.
Heroes and kings would not be ignored.

Some fought to defend the land that they knew,
While others now had new dreams to pursue.

It is often hard to know who is right,

Answers will vary. .

Constantine saw the danger ahead,
But he continued on, his soldiers he led.

They would not be on the winning side.
Many of their friends and people died.

If you were fighting on that fateful day,

You would **Answers will vary.** .

WILLIAM & ALFRED

Let us review by comparing some facts about William the Conqueror and Alfred the Great. Draw a line from each description to the correct person on the Venn diagram it describes. Then use the lines at the bottom of the page to describe a leadership trait you would like to develop and how you can start.

king of England

loved hunting

used force and cruelty

burned cakes

loved learning

strong and capable leader

could not read or write

started a curfew

fought in many battles

believed in Christ

made candles like clocks

demanded the throne

WILLIAM

BOTH

ALFRED

Answers will vary.

THE BAYEUX TAPESTRY

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

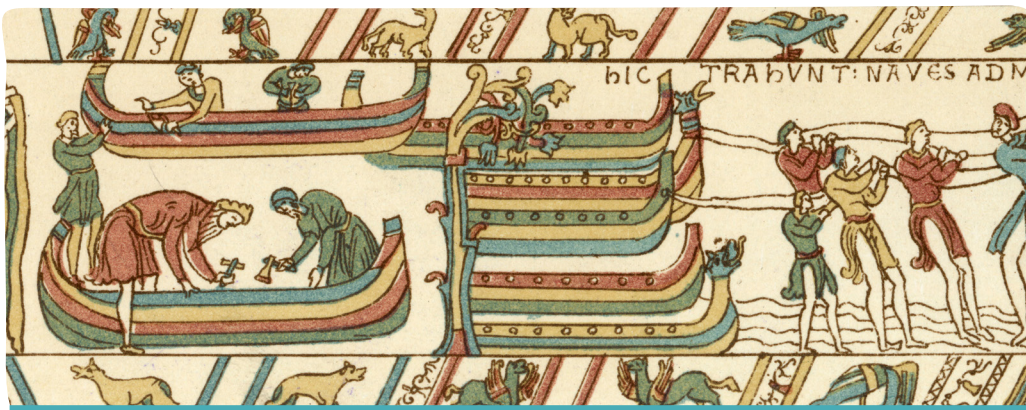
Take a look at the image to the right. Do you see the shades of dark red, pale green, golden yellow, and various vibrant colors in this magnificent tapestry? On display in the Bayeux [BYE-ew] Tapestry Museum of Normandy, France, enclosed by a protective glass case, is one of the most well-preserved and impressive artifacts of medieval history. The Bayeux Tapestry delivers a stunning visual narrative spanning 68 meters (224 feet) of beautifully decorated fabric, and in 58 colorful scenes, it recounts historical events that occurred during the invasion of England by William the Conqueror in 1066.



This fascinating relic is oddly named since it is neither about the town of Bayeux in France, nor is it an actual tapestry, which would be created by repeatedly weaving horizontal threads over and under vertical threads. Instead, the Bayeux Tapestry is actually a work of embroidered woolen yarn on linen.

One of the earliest scenes presents the death of King Edward the Confessor (c. 1003–1066), named for his religious beliefs and devotion to his faith. The following segments illustrate King Edward's brother-in-law, Harold Godwinson, assuming the crown and taking the throne, but the images reveal that Harold would not remain king for long.

Witnesses of Harold's crowning took the news back to William the Conqueror, the son of King Edward's cousin. William possessed royal blood and asserted that King Edward had promised him the throne and that Harold was a usurper, having claimed the position of power without legal right. The tapestry depicts William's preparations as he orders ships to be built for an invasion, loading weapons and horses onto longships.



Decorative borders above and below the scenes display creatures such as lions and dragons, as well as snippets from some of *Aesop's Fables*—a famous collection of stories about animals written by a Greek storyteller. Between

these colorful boundaries, William's ships reach the shore safely, and the men feast before battle. When the fighting commences and the Battle of Hastings begins, William's cavalry can be seen charging against

Harold's forces. Battle scenes follow, capturing the violent injuries and deaths of soldiers, as well as offering an inside view of 11th-century military tactics and battle gear. Finally, in the last existing scene, King Harold is slain, depicted with an arrow through his eye, though historians debate whether the arrow provided his mortal wound.



William the Conqueror was crowned king of England on Christmas Day in 1066. This event seems like a fitting final image for the story, but it remains uncertain whether this was included, since the last scene of the original embroidery was lost.

It also remains unclear who requested the tapestry's production and where it was created. Historians have differing theories, but many agree that it was most likely William

the Conqueror's half-brother, Bishop Odo of Bayeux, who *commissioned* (or requested) the production of the piece in the 1070s, possibly as decoration for a newly built cathedral in Bayeux. In the image below, Bishop Odo is rallying William the Conqueror's troops at the Battle of Hastings. This is not the only place he is seen in the tapestry. He is seen numerous times, which further supports the theory that he commissioned the work. While there is no historical evidence or certain proof, most scholars believe it was the work of Anglo-Saxon embroiderers in Kent, England.

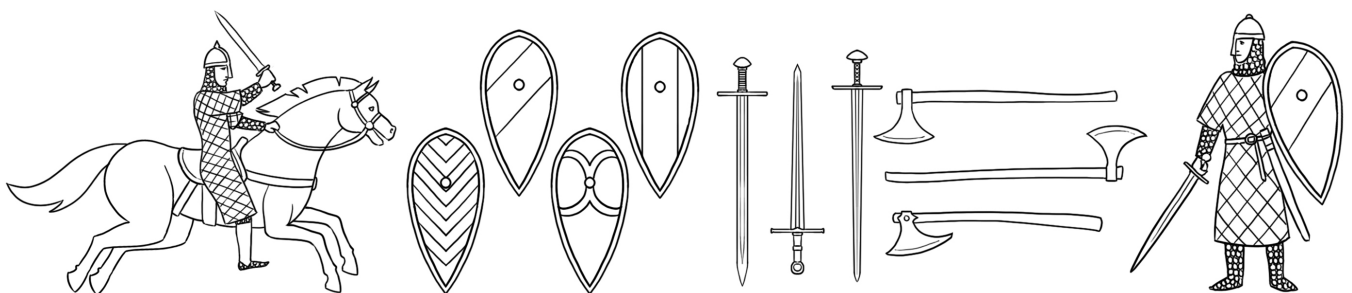
These missing details are puzzling, as is the very survival of the Bayeux Tapestry over more than 950 years, especially considering events that transpired during this time. It somehow survived the French Revolution, the Franco-Prussian War, World Wars I and II, and a variety of other turbulent historical occurrences. This fortune may be attributed to the fact that the tapestry was often kept safely in storage, or careful arrangements were made for its removal and transportation to more secure locations through the centuries. It seems the tapestry has been in danger or at serious risk multiple times through the years, including one occasion during the French Revolution when it was taken and used to cover military wagons. Thankfully, it was rescued by a local lawyer who saw it and returned it to safety.



You might imagine the Bayeux Tapestry as a series of ancient scenes coming together as a historical record, bringing William's invasion alive through visual storytelling, and allowing those of us living today to learn about and experience the past through this incredible work of art.

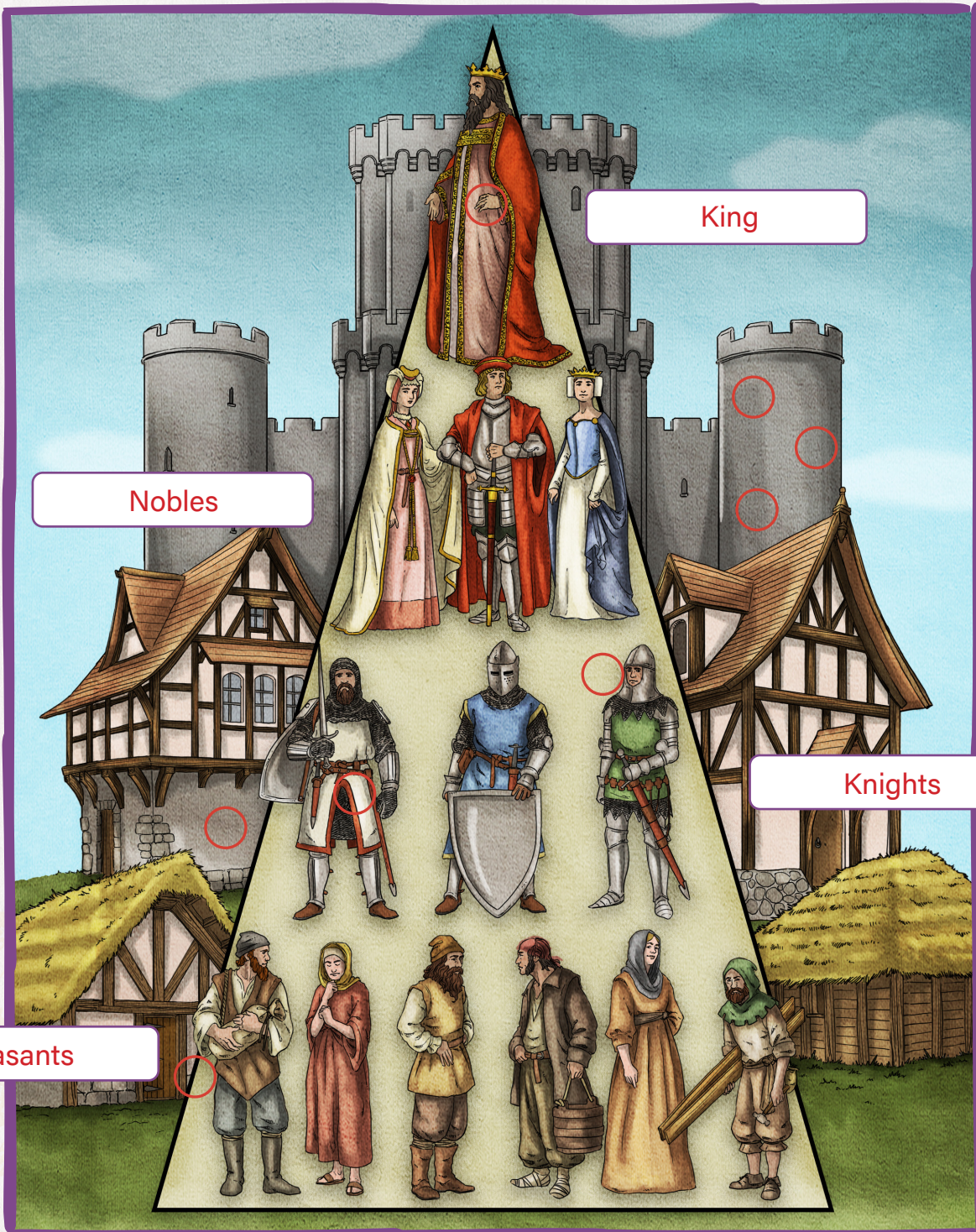
Use the space below to draw what you think the last "lost" scene from the Bayeux Tapestry might have looked like.

Answers will vary.



FEUDALISM PYRAMID

Use the "Feudalism Pyramid" image on page 29 of the *Maps & Images* book as a reference while completing this activity. Write in the missing labels on the pyramid below. There are also eight differences on this image. Look closely at the image in the *Maps & Images* book and compare it to the image below. Find and circle all eight differences on this page.



King

Nobles

Knights

Peasants

MEDIEVAL INVENTIONS

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

What do buttonholes, eyeglasses, and mechanical clocks have in common? They were all invented in Europe during the Middle Ages, sometime between 1200 and 1350. We do not know who invented them, and we do not know exactly when they were invented, but each of these inventions became so much a part of everyday life that today we cannot imagine them not existing.

It might be hard to think of buttonholes as an invention because they are so commonplace we rarely even think about them. But in fact, buttons existed for thousands of years before someone came up with the idea of buttonholes! Buttons of bone or wood were used in ancient China, the Middle East, and Rome, but they were only for decoration. When people realized that buttons could be used to fasten two pieces of cloth together, they originally used loops along the edge of the fabric. At some point in the 1200s, someone in Europe came up with the idea of cutting a slit in one piece of cloth and reinforcing it with stitching, creating a buttonhole.



Chinese loop-closure clothing

Buttons became immensely popular, so much so that some say King Francis I of France in 1520 owned a garment with 13,600 buttons, each with its own buttonhole! Have you ever noticed that the buttons on a man's shirt are on the opposite side of the garment as those on a woman's? One theory is that because wealthy medieval women owned garments with so many buttons that they needed help dressing, buttons were put on for the convenience of a person dressing someone, not for the convenience of the person being dressed.

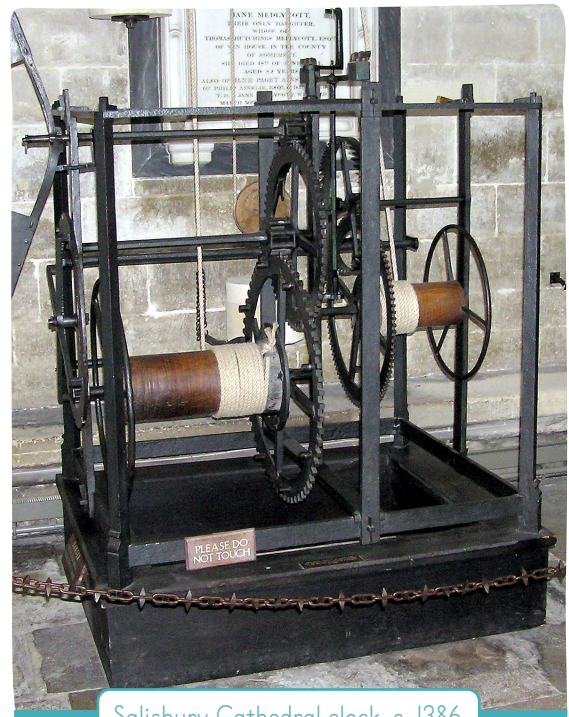


medieval glasses (replica)

While buttonholes made clothing more convenient, eyeglasses were life-changing for those who needed them. Although people already used handheld polished stones for magnifying things, an Italian came up with the idea of connecting two "reading stones" with wood or leather and a hinge in between, so they could perch on the nose. These first eyeglasses were invented between 1268 and 1300, and it may have been a monk who thought of them, because monks were the ones who did the most reading and writing. The original lenses would have been made from clear, polished stone, like quartz, and not glass. These kinds of glasses would have helped with only reading and other close work, not distance for nearsighted people.

Italian painter Tommaso da Modena included a monk wearing a pair of glasses in a fresco he made for the Church of Saint Nicolò in 1352, so we know that eyeglasses were somewhat common by then. After Johannes Gutenberg invented the printing press in the mid-1400s, reading became more common, and more people wanted eyeglasses. In 1953 workers found a pair of medieval glasses dating to the 1300s when they were renovating a church in Wienhausen, Germany.

Although buttonholes and eyeglasses had a significant impact on daily life, many historians believe that the invention of the mechanical clock was one of the most important inventions ever because it changed the way people thought about the world. What made mechanical clocks so important was that they provided a way to divide the day into equal parts. Ancient societies like Egypt and Rome had developed the idea of hours, but these divided daytime and nighttime into smaller, equal sections, so the length of an "hour" would change based on the season of the year. Before the mechanical clock, the length of an hour in London varied from 38 to 82 minutes, depending on whether it was summer or winter!



Salisbury Cathedral clock, c. 1386

Devices such as water clocks, hourglasses, and sundials had helped ancient people track time, but a mechanical clock had the advantage of being available night or day, indoors or out. Medieval engineers wanted to use a falling weight to turn an axle to keep track of time, but they had to figure out how to make that weight fall at a steady rate. They solved this problem by using a toothed wheel called an escapement that would catch and release a gear at regular intervals. These early clocks worked best when the weight had a long way to fall. However, in the 1500s, clockmakers discovered that they could replace the weight with springs, and small clocks, even pocket-sized ones, were made possible.



Finnish pocket watches, c. 1700s to present

1. Which invention of the three discussed in the extension (buttonholes, glasses, mechanical clocks) do you think is the most important? Why?

Answers will vary.

2. Go into your closet and choose 10 of your favorite clothing items. How many of them have buttonholes? In what other ways do these clothing items open and close? Think of the inventors of those other ways to open and close clothing. What do you think led people to want to improve upon the buttonhole?

Answers will vary.

STORY OF RIGHTS

Freedom and equal rights have not always been protected. Throughout history people have had to fight for the right to be treated equally and fairly, and the battle continues today. As you or your parent reads the information below, trace your finger along the time line to see just a few examples of how people around the world have fought for their rights. Stop at any date with an asterisk (*) next to it and find it in your *History Time Line Book*. When you reach the end, draw or write two ideas of your own about how you can help protect your own and other people's rights today.

1215* When the unjust English king John pushed his people too far, they forced him to sign a document called the Magna Carta, which said the king must follow laws too. This helped protect the rights of the people.

1620* When England would not allow people to practice their religion, many groups sailed away to North America to have religious freedom.

1913 When women were not allowed to vote in the United States, over 5,000 women marched in a parade in 1913 to make their voices heard and gained the right to vote in 1920.

1791 After nearly 300 years of slavery under Spanish and French rule, the people of Haiti rebelled and eventually won their freedom.

1920* When Black people in the US were treated unfairly, Martin Luther King Jr. spoke about a future when skin color would not matter and everyone could be kind to each other. (Find US Civil Rights Movement from 1954 to 1968 on the time line.)

1924 When they worried about unfair treatment of children, people gathered in Geneva, Switzerland, and made a document called "Geneva Declaration of the Rights of the Child."

1963*

Answers will vary.

Answers will vary.

THE IMPACT OF THE MAGNA CARTA

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

What happened after King John signed the Magna Carta?

It would be wonderful to say that England now had an ideal document that granted equal rights to all, and so everyone lived happily ever after. But that is not exactly what happened.

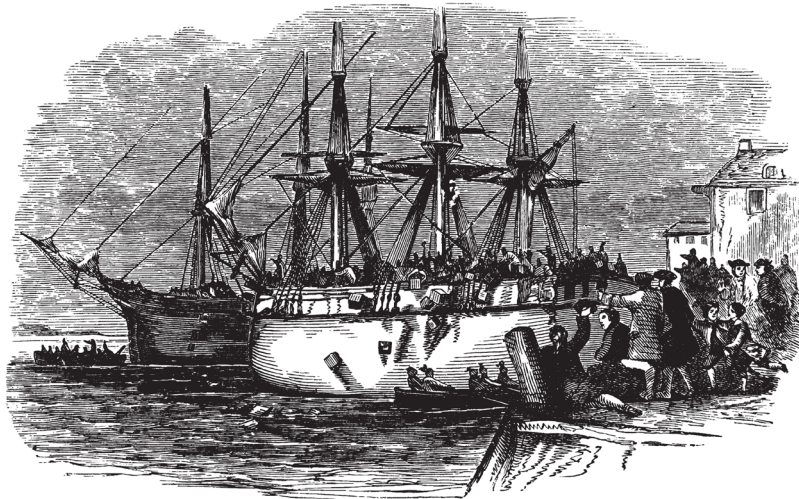
First of all the Magna Carta only granted equal rights to nobles and freemen (non-nobles who were not serfs), and those rights would not be expanded for years. In addition the barons and King John eventually began distrusting one another again, leaving them right back where they started. King John's health was failing, and he requested that Pope Innocent III *annul*, or discontinue, the Magna Carta. Favoring the king's newfound loyalty to the church, and believing that he had been forced to sign the "illegal and unjust" document against his will, the pope put an end to the Magna Carta. He also suspended Archbishop Langton for failing to excommunicate the barons as he had been instructed to do. Soon the country had fallen back into mistrust and suspicion on all sides. Fighting and war—what a vicious cycle!



The following year was a fresh start for everyone involved. First, Pope Innocent III died, then King John followed, leaving the kingdom to his nine-year-old son, Henry III. This was an opportunity for the Magna Carta to take root.

Because Henry III was so young, a guardian was appointed for him. This guardian and other advisors asked him to reinstate the Magna Carta in order to bring peace to the kingdom. Henry III's advisory group was the beginnings of the **Parliament**, a council that represented the people and helped keep the king's powers in check. But it would be several more years before this term was formally used.

Much later, during the 17th century, the Magna Carta was invoked to stop King Charles I from abusing his powers and imprisoning those who could not pay their taxes or loans. Parliament issued the Petition of Right, which stated that only Parliament could approve taxation. Angered at his limitations, the tyrannical king argued that the then-400-year-old document was outdated and no longer applied. But to his disappointment, the Magna Carta worked just as it had been intended. His obstinance only strengthened the voice of the people and led to his eventual imprisonment and execution.



In the English colonies of America in the 1700s, the colonists were divided. Some still thought of themselves as British citizens, while others desired full independence from England. Both groups understood the Magna Carta as a document that upheld the freedoms and liberties of the people. It even influenced the founding documents for individual colonies, such as Virginia and Massachusetts. The colonists, similar to the barons in King John's time, knew they were overtaxed. Eventually, they boycotted English imports. In an event now famously known as the Boston Tea Party, a rowdy group of colonists dumped a large shipment of British tea into the Boston Harbor, proclaiming "no taxation without representation."



The Founding Fathers of the United States were inspired by the Magna Carta and its power to limit tyrannical leaders. Courageously, they declared their independence from England by formally writing the Declaration of Independence. Within a dozen years (and after winning their independence from English rule), the Constitution of the United States was written and adopted, and the Bill of Rights was quickly added to protect specific individual rights. America's early leaders learned from England's mistakes and formed a government that kept itself in check.

Other countries like Australia, Canada, and New Zealand followed the United States' lead and took inspiration from the Magna Carta in the creation of their constitutions and governments. The legacy of this historic document is alive and well today, protecting human rights all across the world.

In the Middle Ages, a warrior's armor covered most of the body. This made it hard to tell if another warrior was a friend or enemy. As a solution to this problem, each knight painted a coat of arms on his shield so it was big enough to be seen from a distance. The coat of arms contained pictures that were unique to a knight, a family, or a group of people as well as more common symbols. Today, you can create your own on the blank shield below. Choose images that represent you in some way. You can also use the pictures around the border and the "Coats of Arms" images on page 36 of the *Maps & Images* book as references while completing this activity.



THE COMMANDMENTS OF CHIVALRY

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

Being a knight was more than just swinging a sword around and riding on horseback! In fact, it required hundreds of things that are not covered in famous stories about knights. Knighthood meant taking on an entirely new lifestyle and holding to a strict code of rules. For example, knights were expected to deal justly even with their enemies. Injuring an opponent's horse was forbidden, and if the opponent was knocked off his horse, the knight had to wait until he mounted again to attack. If the opponent was horseless, a knight was expected to dismount his own horse and fight on equal footing. Courtesy and fairness were taken very seriously.

Out of these many rules, ten were considered most important—the Ten Commandments of Chivalry. Take a moment to read the below summary of these commandments (written in 1883), including the information in the footnotes.

- **THOU SHALT BELIEVE ALL THAT THE CHURCH¹ TEACHES AND SHALT OBSERVE ALL ITS DIRECTIONS.**
- **THOU SHALT DEFEND THE CHURCH.**
- **THOU SHALT RESPECT ALL WEAKNESSES AND SHALT CONSTITUTE THYSELF THE DEFENDER OF THEM.**
- **THOU SHALT LOVE THE COUNTRY IN WHICH THOU WAST BORN.**
- **THOU SHALT NOT RECOIL BEFORE THINE ENEMY.**
- **THOU SHALT MAKE WAR AGAINST THE INFIDEL² WITHOUT CESSATION AND WITHOUT MERCY.**
- **THOU SHALT PERFORM SCRUPULOUSLY THY FEUDAL DUTIES,³ IF THEY BE NOT CONTRARY TO THE LAWS OF GOD.**
- **THOU SHALT NEVER LIE AND SHALT REMAIN FAITHFUL TO THY PLEDGED WORD.**
- **THOU SHALT BE GENEROUS AND GIVE LARGESSE⁴ TO EVERYONE.**
- **THOU SHALT BE EVERYWHERE AND ALWAYS THE CHAMPION OF THE RIGHT AND THE GOOD AGAINST INJUSTICE AND EVIL.**

1. *church*: the Catholic Church, the primary Christian authority in Europe during this time

2. *infidel*: non-Christians who actively opposed the Christian faith

3. *feudal duties*: orders from the knight's feudal lord, such as protecting the peasantry

4. *largesse*: gifts, such as money, given as charity to those in need

Now that you know the virtues of a knight, let us read about one of the most famous knights in England's history. William Marshal was born the youngest son of a noble, meaning that despite his family's status, there was no inheritance of riches for him in his future. Knowing this, William left home at 12 years old to become a knight. He trained under his mother's cousin as a squire in Normandy for several years and was finally knighted in 1166, right after he turned 20.

William's first experiences in battle were rough, and he soon found himself penniless. His remaining horse was good only for light riding, meaning he could not enter local tournaments (competitions involving sports and activities, similar to today's Olympic games) to earn money. He sold his clothes to buy a baggage horse to carry his armor, but that horse was not fit to ride in a tournament either. His mother's cousin eventually loaned him a horse, which finally allowed him to compete in the tournament of Le Mans. William was particularly good at a mock battle called the melee [MAY-lay], where he faced off against fellow knights and stunned the crowd with his abilities. Soon he had won a lot of money and equipment, including four warhorses!



William Marshal

Though William's tournament days continued, and he earned much money and fame along the way, he eventually found his way back to the battlefield. After being captured by an enemy noble, he was freed by none other than the queen herself! She gave William a new mission—tutoring her son, Prince Henry. From that day on, William was a member of the royal court.

He stayed by the young prince's side until the prince grew up. When Henry died tragically young of disease, William carried on his dream of crusading to Jerusalem, carrying the symbol of the Crusades, the prince's cross, with him and serving for two years in the Holy Land.

He then returned to the royal court, winning many battles in the name of the king. As a reward for these victories, he was allowed to marry the heiress Isabel de Clare, making him an earl. William, who had once been penniless, was now a wealthy, successful man! It is said that he served for the remainder of his life and fought his final battle at the age of 70. Most importantly, he was the picture of honor and chivalry throughout his life.

1. Look over the Commandments of Chivalry once again. Are there any that might not be a good value to pursue today? Which one(s), and why?

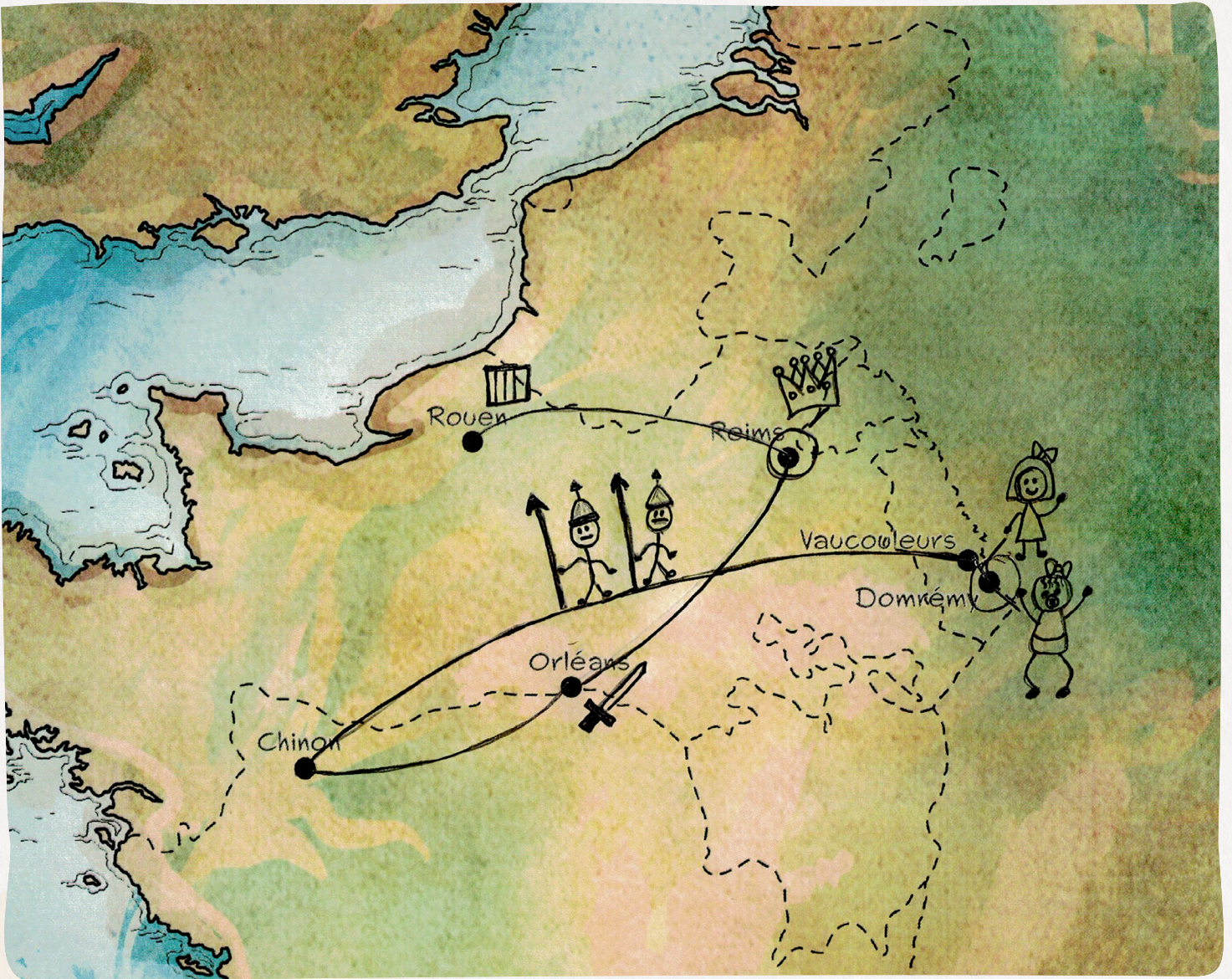
Answers will vary.

2. Choose a good value from the Commandments of Chivalry that you personally want to work on. Meet with your parent or teacher and plan a small, measurable goal to help you develop that trait. Write or draw your plan in the space below.

Answers will vary.

JOAN OF ARC MAP

Follow the instructions in the course book to draw the path of Joan of Arc.



TALE OF JOAN OF ARC

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

Have you ever been inspired by a hero? Heroes inspire us to imitate them, but they can also inspire us to be creative. For centuries the faith and courage of Joan of Arc have captured the imagination of writers and artists who have retold her story in poetry and literature and immortalized her in painting and sculpture.

The first artist to write about Joan of Arc was an unusual woman named Christine de Pizan. She was unusual because she earned her living by writing as a court scribe, poet, and philosopher in medieval France, a time when women did not do such things. In fact, she was probably the first woman in the western world to have been paid to write. De Pizan was inspired by her fellow Frenchwoman Joan of Arc and composed a poem about Joan's victories to defend her against those who criticized her.

De Pizan wrote "The Song of Joan of Arc" on July 31, 1429, two years before Joan died, at a time when the French

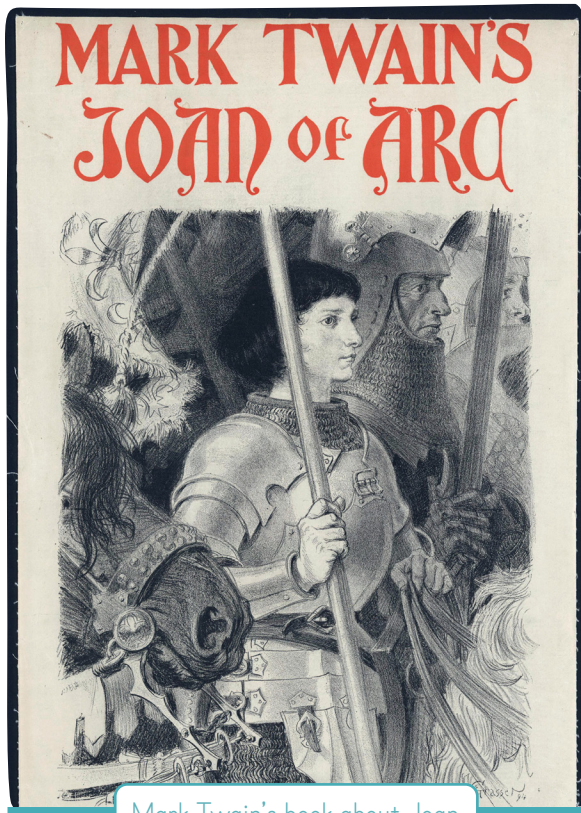
were having success on the battlefield under Joan's inspiration.

The poem is especially interesting to historians because it is an account of the battles Joan led that was written while they were happening. De Pizan believed that Joan was divinely inspired, and her poem reflected this belief along with optimism, gratitude, and patriotism. The poet praised the moral and intellectual worth of women, and she compared Joan to biblical heroines such as Deborah, Esther, and most importantly for the Catholic French, the Virgin Mary. Although de Pizan wrote more than 40 poems and other works, "The Song of Joan of Arc" is her last surviving work. She died a year later.

Four hundred years later, a cynical American author became captivated by Joan's story. This author was Samuel Clemens, known by his pseudonym of Mark Twain, who wrote humorous and satirical novels like *Tom Sawyer* and *Huckleberry Finn*. Twain was not religious, and he disliked



medieval portrait of Joan



Mark Twain's book about Joan



Winchester Cathedral statue of Joan

Unlike Christine de Pizan and Mark Twain, William Shakespeare did not treat Joan kindly in his work. The famous playwright included a character based on Joan of Arc named Jeanne la Pucelle in his play *Henry VI, Part 1*, but this character is not an attractive one. He portrays her as a liar and a manipulator, and instead of having her hear the voices of angels, in this play she listens to evil spirits. Shakespeare had a negative opinion of Joan because she led the French to victory over his people, the English. To Shakespeare, Joan represented the enemy. However, the English eventually began to regard Joan highly, and there is even a beautiful statue of her in the English cathedral at Winchester. Today, even her former enemies recognize Joan's faith and virtue.

Catholicism and the French, yet Joan's story inspired him to write what he considered his greatest work. He said, "I like *Joan of Arc* best of all my books; and it is the best; I know it perfectly well. And besides, it furnished me seven times the pleasure afforded me by any of the others; twelve years of preparation, and two years of writing. The others needed no preparation and got none."

At the time most people did not know very much about her. Twain became interested in Joan of Arc when he was a boy, after finding a page torn from a book that described how she had been imprisoned in a cage. He felt great compassion for this young girl and was determined to learn more about her. His parents could not tell him much, and it was not until he was an adult and was able to go to France and do his own research that he would learn about her remarkable life. Twain spent years researching and writing an accurate biography. He published the book under a different pseudonym because he wanted it to be taken seriously. However, the ruse did not last long. When people found out that Twain had written it, they were disappointed that it was not funny like his other works, and the book never became popular. Although the book has been almost forgotten today, those who read it will sense the author's admiration and respect for Joan.



"Joan of Arc at the Siege of Orléans" by Eugène Lenepveu (1819–1898), 1886–1890

Examine the portraits and the statues that depict Joan of Arc in the extension text, as well as the images below. Then create your own work of art inspired by Joan of Arc. You could create a painting, sketch, short story, poem, or even a clay sculpture.



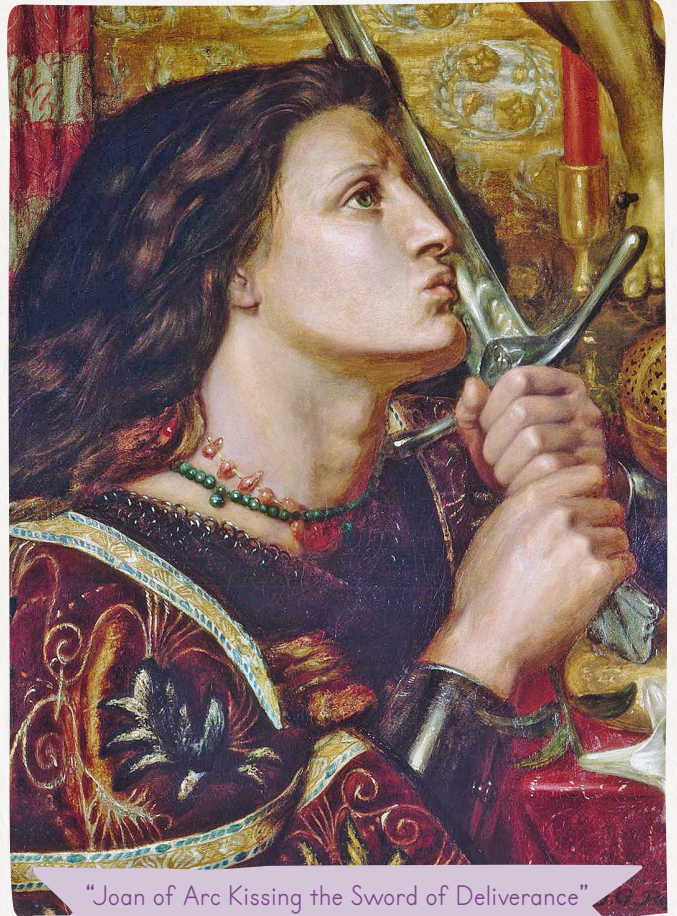
Answers will vary.

The two paintings below were created by artists who were part of a mid-19th-century group called the Pre-Raphaelite Brotherhood. The group loved to draw inspiration from medieval themes, so Joan of Arc was a perfect subject. The group believed that art should be detailed and realistic, have bold colors, and should bring out strong emotions. Evoking emotion and connection was more important than any formal artistic rules.

Study the paintings and pick which one is your favorite. Then, in the space below, describe specific parts of the two paintings that reflect the ideas of the Pre-Raphaelite Brotherhood.



"Joan of Arc"
by John Everett Millais (1829–1896), 1865



"Joan of Arc Kissing the Sword of Deliverance"
by Dante Gabriel Rossetti (1828–1882), 1863

Answers will vary.

In the lesson you learned that at least a third of people in Europe died from the plague. Let us take a closer glance at what that might have looked like. Color one-third of the characters below red. This represents the part of the population that would have died.

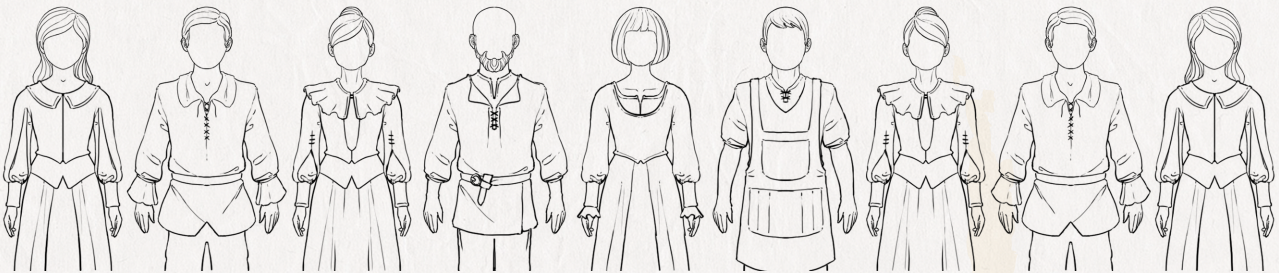
Child should have colored 10 people.



The people throughout the city had a one-in-three chance of dying, but that does not mean it would have been exactly one-third as shown above. Let us simulate what this might have looked like with the nine drawings of people below. Pick one person below by circling them. We are going to see if the character you pick would have survived the Black Death. Roll the dice for each character. If you roll a one or two, the person dies of the disease. Color them red. If you roll any other number, the person survives, and you can leave them uncolored.

This is called probability. You might end up with no deaths at all, but the probability predicts that three out of nine (or one-third) will die.

Answers will vary.



- ➔ How many of your characters died? Was it more or less than one-third?
- ➔ Did your character survive?
- ➔ If desired, repeat the simulation multiple times and see what happens. Rolling dice to determine probability is random, and losing a loved one to the Black Death must have felt frighteningly random to the people of the time as well. They did not know who would or would not survive. Today, we know that death came to those who were exposed to the bacteria causing the disease and whose bodies could not fight it off.

PEASANTS' REVOLT OF 1381

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

Can you imagine how much the world must have changed for the people who survived the Black Death? The Black Death killed between 30–50% of the European population between 1347 and 1351. Survivors had to deal with not only the loss of their family members and friends but also the economic, political, and social consequences that resulted from this rapid population loss.

In England the number of peasant laborers decreased so dramatically that wealthy landowners had to compete to find workers to tend their fields and flocks. At the time the lowest level of peasant was called a serf, or villein [VILL-in]. Serfs were legally tied to the land they worked and served as an unpaid labor force for the landowner. With the sudden labor shortage created by the Black Death, laborers found themselves able to demand better working conditions and higher wages. Some serfs even made enough money during this period to buy their freedom.

To combat this surge in the prosperity of the peasant class, the English Parliament passed a law limiting the wages that workers could be paid. You have probably heard of minimum wage, which prescribes the lowest amount a worker can be lawfully paid. This was the opposite of that! Wealthy landowners were rapidly losing profits to pay ever-increasing wages to their laborers, so a law was made creating essentially a maximum wage. Some landlords took matters even further and tried to turn free peasants back into serfs in order to save money on wages. Social tension continued to rise throughout England.

Consequently, in 1381, when King Richard II issued a **poll tax** (a fee required to vote), the third such tax issued in five years, discontent rose to a tipping



King Richard II

point among the peasant class. This type of tax required any person over the age of 15 to pay the same tax amount, whether a wealthy lord or the poorest serf. When tax collectors arrived in the town of Essex in Kent to check on the payment of this tax, they were met by a group of armed peasants fueled by anger and frustration. Convinced that the government was working to deliberately keep them from creating a better life for themselves and their families, this rebel force progressed from an assault on tax collectors and landlords to the destruction of manor houses. They specifically sought out and destroyed documents showing villein (or serf) status. It was not only serfs and rural peasants who began to revolt; small business owners and artisans joined too!

A leader rose up among the rebels, Wat Tyler of Maidstone. He led an increasingly large assembly of rebels to London to bring their demands to the king. On the way they captured Canterbury, burned Savoy Palace (the home of the king's uncle), freed prisoners, and exacted justice as they saw fit. They made it to London and captured London Bridge and the Tower of London.

On June 14th King Richard II met with the protest leaders to negotiate. The demands put forward included doing away with the poll tax, ending the laws limiting labor wages, reallocating the wealth of the Roman Catholic Church, and eliminating serfdom. After agreeing to all the demands, Richard expected the rebels to put down their weapons and disperse. However, riots continued to spread the next day.

The king met with the leaders again on June 15th, with a sizable military troop backing him up this time, seeking to negotiate an end to the rioting and bloodshed. Wat Tyler brought to the meeting an additional list of demands to impress upon the king. In the midst of this heated encounter, however, London's Mayor, William Walworth, killed Wat Tyler. To pacify the enraged crowd, King Richard II again

promised to meet all the rebels' demands. The peasants rejoiced in their victory, put down their weapons, and made their way back to their villages and homes.

However, once the mob had disbanded, King Richard II did not keep his promises. The king had his troops round up rebel ringleaders and execute them. He also dispatched troops to suppress any further outbreaks of rebellion. King Richard II declared, "Villeins ye are, and villeins ye shall remain." The Peasants' Revolt of 1381 failed to end serfdom or redistribute the wealth of the church. The only direct gain made was the abandonment of the poll tax.

That was certainly not the ending the peasants had hoped for! Living with the scars of the Black Death could not have been easy. Everyone was seeking to heal from the economic, political, and social wounds suffered by the catastrophic loss to the population. The disappointment the rebels felt after learning they had been unsuccessful at achieving their goals is a feeling we can all empathize with. While serfdom in England declined steadily after the Peasants' Revolt of 1381, the practice continued in other parts of Europe until the mid-1800s.



King Richard II meeting with the protest leaders

ARTIST OBSERVATIONS

LESSON
27

Just like Leonardo da Vinci, you can be an artist who observes and asks questions to learn about the world around you. Take your *Student Explorer* outside (or near a window) and use this page as your own notebook to fill with observations. Draw the plants, birds, insects, weather patterns, or anything else that interests you. Use books or, with a parent's permission, online resources to find out more about the things you drew and fill in any empty spaces between your art with your own notes. Leonardo filled over 13,000 pages, but take your time to fill just two.

Answers will vary.

THE STORY OF THE SISTINE CHAPEL

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

Our story begins in the smallest country in the world: Vatican City, located inside the city of Rome. You make your way through a museum with a crowd of other foreigners, trying to identify the many languages being spoken around you. Anticipation grows as you proceed through the hallways, admiring the amazing sculptures, paintings, and historic artifacts on display. When you finally see the sign “Cappella Sistina,” you notice the atmosphere change as guards and posted signs inform visitors to put away any cameras or smartphones, and a hushed silence falls. The time has finally come! You step into the massive, rectangular, high-ceilinged room and are immediately overwhelmed by the beauty all around you. From the intricate mosaic tiled floors to the vibrantly painted walls and ceiling, the Sistine Chapel stands as a marvel of the Renaissance. Let us take a look at how this incredible place came to be.

The Sistine Chapel is located in Vatican City, home of the pope, leader of the Roman Catholic Church. The chapel was built in 1473–1481 by the architect Giovanni dei Dolci and named after Pope Sixtus IV, who had it built and commissioned the frescoes on the walls within. To create a fresco painting, an artist paints directly onto wet plaster. The paint dries along with the plaster and becomes a part of the wall itself. Well-known Renaissance artists such as Sandro Botticelli [SAND-row BOT-i-CHELL-ee], Pietro Perugino [PYEH-tro peh-roo-JEE-no], and Domenico Ghirlandaio [daw-MEN-ee-koh geer-lan-DIE-yoh] created the massive frescoes on the walls of the Sistine Chapel depicting scenes from the lives of Moses and Jesus. The ceiling was originally a giant fresco painting of the night sky, a blue background with stars.

However, years later, when a crack damaged the ceiling, Pope Julius II sought out an artist he was already acquainted with to repaint the ceiling, Michelangelo Buonarroti [mike-ell-ANJ-ell-oh BWEH-no-ROT-ee]. Pope Julius II had hired Michelangelo previously to create and adorn his own tomb. The two had several disagreements during that project, leaving Michelangelo hesitant to work together again. When Michelangelo finally accepted the commission to paint the ceiling of the Sistine Chapel in 1508, he convinced the pope to change plans from a simple painting of the 12 apostles to the highly ambitious masterpiece you can see today. At the time Michelangelo was a famous sculptor but had never used the fresco painting technique before.

In order to reach the incredibly high ceilings, Michelangelo created a special bridge-like scaffolding. You may have heard that Michelangelo painted while lying down, but he actually stood on the scaffolding,



Sistine Chapel, Vatican City

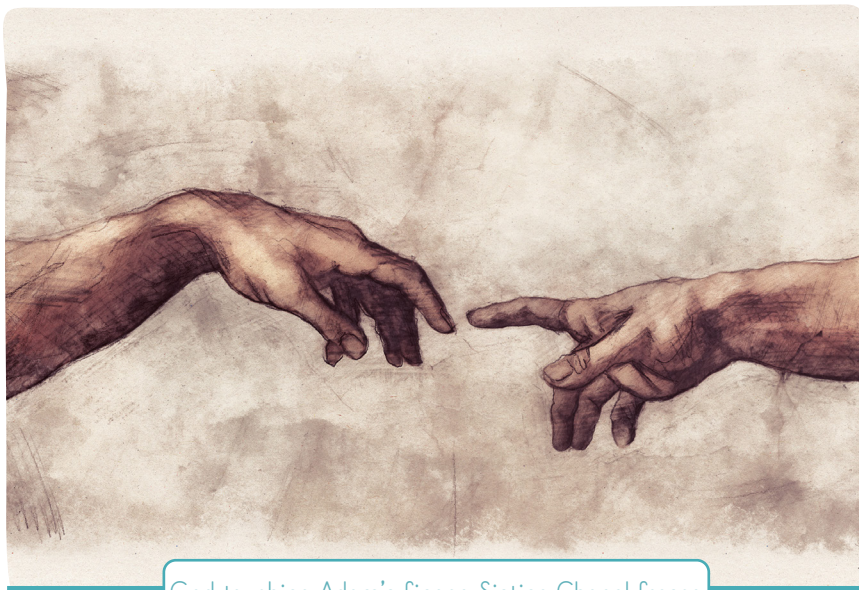
craning his neck upward and reaching up to the ceiling above him. Four years of that must have been very uncomfortable! Michelangelo began painting at the entrance to the chapel and made his way to the other end of the room above the altar. He did not allow anyone, including the pope himself, to view his progress as he went. He mapped out the scenes in a specific order and pattern.

Along the outer rim of the ceiling, Michelangelo alternated between seven prophets and five sibyls, or female prophets, who foretold the coming of Jesus Christ. Also around the edges, you can see depictions of 40 generations of the ancestors of Jesus. In the four corners are additional scenes from the Old Testament highlighting the Salvation of Israel. The center strip of ceiling has a total of nine panels depicting scenes taken from the biblical book of Genesis. As you walk into the chapel, you see the scenes in reverse chronological order, starting with three scenes of Noah, then three depicting Adam and Eve, and the final three showing Creation. You have likely seen a reproduction of the panel that has been called *The Creation of Adam*. It has been used on posters, T-shirts, bumper stickers, and much more. God, portrayed as an older, muscular, gray-bearded man, is shown reaching out to touch the outstretched finger of Adam.

Twenty years after completing the Sistine Chapel ceiling, Michelangelo returned to repaint the entire wall behind the altar. The fresco, *The Last Judgment*, was commissioned by Pope Clement VII and was completed in 1541 under Pope Paul III. Many consider it to be Michelangelo's greatest masterpiece.



the Delphic Sibyl, Sistine Chapel fresco

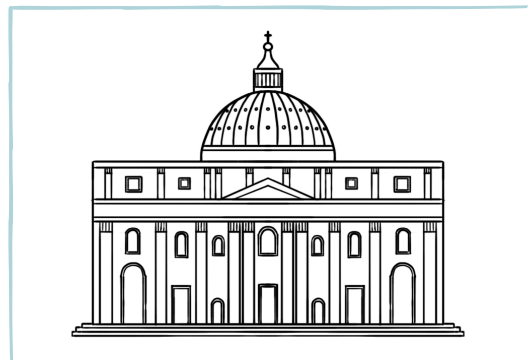
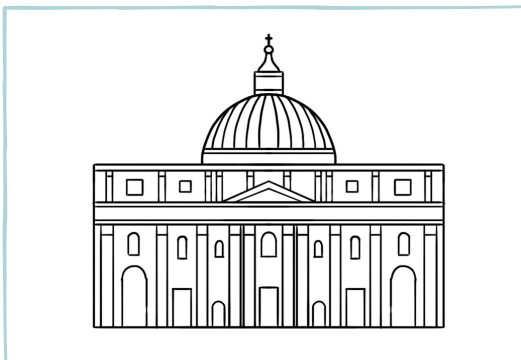
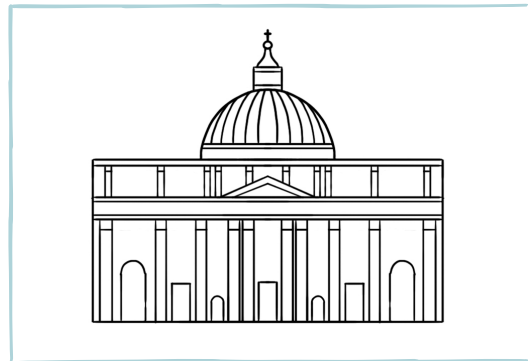
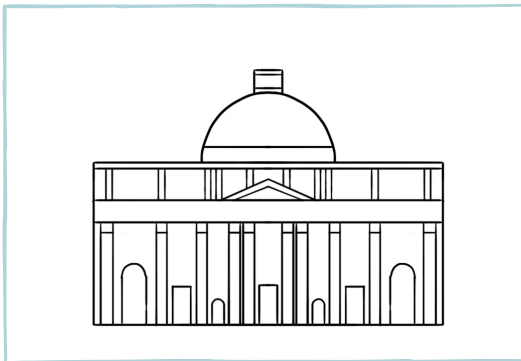
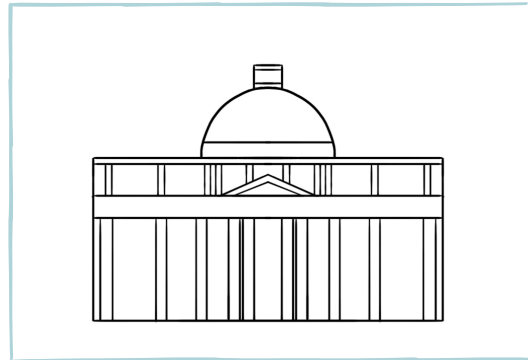
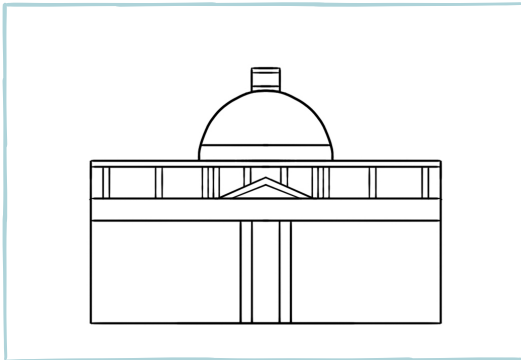
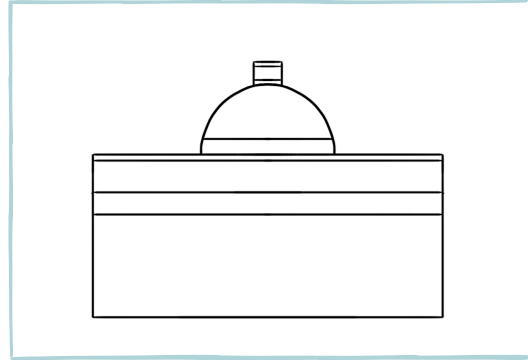
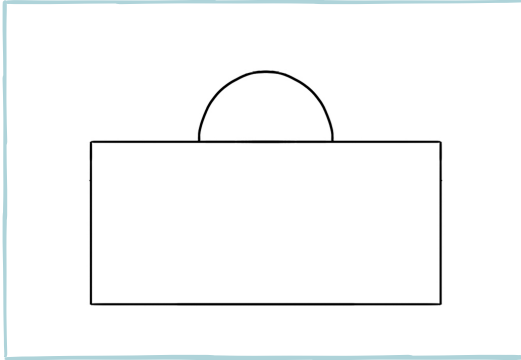


God touching Adam's finger, Sistine Chapel fresco

The Sistine Chapel has been and continues to be used for ceremonies, baptisms, and perhaps most notably, as the meeting place for the papal conclave. The papal conclave consists of a group of senior clergy members of the Catholic Church who meet together, when needed, to elect the next pope. When white smoke is seen coming from a pipe through the roof of the Sistine Chapel, it signals to the world that a new pope has been elected. The Sistine Chapel is precious not only to followers of Catholicism. Millions of people have visited the Sistine Chapel, marveling at the splendor of the Renaissance art preserved there for over 500 years.

As you learned in the article, Michelangelo painted the ceiling of the Sistine Chapel while standing on a scaffold with his head craned back. To appreciate just how difficult this would be, complete an art project in a similar fashion. Tape a piece of paper to the underside of a kitchen counter or table. Then sit down and look up to sketch and/or paint the art project of the outside of the Sistine Chapel that is detailed below.

Answers will vary.



MUSICAL INSTRUMENTS OF THE RENAISSANCE

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

In this lesson you learned about the changes in musical style that took place during the European Renaissance. As an appreciation for secular music began to spread, new musical instruments were also developed. These instruments contributed additional voices to the new polyphonic arrangements, which combined many different notes and sounds all at once. At the start of the period, only the most privileged households could afford these new inventions. But, by the end of the Renaissance, music and musical instruments had made their way into the homes of many different social classes.

One of the most common instruments of the Renaissance period was the *lute*. It had a long neck and a pear-shaped wooden body that was rounded in the back. A player would use his or her fingers to pluck the strings that were stretched across the front. Renaissance lutes usually had six or more “courses,” or pairs of strings. The sound hole in the middle was usually carved in a beautiful geometric



“A Woman Playing the Theorbo-Lute and a Cavalier”
by Gerard ter Borch (1617–1681), c. 1658

pattern. Historians believe that the European lute was originally adapted from an Arabian instrument called the oud [OOD]. By the end of the 16th century, the region of Bavaria in Germany became well-known for its production of lutes. The lute was common because it was relatively cheap to make compared to some instruments that were more complex.

One of these more complex Renaissance instruments was the *harpsichord*. The harpsichord has a similar sound to the lute since it also uses a set of strings. However, instead of directly plucking these strings, the player presses a set of keys on a keyboard. Each key is attached to a long quill, which rises and plucks one of the strings when the key is pressed down. The player can easily press more than one key at a time, creating the desired polyphonic sounds. Harpsichords were fairly large instruments since the strings varied in length to allow for different notes. Other Renaissance variations of this instrument include the *spinnet* and the *virginal*. These use the same technique to pluck the strings, except



harpsichord

their strings run parallel to the keyboard. This allowed for the instrument to be square-shaped and more compact. Eventually, Venice, Italy, became the primary center for harpsichord production. The artisans that produced these particular instruments often decorated the cases with beautiful paintings both inside and out.

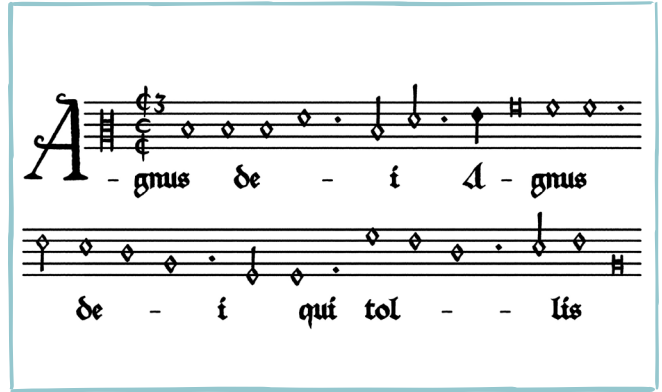
The *viola da gamba* was also popular during the Renaissance. This is a stringed instrument played with a bow, which is drawn back and forth to produce a distinctive and smooth sound. This instrument is played upright while leaning against the player's leg, which is indicated in the name *da gamba*, or "for the leg." Three different sizes of viola were often played together as a set called a "consort," which included a treble, a tenor, and a bass. Some violas were built to include elaborate floral carvings on the body or the shape of a human or animal head in the scroll at the top. Violas were popular both in royal court life and in private homes.

These are only a few of the musical instruments that were invented or became popular during the Renaissance period. Wind instruments, such as the flute-like recorder, added another distinctive sound to the musical ensembles of the time and are still used today for early music instruction. When the portable organ was developed, yet another wind instrument was accessible for use in a variety of settings instead of just the church. All these instruments added to the rich musical invention and discovery of the Renaissance.



viola da gamba

You just learned that musical instruments were developing and evolving during the Renaissance. How music was written was developing as well. Take a look at the two examples below of the song "L'Homme armé." This song was created during the Renaissance and is still played today. The example on the left is modern music, and the example on the right is from the Renaissance.



1. What similarities or differences do you notice in the two images of music above?

Answers will vary.

2. A large part of learning happens when we allow ourselves to wonder. Get curious and write down two or three questions you have about music during the Renaissance. What would you want to learn more about?

Answers will vary.

IMPACTFUL INVENTIONS

Imagine the inventions pictured below were never created. How would your life be different? Write your answers below.



Answers will vary.



Answers will vary.



Answers will vary.



Answers will vary.

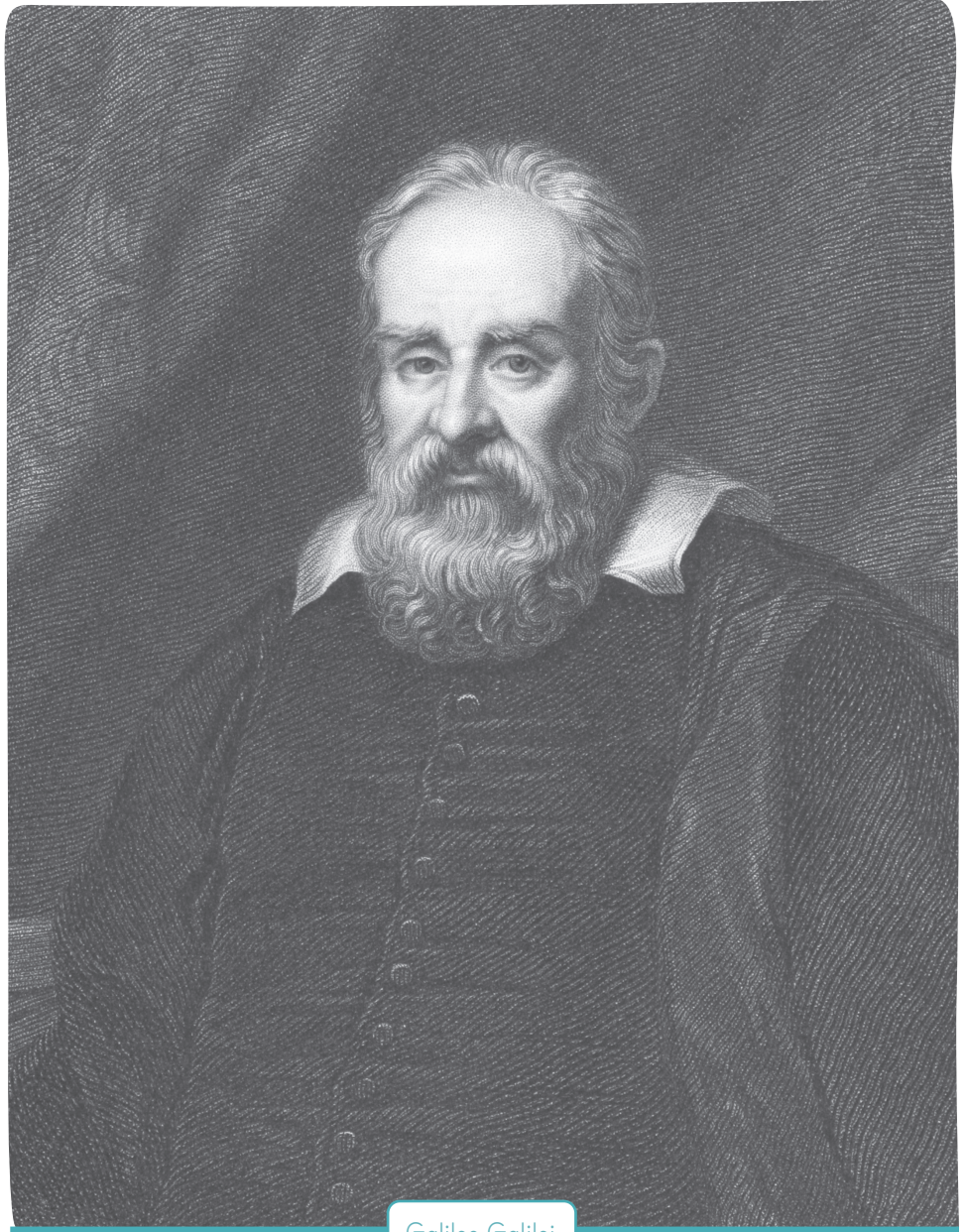
LESSON 29 EXTENSION

GALILEO GALILEI

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

We live in a grand universe. The night sky holds stars and galaxies yet uncounted, which we learn more about every single day. Astronomy, the study of space, is a beautiful science that was made possible by many people throughout history. One of its biggest early contributors, however, was a man named Galileo Galilei.

Galileo was born in 1564, at the dawn of the scientific revolution sweeping through Europe. He was raised in Florence, Italy, for most of his childhood and would never stray far from it in his lifetime. His father Vincenzo was well-known for his scientific discoveries in the musical field, but the boy's interests lay elsewhere. When he was 17 years old, Galileo began working toward a medical degree at the University of Pisa, only to find that it was not the medicine that intrigued him most, but the math behind it! In fact, he enjoyed math so much that he left his degree behind to go teach math in Florence instead.



Galileo Galilei

Galileo soon built up a reputation through his many university lectures and his studies on motion and gravity. Through these experiments, monitoring everything from pendulums to falling objects, he contributed much to the study of physics. Galileo's career as a teacher helped him form many lifelong friendships with prolific philosophers and scientists, but it also did not pay much. He often gave private

lessons in addition to his lectures in order to support himself and his siblings, as his father had passed away.

Over the years Galileo grew to focus less on math specifically, taking interest in several different fields. But his real passion was the experiments he conducted. After making significant discoveries in the field of physics and movement, Galileo took up a new interest: astronomy.

The first telescope had been recently invented

by a Dutch man named Hans Lippershey. It had been designed very simply and had room for improvement, and once Galileo

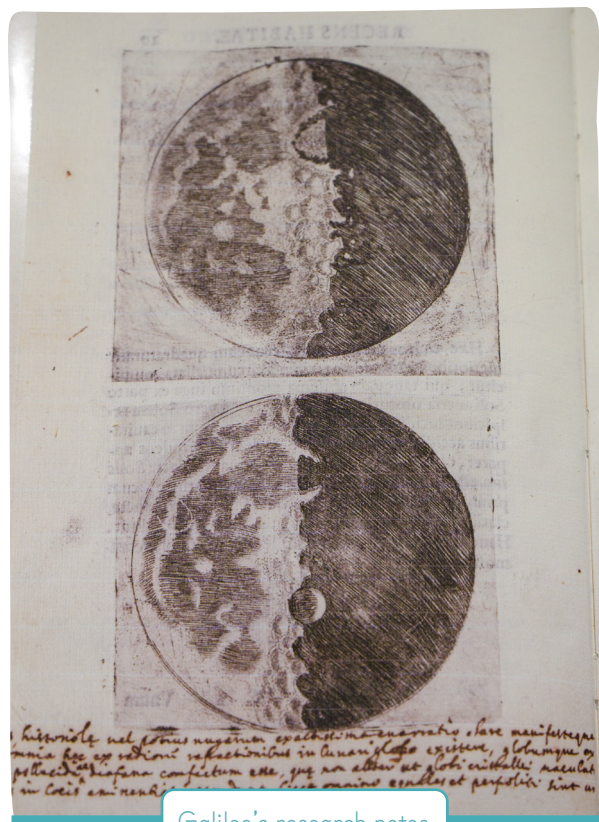
heard about the contraption, he created his own model that soon became famous for its power and craftsmanship. With his new telescope, Galileo studied the skies in a way no one had been able to before. He noted the mountainous landscape of the moon as well as the shifting phases of the planet Venus. With this information he was able to confirm Copernicus's theory that the earth and its neighboring planets orbited the sun, not the other way around.

Unfortunately, not everyone agreed with Galileo's research. While he himself was a devout Christian and believed that science was one of the many important parts of God's creation, the Catholic Church at this time disagreed with some of his scientific conclusions, believing that he presented the heliocentric model in a way that denied God. For the remainder of his life, he was forced to live under house arrest and withdraw his support for Copernicus's theory, though he continued writing on other topics and even published a book about physics a few years before his death. Despite his difficulties, Galileo is now hailed by scientists and historians worldwide for his contributions to the Scientific Revolution.

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a painting of Galileo demonstrating his telescope



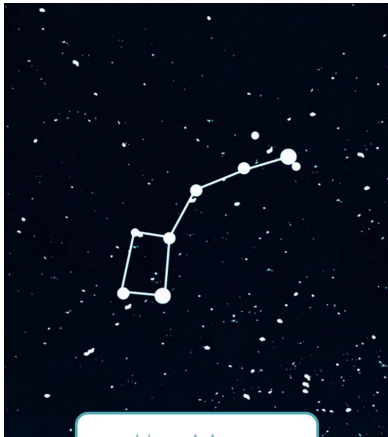
Galileo's research notes

Galileo loved to study the stars, so let us take a closer look at a few constellations. Constellations are a little like playing dot-to-dot in the night sky. People across the ages would often connect the stars to make up pictures and stories. Use a crayon, marker, or colored pencil to copy the constellations pictured below. Draw the stars and then draw the lines to connect the dots. Circle your favorite.



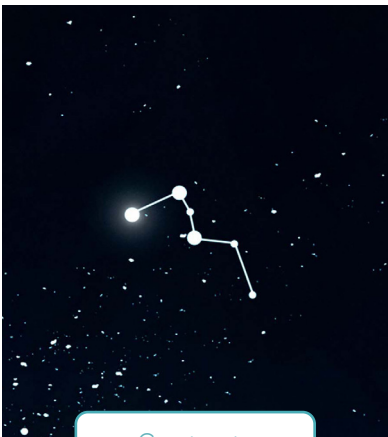
Cygnus

Answers will vary.



Ursa Minor

Answers will vary.



Cassiopeia

Answers will vary.

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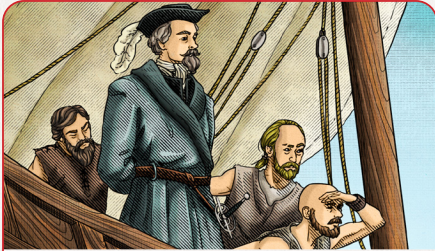


WHAT HAPPENED NEXT?



LESSON
30

→ Cut out the pictures (including the text!) on page 123. As you listen to the lesson, glue the cut-out pictures on this page in the correct order. What happened first?



AD 1534-1542: Jacques Cartier explores New France but does not start any successful settlements.



AD 1605: After much struggle Samuel de Champlain successfully forms the first French colony—Port Royal.



AD 1608-1609: A cold, harsh winter leaves only nine men alive in the Quebec settlement.



c. AD 1624-1701: Native Americans begin fighting in tribal wars over hunting territory to meet the rising demand for fashionable furs in Europe.



AD 1627: Cardinal Richelieu starts the Company of New France, but it struggles greatly.



AD 1663-1673: Louis XIV pays for 800 'daughters of the king' to travel to New France to boost the population.

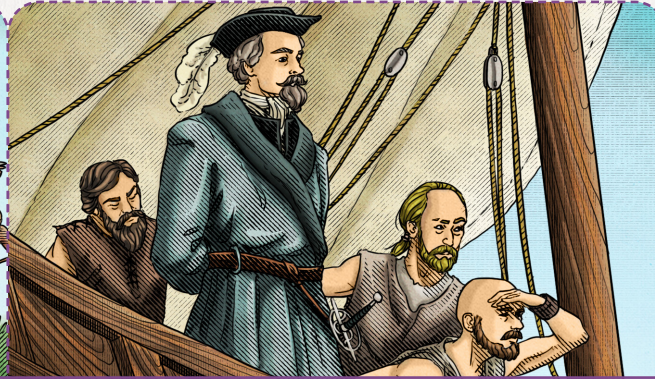
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WHAT HAPPENED NEXT?

LESSON
30



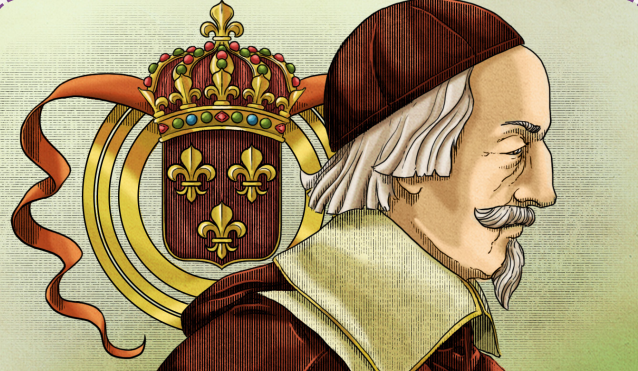
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FRENCH EXPLORERS IN THE AMERICAS

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

European exploration of the Americas was booming in the 1500s–1700s: British, French, Italian, and Spanish explorers were all excited by the possibilities the New World held. Following in the footsteps of the many explorers crossing the Atlantic, a Frenchman named Jacques Cartier set out on a mission of his own. Cartier’s goal was to find a sea passage through North America to Asia, which would allow for new trade routes from Europe. He had been assigned the task by the French king himself, Francis I. With experience from past voyages, Cartier confidently sailed toward the North American continent in April of 1534.

After only three weeks of travel, he arrived on the coast of Newfoundland in what is now the country of Canada. Though he was unsuccessful in finding a sea passage,



Jacques Cartier



Louis Joliet

Cartier made many other important discoveries on his journey, such as Prince Edward Island, which he described as “very pleasant to behold.” While sailing along the Canadian coast, he also recorded his experiences in navigating the Gulf of St. Lawrence—and was the first European to do so! He returned to France only briefly before being recommissioned to navigate the land he had sailed along instead.

It was during these explorations that the name “Canada” came to be. *Kanata* was a word used by the native Iroquois [EE–ruh–kwoi] people to refer to a village or settlement, and in his dealings with them, Cartier began referring to the general area by the same word. Eventually, it caught on, spreading until the entire country became widely known as Canada. Despite Cartier’s failure to find a sea route across it, he had found a new land for France to rule.

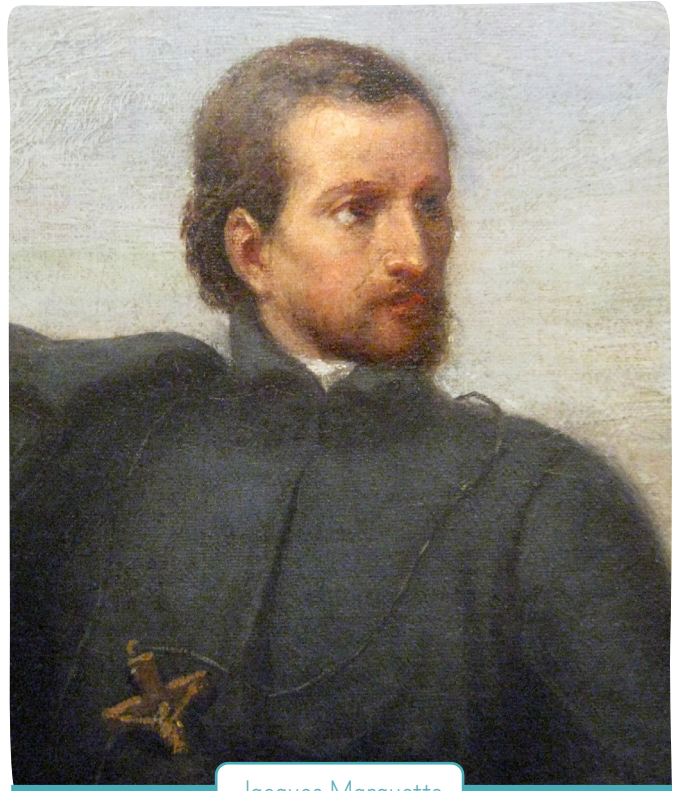
North American exploration did not end with Cartier. In 1673 a pair of French explorers by the names of Louis Joliet [zho–

LYEH] and Father Jacques Marquette [mar-KET] set out on a journey to navigate the Mississippi River, beginning in Canada and traveling south. Joliet was a cartographer well educated in religion, while Father Marquette served as a missionary for a group of Catholics called Jesuits [JE-zoo-its]. They both no doubt relied on their faith to guide them as they headed into lands unknown.

But they were not entirely on their own. The Native Americans were friendly to them, and they encountered the occasional Frenchman who was able to trade or give directions. France had not given up on finding a route to the Pacific, and these two men were disappointed to find, after weeks of travel, that the Mississippi flowed down into the Gulf of Mexico



Robert La Salle



Jacques Marquette

instead. Even so, they were the first French men to have traveled this river and came back with many stories to tell!

Stories like those of Marquette and Joliet reached the ears of Robert La Salle [SAL], a Jesuit priest living in France. These explorers' experiences inspired him to pick up their search for a pass to the Pacific Ocean. Leaving behind his peaceful life of priesthood, he sailed across the sea to a new future. During his travels he established fur trades with the local Native Americans and learned much of their language as a result. In further attempts to explore the Mississippi, he sailed down into the Gulf of Mexico, claiming the territory for France. But in the end, he came to the same realization that those before him had—a straight passage through the Americas to Asia simply did not exist. Though France had made massive strides in the settlement of the Americas, it would have to forsake its original dream.

Can you imagine how difficult it would have been to be an explorer without modern maps, satellite images, or GPS? They sailed forth, hoping to find what they were looking for, but they never really knew what they would find. They would have had a much easier time with a map. You get to create your own map of somewhere familiar to you. It could be your home, your yard, or even your neighborhood. Add as much detail as possible so that anyone could understand your map and find their way.

Answers will vary.

Bonus: Hide a kind note somewhere in the place depicted on your map and mark the spot on your map. Let a family member find the note by following your map.

WASHINGTON PUZZLE

Follow the instructions in the course book to complete the activity.

<p>Glue Card 1 here.</p>	<p>In <u>1732</u> George Washington was born in Virginia.</p> <p>America was not yet a unified nation, but made of 13 <u>colonies</u>, ruled by <u>Great Britain</u>.</p> <p>George's family owned a large <u>plantation</u> in Virginia.</p>	<p>Glue Card 2 here.</p>	<p>The plantation where George spent most of his childhood was called <u>Ferry Farm</u>.</p> <p>George's mother, <u>Mary</u>, raised her children to be hardworking.</p> <p>When he was 17, he worked as a land <u>surveyor</u>.</p> <p>George grew to love the wilderness of America and was in favor of <u>westward expansion</u>.</p>
<p>Glue Card 3 here.</p>	<p>George was especially close with his oldest half-brother, <u>Lawrence</u>, who became a soldier.</p> <p>Lawrence wanted George to join the <u>Royal Navy</u>, but Mary said no.</p> <p>George dreamed of one day becoming a <u>soldier</u> and fighting bravely for a just cause.</p> <p>Instead Lawrence helped George meet <u>very rich</u> and influential people.</p>	<p>Glue Card 4 here.</p>	<p>George was very <u>intelligent</u>, talented in mathematics and <u>geography</u>.</p> <p>He did not get to go to formal school or <u>college</u> because he worked so much.</p> <p>For the rest of his life, George took any opportunity to <u>read</u> and learn more about the world.</p>



2

Glue this tab face down.

1

Glue this tab face down.

4

Glue this tab face down.

3

Glue this tab face down.

FOUNDING FATHERS

LESSON
31

Match each Founding Father in the image below with the correct fact about him by writing his initials in the bubble.

JJ

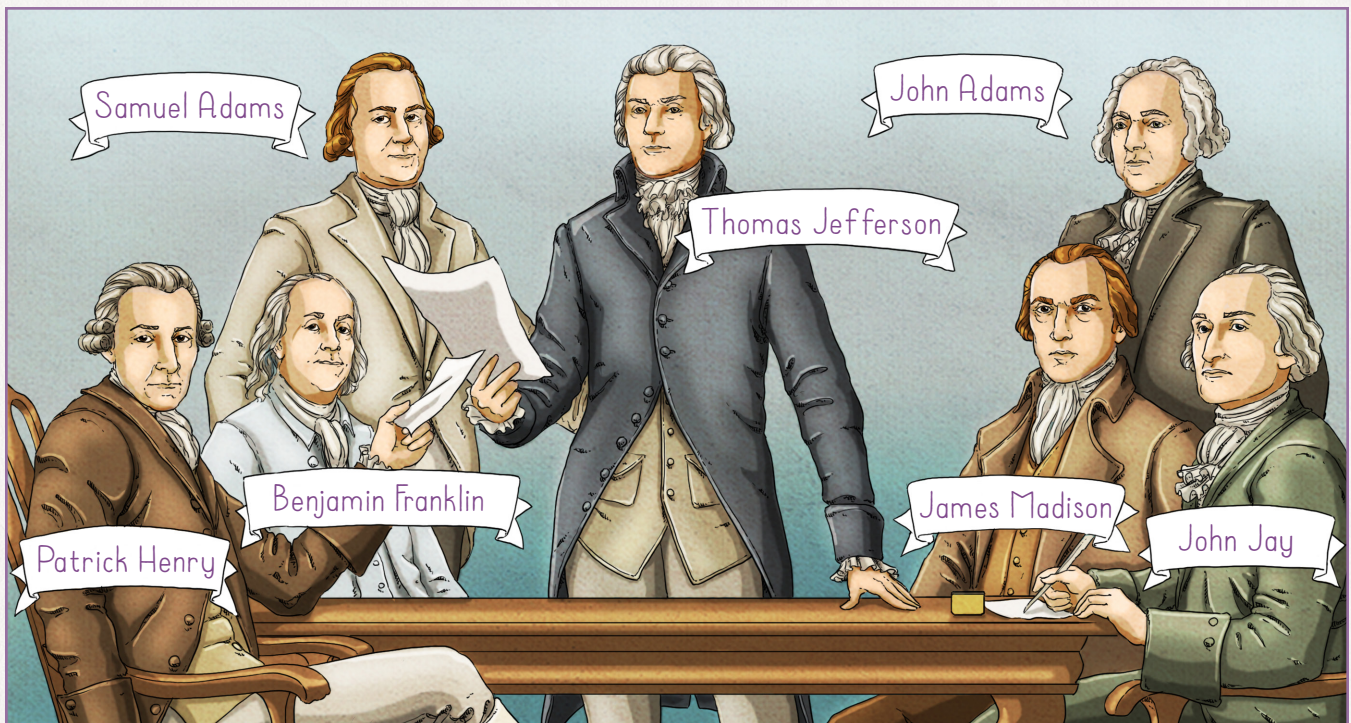
This man helped negotiate the Treaty of Paris.

PH

This man said, "Give me liberty or give me death!"

JA

This man helped Washington get elected as the commander of the Continental Army.



JM

This man helped bring about the United States Constitution.

TJ

This man was the main author of the Declaration of Independence.

BF

This man persuaded the French to help the colonists.

SA

This man helped form the Sons of Liberty.

SURVEYOR GEORGE WASHINGTON

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

Would you be surprised to learn that an old textbook full of math problems is interesting to historians studying George Washington's life? The Washington Library at Mount Vernon owns a book called *The Compleat Surveyor* that Washington studied when he was a teenager, and we can learn a lot about Washington by looking at this book. Washington borrowed the book from a neighbor when he was about 13 years old and taught himself the profession of surveying by studying it. His skills as a surveyor influenced the rest of his life.

Surveying is a way to make accurate measurements of the surface of the earth. Surveyors measure areas of land and determine the location and size of natural features. Once they have obtained accurate measurements and positions, they create maps from the data they have collected. Surveying is necessary to determine where boundaries exist, and the information is used to determine land ownership and where to best build roads, bridges, and buildings. In the American colonies, these skills were highly valued, and a career as a surveyor was both respectable and lucrative.



George Washington's father died when he was 11 years old, denying George some of the educational opportunities his older half-brothers had received. As a younger son, George would inherit only a small portion of his father's property, so he needed to prepare himself for a different future. His formal education ended with his father's death, but young George valued education and reading, and he studied diligently on his own. *The Compleat Surveyor* explains how the geometrical theorems developed by the ancient Greeks can be used to survey land. It begins with simple problems, using a ruler and a compass to create parallel and perpendicular lines, and then presents more difficult problems using geometry and trigonometry. Some of the notebooks young George used to solve these problems show that he mastered at least 17 of the problems in the book.

The Compleat Surveyor also taught the skills necessary to handle various situations one might encounter when measuring actual land. Surveyors need to divide irregularly shaped pieces of land into

T H E

Compleat Surveyor :
Of, the WHOLE ART of
SURVEYING
O F
LAND,
B Y
A New INSTRUMENT lately invented ;
As also by the
Plain Table, Circumferentor, the Theodolite
as now improv'd, or by the Chain only.

CONTAINING
Plain and Easy DIRECTIONS in several Kinds of MENSURATIONS, and
Other Things necessary to be known in a Work of this Nature.

By **WILLIAM LETBOURN.**

The WHOLE Altered and Amended, and Two entire BOOKS added
by the AUTHOR long before his DEATH.

The FIFTH EDITION, in IX BOOKS.

Every Operation both Geometrical & Arithmetical being examin'd,
AND AN
APPENDIX
Added to the WHOLE, Consisting of
Practical Observations in Land Surveying,
By **SAMUEL CUNN.**

L O N D O N :

Printed for SAMUEL BALLARD at the *Blue Ball*, and AARON WARD
at the *King's Arms* in *Little Britain*, and THO. WOODWARD at the
Half-Moon against *St. Dunstan's Church* in *Fleetstreet*. 1722.

accurately sized plots. Often they need to measure large distances or work in difficult terrain, like marshes or forests, and of course, land is rarely flat, so they need to learn how to work in hilly or mountainous areas. The book also explained how to represent bodies of water and use color to enhance maps. Learning to survey taught Washington the importance of accuracy and precision and gave him problem-solving skills that he would use throughout his life.

One of Washington's first efforts was making a survey of his half-brother Lawrence's turnip fields. Later, when he was 16, Washington accompanied his friend George William Fairfax on a monthlong expedition to western Virginia, where they surveyed land and laid out lots. This trip gave Washington valuable experience, both in surveying and in living on the frontier. A year later 17-year-old Washington was appointed to a job as county surveyor of Culpeper County, Virginia, which paid well. Two days after his appointment, he completed his first survey. Washington only held this position for about a year, but he continued to work professionally as a surveyor for two more years, and he had completed over 200 surveys by the time he began a new career in the military in 1753 at the age of 21.

Although George Washington never again used his surveying skills professionally, he continued to make surveys throughout his life. He made maps during the Revolutionary War, and his understanding of landscapes helped him with battle strategy and moving troops across different types of terrain. After his military career, he continued to use surveying to manage his vast properties. At one point he owned 70,000 acres of land, and he needed to establish boundaries and divide it into *tracts* (sections). He also put his skills to use when he acquired new land. Surveying was such an important part of Washington's life that he completed his last survey only a few weeks before he died.



"George Washington, surveyor" by Henry Hintermeister (1897–1970), 1948

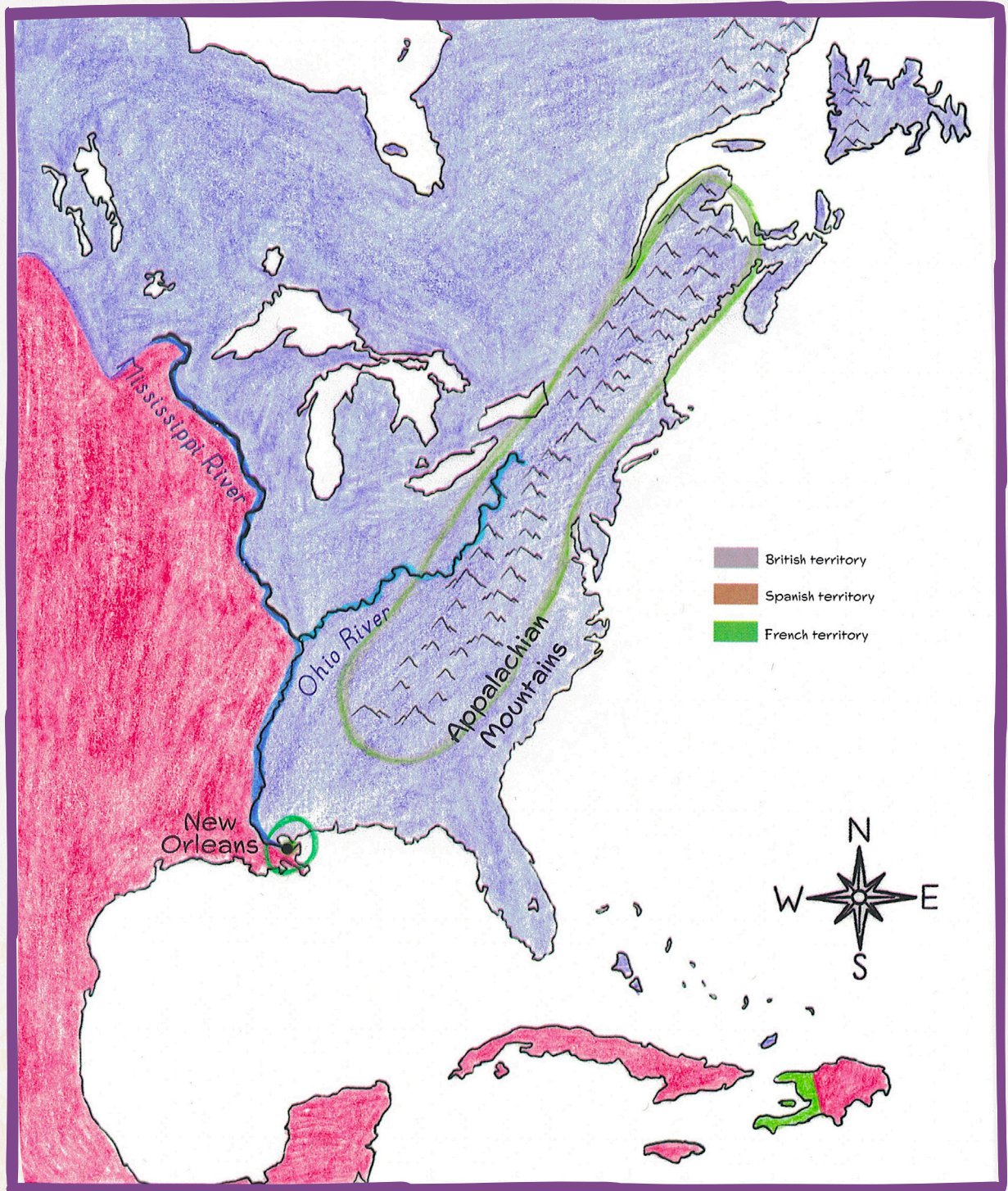
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Make a simple map of your yard or a small area around where you live, like your block. If you have access to them, you can use simple tools like a measuring tape, a magnetic compass, and graph paper to help you be more accurate, or you can do a more freehand sketch.

Answers will vary.

FRENCH AND INDIAN WAR

Follow the instructions in the course book to add details to the map below.



THE BATTLE OF MONONGAHELA

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

Have you ever had to share something with other people? Imagine a delicious, fresh-from-the-oven blueberry pie. As your parent cuts the pie into slices, you carefully watch the configuration of buttery, flaky crust and sugar-sweetened berries bursting with purple juice to decide which piece you want to claim. Well, in the middle of the 18th century, North America was much like that pie, being shared and carved up by the British, the French, and the Spanish. Each country wanted its piece of the pie to be bigger and bigger. In fact, each country wanted the whole delicious pie to itself, and never mind the Native Americans who were already living there! In 1754 the British and French each became eager to exert total control over the continent, and conflict became inevitable. Great Britain formulated a far-reaching plan to remove the French from North America altogether, starting with the Ohio River Valley, where the French had been victorious the previous year. The British king, George III, sent Major General Edward Braddock, a 60-year-old army officer, to lead British forces against the French. The British set their sights on French Fort Duquesne [doo-KANE], which stood at the confluence, or joining place, of three rivers: the Ohio, Monongahela [muh-nahn-guh-HEEL-uh], and Allegheny [al-uh-GAY-nee].

In the summer of 1755, the British assumed they would crush the French, who were undersupplied and had far fewer soldiers. In fact, the British government at the time boasted that “this Summer’s



Campaign will make Major General Braddock Master of the Ohio, . . . [and] he will soon make himself Master of all Canada.” During this time “Canada” referred to all French-controlled land in North America, which included much of what is now the American Midwest all the way south to modern-day Louisiana.

Braddock thought he would be victorious too. In May 1755 all colonial and British forces participating in the campaign gathered at Fort Cumberland in Maryland, including the 44th and 48th British regiments from Ireland and militia from many of the colonies, numbering 2,100 soldiers, 300 camp supporters, and 27 cannons in all. Braddock appointed 23-year-old Colonel George Washington as his *aide-de-camp*, or personal assistant.

Young George Washington

Urged by his advisors to enlist the help of local Native Americans, Braddock reluctantly met with representatives of the Ohio River Valley tribes to half-heartedly ask their help as guides and warriors. In a huge misstep, Braddock deeply insulted the Native Americans, declaring that should Britain win, “no savage should inherit the land.” As the army left on May 29 for its 110-mile journey over steep, mountainous, heavily forested terrain, it had only eight guides from the Mingo tribe.

Eager to reach Fort Duquesne before the French received reinforcements, Braddock felt frustrated by the army’s slow progress as the soldiers blasted a 12-foot-wide road through the dense forests. George Washington, who was struggling to recover from an illness, suggested that a smaller, speedier force go ahead while the heavy wagons and supplies continue slowly from behind. Braddock agreed and sent a “flying column” of 1,400 men speeding ahead to engage the enemy. Lieutenant Colonel Thomas Gage then detached an even smaller band of fighters to forge ahead of the “flying column.”

On July 9, at Fort Duquesne, newly arrived and

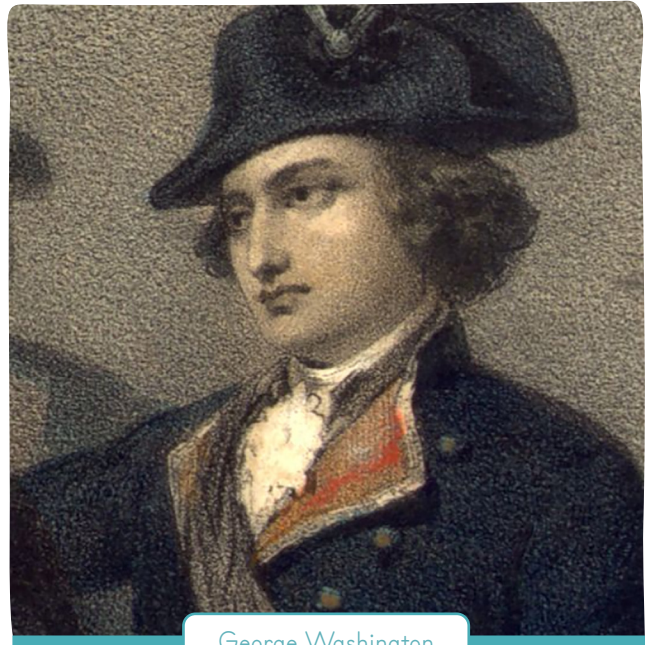
energized French captain Daniel Beaujeu [BOW-zhoo] convinced a group of 900 allied French forces, mostly Native Americans, to leave the fort and attack the British. Shirtless and decorated in war paint, Beaujeu led the band to where the British were crossing the Monongahela River. A ferocious battle erupted. A British bullet immediately struck and killed Beaujeu, and the Native Americans retreated to the cover of the surrounding forest. The British retreated down the hill, where they ran into Braddock and his advancing force. Chaos ensued as shots rained down from the trees, and Braddock struggled to gather his terrified troops to fight in regular formations, even striking his own men with the flat of his sword.

Meanwhile the French and Native Americans fired from behind trees and bushes down at the easily targeted red uniforms of the British. For several hours thick smoke, panicked screams, and war whoops filled the forest as the road filled with the uniformed figures of the British and colonial dead and dying. Braddock issued an order to retreat, but a bullet immediately passed through his right arm and into his lung, severely injuring him. Washington carried out Braddock's orders of retreat as he and other officers struggled to pull Braddock from the battle on a stretcher made out of his own sash.

Battle of Monongahela: Braddock's Death

Braddock died during the retreat on July 13 and was buried in the middle of the road. Washington ordered the soldiers and wagons to march over the recent grave to hide it from any enemies who might wish to disturb the body.

The British defeat at the Battle of Monongahela was unexpected, embarrassing, and severe. Two-thirds of the British forces and three-fourths of the officers were killed or wounded. The French casualties are less certain, but most accounts put fatalities and wounded at around 30. A week later Washington recounted the heavy losses of the battle in a letter to his brother. He recognized his providential escape, revealing that "I had four Bullets through my Coat, and two Horses shot under me."



George Washington

Washington and the Prophecy

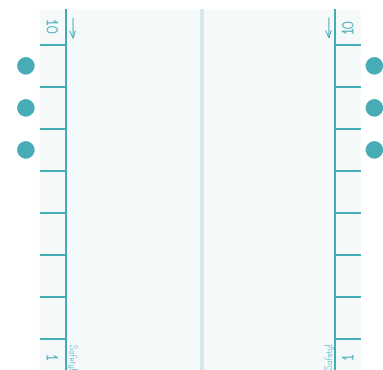
Physician Dr. James Craik [KRAKE] later recounted another providential story about Washington. In October 1770 Dr. Craik, George Washington, and a party of officers and soldiers traveled to the Kanawha [KAW-na-wa] River in Ohio territory. Dr. Craik said an entourage of Native Americans approached them, and their *sachem* [SAY-chim], or leader, requested an audience with Washington. During their shared meal, the sachem recalled being present at the Battle of Monongahela 15 years previously and seeing Washington as a young officer. The sachem recognized Washington as a daring and formidable foe. In the heat of the battle, the sachem had directed his fellow warriors to shoot Washington, yet their bullets could not hit him. After recounting this history, to the astonishment of the company, the sachem solemnly proclaimed, "The Great Spirit [a Native American term for a supreme God and creator] protects that man and guides his destinies—he will become the chief of nations, and a people yet unborn, will hail him as the founder of a mighty empire." If Dr. Craik's story is accurate, the sachem's words would prove true, as only a few years later, Washington bravely led the Americans to victory in the Revolutionary War and became the first president of the newly formed American nation.

WASHINGTON RETREAT GAME







George Washington once had to retreat from a battle, so today you get to play a game of retreat. Find one other person to compete against. Use pennies or buttons to represent 3 soldiers each. Line them up horizontally next to Space #10 to the side of this page. Your opponent should sit beside you and do the same with his or her 3 "soldiers" to the side of the opposite page. The goal is to retreat each soldier back to the safety of Space #1 before the other player. Read the instructions below before starting to play.

- 2 players
- Setup: Sit side by side with your opponent. Use 3 pennies or buttons for each player. Place your *Student Explorer* in front of you where both players can reach it. Line the pennies or buttons up horizontally in a row near Space #10 on either side of your book.
- Objective: Be the first to retreat all 3 of your soldiers to the safety of Space #1.

Note: You can never move past Space #10.



Roll the dice. Use the key below to determine your move.

-  or  Retreat any soldier (toward #1) one space.
-  A soldier accidentally moves toward the enemy (#10) one space.
-  All soldiers are distracted and cannot move this turn.
-  or  Answer a question below correctly to retreat any soldier two spaces.

Have an opponent read you one of these questions if you roll a 5 or 6. (Hint: Double-check the extension if you cannot remember the answer.)

What was the name of the general leading young Washington in the battle that ended in retreat and disaster?

Major General Edward Braddock

How did Braddock deeply insult the Native Americans?

He said if they won, "no savage should inherit the land!"

Which three European countries wanted a chunk of the juicy North American pie?

Great Britain, Spain, and France

What color were the easily spotted British uniforms?

red

Did Washington's general survive the battle?

no

What part of George Washington's clothing had bullet holes in it after his retreat?

his coat

What did a Native American sachem later say about seeing Washington in the battle?

that God protected Washington and he would be the chief of nations and founder of a mighty empire

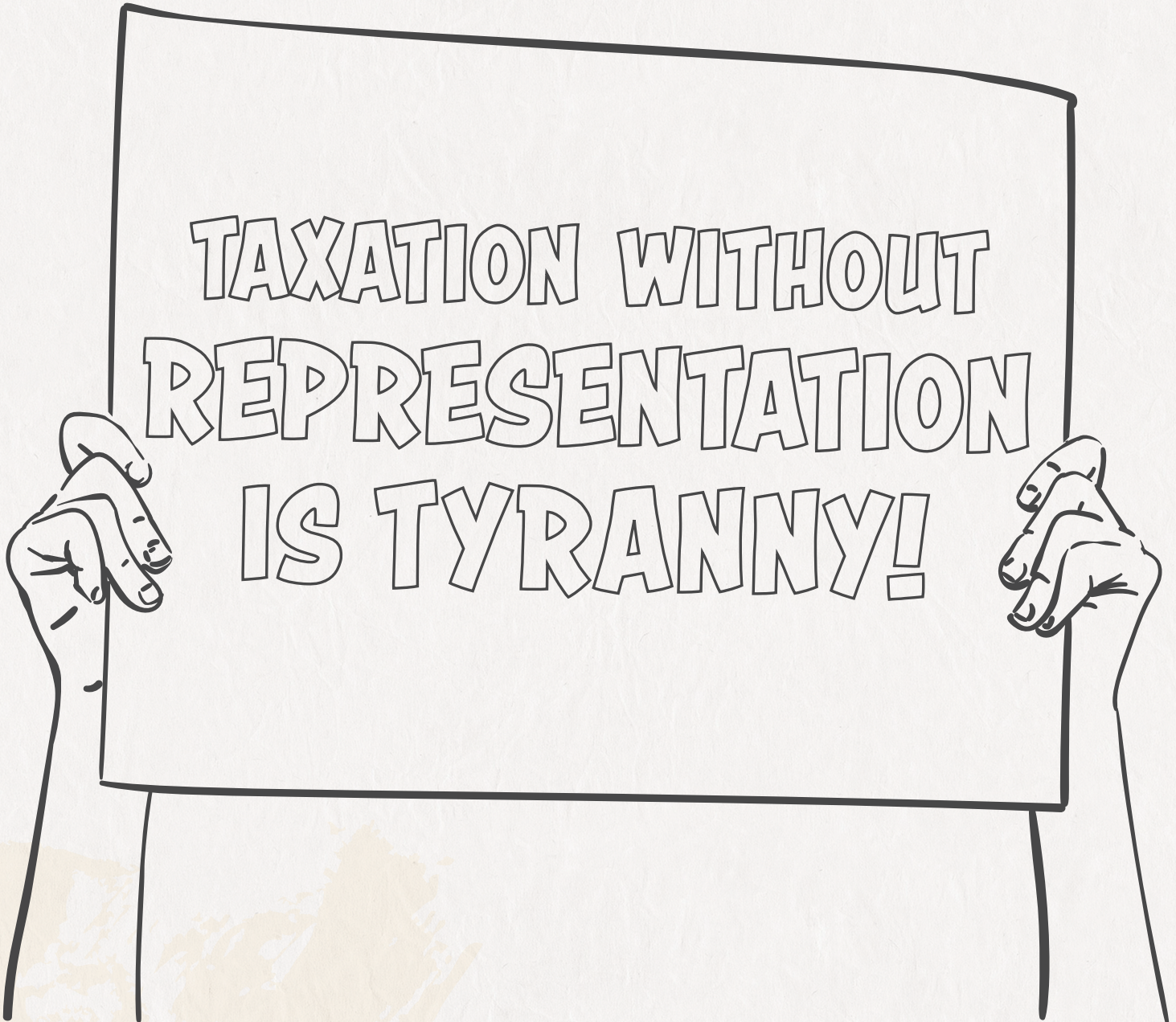
Did General Braddock think that the French would be tough opposition?

No. They expected an easy victory.

≈§ TAXATION SIGN ≈

→ Color the letters on the sign below and, if desired, decorate the sign.

Answers will vary.



COLONY TAXATION

Different types of money were used in the colonies before and during the Revolutionary War. The money from Britain was one type of many currencies used. British money at the time included pounds, shillings, and pence. (If you only had one, you called it a penny; if you had more than one, they were called pence.) Examine the chart below to understand a little of how the money system worked in the colonies.



Use the chart to the right to calculate what the total cost of some goods would be with the new and changing taxes. Not all taxes were enforced at the same times. Write or draw your answer.

Then circle each good that has a cost lower than the added tax. This means the colonists had to pay more in taxes than they were paying for the goods themselves!

GOODS	COST per item	ADDED TAX per item	# OF ITEMS	TOTAL COST
 molasses	 2 pence	 3 pence	5	25 pence
 paper	 5 pence	 4 pence	6	54 pence
 window pane	 3 shillings	 2 shillings	8	40 shillings
 tea	 1 penny	 3 pence	4	16 pence
 dice	 3 pence	 10 shillings	1	123 pence

Pretend you are representing your family to King George. Write a short note explaining how you feel about these taxes.

Answers will vary.

LESSON 33 EXTENSION

SAMUEL ADAMS

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



One day in 1722, a boy who would one day be known as the “Father of the American Revolution” was born in Boston. Though young Samuel Adams was destined to play a huge part in the country’s

development, one would have never guessed it during his childhood. With little desire to become a clergyman like his parents wanted him to, Samuel instead went on to study law. While he did graduate from Harvard, he then struggled to find a career he both liked and was successful in. After losing his job as a Boston tax collector, he turned his eye to something he found far more interesting: politics.

Over the years he worked his way into the local government, just in time for Britain’s new acts and taxes to be established in Boston. Samuel Adams was one of the first noteworthy figures to call for justice. He had been a *Patriot* (supporter of American independence) from the beginning; back in his days at Harvard, his graduating *thesis*, or final paper, had centered around the “Lawfulness of Resistance to the Supreme Magistrate.” In other words, he believed that England had no right to govern the colonies so harshly. This thesis made him unpopular with those loyal to the crown. However, this did not stop him from continuing to fight for independence. As the first protests began in Boston, he marched alongside the other protestors, campaigning for fair taxation.

In 1765 Samuel was appointed to a position in the Massachusetts court. From there he was able to use his organizational skills, pulling the strings to earn other Patriots their own spots in the government. It was almost as if he were quietly assembling an

army of rebellion. After the tragic events of the Boston Massacre, which you will learn about in the next lesson, he was on the council that successfully removed British troops from the area. His avid support for the wronged colonists earned him countless supporters.

Samuel was not particularly strong or athletic, but he used the skills he had to encourage the fight for independence. His talent for writing and rallying the people did not go unnoticed by the British. Such a powerful influencer would be extremely useful to the British cause. After arriving in Boston, British general Thomas Gage attempted to buy Samuel’s allyship with a large sum of money. Samuel refused to throw away his ideals for pay, saying, “No personal consideration shall induce me to abandon the Righteous Cause of my Country.”

His commitment to this cause spurred him to arrange one of the most infamous colonial riots against the British: the Boston Tea Party, which you will also learn about in the next lesson. This was perhaps one of the greatest steps he made toward the fight for independence. Throughout his lifetime Samuel Adams strove for a country ungoverned and unrestricted by anyone but itself. He was one of the first to call for liberty and one of the many actively involved in its execution. His humble beginnings are proof that not all of history’s victors were skilled soldiers or warriors. Wit and charisma can be weapons of their own!



Samuel Adams was a great defender of liberty and independence. And he used his writing skills to advocate for the cause of freedom. What is something you highly value? Maybe it is a principle, such as freedom of religion, education, or family. Maybe it is an attribute or quality, such as integrity, truth, or faith. Pick something you highly value, and then either write a persuasive paragraph about your topic OR create a political cartoon or artwork to persuade someone to agree with your values.

Answers will vary.

THE BOSTON MASSACRE

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

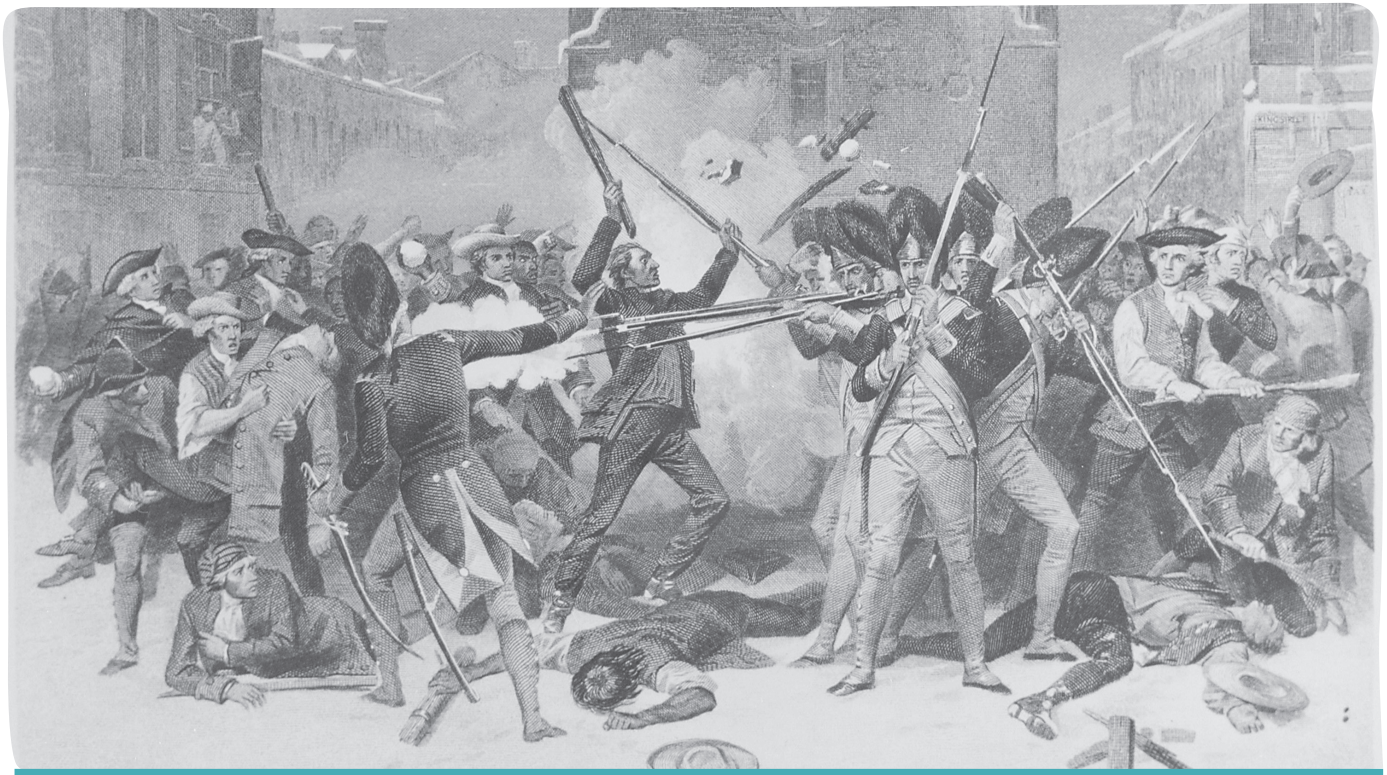
In 1770 the public outcry against the Stamp and Townshend Acts had rallied the people of Boston together in their desire for justice. British soldiers walked the streets, enforcing these laws by firm and sometimes violent action. The sudden taxation on everyday materials such as glass, paint, and paper was unfairly high and could not be met by many citizens. A demand rose up from the wronged colonists: "No taxation without representation!"

Without fair government representation, they instead took to more physical methods of protesting, such as vandalizing stores and brawling with soldiers in the streets. Riots, even for just causes, are dangerous, and destruction and injury are common results. Colonists who remained loyal to Britain were viewed just as poorly as British officials, and often received the same treatment. In February 1770 a mob of colonists attacked a store owned by

a Loyalist. An officer tried to defend the property but was forced by the mob to retreat to his nearby house. He fired his gun through his window to clear the mob and instead killed a young boy in the crowd named Christopher Seider. This only stirred up the colonists' anger more.

Following Seider's funeral, brawls continued to crop up everywhere. In early March there were several recorded fights between soldiers and laborers in the southern end of the colony. Even those passing each other on the street could not be civil; many young Patriot men shouted and taunted soldiers on patrol. In return the soldiers would use their guns to threaten anyone who spoke ill toward them. Tension was at an all-time high. No one knew what would happen next, but it was certain to be brutal.

On the now-historic evening of March 5, 1770, a mob gathered at the Custom House on King Street. In his account of the event, author Nathaniel Hawthorne said, "The wrongs and insults which the people

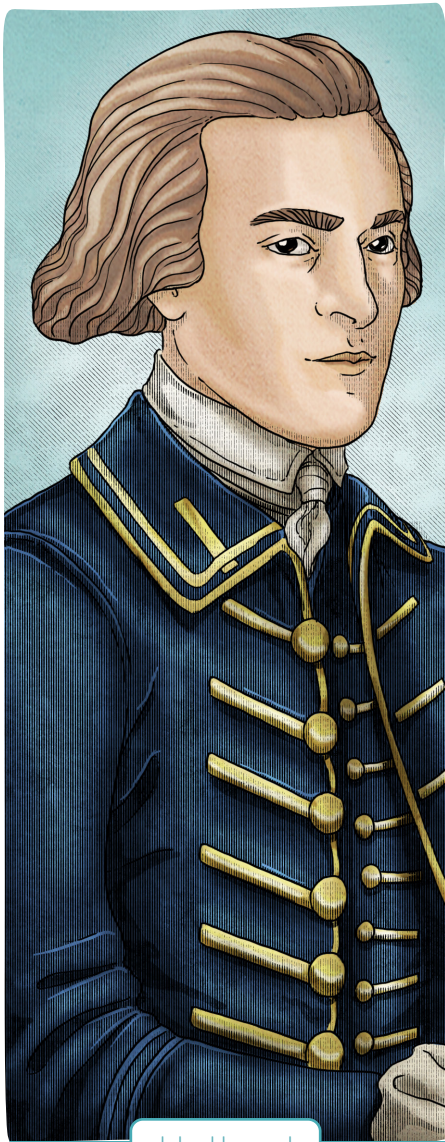


had been suffering for many months now kindled them into a rage." Guarding the Custom House, which held a treasury of the king's money, was a soldier named Private Hugh White. Alone and unaccompanied, he was an easy target for the angry crowd. The scuffle that followed quickly turned violent, and eventually White retaliated by striking a colonist with his bayonet.

Chaos broke loose. The mob began hurling projectiles of snow and ice at White, who called for backup. More soldiers arrived and pushed back against the colonists. The battle was a whirlwind of ice, clubs, and guns. No one knows exactly how the killing began, but it is thought that one of the soldiers may have heard (or misheard) the

word "fire" and took the first shot. The others soon followed his example, opening fire and ultimately killing five colonists. Alongside these casualties six other Patriots were gravely wounded in the attack. All the British soldiers survived and were later arrested, though only two were ever convicted.

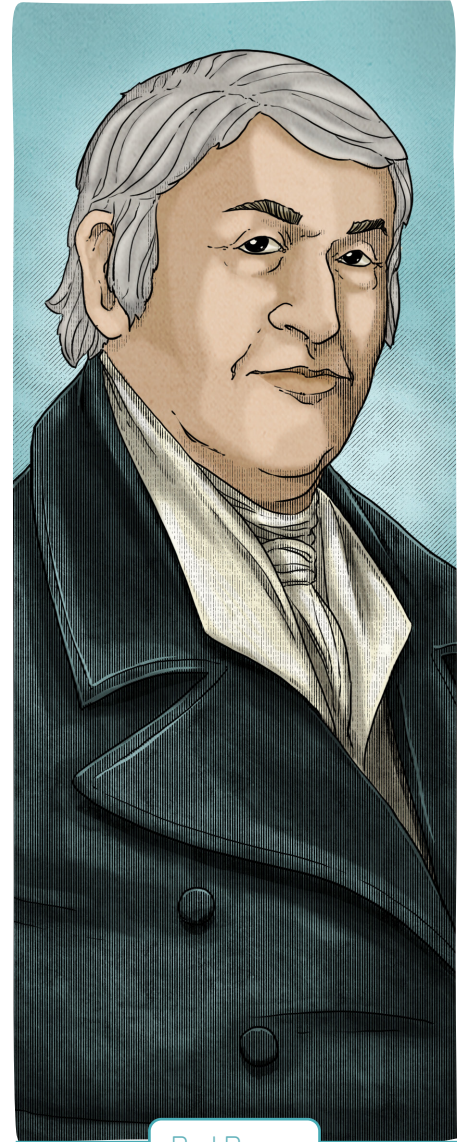
The terrible and tragic events of that night added fire to the flame of revolution. It was because of these colonists' sacrifice that leaders like Samuel Adams, whom you learned about in the last lesson, continued their fight against British oppression. You will learn about other leaders who also fought against the British, such as John Hancock and Paul Revere, in future lessons. One thing was for sure: this massacre would not be soon forgotten.



John Hancock



Samuel Adams



Paul Revere

Imagine you are a news reporter who saw the Boston Massacre taking place. Write a short news article about it as if you were a Patriot. Then write another short news article as if you were a British news reporter. Think carefully about how the information might be presented from opposing sides.

The Daily News

Answers will vary.

The Daily News

Answers will vary.

Guns and ammunition were not the only things secretly passed between minutemen. Sometimes they even sent messages hidden by invisible ink. Today, you get to write your own message in invisible ink, just like the spies of the past. Follow the recipe below to make and reveal your own secret message.

Answers will vary.

PREPARATION SUPPLIES

- paper towels or newspapers
- cotton swabs
- paintbrush

Collect the items above. Get your area ready by laying paper towels or newspapers underneath this page, and then make the two recipes below.

INK RECIPE

- 1/4 cup baking soda
- 1/4 cup water

Mix together baking soda and water. Dip a cotton swab in the mixture, and then write your message and let it dry.

INK REVEALER RECIPE

- 1/4 cup rubbing alcohol
- 1/4 tsp turmeric

Mix together the alcohol and turmeric. Dip a paintbrush in the mixture and lightly rub it over your hidden message to reveal it.

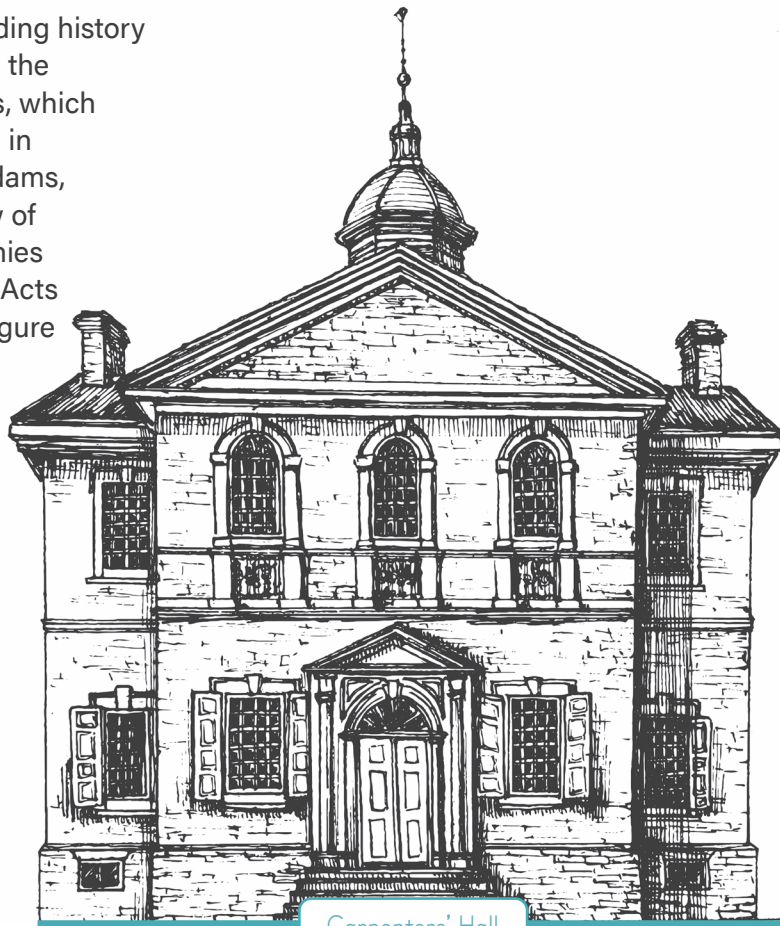
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FIRST CONTINENTAL CONGRESS

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

Some of the most notable people in the founding history of the United States were actually involved in the discussions at the First Continental Congress, which was held in a building called Carpenters' Hall in Philadelphia. George Washington, Samuel Adams, John Adams, and Patrick Henry are just a few of the 56 different men from the American colonies who convened in response to the Intolerable Acts passed by the king in 1774. The plan was to figure out how to tell the king and *Parliament* (Britain's governmental body of elected representatives) all of their complaints and grievances that had accumulated over time. Several different debates and discussions were held over nearly two months in order to find and agree on the most effective method.

When debating these major decisions, the men of the First Continental Congress had to determine the best way to vote on them. After realizing it would be nearly impossible to get an accurate count of the population or worth of the individual colonies, they decided on the uniform system of allowing one vote per colony.



Let us look at some of the decisions that were made during this congress.

Suffolk Resolves

Early on in the meetings, Paul Revere reported to the congress in Philadelphia that the inhabitants of Suffolk County, Massachusetts, had voted and unanimously passed laws that ordered their citizens to stop importation from Britain and to disobey the Intolerable Acts. These laws also allowed the county to form and train militias. These laws were known as the Suffolk Resolves, and the congress quickly showed support for them. The early support of these resolves laid the foundation for the discussions still to come.

A Plan of Union

Not long after Paul Revere brought news of the Suffolk Resolves, a delegate from Pennsylvania named Joseph Galloway proposed "A Plan of Union" for the colonies and Great Britain. In his plan there would be a grand council elected by popular vote and a president general appointed by the king. The council

would act as a parliament for the colonies, and the president general would represent the king's power. Although this was an attractive option to several of the delegates, the fact that this idea came right after the endorsement of the Suffolk Resolves influenced the vote. The plan failed to pass with only a one-vote difference.

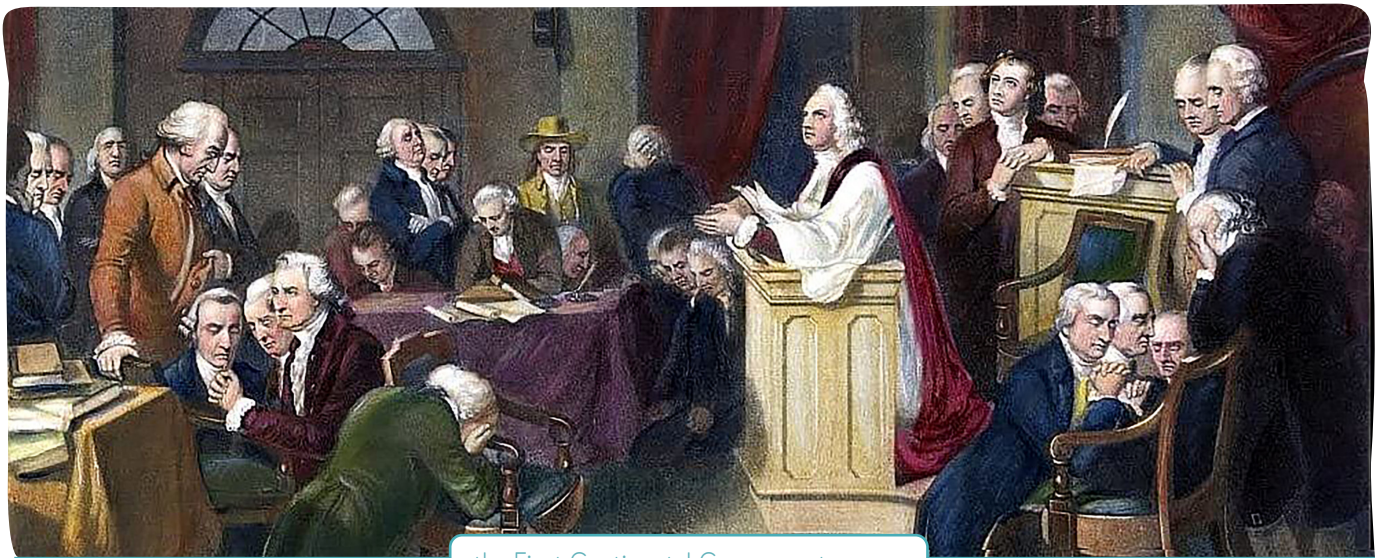
Continental Association

Although they did not agree with the king, the colonists were still mindful of how they wanted to approach him about their grievances. They did not want to shake things up too much; they just wanted to go back to the peace they had before. With this in mind, the colonists decided they needed to boycott importation and exportation with Great Britain. They drafted the Continental Association, which called a halt to the importation of British goods into the colonies. It also stated they would eventually stop exporting goods to Great Britain if their grievances were not addressed. This order would be enforced by committees that would search ships and homes for any violations. The goal of this association was to establish an agreement to stop imports from Great Britain, develop a system of enforcing this agreement, and keep all communication between Great Britain, the congress, and the people open. The idea was to try to put pressure on Great Britain, so they would comply and compromise with the colonists.



King George III

Nearly eight weeks after they first convened, the members of congress adjourned with the plan of meeting for a Second Continental Congress. They planned to discuss the king's response and address any further issues. There was hope that the king would simply address their issues and that they could compromise on something that worked for everyone. It became clear that would not be the case when the Battle of Lexington and Concord started before the Second Continental Congress could even begin.



the First Continental Congress at prayer

In this article you learned about the beginnings of the Continental Congress. It was composed of delegates from each of the colonies (except Georgia), and each colony received one vote. You are going to create a voting system today. Create two plans of action for a future event with your family. For example, your family could either watch a movie this weekend or have a board-game night. You can decide the options, but take a vote among your family members. Write out your options below and then make a pie chart and a bar graph showing the results of your voting.

FAMILY VOTE

OPTION 1

Answers will vary.

OPTION 2

Answers will vary.

TALLY MARK OF VOTES

Answers will vary.

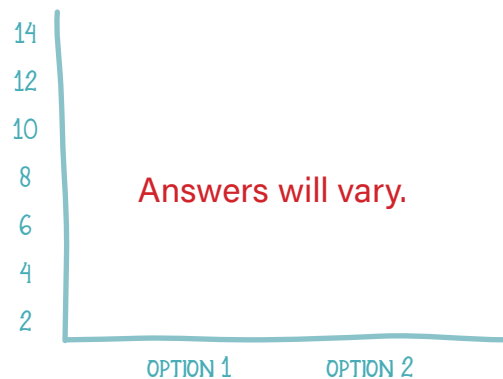
TALLY MARK OF VOTES

Answers will vary.

PIE CHART

Answers will vary.

BAR GRAPH



⌘ PATRIOT OR LOYALIST ⌘

During the revolution not all members of a family shared the same opinions. We are going to role-play a family dinner of mixed Patriots and Loyalists, but first you have to find out which side you are on. For each pair of opinions below, read both opinions, and then flip a coin. If you get a heads, check the box next to the Patriot opinion. If you get a tails, check the box next to the Loyalist opinion. Whichever side has more checked boxes will be the side you get to portray for the next part of the activity. Do not tell your family members your results.

Answers will vary.

PATRIOT

- You feel like the colonies are no longer part of Britain and want to break away from Britain.
- You do not have a lot of money and feel like these taxes are too high. You are strongly opposed to taxation without representation.
- You want to join the Continental Army and help create your vision of an independent country.
- You are inspired by newly formed societal ideas of freedom and pursuits of happiness. Staying with Britain will not bring change.
- You believe that Britain has too much power and that the people in the colonies should be able to elect their own representatives.

or

LOYALIST

- You are deeply loyal to your home country and would never want to break away from Britain.
- You have strong ties to Britain in your business, and staying connected to it is beneficial. The taxes are not important.
- You fear the chaos that might come from forming an army. It sounds like a foolish and dangerous pursuit.
- You believe in trying to make things work and believe that negotiation with Britain will eventually bring peace.
- You believe that Britain offers stability and order. The colonies are a safer and more orderly place because of Britain's leadership.

or

or

or

or

All of the opinions you checked are ones that real, well-intentioned people probably held at the time. Many people agreed with opinions from both sides of the argument but chose to lean one way or the other. Act out the following scenario. Pretend you and your family are sitting down to dinner. It has been a while since you have been together, and you are not sure which side each family member is on. Ask each other questions to find out how others feel about the topics above, and try to figure out where everyone stands without directly asking if they are Patriots or Loyalists. Remember to be calm and kind while you talk. After discussing for a while, see if you can correctly guess each family member's position. Then discuss what you learned from this activity.

Olive trees have been used as a symbol of peace throughout history and are used in many famous paintings. Study the work of Vincent van Gogh in the painting to the right. He was known for his bold brush strokes and bright colors. See if you can mimic his style and make your own olive tree scene below.



"Olive Grove" by Vincent van Gogh (1853–1890),
November 1889–December 1889

Answers will vary.



PATRICK HENRY

You have the option to play this extension as an audio recording. Go to the Good and Beautiful Homeschool app to play the audio recording of the "Give Me Liberty" speech attributed to Patrick Henry or read its transcript below. As you read, paying attention to the notes in the boxes, take a highlighter or colored pencil and underline any parts you find especially striking or effective. Then complete the activity at the end of the extension.

This speech was given in 1775 at the Second Virginia Convention, one of five meetings where important colonial figures came together to decide if action should be taken against England.

MR. PRESIDENT: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore,

I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

The rebelling colonies did not have a leader yet. The "President" Patrick Henry addresses here is the president of the convention, Peyton Randolph—though George Washington was in attendance at the speech.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations

Patrick Henry worked in the field of law and used his gift of speech persuasively in many trials. By the time of the convention, he was well known as an eloquent and gifted speaker. He reportedly gave his speech on the spot, using no notes.

which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are

the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

This speech was given in a small Episcopal church building in Richmond, Virginia, where the convention had decided to meet to elude suspicion.

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston!

The war is inevitable—and let it come! I repeat it, sir, let it come.

Aside from George Washington, Thomas Jefferson and five other men who would eventually sign the Declaration of Independence were in the room during Patrick Henry's speech. His words would go down in history as words that inspired a revolution.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to

our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

After reading Patrick Henry's speech, write out three of your favorite highlighted parts in the boxes below. Choose one (or all, if desired) to read aloud to your family or friends, making sure to read with great expression.

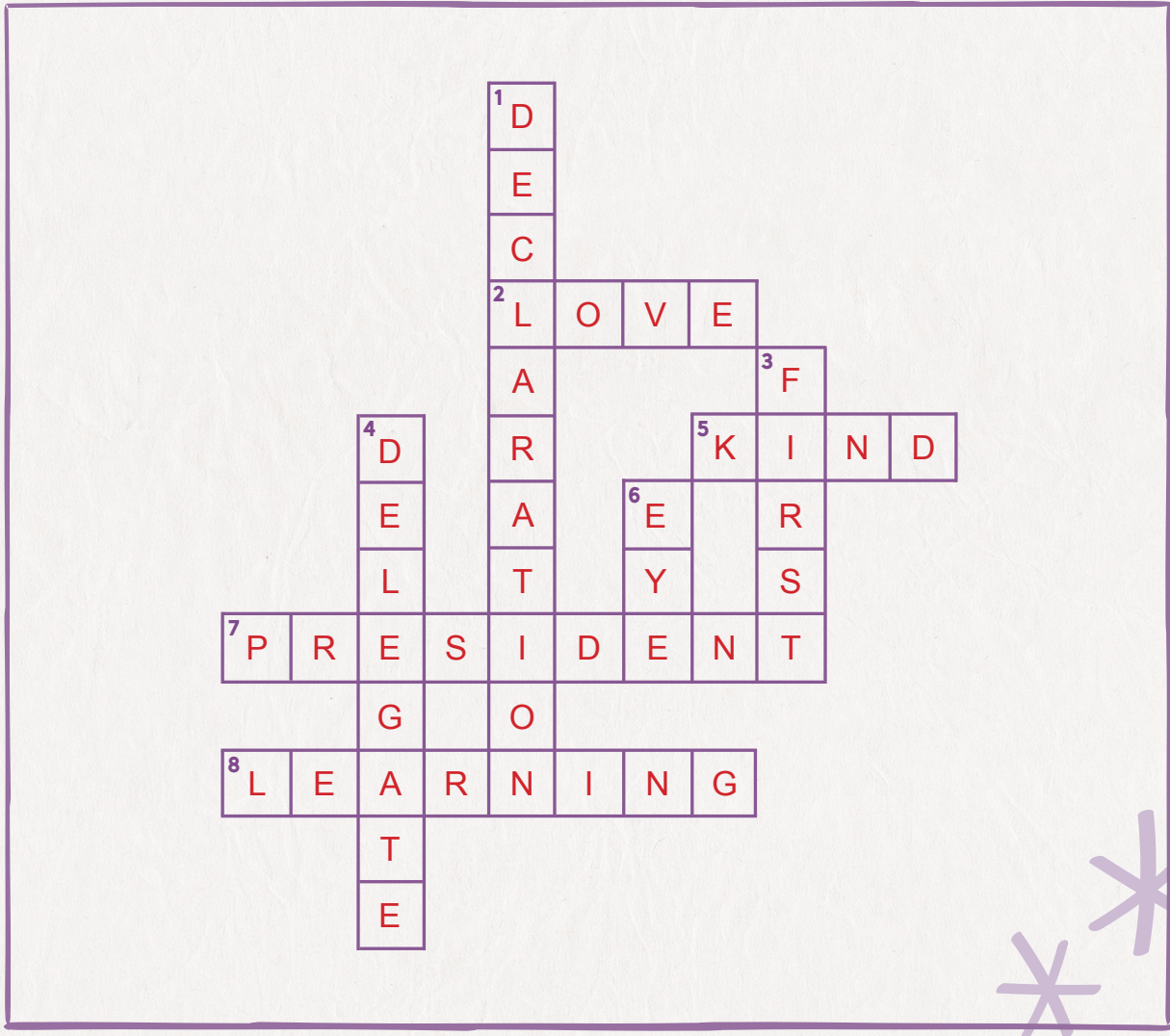
Answers will vary.

Answers will vary.

Answers will vary.

JEFFERSON CROSSWORD

Fill in the blanks to complete the statements about Thomas Jefferson below. Then use those answers to complete the crossword puzzle.



ACROSS

2. He had a _____ of God and truth.
5. Many people described him as a _____ and gentle man.
7. He was the third _____ of the United States.
8. He had a love of _____.

DOWN

1. He was the main author of the _____ of Independence.
3. He was the _____ US secretary of state.
4. He was a _____ and governor.
6. He had an _____ for beauty.

AN "ESSAY IN ARCHITECTURE"

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

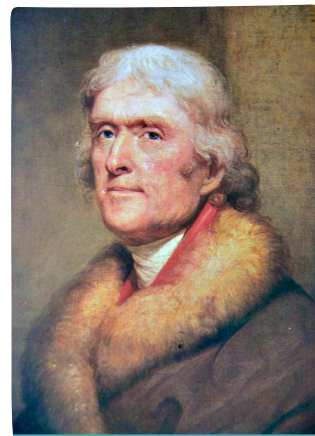
Thomas Jefferson was a man of many talents and hobbies. Though he was widely known for his contributions to local and national government and his eventual role as third president of the United States, these titles did not even scratch the surface of all Jefferson accomplished during his life. One of his lesser known but undoubtedly influential interests was architecture. After inheriting a large stretch of property from his father, a young Jefferson began drawing up plans for the construction of a beautiful home.

The goal was not only to build a place to live, but to build a place that would revolutionize architecture in the area. Jefferson thought the buildings in the colonies were too British, calling them "rude, mis-shapen piles, which, but that they have roofs, would be taken for brick-kilns." He designed his home to be much grander, drawing inspiration from classic Italian architecture and plotting it on top of a tall hill. This was likely the inspiration for the structure's eventual name: Monticello, or "little mountain."

By the time Jefferson left the country for his ambassadorship, Monticello was nearly completely finished—or so he thought. While in France he had the opportunity to see many different kinds of architecture, which struck him with inspiration for several additions and adjustments to the home. After returning to America, he presented new blueprints for the changes and began work in 1796.



The building was unlike any other in the area, with a domed roof, skylights, and a Pantheon-like row of columns marking the entrance. His love for the places he visited, especially France, shone through in its architecture. Jefferson considered Monticello his own artistry, an "essay in architecture," and he



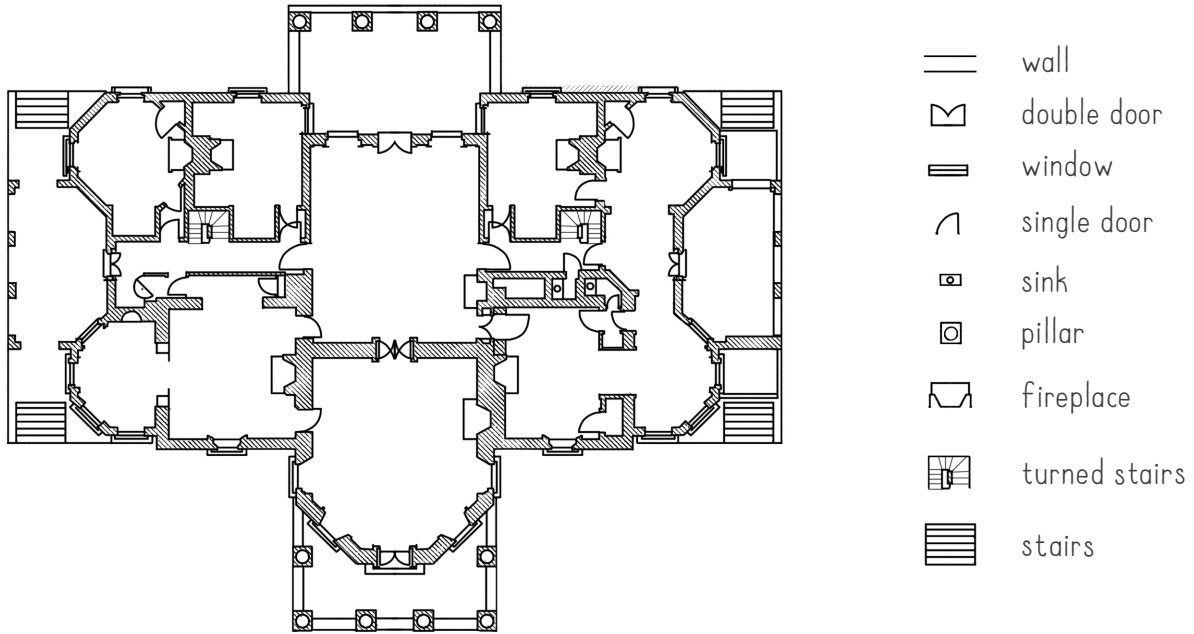
would spend nearly all his life working on it. The basement level was finally finished in 1809, marking the completion of a home undoubtedly unique to its owner. Inside were endless devices, some of which were invented by Jefferson himself. With everything from a two-faced clock, readable from inside or outside the home, to a dial that forecast the weather, Jefferson's home was just as versatile as himself.

After Jefferson's death Monticello passed through multiple owners. His grandson, unable to repay the debts its construction left behind, was forced to put the home up for sale. The property eventually came to one Uriah Phillips Levy, both an officer in the US Navy and a Jefferson enthusiast, who kept the house in top shape and allowed visitors to tour it. The Levy family lost Monticello briefly during the Civil War for supporting the North but was able to regain it once the war was over. Sadly, Levy's heirs could not agree on who should inherit the property, and during their fighting to possess it, Monticello fell into disrepair.

Eventually, through the consecutive efforts of Jefferson Monroe Levy and the Thomas Jefferson Memorial Foundation, Monticello was restored. It is now a national heritage site, looked after and kept up by those wishing to preserve Jefferson's vision. Anyone today can visit and tour the home of a man who wished to reinvent American architecture.

Create your own floor plan by following the directions below.

When homes and buildings are designed, the builders use a floor plan to help them know how and where to build certain parts of the home. There are many different components, but let us look at one. The floor plan below is the first floor of Monticello. Make your own floor plan of either your current home or a dream home you imagine, just like Jefferson did. Make sure to include details like windows and doors following the examples given; see if you can copy the floor-plan style.



Answers will vary.

LANDMARK STUDY

LESSON
39

Complete the drawings of each landmark and, if desired, color them. Then explain why each one was important.

Child should have completed each drawing below.



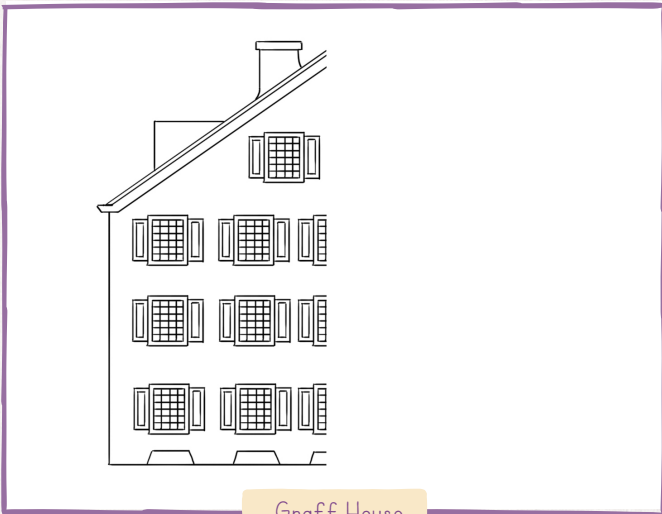
Independence Hall

Answers will vary.



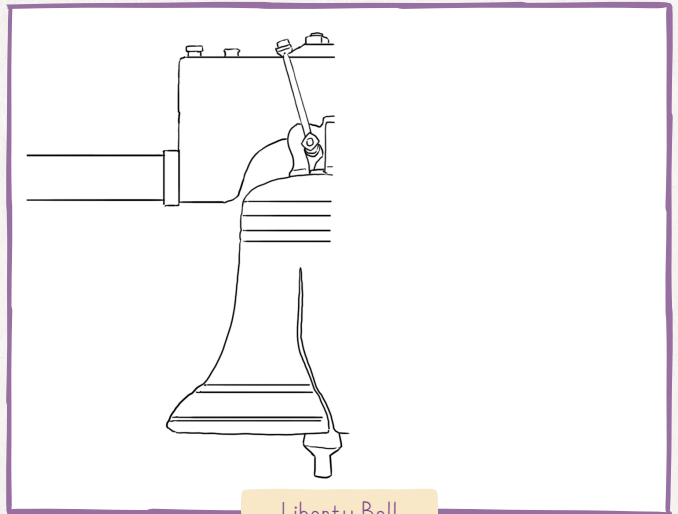
Elfreth's Alley

Answers will vary.



Graff House

Answers will vary.



Liberty Bell

Answers will vary.

COMMON SENSE BY THOMAS PAINE

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

We often think of the Declaration of Independence as the document that separated the American colonies from Britain, but did you know there was another piece of writing that convinced colonists to go from revolting against taxation to fighting for their independence? Without the pamphlet *Common Sense*, written by Thomas Paine, the American colonies may never have broken away from Britain.

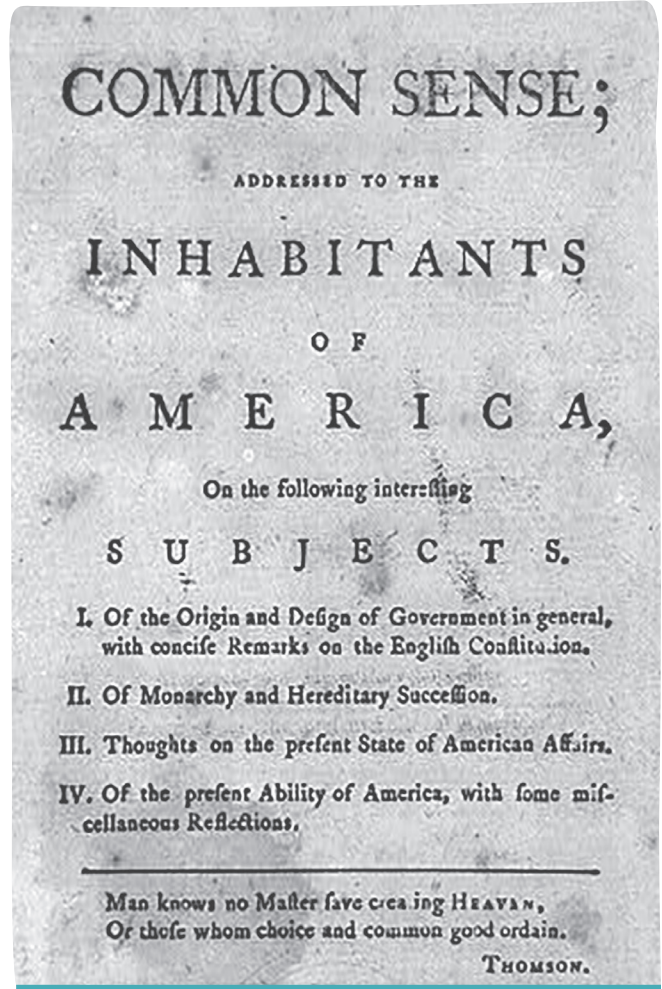
Thomas Paine was, surprisingly, not born an American! He was born on January 29, 1737, in Thetford, England. Thomas received little formal education, and at 13 he began working with his father as a corset maker. He did not enjoy this work and spent the next several years trying to find his place in different jobs: for example, he went to sea, became a teacher, and ran a small grocery store. Eventually, in 1762, he became an **excise collector**. This meant that he tracked down smugglers and forced them to pay the excise tax on the liquor and tobacco they were attempting to import. After some years of mistakes in his records and disagreements with Parliament about the collectors' salary, he was fired from his position.

Paine had found very little success thus far in his life, so he moved to London in search of better opportunities. This proved to be the turning point he needed. In London, Paine met Benjamin Franklin, who was intrigued by Paine's ideas. Franklin convinced Paine to immigrate to America, and to help him find his footing there, Franklin provided letters of introduction. At the age of 37, in 1774, Paine sailed to America.



One letter of introduction provided by Franklin was to his son-in-law, Richard Bache. Bache introduced Paine to Robert Aitken, who was a publisher in Philadelphia. Paine edited and wrote for Aitken's *Pennsylvania Magazine* for around six months to some success before leaving in 1776.

Around this same time, the battles at Lexington and Concord were taking place. These battles were a response to Great Britain's increasingly oppressive measures to collect taxes from the 13 colonies. The colonists fiercely opposed these acts because they felt they were being



taxed without being represented in the British government. Yet, as Paine noticed, while many Americans were willing to take up arms against the British government, they still expressed loyalty to King George III. Paine believed that needed to change.

And so Paine took to the one thing at which he had found success in life: the pen. It took him a year to write the 47-page pamphlet *Common Sense*, but when it was finally published on January 10, 1776, it was a bombshell! Paine argued that Americans should not be satisfied with simply resisting taxation, but that they should completely sever ties with Britain and become an independent nation. While some Loyalists found the pamphlet radical and dangerous, Paine's ideas resonated with the general population. The initial printing of 1,000 copies sold out immediately! By the end of the revolution, over 500,000 copies had sold. George Washington credited the pamphlet for quickly turning the public opinion toward revolution.

How did Paine quickly and easily convince so many people to take up arms and revolt against their parent country? To begin, his writing style was approachable to the common citizen, so most colonists were able to read and understand the pamphlet. Writing style, of course, would not be enough to sway an entire nation to go to war; Paine's main points resonated deeply with the citizens. So what were his main points?

First, he addressed government. He claimed that it was a "necessary evil" to be used only to maintain peace within a society and respond to the needs of the citizens. Therefore the best government structure was simple and representative—neither of which described the British system. Britain's structure was too complex, involving the monarchy, Parliament, and nobility. Further, Britain was not meeting the needs of the colonists by demanding they pay taxes yet not opening space in Parliament for representatives from America.

Second, he argued that America had no reason to remain loyal to Britain as the mother country—first of all because Britain was ruling them unfairly, and

second of all because America was not composed of only British citizens. People from all over Europe who wished to escape oppression had immigrated to America, so, Paine argued, America belonged to no other country.



Thomas Paine

Finally, Paine argued that America had a rare opportunity to found a nation based on self-rule. He entreated Americans to form a country with a strong central government and a constitution that protected individual rights—and to do it quickly—because not only did the country have the raw materials and skills needed to build a strong army and navy, but it also had not grown so large that divisions had developed.

Within a few months of the publication of *Common Sense*, the Continental Congress called for each colony to draft new state constitutions, which ended up reflecting many ideas in the pamphlet, though it is unclear how intentional this was. Half a year later, when the Declaration of Independence was signed, the majority of the public was in full support of the revolution. Paine's relatively few written pages had successfully turned a nation of British Loyalists into American revolutionists.

Read the quote below from Thomas Paine's *Common Sense*. Study it closely by underlining interesting parts and circling words you do not know the definition of. Write any words you do not know in the vocabulary box and find their definitions to write next to them. Then write what you think the paragraph means and whether or not you agree with it.

"Society in every state is a blessing, but government, even in its best state, is but a necessary evil; in its worst state an intolerable one: for when we suffer, or are exposed to the same miseries by a government, which we might expect in a country without government, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of lost innocence; the palaces of kings are built upon the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform and irresistibly obeyed, man would need no other lawgiver; but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case advises him, out of two evils, to choose the least. Wherefore, security being the true design and end of government, it unanswerably follows that whatever form thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others."

VOCABULARY

Answers will vary.

Answers will vary.

§ SACRIFICES OF THE SIGNERS §

LESSON
40

Look at the six types of sacrifices below. As you learn each signer's story, copy his signature on the line, and then note which of these sacrifices he made and write the correct letters next to his picture. Check your answers with the answers upside down at the bottom of the page.

B = BODY: signer suffered illness, injury, or death

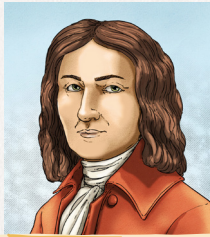
P = PROPERTY: signer fled from his home or lost or donated his possessions

L = LOVED ONES: signer's friends or family were hurt or put in danger

I = IMPRISONMENT: signer spent time in prison

R = REPUTATION: signer's friends or family ended relations with him

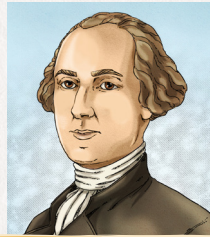
T = TIME: signer donated his time and energy



P, L, T

John Hart

John Hart



B, P, I

Richard Stockton

Richard Stockton

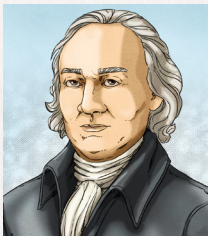


P, L

Francis Lewis

Francis Lewis

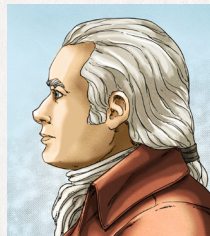
Child should have copied the signature below each name.



B, R

John Morton

John Morton



B, P, T

Caesar Rodney

Caesar Rodney



B, T

Roger Sherman

Roger Sherman

Hart: P, L, T; Stockton: B, P, I; Lewis: P, L; Morton: B, R; Rodney: B, P, T; Sherman: B, T

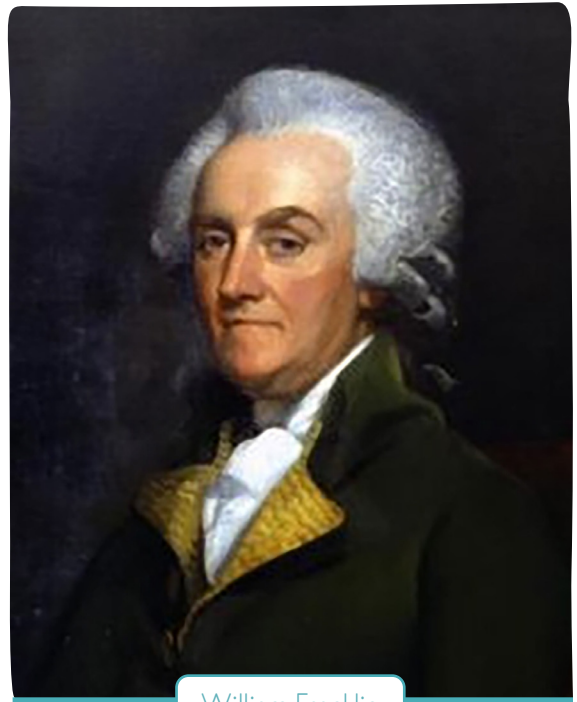
BRITISH LOYALISTS

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

Did you know that Benjamin Franklin had a son who spent two years of the Revolutionary War in prison for opposing American independence? As it turns out, about one-fifth of Americans sided with Britain during the Revolutionary War and were called Loyalists, Tories, or King's Men. Although some were villains, most supported the British for legitimate and even noble reasons. Let us look at three different Loyalists—the son, the slave, and the scoundrel—who all sided with the British for different reasons.

The Son: William Franklin

On January 13, 1775, Benjamin Franklin's son, William Franklin, governor of New Jersey, stood in front of the state's assembly and pleaded, "You have now [had] pointed out to you, gentlemen, two roads—one evidently leading to peace, happiness, and a restoration of the public tranquility—the other inevitably conducting you to anarchy, misery, and all the horrors of a civil war." Against Franklin's advice the legislature chose to support the Revolution. Only a year later, the Continental Congress placed Franklin under house arrest, only to move him to a prison in Connecticut six months later. When it was discovered that he had created an informal Loyalist spy ring against the Americans and had been sharing information about the army, the Patriots relocated Franklin to another prison for solitary confinement, where he felt he was being "buried alive." At one point he even wrote that dying would be better than to remain there. Sadly, Franklin's wife, Elizabeth, died while he was in prison. He never got to say goodbye.



William Franklin

After his release in 1778, Franklin relocated to New York, where he helped coordinate attacks against American troops. Eventually he fled to London, where he would remain until his death in 1813.

Benjamin Franklin never forgave his son for choosing the side of the British, writing to him in 1784, "Indeed nothing has ever hurt me so much and affected me with such keen Sensations, as to find my self deserted in my old Age by my only Son; and not only deserted, but to find him taking up Arms against me, in a Cause wherein my good Fame, Fortune and Life were all at Stake."

The Slave: Boston King

Although the British lost the Revolutionary War, they created a pathway for slaves to gain their own freedom and then made good on these promises, even granting them land in Canada or Caribbean British colonies, or a chance to return to Africa and live in a country of their own.

In 1775 the British promised in an official declaration entitled *Dunmore's Proclamation* that any enslaved African American or indentured servant who helped Britain fight against the colonials would receive

freedom at the end of the war. The Americans, by contrast, initially barred enslaved people from joining the army and made no promises of freedom until several years into the war. Boston King, who had been born into slavery in South Carolina, took the British's promises of freedom to heart and escaped to the British army when they took possession of Charlestown, South Carolina, in 1780.

While he was working for the British on a boat in the Chesapeake Bay, an American whaling vessel captured the boat, and King was forced back into slavery. Distressed, one Sunday evening he prayed earnestly to God for help. A distinct feeling overcame him that God heard his prayer. Acting on this feeling, he crept down to the shore at 1:00 AM and found the guards sleeping. Making no sound, he slipped into the river and escaped, eventually returning to freedom in British-held New York and to his family.

After the Treaty of Paris was signed in September 1783, formally ending the American Revolution, the British freed King and his wife, Violet, along with 3,000 other Black Loyalists, despite rumors that the British planned to return former slaves to their masters. The British evacuated these former slaves to Canadian Nova Scotia, where they established a colony at Birchtown.

However, poverty soon led King and Violet to leave Canada and travel to Freetown, Sierra Leone, the British colony established in Africa for former slaves. Violet died from an illness shortly after arrival, so King left for England to study to become a Methodist minister. In 1796 he returned to Sierra Leone to teach English and share Christianity with the people there, using his freedom to help others until his death in 1802.

The Scoundrel: Benedict Arnold

Charismatic, proud, broad-chested, athletic, and handsome, Benedict Arnold earned praise and honors as one of the daring and brave early heroes of the American Revolution. Eventually, his name also became *synonymous* with, or the same as, being a cold-hearted traitor. How did one of George Washington's most trusted army generals come to betray his commander in chief and join the British?

Arnold was born in Connecticut in 1741 to a wealthy mother and a father with deep roots in the founding of Rhode Island. Sadly, Arnold's father squandered the family's money and damaged their reputation. Once he left school, Arnold learned to be an *apothecary*, or pharmacist, and later established himself as a merchant with three ships trading in the Caribbean and Canada. His finances took a hit when the British imposed the Stamp Act in 1765, so he turned to illegally smuggling rum and molasses instead.

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His
MAJESTY'S Lieutenant and Governor General of the Colony and Dominion of
VIRGINIA, and Vice Admiral of the fame.

A P R O C L A M A T I O N .

AS I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY'S Tenders, and the formation of an Army, and that Army now on their March to attack His MAJESTY'S Troops and destroy the well disposed Subjects of this Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforefaid good Purposes can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to the end that Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offences; such as forfeiture of Life, confiscation of Lands, &c. &c. And I do hereby further declare all indented Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY'S Crown and Dignity. I do further order, and require, all His MAJESTY'S Leige Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly authorized to receive the same.

GIVEN under my Hand on board the Ship WILLIAM, off NORFOLK,
the 7th Day of NOVEMBER, in the SIXTEENTH Year of His MAJESTY'S Reign.

DUNMORE.

(GOD save the KING.)



Benedict Arnold

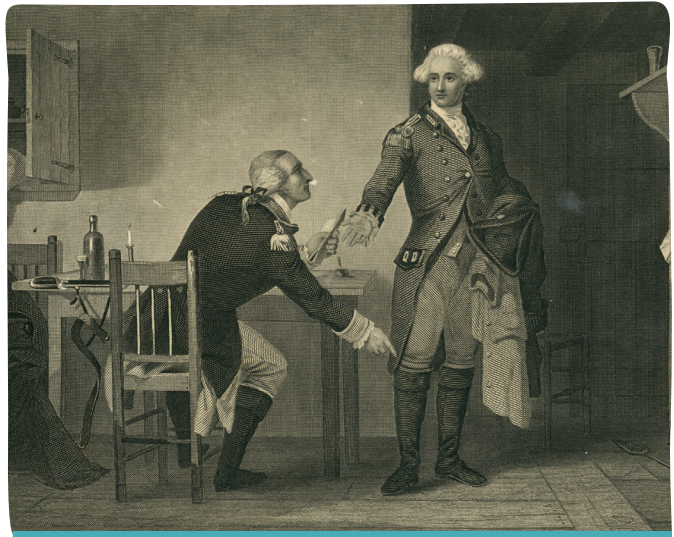
When the Revolution broke out, Arnold enthusiastically joined the cause. He won one victory after another: seizing a store of gunpowder at the head of a Connecticut militia (1775), capturing British Fort Ticonderoga in New York with Ethan Allen and his Green Mountain boys (1775), leading 1,000 men through the wilderness of Maine and Canada to attempt a capture of Quebec (1775), cobbling together a ragtag naval fleet to stop the British advance on Lake Champlain (1776), and finally bravely helping to secure American victory at the Battle of Saratoga (1777). And yet, despite these victories, he endured the humiliation of five junior officers being promoted above him to major general over the next few years.

To add injury to insult, Arnold sustained scarring battle wounds: one on his leg during the attack on Quebec and another on the same leg during the Battle of Saratoga. During the heat of the battle, Arnold's horse was shot from under him. As the horse crashed to the ground, another bullet entered Arnold's left thigh and shattered his bone. The doctors suggested amputation, but Arnold refused, instead compelling his men to prop him up on a horse to see the battle through. Arnold would limp for the rest of his life, one leg two inches shorter than the other, and the other

leg often plagued by gout. The day after the battle, General Horatio Gates made an appearance to accept British surrender, although he had not participated in the battle at all. Gates downplayed Arnold's crucial role and took all the credit for himself.

In 1778 George Washington appointed Arnold as the military governor of Philadelphia. During this post Arnold fell desperately in love with young and beautiful Peggy Shippen, daughter of a wealthy Philadelphia Loyalist. To prove to Peggy's father that Arnold could provide for her, Arnold and Peggy lived lavishly in Philadelphia, quietly amassing mountains of debt.

Humiliation, injury, and a desperate desire for money combined to become resentment. Arnold felt he had literally sacrificed his body on the altar of freedom and received very little thanks for it. Using invisible ink and codes, Arnold eventually reached out to British general Henry Clinton to explore the possibility of **defecting** (or changing sides) to the British, demanding the wild sum of 20,000 British pounds for his betrayal. When Arnold became commander of an important fort in 1780, he promised to deliver the strategic location to the British, but his plans were thwarted when Continental soldiers captured his accomplice, British major John Andre, who was carrying proof of their intentions hidden in his boot.



Andre was executed, and Arnold escaped to British lines, although George Washington unsuccessfully sent an undercover agent to kidnap Arnold so Washington could punish him publicly. Eventually, Arnold and Peggy made it to England, where they were shunned by British society for his betrayal and his role in Andre's death.

1. What do you think motivated William Franklin to take a different road from his father? Do you think that Benjamin Franklin should have forgiven his son after the war? Why or why not?

Answers will vary.

2. Why do you think the British offered to free African slaves? Which part of Boston King's story do you find most inspiring? Why?

Answers will vary.

3. What do you think was at the heart of Benedict Arnold's motivation to defect to the British? Are there any similarities between his motivation and the motivation of the American colonists to defect from Britain? Explain your answer.

Answers will vary.

THREE PRINCIPLES

As you move from room to room during the lesson, fill out the boxes below.

Room 1

Principle 1:

All people are created equal.

What does *self-evident* mean?

Self-evident means that it is so obvious that it does not need to be explained.

Room 2

Principle 2:

Governments are set in place to protect God-given rights.

What does *unalienable rights* mean?

Unalienable rights are rights that cannot be taken away.

Room 3

Principle 3:

A government must receive its power to rule from the people, and the people have a right to abolish a tyrannical government.

What does the third principle mean to you? Why is it important?

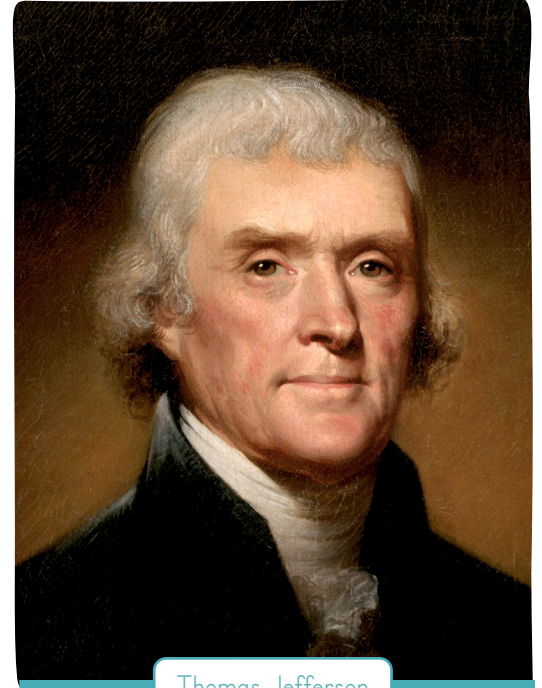
Answers will vary.

IDEAS AND INFLUENCE OF JOHN LOCKE

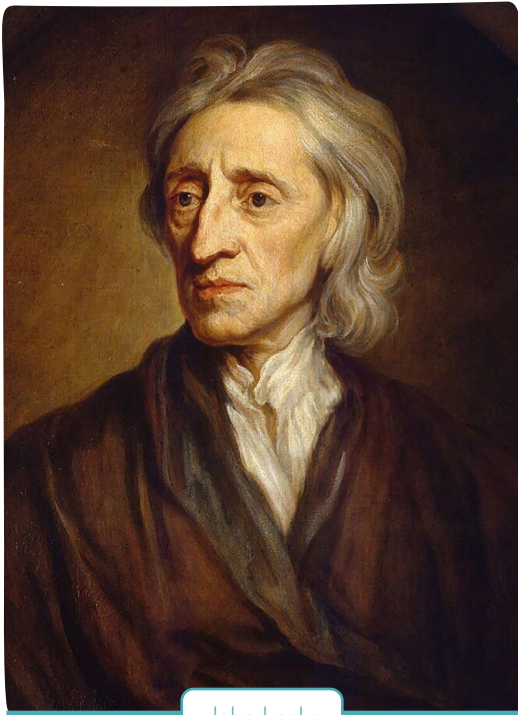
Read the following and complete the activity at the end of the extension:

Thomas Jefferson is well known for contributions that changed and strengthened our nation's early government, including undertaking the role as principal writer of the Declaration of Independence. While many great thinkers and leaders of the past presented new ideas that immensely impacted the future, it is often true that they were influenced by the thoughts of other strong-minded intellectuals, as was the case for Thomas Jefferson.

Just like new developments are happening in the world we live in today, many exciting changes were taking place at the time that Thomas Jefferson lived. People were intensely exploring science, coming up with new ways to make observations, and reasoning through what they saw in an effort to understand the world around them. This deeper thinking not only applied to science, but it was also happening in medicine, art, and even politics. It was common practice for kings and leaders to gain power simply because of assumed superiority and birthright, but thinkers of Jefferson's time began questioning the power of these rulers. This included the colonists and their appointed leaders, and they wisely selected Jefferson to put into words their desire to change the current political structure. Jefferson leaned on the ideas of English philosopher and political theorist John Locke as a source of guidance and inspiration.



Thomas Jefferson



John Locke

Who was John Locke? Born in England in August of 1632, Locke received a quality education at Christ Church, one of Oxford University's prestigious colleges. There he studied the works of great philosophers and earned multiple degrees, including a bachelor's degree in medicine. Locke later worked for Lord Anthony Ashley Cooper, a powerful political figure in England, caring for Cooper's medical needs as his personal physician. During his time in service to Cooper, Locke undertook other responsibilities, including that of government official in charge of collecting data on the colonies, and was involved in a variety of issues concerning public policy. These experiences ultimately deepened Locke's passion for political concepts, and his openness to new ideas and support of individual rights and civil liberties influenced many thinkers both in his own time and later.

After Cooper lost favor with King Charles II, Locke lived abroad in France and Holland for a few years before returning to England, where he helped to draft the English Bill of Rights. Eventually, he

retired from active politics, though he continued to write until his death in 1704.

During his lifetime Locke had written many powerful essays, letters, and books, but none was more influential to Jefferson as he shaped his thoughts for writing the Declaration of Independence than Locke's work *Two Treatises of Government*. Within this work Locke made important points that Jefferson also emphasized in the Declaration, including the idea that all people are born with the same worth, possessing natural rights at birth that cannot be taken or given away. Jefferson wrote of these "unalienable rights" and highlighted specifically the rights to "Life, Liberty and the pursuit of Happiness," which Locke had originally phrased as "life, liberty, and property."



Jefferson shared Locke's point of view that government should come from the people and that citizens should agree on the forms of government instituted. Therefore the only fair government was one that accounted for the opinions of the people being governed, as stated in the Declaration, "Governments are instituted among men, deriving their just powers from the consent of the governed."

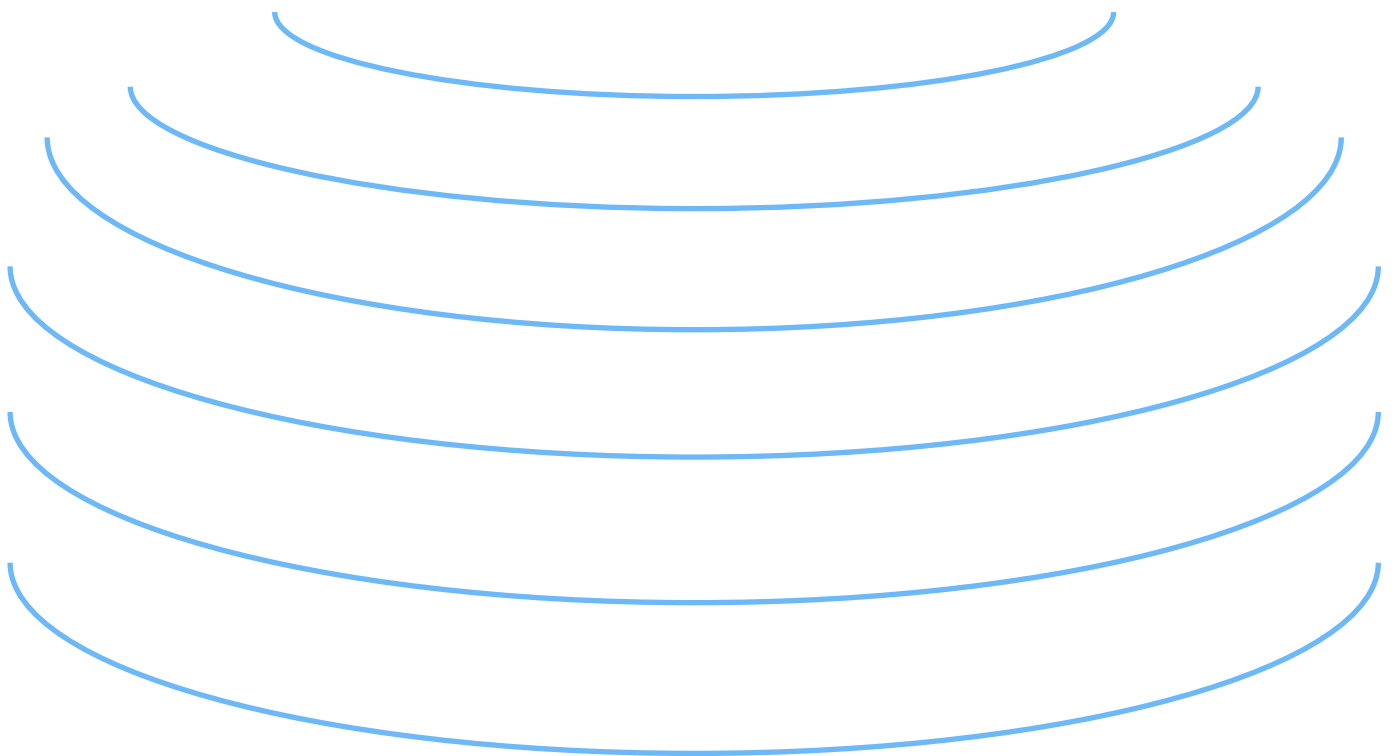
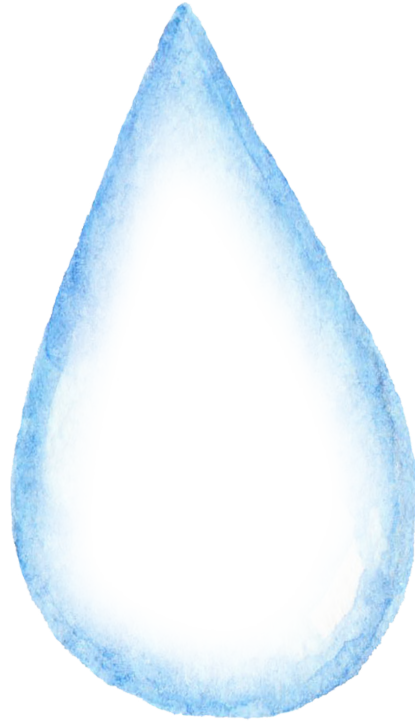
Furthermore, Jefferson supported Locke's position that people had the right to stand up for themselves if the government was not serving the people with their consent. Jefferson wrote that people had the right "to alter or abolish" a governing body that was destructive to their "unalienable rights" and institute a new government that would uphold those rights.

The Roman Catholic missionary and nun Mother Teresa wisely said, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." Thomas Jefferson's words, influenced by John Locke's revolutionary thinking, were a stone cast into the sea of history. As our nation and its citizens continue to strive to uphold the ideals set forth in the Declaration of Independence, we are still experiencing the ripples today.



Mother Teresa said, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." Choose a way you could create ripples of change. It could be a behavior, an action, or something else you come up with. Write your idea in the raindrop below. Then, in the ripples underneath it, fill out how this choice could affect others and continue to spread.

Answers will vary.



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George Washington flew the "Appeal to Heaven" flag below during the Revolutionary War. Read the notes about it below, and then design your own copy of the flag. Cut out your flag and flip it over. On the back of your flag, write a few requests or appeals to God you would like to make. Then hang the flag in your bedroom for at least one week to remind you to appeal to heaven in your own life by remembering to pray to God.

An *appeal* is a request or a plea.

AN APPEAL TO HEAVEN



Because American white pines were highly coveted by the British navy for shipbuilding, the pine tree became a symbol of the colonists' desire for independence.

Answers will vary.

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LESSON 42 EXTENSION

NATHAN HALE

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

Author Lawton B. Evans once wrote about the aftermath of the Battle of Long Island in these striking words:

Washington's army had been defeated in the battle of Long Island, and, only by a narrow chance did the troops manage to escape to Manhattan Island. The British were threatening New York, and Washington was almost in despair. The one thing he needed most was information concerning the plans of the enemy.

"If I could have someone to go into the enemy's lines, and find out their strength and purpose, I might save my army," he said to one of his officers. "Get me the man if you can."

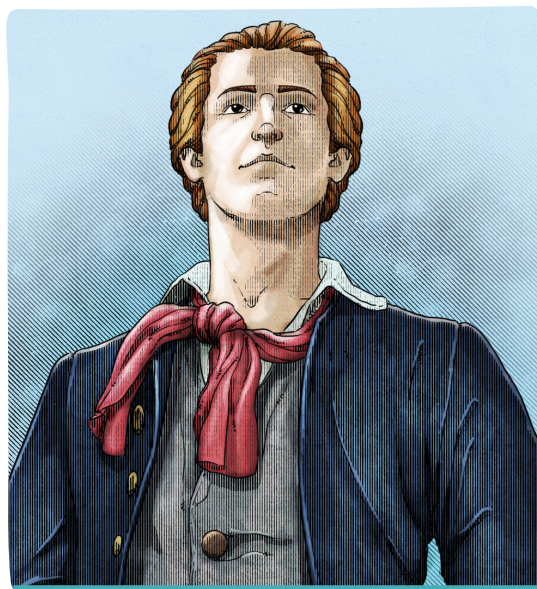
The officer called his associates together, and put the problem before them, but, one by one, they refused the dangerous task. They knew the perils of the life of a spy. They knew he had to wear the enemy's uniform, or no uniform at all; had to pretend friendship with the foe, to keep an eye on everything, to find out what he could, to draw plans of forts, to secure important papers and keep them hidden, until he could slip back within his own lines. He needed quickness of mind and wit, a heart of courage, and nerve of iron, for he would be surrounded by danger every minute, and if he were caught, his fate would be certain death.

Indeed, Washington's request was daunting. There were several risks, and it was unlikely the Patriot spy would even come back alive. How would you feel if you were assigned this mission? Even General Washington's most loyal soldiers were hesitant to put themselves at such high risk. But one man was brave enough to volunteer for the task: a captain named Nathan Hale. In doing so he would become one of the first Patriot spies of the Revolutionary War.

Before Hale was a soldier, he was a teacher. He graduated from Yale University, then spent the next two years working at schoolhouses in East Haddam and New London in Connecticut. But when news of a brewing revolution swept the colonies, he left his teaching career behind to join those fighting for independence. By the time he volunteered to be Washington's spy, Hale was already known for several achievements in battle, including intercepting and capturing a British ship full of equipment in New York. But spying on the British troops in Long Island would be his most dangerous mission yet.

Using his old identity as a schoolteacher as a disguise, Hale was able to successfully sneak into British-controlled territory. He spent weeks there gathering information to deliver back to General Washington, completely unnoticed. Sadly, his plans were soon discovered. While crossing the water back to Patriot territory, he was captured and interrogated. His captor, General William Howe, quickly sentenced Hale to death for his spying.

The very next morning, as he stood in the gallows on the brink of execution, it is believed that Hale delivered these powerful last words: "I only regret that I have but one life to lose for my country."



Though his mission was unsuccessful in the end, Nathan Hale is now considered an American hero and **martyr**—someone willing to die for the sake of his or her beliefs. His sacrifice is a potent example of the fierce loyalty the Patriots felt to Washington and their country. This loyalty is one of the many things that inspired the colonists to fight against impossible odds and eventually carried them to victory.

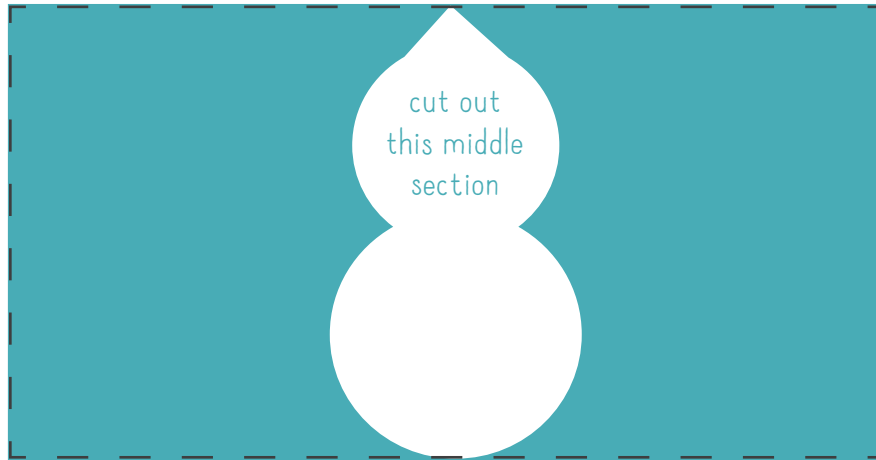
During the Revolutionary War, there were many ways spies sent secret messages. One of these ways was through mask letters. A mask letter had a hidden message inside it that could only be revealed by placing a “mask” over the letter with a shape cut out in the middle to reveal the true message. The mask and the letter were usually sent separately so they would not be discovered together. Cut out the mask on the next page and place it over the letter below. Highlight the secret message. Then try to make one of your own using the same mask.

Dear Father, I love you a lot. I cannot wait to see you when I return home. When I can have some of Mom's fresh bread, I will feel so happy. I have no new information from my leaders about when I can visit. I know about the troops' desires to go home too. But I can't wait for new movements. But of course our leaders must be wise and careful. I need to tell them how much I appreciate the opportunity to meet with them here to fight alongside them. I sure will tell you as soon as I can visit home. I hope that it will soon be possible. Some places are getting boring. I met someone here that we met before. Do you remember John? Well it is almost six o'clock on the dot, and I have to go, but I will write again on Monday. - From your son Robert.

Write your own mask message. Hint: Place the mask and write your secret message first. Then remove the mask and fill in around it in ways that make sense.

Answers will vary.

Cut this image out to use on the previous page.



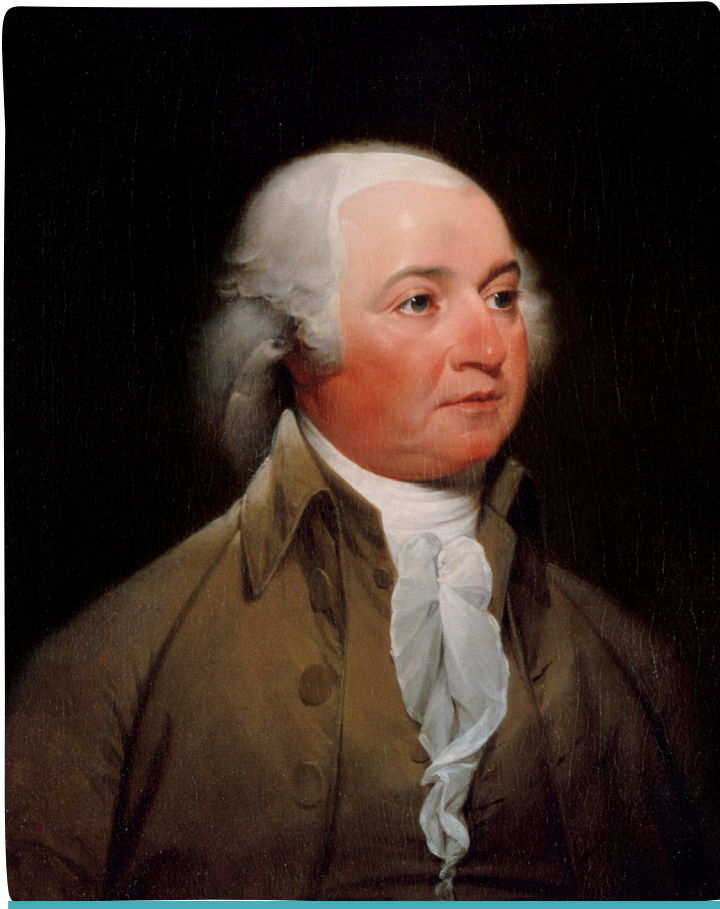
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JOHN AND ABIGAIL ADAMS'S LETTERS

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

When we want to get to know someone, we usually strike up a conversation. But what do we do when the person we want to gain more understanding about lived a long time ago? Even centuries ago? We rely on historical research to help us learn all that we can about a figure from the past.

Some historical figures we cannot know very well because they left little documentation behind. Other people, however, we can know very well—because they left a plethora of information for us to read. One such example is the second president of the United States, John Adams, and his wife, Abigail Adams.



Much of John and Abigail's courtship was through letters. Following a common custom of the time, they used the pen names "Diana" (after the Roman goddess) and "Lysander" (after the Spartan hero). After they married in 1764, they continued to write when apart, which was often. In the time period from 1764 to 1801, John was frequently away from their home in Massachusetts, sitting on the Continental Congress, working as a diplomat in Europe, serving as vice president, and finally leading the country as president. Meanwhile, Abigail largely remained in Massachusetts to raise their children and manage their family farm. Their regular correspondence helped them to maintain a close relationship. In fact, they sometimes wrote to one another multiple times per day! Over four decades, the Adamses wrote 1,160 letters to one another, and those letters are available for us to read today.

So what could a couple find to write about that would fill over a thousand letters? The short answer is everything! They both frequently expressed their love and adoration for one another. John shared descriptions of places like the Continental Congress, Europe, and the White House; he conveyed his impressions of the men with whom he worked and the events he experienced; he expressed his thoughts on current social and political issues; and he often asked Abigail for her insight and opinion on topics.

We get a sense of his personality from these letters. On the one hand, he was humorous in his honesty. In one letter describing the operations of the Continental Congress, he wrote, "Tedious, indeed is our Business.—Slow, as Snails. I have not been used to such Ways." On the other hand, we understand the gravity with which he approached his positions. After moving into the newly completed White House, he



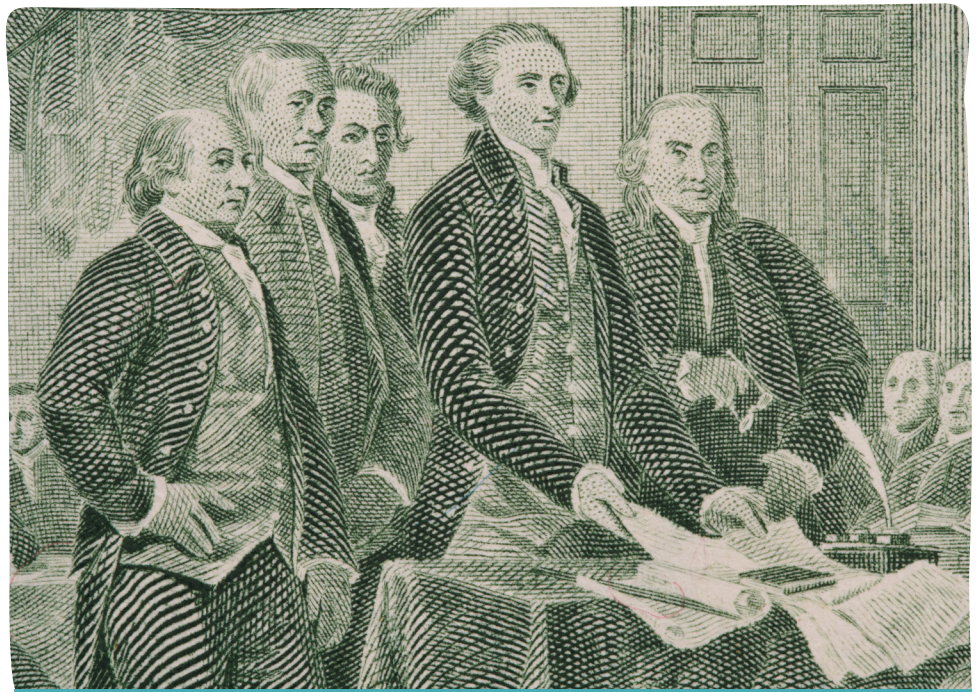
wrote, "May none but honest and wise Men rule under this roof."

On her part Abigail sent updates about the family, farm, and how the Revolution was affecting Boston. When she moved to Europe during John's tenure as a diplomat, she expressed her thoughts on British royalty, French customs, and European city life. She too shared her views on social and political issues and frequently advised him on his decisions and career. From her letters we understand that she was compassionate and empathetic to others. In September 1774, after relaying that the enslaved people in Boston had offered to fight for the governor if he would then free them, she wrote, "I wish most sincerely there was not a Slave in the province. It [always] [appeared] a most [iniquitous] Scheme to me—fight [ourselves] for what we are daily robbing and plundering from those who have as good a right to freedom as we have." In another letter dated March 1776, the time when the Continental Congress was drafting the Declaration of

Independence, she famously wrote, "Remember the ladies and be more generous and favorable to them than your ancestors."

Thanks to John's forward thinking, their correspondence was preserved for us to read today. In 1776 he told Abigail in a letter that he had bought a leather binder in which to save her messages, and he encouraged her to do the same with his notes. Later he hired editors to help sort through the papers to create an archive.

Fifty years passed, but due to the sheer quantity of information, the editors still had not been able to finish editing the collection for publication! Finally, in 1840, the first collection was published by their grandson. Many more have followed. These collections have been preserved and reprinted many times in the years since.



Sketch or illustrate the events below for each part of the Battle of Trenton.

Answers will vary.

Washington and his army cross over the Delaware River, but the enemies cannot follow because Washington has his soldiers take or destroy all the boats.

Answers will vary.

Washington and his army set up camp on one side of the Delaware River. The British army sets up camp on the other side of the river.

Answers will vary.

On the day after Christmas, Washington and his army make a surprise attack on their enemies, crossing the partially frozen river in boats during a terrible snowstorm.

THE HESSIAN SOLDIERS

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

Britain was in trouble. The country was small and condensed, and America's population had already grown massively since its colonization. Though they seemed to be at a disadvantage in every way, the Patriots still had larger armies, which would make a big difference on the battlefield. This forced Britain to look to other countries and enlist armies from its allies. From these dealings came the infamous Hessian soldiers and their participation in the Revolutionary War.

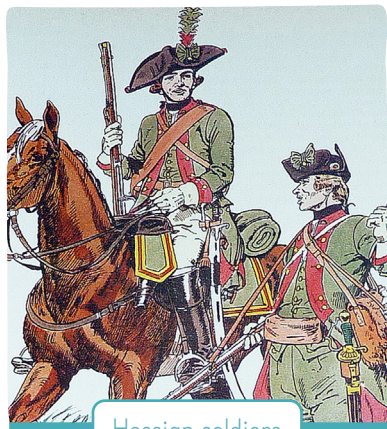
The Hessians mostly came from Hesse-Kassel, a small German *principality* (or territory ruled by a prince) in the west. Germany had a long history of supplying different European countries with troops and had learned from the past. Hesse-Kassel's prince, Frederick II, took advantage of the situation and priced each soldier heavily when marketing them to King George III. After receiving no aid from either Russia or the Netherlands, the British king had no other options; he initially purchased an army of 12,000 men, which were drawn mostly from Hesse-Kassel itself but also from other German territories.

This decision only further fueled the American colonists' hatred toward the British. Many, including Thomas Jefferson himself, viewed these hired troops as violent barbarians. In one part of the Declaration of Independence, he called out King George III for his actions:

"He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation."

And yet this news also inspired the Patriots. They thought buying foreign soldiers was a cowardly act, one that exposed Britain's weakness. If King George III felt the need to get help from Germany, he may not have been as confident in his armies' power as he claimed to be. With new resolve the colonists prepared for war and actively campaigned against the Hessians.

But the Hessians were not the bloodthirsty mercenaries they were made out to be, and they did not get any special treatment among the soldiers either. So why would they fight for the British? Well, during the time of the Revolution, Germany was not the unified country it is today. Hesse-Kassel was one of hundreds of tiny states, each with different rulers. Internal and external conflicts among all these different peoples were common. Allying with one of the biggest powers in Europe would give any of these states the international power and recognition they needed to stay afloat. Frederick II was not just after financial gain—there were political stakes at hand as well.



Hessian soldiers

These benefits drew many other states to Britain's cause as well. In the end six territories and over 30,000 German soldiers fought for King George III. But interestingly, not all of them returned to Germany. One of the charms of early America was its opportunity—it was founded on the concept of independence and freedom and new life, and that would draw people in for centuries to come. The Hessians, coming from a politically unstable country, were no different. After the war was over, around 5,000 Germans are thought to have stayed in America instead of returning home.

The hired troops that fought for Britain were called “the Hessians” by the Patriots, but they were actually composed of soldiers from many different German territories in addition to Hesse-Kassel. Find the names of each participating territory in the word search below. (Hyphens are not included in the word search.)

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

Hesse-Kassel
 Anhalt-Zerbst
 Ansbach-Bayreuth

Brunswick
 Hesse-Hanau
 Waldeck

THE CULPER SPY RING & LAFAYETTE

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

During the Revolutionary War, the Patriots were at a huge disadvantage. King George III had tens of thousands of European soldiers at his command. These armies were formally trained, while the American armies were composed mostly of volunteers. They were outranked and inexperienced. General Washington would need to get creative in order to surprise the enemy. He needed inside information.

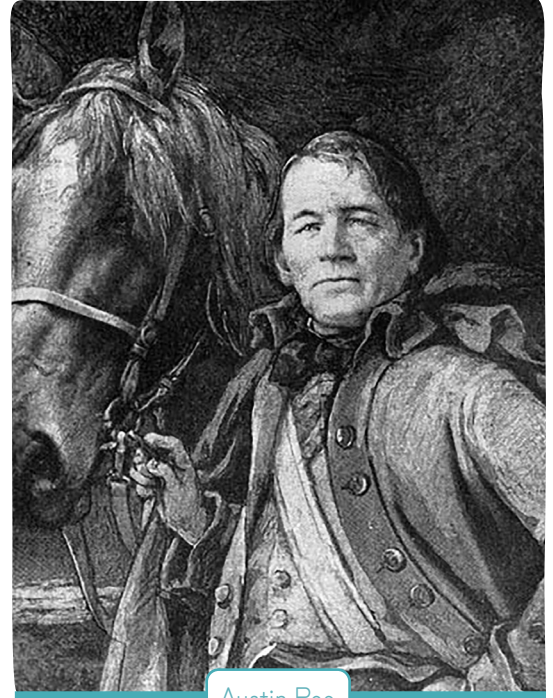
You previously learned about Nathan Hale, one of the first American spies in the Revolution. Despite his failure Washington did not give up. Instead he gave one of his generals, Major Benjamin Tallmadge, a mission to assemble a group of spies willing to give their lives for the cause. This group would come to be called the Culper Spy Ring, which Washington led under the alias Agent 711.

The Culper Spy Ring worked in the midst of enemy territory: Long Island, New York. At the forefront of these operations was Abraham Woodhull, a seemingly unassuming farmer who collected intelligence on future British movements. This information was then passed along carefully through a network of spies before finally reaching Washington.

Many members of the Culper Spy Ring were not rich or extraordinary. Austin Roe, a tavern owner, smuggled important information and packages into Manhattan while restocking his wares, and Anna Smith Strong, the wife of a Patriot spy, delivered her husband's messages through hung-up laundry. Each spy showed incredible bravery and cunning in his or her attempts to outwit the British. Sometimes the spies would even pass along false information to mislead those who suspected them. Every move was carefully calculated, and because of this the United States was able to stay one step ahead in a war it once had no hope of winning.

Meanwhile, not everyone in Europe shared Britain's views. Lafayette, whom you learned about in the lesson, was inspired by the Patriots' fight for independence. "If what you say of those Colonies is true," he told company over dinner, "they deserve their liberty, and I, for one, would like to help them."

Lafayette's sympathy for America was heavily discouraged by those around him. Britain and France were currently on agreeable terms, and such a prominent member of the nobility joining the opposite side of the war could rope France into the conflict. If Lafayette wanted to go to America, it would be at risk of arrest.



Austin Roe

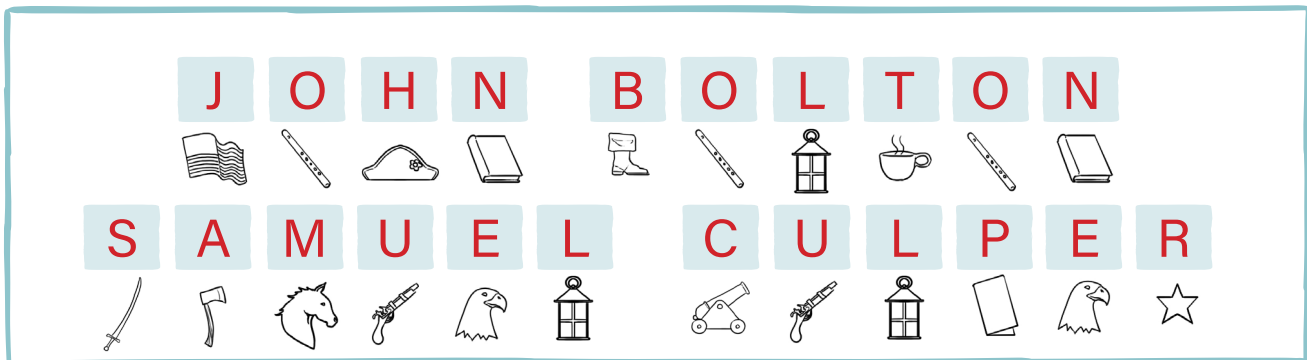
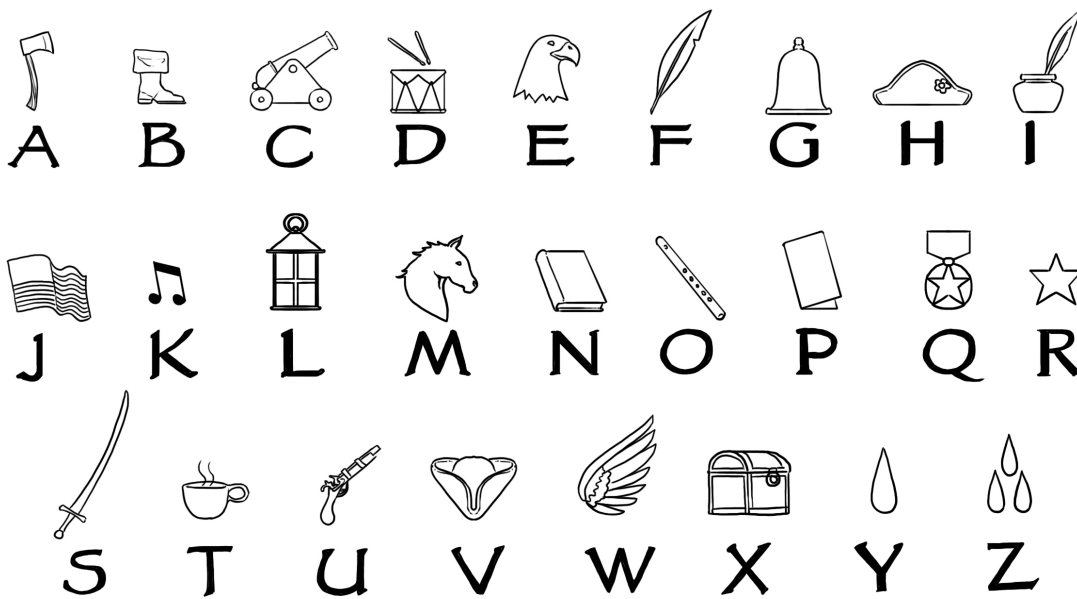


Lafayette

This did not discourage the young noble. With encouragement from his wife, Lafayette made arrangements to sail across the Atlantic. He was discovered and soon arrested, but even this did not stop him. Disguising himself, he was able to slip out of the arresting party unnoticed. By the time his captors realized they had been tricked, he was on course for the colonies.

Upon docking in South Carolina, Lafayette was received with welcoming arms once his purpose to fight with the Patriots was known. The young man was soon introduced to George Washington, who happily accepted him into his ranks. Though he was only 19, Lafayette showed great courage in rebelling even against his own nation. It was because of his firm loyalty to America, perhaps, that France eventually allied with the Patriots, offering its help in the Revolution.

Ben Tallmadge and Abraham Woodhull were two spies during this time who used different names or aliases. Use the code below to discover their secret names.



Bonus: Write a message to a friend or family member using the code above, omitting small details as needed, and then have him or her translate it to read your message.

Child may create their own message for a family member to translate.

≡§ MISTAKES PUZZLE §≡

LESSON.
46

Cut out the puzzle pieces on page 191. As you listen to the lesson, use the pieces to form a picture of the Constitution on this page in the box below. At the end of the lesson, glue the puzzle pieces in place, rereading each one to review the challenges the Articles of Confederation created.

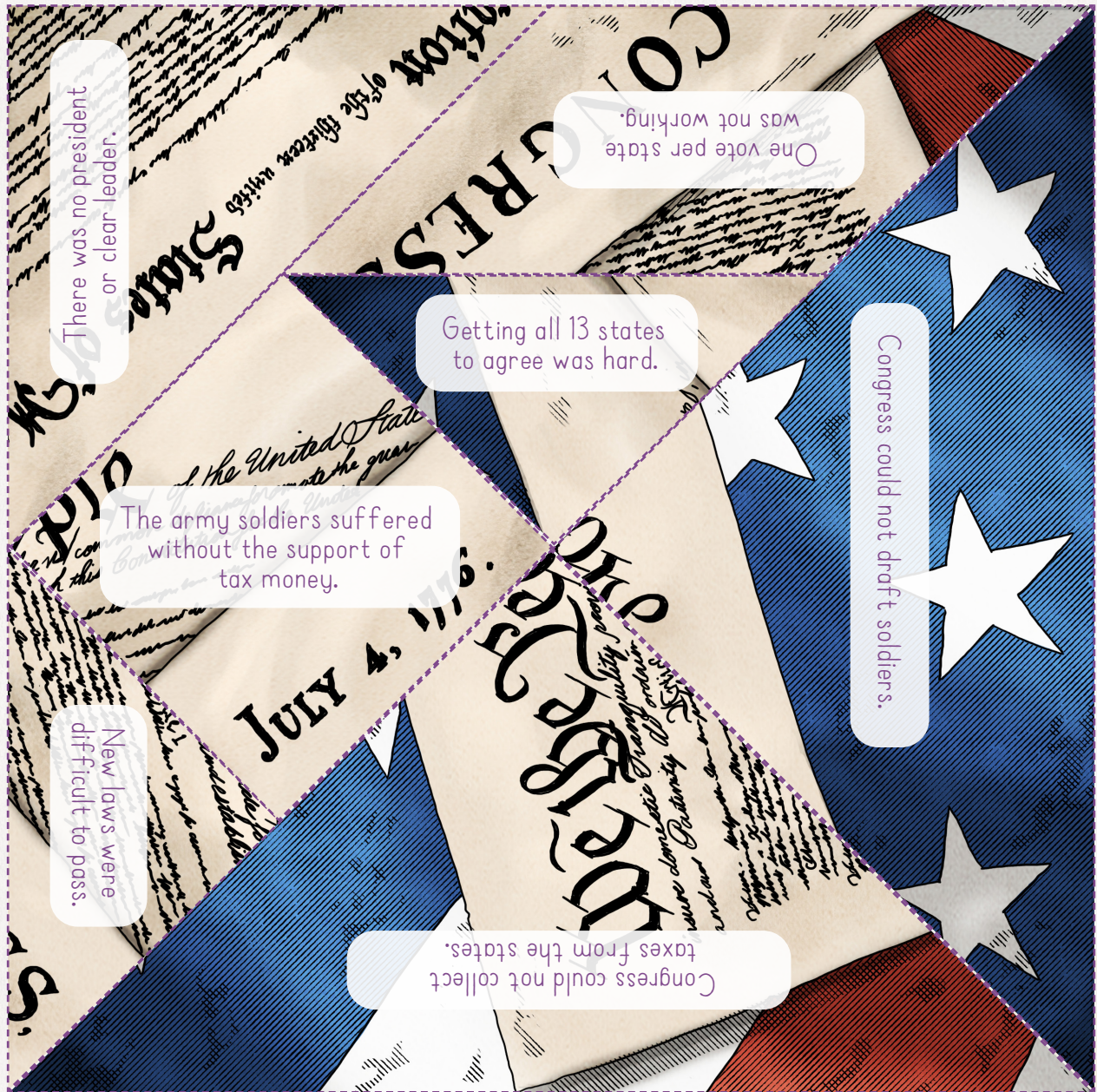
Child should have placed puzzle pieces here.

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MISTAKES PUZZLE

LESSON
46

→ Cut out the puzzle pieces below.

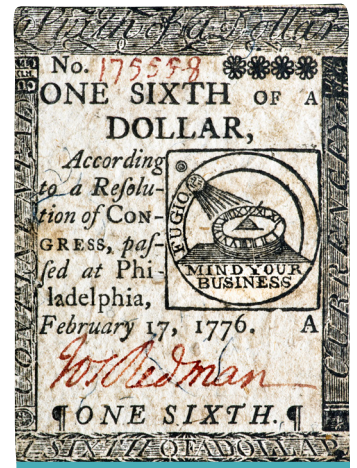


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NEED FOR A NATIONAL TREASURY

Read the following, referring to the vocabulary list below as needed, and complete the activity at the end of the extension:

Have you ever wondered how the American colonists paid for the Revolutionary War? Wars are expensive! Soldiers must be paid, housed, fed, and clothed. Weapons must be made or purchased. All of these things require money, and the newly forming United States faced many challenges when it came to obtaining and managing it. Let us examine the ways in which these challenges arose and were handled, which ultimately led to the formation of the Department of the Treasury (a section of government devoted to managing money).



Beginning in 1775, colonial leaders sought out ideas for funding the Revolutionary War. The first course of action, decided upon at the Second Continental Congress in 1775, was to print money. These slips of paper, referred to as *continentals*, put the country in debt because this

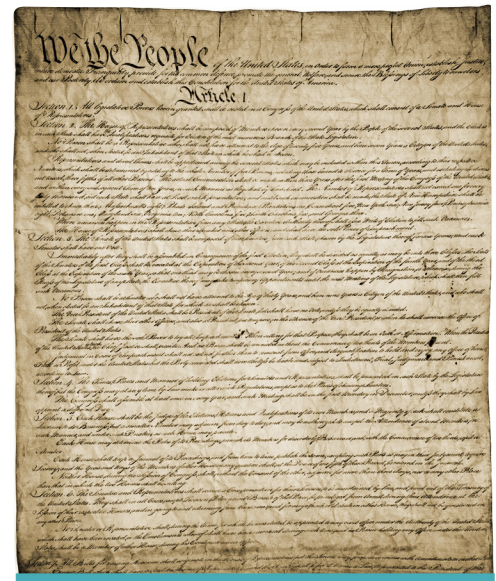
money was not backed by a physical asset, such as silver or gold. Once the Declaration of Independence was signed in 1776, the new United States was able to borrow money from foreign countries, mostly from France. Once the war was over, however, how was the US going to repay the loans?

The Articles of Confederation, signed in 1777, did allow the US government to make treaties, maintain an army, and print money. But it did not allow for a *national tax levy* to pay for those things! Paying *federal tax* was voluntary for the states. How many states do you think chose to voluntarily pay a federal tax? If you guessed none of them, you are correct.

Terms to Know	Definitions
continentals	paper money issued by the Continental Congress
national tax levy	the legal authority for a government at the national (or federal) level to collect taxes from its citizens and businesses
federal tax	a tax imposed by the central government of a country
collateral	an asset or property that a borrower pledges as security for a loan; if the borrower fails to repay the loan, the lender has the right to sell the asset to recover the funds that are owed
principal	the initial amount of money that is borrowed
interest	the cost of borrowing money; the additional amount that a borrower is required to pay back to the lender on top of the principal
debt certificates	a document promising that the government will pay back money borrowed from individuals and organizations with interest at a future date
land grants	rewards of land given by the government as payment for assisting in the war effort
foreclosure	the legal process by which a lender takes ownership of and sells a property when the borrower has failed to make the agreed payments on a loan
debtors court	courts that provide a legal process for resolving debt-related issues

Instead individual states began to issue bills of credit. Buyers could put up their land as *collateral* to receive these bills of credit, and once the war was won, they would get the principal amount paid back to them with added *interest*. States then began to use proof of these bills of credit to pay vendors for supplies and food for the Continental Army.

From 1781 to 1784, Robert Morris served as the Congress-appointed Superintendent of Finance, meaning he managed the nation's money. He used his experience as a merchant to export American goods in order to purchase much-needed military supplies for the Continental Army. At one point Morris used his own fortune to keep the country afloat, but he also made some controversial choices. The most controversial was the decision to start paying the army only with written promises to give them real money or land later, known as *debt certificates* or *land grants*.



By 1786 the US government owed a lot of money, both to other countries and its own people. The continentals had lost their value to such a degree that the expression “not worth a continental” was commonly used to refer to something being worthless. Despite many of the congressional delegates agreeing that changes had to be made, there was a big problem: to make any changes to the government, 9 states out of the 13 needed to be present and in agreement. Many of the representatives were busy overseeing the affairs of their individual states, so it was challenging to even get the representatives to be present, let alone agree.

Massachusetts was having a particularly difficult time dealing with the problems brought about by high debt and taxation. Farmers in Massachusetts who had fought for the Continental Army returned home to the threat of having their farms *foreclosed* on. Boston businesses were asking farmers to immediately pay off their debts, and state taxes were higher than they had ever been. Can you imagine how frustrated these farmers must have felt? They rallied together, at first peacefully, to document the issues and present them to the Boston government. Then angry crowds surrounded courthouses to prevent judges from entering *debtors courts*. By 1787 the tension escalated to an actual military confrontation now referred to as Shays's Rebellion. Daniel Shays was a farmer and former Continental Army soldier and just one of many leaders in the rebellion. After successfully closing down several courts, Shays and several others tried and failed to storm the federal weapons storage.

Those who wanted a stronger federal government used Shays's Rebellion to persuade others to join their cause. It was enough to convince George Washington, who had resigned from his post as commander in chief of the Continental Army five years earlier, to come out of retirement and be a part of the Constitutional Convention, a series of meetings at which the United States Constitution was developed and ratified. Washington left the convention as the first president of the United States of America!

One of the things the Constitution did was set up a permanent treasury department. Washington chose Alexander Hamilton to be the first Secretary of the Treasury. Hamilton worked to improve the economy, set up a national bank, and control the nation's debt. Today, the US Department of the Treasury has become the financial control center for the entire country. It holds money for the nation similar to how your family may have a savings account to ensure they have enough money for important things like housing, clothes, and groceries, though on a much larger scale. The treasury also helps the government manage the country's money to pay for schools, hospitals, and roads and make sure we have the resources we need for both everyday expenses and unexpected challenges.

Without looking at the story titled “My Business Adventure” at the bottom of the page, fill in the blanks below with words that fit into each category. When you have filled in the blanks, insert the words into the story, going down each column in order. Read the story aloud with the newly inserted words. You have likely created a humorous or silly story!

Answers will vary.

Adjective: _____	Number: _____
Adjective: _____	Plural noun: _____
Plural noun: _____	Verb: _____
Plural noun: _____	Plural noun: _____
Adjective: _____	Adjective: _____
Verb ending in “-ing”: _____	Adjective: _____
Person’s name: _____	Plural noun: _____

Answers will vary.



“MY BUSINESS ADVENTURE”



My _____ parents have decided that it is time for me to open my very own _____ bank account. I have just received a lot of _____, and that means I am ready for business. But after I get my bank account, I need to get more _____. I want to get a business loan to fund my _____ investment. I am _____ with excitement to get my principal. But first the lender, who is named _____, says, “I am going to need some form of collateral.” “No problem,” I reply. “Here are _____.” It is a good thing my lender is my grandpa and isn’t too picky. I take my new money and _____ to buy some new _____. I’m sure it will be a _____ investment. My parents warn me that I will eventually need to pay Grandpa back and even give him a little interest on top of what I borrowed. I’m not worried; I’m sure my business will be a/an _____ success. I think I will even invest in some _____ next.

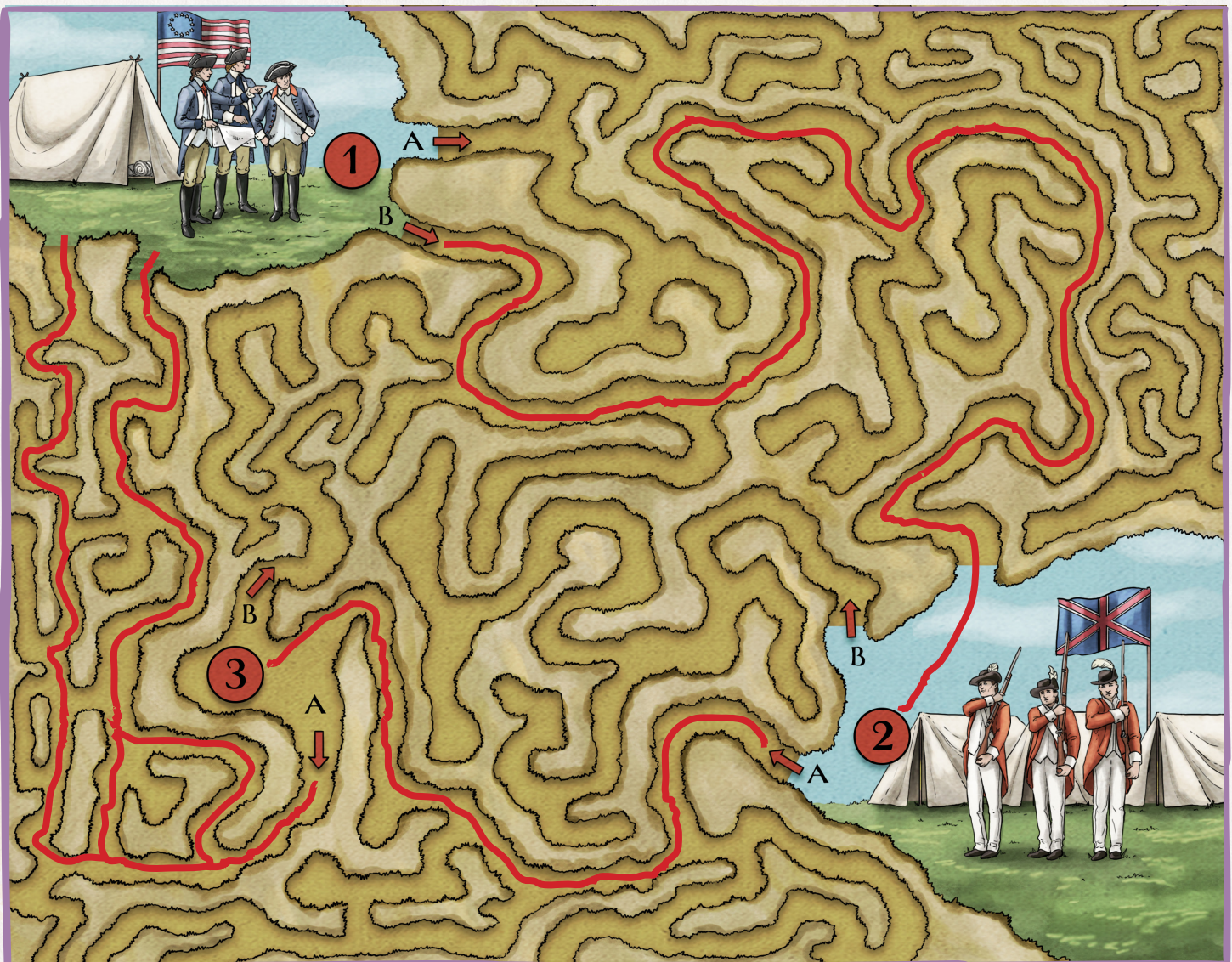
≡ § LAFAYETTE MAZE § ≡

Complete the maze. As you reach each numbered circle, choose the answer to the question and follow the arrow for that answer. The wrong answer will lead you to a dead end. If you reach a dead end, backtrack to the last circle and choose the other answer.

- 1 What did the Marquis de Lafayette ask James to do?
 - A. He asked him to join his French Allied unit as a soldier.
 - B. He asked him to go into enemy territory and become a spy.

- 2 How did James infiltrate the British when he arrived?
 - A. He posed as a runaway who wanted to serve the British.
 - B. He pretended he was a free man who believed in their cause.

- 3 What happened as a result of James's information?
 - A. Washington defeated the British at Yorktown, which led to the end of the war.
 - B. The Continental Army retreated and waited for reinforcements.



THE SWAMP FOX

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

The swampy marshes of the American South were completely unfamiliar territory to the British. Navigating through the muddy, unstable ground was difficult for most, even on the Americans' side. But there was one man who knew the terrain well and bravely led his band of soldiers on carefully planned attacks in South Carolina: Francis Marion.

At first glance Marion's soldiers did not look like much. They were a ragtag group of poorly dressed Patriots and slaves, all a little wild-looking and disheveled. Marion himself appeared equally unimpressive, though in a different way—he was much smaller and thinner than his soldiers and dressed just as modestly. When they requested to join forces with the larger local armies, the American soldiers laughed at their unseemly appearance. Their commander, General Horatio Gates, also had a low opinion of Marion and used him and his men only with reluctance, despite their skill and familiarity with the area.

What Gates did not know was that Marion had built up quite the reputation for himself already. He was a member of the South Carolina Provincial Congress and had years of fighting experience under his belt. His potential was recognized by John Rutledge, a Founding Father and governor of South Carolina, who awarded him the prestigious title of Brigadier-General and more troops to command. He would soon get the chance to prove his merit.

The swamps of South Carolina became a refuge for Marion and his army. While others found the marshes uninhabitable, Marion's men learned to navigate them with ease. When they were not on missions, they hunted local wildlife for food and journeyed to nearby farms to buy feed for their horses. On days when enemy forces posed a threat, however, they found hiding places among the thick vegetation of the swamp, waiting for the right moment to catch the British by surprise. After

delivering decisive blows, Marion's army retreated back into the swamp, where the British were too intimidated to follow. It was a home, a hiding place, and a strategic vantage point. For his cunning and crafty schemes, Marion soon came to be known as "the Swamp Fox."

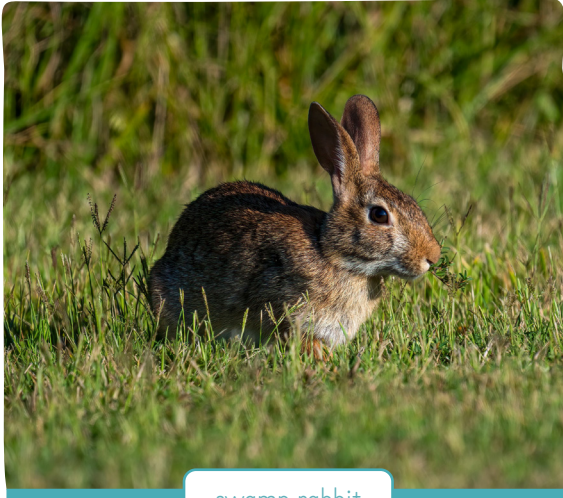
But Marion was not only a force on the battlefield. He was modest and efficient. A popular story goes that a British officer was sent to Marion to request the return of British prisoners being held there. Marion agreed and had the officer guided blindfolded to the Patriot base in the middle of the swamp. Once he arrived, his blindfold was removed, and he was immediately surprised at Marion's humble appearance. He was even more surprised when the general invited him to dine together! Despite having little to eat or clothe themselves with, the unruly army offered the British officer a portion of their food. He was so inspired by their generosity in such a deprived situation that it is said, when he returned to Georgetown, he resigned from the British army.

Francis Marion's contribution to the southern American forces cannot be understated. His unpredictable battle tactics and deft ability for navigating the marshy territory of South Carolina greatly aided the Patriots in driving the British from the area. His efforts were one small part of a much greater whole.



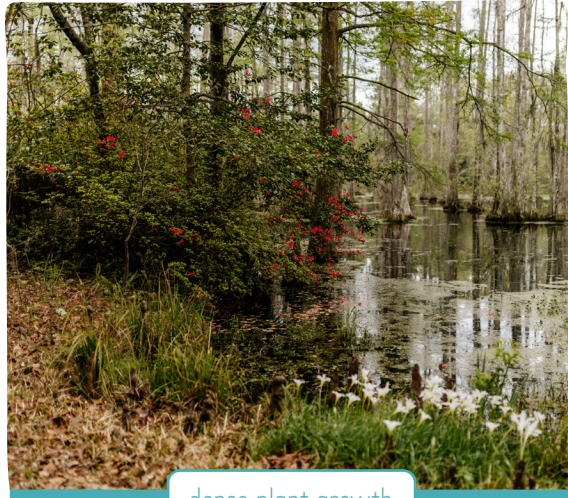
Francis Marion meets a British officer

Marion and his army fought on a battlefield most others were unused to and afraid of. The images below show areas and animals common to South Carolina swamps. Below each image write how you would interact with its subject if you were one of Marion's soldiers. For example, is the animal pictured a dangerous one or one you could hunt for food? If British soldiers were nearby, how could you hide in the area pictured? If you were retreating from battle, how would you cross the area pictured? Use your imagination!



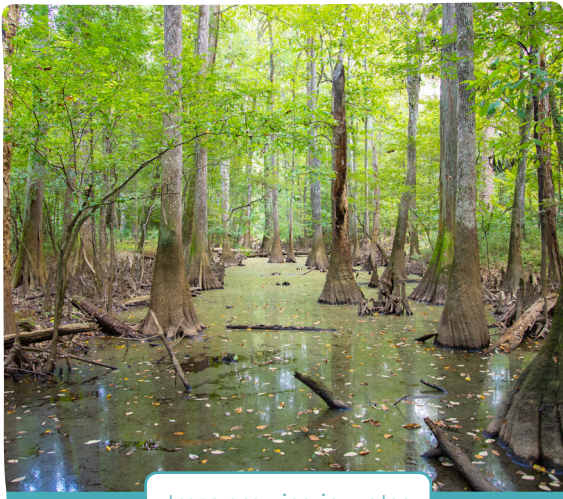
swamp rabbit

Answers will vary.



dense plant growth

Answers will vary.



trees growing in water

Answers will vary.



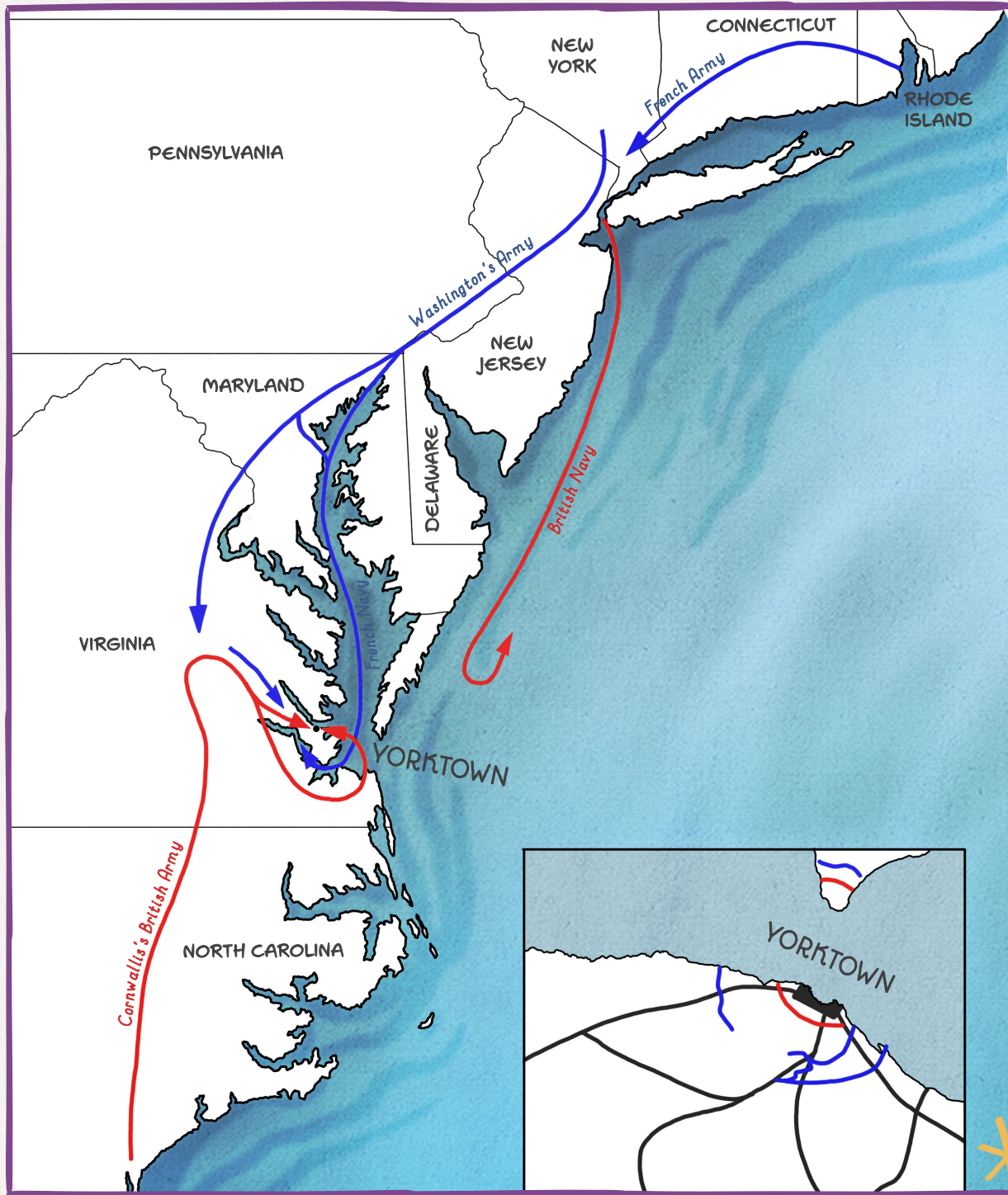
American alligator

Answers will vary.

BATTLE OF YORKTOWN MAP

LESSON
48

Follow the instructions in the course book to complete the activity using the map below.



THE ARTICLES OF CONFEDERATION

Read the following, including the excerpts from the Articles of Confederation, paying attention to the notes in the blue boxes. As you read, highlight what you think is the main point of each article. Then complete the activity at the end of the extension.

Answers will vary.

You learned in a previous lesson that the Articles of Confederation was a document that created the first government of the United States of America. Among other things the Articles gave the new nation its name and authorized the national government to handle a few tasks (such as managing relationships with other nations) while leaving all other power to the individual states. An excerpt from the Articles follows:

Articles of Confederation and perpetual Union between the States of New-Hampshire, Massachusetts-Bay, Rhode Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina and Georgia.

ARTICLE I.

The Stile [or name] of the confederacy shall be "The United States of America."

ARTICLE II.

Each state retains its Sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

ARTICLE III.

The said States hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, Sovereignty, trade, or any other pretence whatever.

Though these Articles were written and adopted by Congress in 1777, they were not actually ratified, or approved, by the states until 1781.

ARTICLE IV.

The better to secure and perpetuate mutual friendship and intercourse among the

people of the different States in this union, the free inhabitants of each of these States, paupers, vagabonds and fugitives from Justice excepted, shall be entitled to all privileges and immunities of free citizens in the Several States; and the people of each State shall have free ingress and regress to and from any other state, and shall enjoy therein all the privileges of

Before the Revolution every colony had been under the rule of the king—one single leader who made decisions for thousands of people. The Americans had learned from experience that lending that much power to the government was dangerous. The Articles of Confederation were meant to give the states independent rule of themselves, while still uniting America as one country.

Though the Articles seemed foolproof at first, it soon became clear that they were flawed. Giving the states full jurisdiction meant Congress could not tax them at all. This made it impossible for them to repay debts from the Revolution, and the economic state of the country declined.

trade and commerce, subject to the same duties, impositions and restrictions as the inhabitants thereof respectively, provided that such restriction shall not extend so far as to prevent the removal of property imported into any State, to any other State of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the united States, or either of them.

If any Person guilty of, or charged with, treason, felony, or other high misdemeanor in any state, shall flee from Justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offences.

Full faith and Credit shall be given in each of these States to the records, acts and judicial proceedings of the courts and magistrate of every other State.

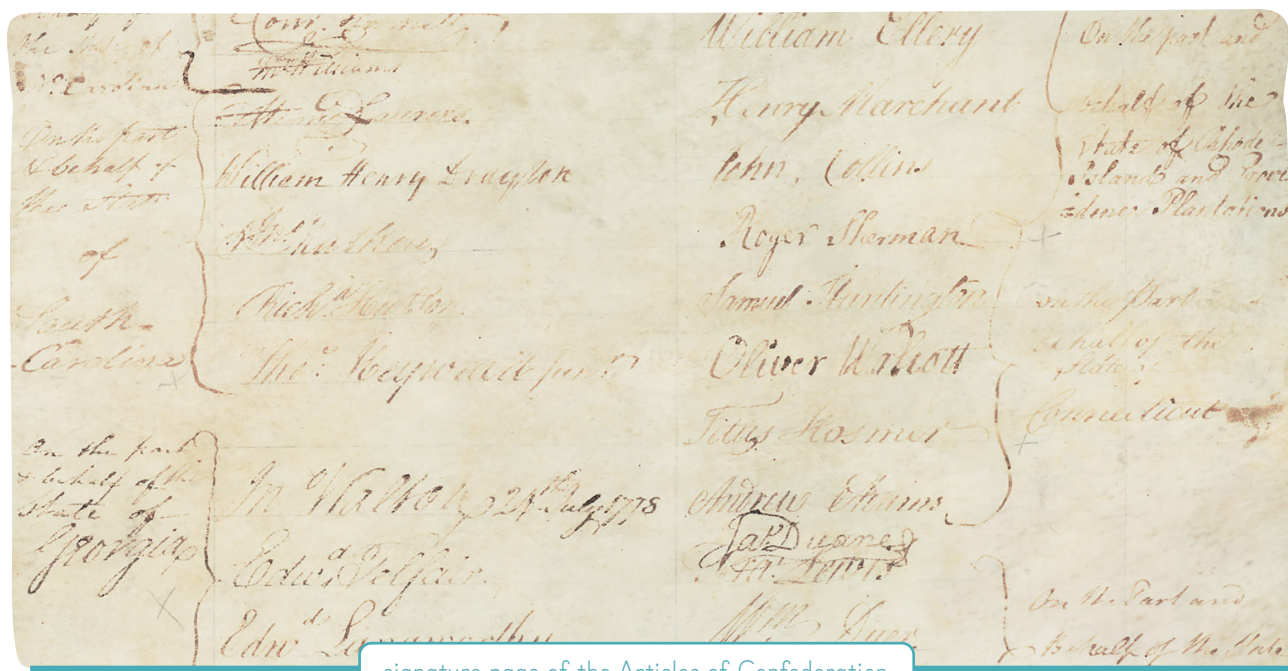
ARTICLE V.

For the more convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislature of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead, for the remainder of the Year. . . .

In determining questions in the united States in Congress assembled, each State shall have one vote.

Freedom of Speech and debate in Congress shall not be impeached or questioned in any Court or place out of Congress, and the members of congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendance on congress, except for treason, felony, or breach of the peace. . . .

Though inspired from good intentions, the lack of power given to Congress made the central government crumble. By the time 1787 came, it was clear America would need to try something else. The more successful US Constitution was introduced later that year.



signature page of the Articles of Confederation

Draw lines to match each statement with the correct article from the extension. Some articles have more than one matching statement.

- If a person committed a crime and then escaped to another state, the original state could ask the other state to send him or her back for trial.
- Each state would elect representatives to attend Congress every year.
- The name of the new country would be “The United States of America.”
- The states would keep all government powers not explicitly granted to the national government.
- Each state was given one vote in Congress.
- The people living in each state could travel freely to other states.
- The states would work together to fight wars, protect their freedoms, and create a good place to live.

Article I

Article II

Article III

Article IV

Article V

What were some problems with the Articles of Confederation? (Hint: Reread the notes in the blue boxes.)

Answers will vary.

KEYS FOR FREEDOM

As you listen to the lesson, draw a line between each term and its correct definition. Then write the correct letters above their matching numbers to create the word that completes the sentence below. Finally, answer the question at the bottom of the page.

1	majority rule with individual rights	All citizens can vote freely and fairly for people to represent them.	R
2	citizen participation	Majority and minority rights are balanced, and leaders are to protect God-given rights of individuals.	P
3	religious and moral people	Limits are placed on leaders, and government functions are performed by the most local level of government.	E
4	limitations	This kind of republic only works with citizen participation in researching and voting.	O
5	free and fair elections	The Constitution was made only for a moral and religious people.	W

P O W E R
1 2 3 4 5

WE HOLD THE POWER TO HELP SHAPE OUR COUNTRY.

Which of the above keys for freedom do you believe is the most important? Explain your answer.

Answers will vary.

THE FEDERALIST PAPERS

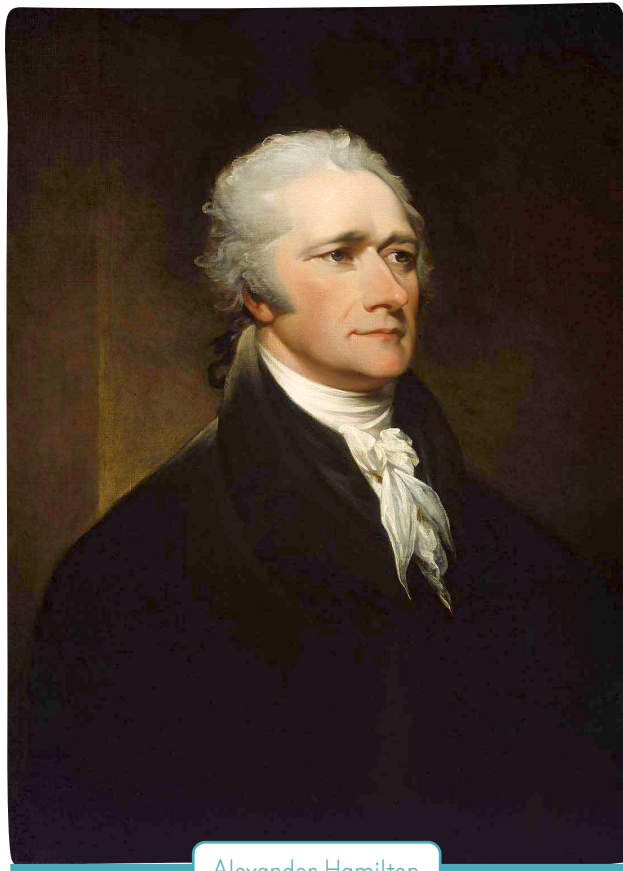
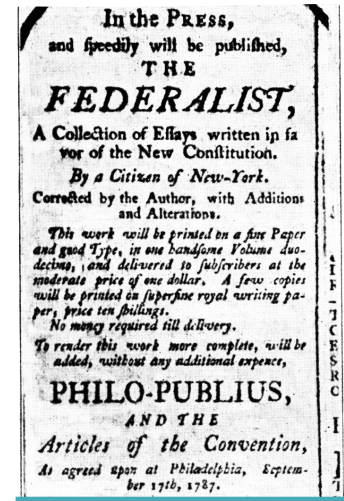
Read the following and complete the activity at the end of the extension:

Have you ever really wanted something to happen, but felt unsure it would actually occur? For example, maybe your parents have been talking about going camping at Yosemite National Park, but they are not totally sure that they have the time for it. To help convince them, you might write an anonymous note:

"Dearest Mr. and Mrs. [insert last name],

Recent studies have shown that children who spend time in nature have increased well-being. In fact, 79% of children studied felt an increase in their personal confidence after spending time in nature. Furthermore and finally, 81% also said that time in nature helped improve their relationships with their teachers, which, in this case, is *you*. Don't you want confident children? Don't you want your relationship with your children to blossom like the wildflowers at Yosemite? I advocate strongly for your camping trip to Yosemite for the general benefit and health of your beloved children.

Yours Truly, An Anonymous and Totally Unbiased Friend."



Alexander Hamilton

A brilliant strategy, right? How could your parents resist such logical and persuasive reasoning?

Alexander Hamilton

Founding Father Alexander Hamilton had the same idea, except he was not arguing for a camping trip, but something much bigger. Hamilton was heavily involved in the cause for American independence. Once the Constitution had been written, each state had to then **ratify**, or officially accept, the Constitution so that it could become the governing document of the United States. However, things were not going very well in Hamilton's home state of New York. A group of leaders called the Anti-Federalists were speaking out against the proposed draft of the Constitution with various concerns, including that it gave too much power to Congress. Hamilton decided to take action. He felt confident that the United States needed a strong federal government to compete with the powerful nations of Europe and that making it too weak would lead to the dissolution of the nation Americans had fought so hard to win.



John Jay

John Jay and James Madison

Hamilton recruited John Jay, a fellow New Yorker, and James Madison, a Virginian and member of the Continental Congress, to write a series of anonymous essays explaining and advocating for the Constitution, which would come to be called *The Federalist Papers*. Hamilton hoped to persuade his fellow New Yorkers to ratify the Constitution as quickly as possible. Beginning in October 1787, the three men published 85 essays over the course of six months in various New York newspapers under the anonymous name "Publius," the same name as that of a Roman general who once helped establish the ancient Roman Republic. Alexander Hamilton wrote the majority of the essays with a total of 51, James Madison wrote 29, and John Jay wrote 5.

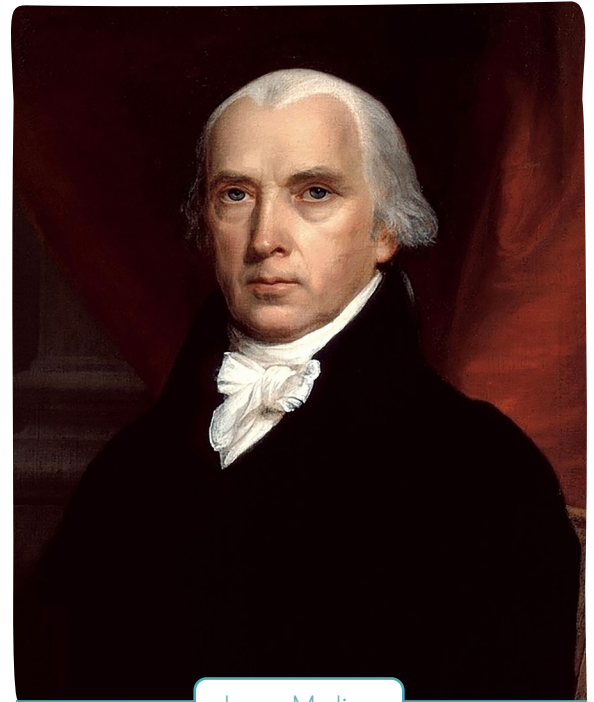
In the first essay, Hamilton laid out the project he hoped to accomplish. In his mind the Constitution was trying to answer "whether societies of men [and women] are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force." Hamilton

was asking his fellow New Yorkers if democracy was even possible. He was asking if a society of diverse people could devise an effective and balanced system of government that the people had a voice in rather than having government forced on them by a tyrant. Hamilton was implying that if New York failed to ratify the Constitution, it would be proving to the world that constitutional democracy was, in fact, not possible.

In later essays the three men discussed and explained relevant issues, including why the current Articles of Confederation were not strong enough to meet the demands of the country and how a strong federal government as outlined in the Constitution was necessary to establish a military, a robust economy, peace between the states, the power of taxation, and a balanced system of power between the three branches of government.

In July 1788 New York finally ratified the Constitution, right on the heels of Virginia, which had ratified it in June. Although Hamilton believed a Bill of Rights was not necessary and might ultimately limit basic human rights, James Madison wrote the Bill of Rights to compromise with New York, Virginia, Massachusetts, Rhode Island, and North Carolina, and it became part of the Constitution in 1791.

The Federalist Papers have been used as important tools to interpret the original meaning of the Constitution and to understand the intent of the Founding Fathers. Since the founding of the United States, Supreme Court justices have referenced *The Federalist Papers* in over 500 Supreme Court decisions. The papers remain a critical source in understanding our nation's founding.



James Madison

Of the 85 essays in *The Federalist Papers*, the 10th essay, written by James Madison, is considered one of the most influential. In 1787 some Anti-Federalists were worried about **factions**, or groups that work together to support a specific political cause, banding together and forming a tyrannical leadership in the new government. Madison wrote this essay to address that concern, arguing that a strong federal government with elected representatives from all the states (like that outlined in the Constitution) would actually be a good defense against one faction gaining too much power.

To learn about Madison's argument, read each of the excerpts below and highlight what you think the main point of the excerpt is. Then write that point in your own words on the lines.

"As each representative will be chosen by a greater number of citizens in the large than in the small republic, it will be more difficult for unworthy candidates to practice with success the vicious arts by which elections are too often carried; and the suffrages of the people being more free, will be more likely to centre in men who possess the most attractive merit and the most diffusive and established characters."

Answers will vary.

"The smaller the society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party. . . . Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other."

Answers will vary.



During the Victorian Era, photos and painted portraits were expensive, so a common alternative was to make a silhouette. Silhouettes are black-and-white drawings of the profile of someone's face. The process to make one is fairly simple. We are going to make one today.

Note: The supplies listed below are for one silhouette. This activity may require additional help.

SUPPLIES:

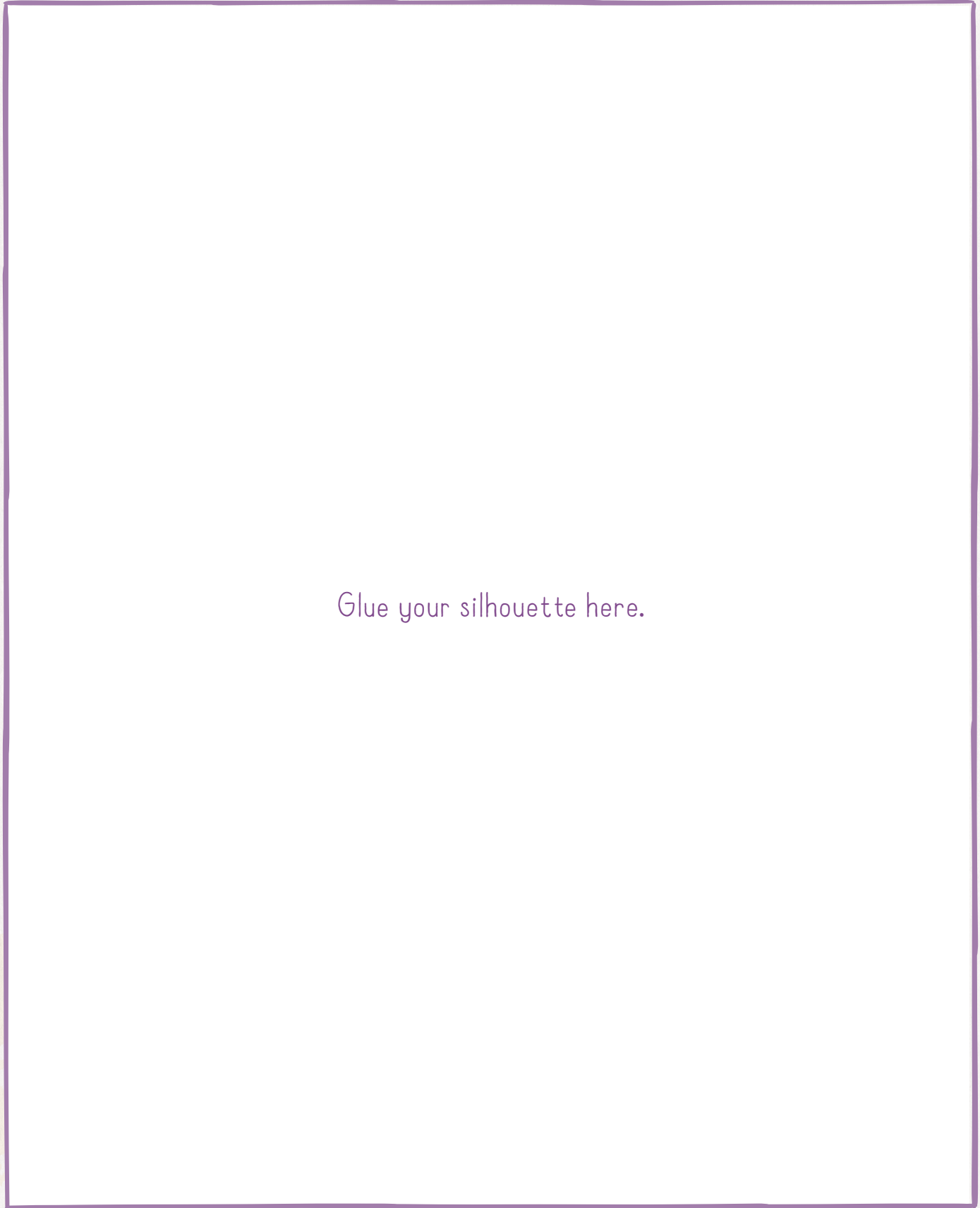
- flashlight or lamp
- 1 sheet of black paper
- 1 sheet of white paper
- tape
- scissors
- glue
- another person to act as subject, such as a parent or sibling



INSTRUCTIONS:

- Place the black sheet of paper behind the white sheet of paper and tape both of them to the wall at the same height as the person acting as your subject.
- Have your subject stand fairly close to the paper, leaving enough room for you to reach the paper.
- Arrange the light on a chair, a table, or the floor so that the shadow of your subject's profile fits in the center of the paper.
- Inform your subject that he or she must stand as still as a statue, and then trace the outline of your subject's shadow on the paper.
- Remove your papers from the wall and cut out the silhouette on the line you traced. Make sure to cut through both the black and the white papers.
- Discard the white paper and keep the black silhouette.
- Finally, glue the black silhouette to the white space on the next page. Enjoy your homemade silhouette portrait!

⌘ VICTORIAN SILHOUETTE ⌘



Glue your silhouette here.

THE EAST INDIA COMPANY

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

Queen Victoria was quite proud of her title as “Empress of India,” but how did she receive that name in the first place? The truth actually extends all the way back to 1600, hundreds of years before Victoria’s birth, when Queen Elizabeth I gave permission to a British organization called the East India Company (so named because it did business in an area known as the East Indies) to trade in Southeast Asia. This company built trading ports and settlements in India that expanded as time passed.

The businessmen in these settlements hired the local Indians and began learning about the unique art, language, and architecture of their culture. They used this knowledge to better appeal to local rulers called rajas (RAH-zhahs), striking deals for more land and trade opportunities. These deals were beneficial for the rajas too, often offering additional protection for themselves and their territories.

Dealings between these two groups were not always peaceful, however. The East India Company had a tendency to take advantage of failing Indian dynasties or governments by moving in with an army of volunteers to take control, sometimes violently. Soon this army grew to twice the size of the standing British army. The company was always seeking to gain more land, more control, and more money. Roads were built, buildings and businesses expanded, and many British families even moved to India to help manage affairs. This is an example of *colonialism*, which you learned about in the lesson.

Do not forget that at this time the East India Company was just that—a company. Just like modern corporations, the owners sold parts of their company to the public in order to raise money. Due to the company’s expanded influence, it soon gained a *monopoly*, or complete control over a trade or commodity, in India. This was made possible through a charter given to it by Queen Elizabeth I ensuring that it was the only business allowed to trade in India.

Although the East India Company was not part of the British government, it often acted as if it were. As the company expanded, it began taxing the Indian people, sending some money back to Britain but keeping a large portion of it for itself. After realizing they were making more money from taxes than trading, the company leaders changed tactics. Instead of aiming for trade and cooperation for the locals, they wanted authority over the country and its people. After all, the more people they could tax, the more money they would make. Soon, the East India Company had gained enough power to control all of India.

The Indian people, angry with the taxation, rose up in rebellion. It was a violent conflict, in which many British and many more Indian people were killed. Queen Victoria, now crowned, was devastated by the loss and suffering. British troops were dispatched from Europe to quickly suppress the mutiny. To keep the peace, Victoria instructed all British people living in India to respect the Indian religions and culture and offered Indians more jobs with the company, but it was too late. The British and Indian peoples no longer trusted each other and refused to work together.

In 1858 the East India Company lost all administrative power, and the British government took full control of India. The queen was given the title “Empress of India,” and she often referred to India as a “jewel in the crown.” She loved Indian culture and language immensely but never actually visited the country herself. Through the workings of a single company, one small European island came to control a country about 13 times its size.



Logos are used by companies to quickly identify themselves and communicate their values, essence, and identity, almost like a visual signature. The East India Company had a few different logos during its time. Two examples are shown here. Imagine that the company still exists today, and then create what you think a modern logo for it might look like in the space below.

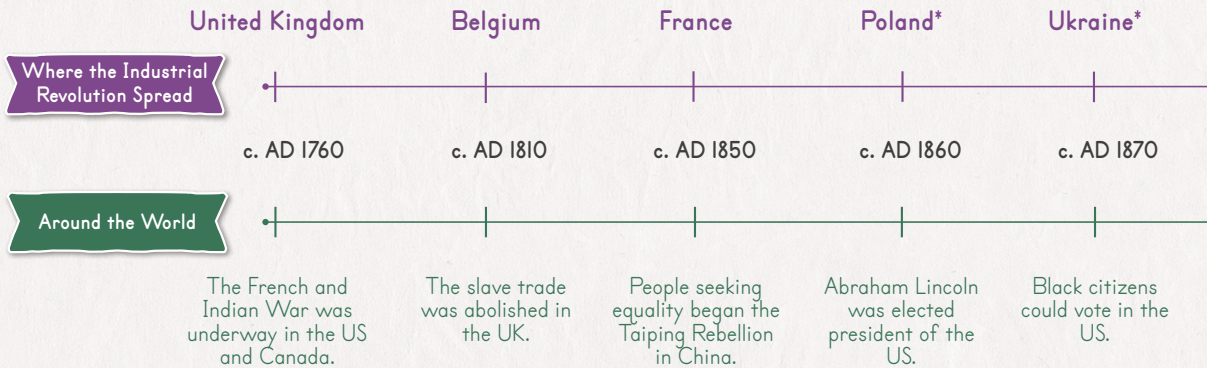


Logos will vary.

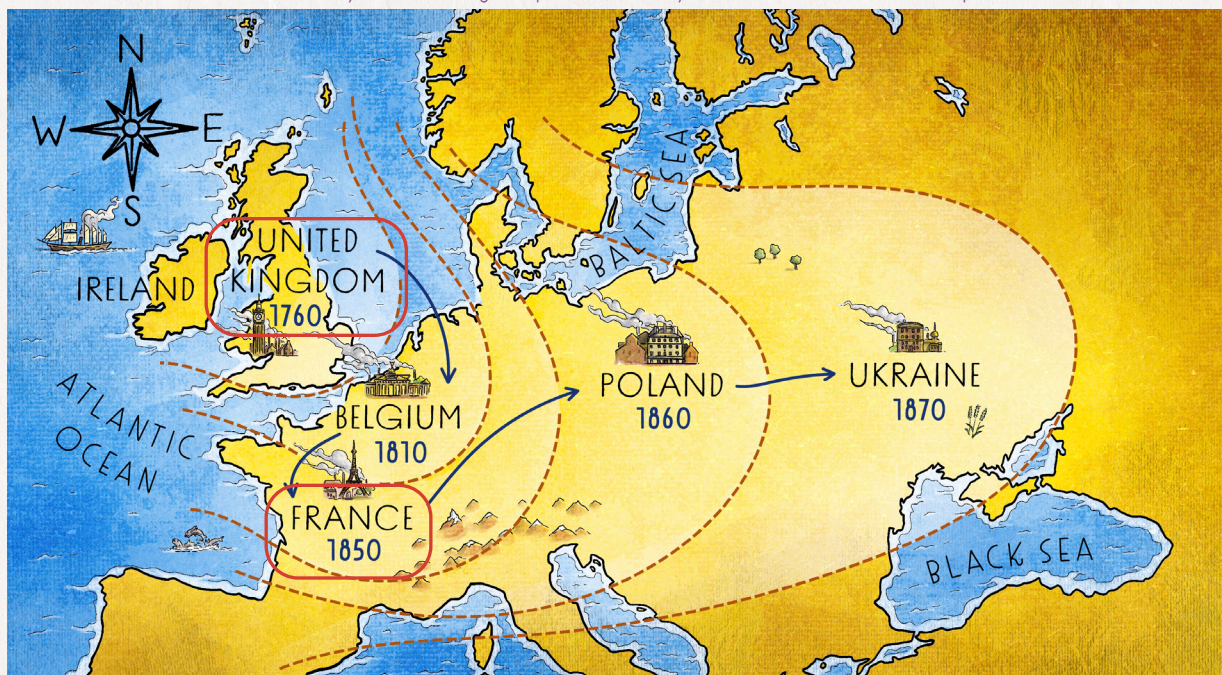
INDUSTRIAL SPREAD

LESSON
51

At first the Industrial Revolution was mostly confined to the United Kingdom. Then other countries began to follow suit worldwide. To briefly learn about how the Industrial Revolution progressed in Europe, review the information below, and then complete the questions at the bottom of the page.



*Poland and Ukraine were controlled by Russia during this period of history and were not considered independent countries at the time.



The Industrial Revolution was a time of great invention when new technologies and factories started spreading across the world. The map shows where it started and how quickly it spread.

- On the map circle the country where the Industrial Revolution began. What country was it?
- What country had the Industrial Revolution reached by the 1870s?
- Which country was industrialized first, Belgium or Poland?
- What year did the Taiping Rebellion begin in China? Circle the country on the map that the Industrial Revolution had spread to in the same year.

United Kingdom

Belgium

Ukraine

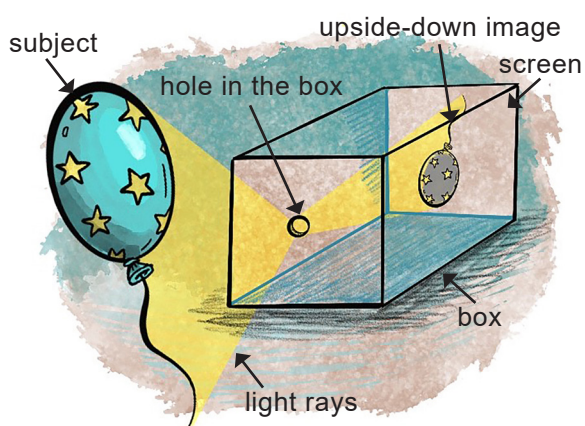
1850

THE SPREAD OF PHOTOGRAPHY

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

We see photographs all around us today. There are photographs on our walls, in our books, on advertisements, and on our computers and smartphones. It is hard to imagine a world without photography, but for most of human history, the only way to capture an image was to draw or paint it.

The word “photography” literally means “light drawing.” This refers to the process required to make a photograph, which has two main steps: (1) capturing light reflected from an object to create an image and (2) preserving that image, either on a physical object, such as paper, or in a digital file. Discovering how to do both of these steps required study of two branches of science: **optics**, the study of light, and **chemistry**, the study of how substances are created and react to each other. You will learn about how the second branch is important later on. First, we will talk about controlling light.

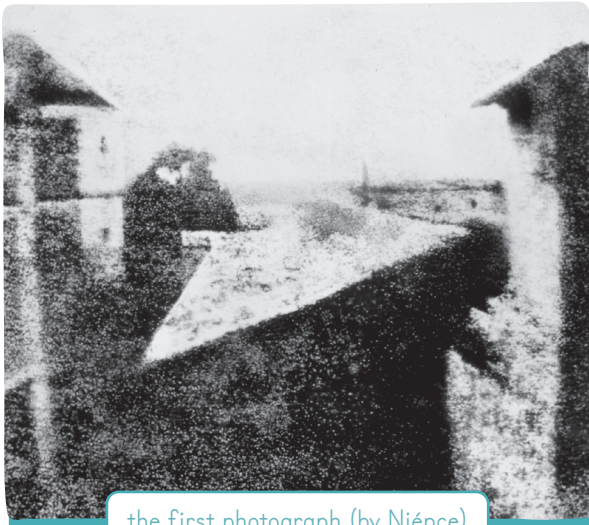


Have you ever been told not to look directly at the sun? The sun is so bright that looking at it unprotected will damage your eyes, even during a solar eclipse when the sun is completely covered by the moon. People in ancient Greece, China, and other places understood this, but they still wanted to observe solar eclipses and other phenomena for study, so they developed a method of controlling light that would later be called a camera obscura, or “dark chamber.” This was a small darkened room with a single tiny hole in one wall to admit light. The hole was so small that it allowed only a certain amount of light through and bent that light so an image of objects outside (such as a solar eclipse) was reflected on the opposite wall—upside down!

By the 16th century, people were using the camera obscura to trace portraits and other art, similar to how you made a silhouette in the previous lesson but much more detailed. Eventually whole rooms were replaced with small boxes (sometimes simply called “cameras”), and angled mirrors placed inside the box flipped the image right side up. Then people began to wonder: What if the images could be preserved directly, exactly as they were, instead of being traced by an artist?

This is when chemistry became important. In the 18th century, scientists discovered that certain substances react to light by becoming darker or harder, and in the early 19th century, people started applying this principle to camera-obscura images. Around 1800 a British man named Thomas Wedgwood figured out that if he treated paper with a light-sensitive chemical called silver nitrate and then put it inside a camera box, the silver nitrate would turn black in response to the light, leaving a lasting black-and-white image on the paper. However, these images still were not permanent; the entire paper would turn black after a few minutes of exposure to natural light outside the camera.

What historians consider the first true photograph (though that word was not in use at the time) was created in 1822 by a French man named Nicéphore Niépce [NEE–seh–fore NYEPS]. Instead of Wedgwood’s camera and paper, Niépce used plain sunlight and a chemical-coated sheet of metal with a drawing laid



the first photograph (by Niépce)

over it, a process he named *heliography*, or “sun drawing.” The chemicals he used hardened in response to the sunlight, but the parts under the drawing’s ink stayed soft and could be washed away, leaving an accurate, permanent image. It took all day to create, so you can see the sun shining on both sides of the building in the picture!

Other inventors continued to experiment and improve on Wedgwood’s and Niépce’s successes. Better chemicals allowed pictures to be created in minutes instead of hours or days. The earliest of these “faster” images were called *daguerreotypes* [da-GERR-o-types] after their creator, Louis Daguerre [LOO-wee da-GERR]. Translucent sheets of paper (called *negatives* today) were also invented, which allowed light to be shone through them onto fresh paper

to create multiple copies of the same image. In 1839 British scientist John Herschel presented a report on this field of study to the Royal Society, which contained the first known use of the word “photography.”

Some people objected to photography. They worried that people would become vain from having pictures taken of themselves or that painters and other artists would be put out of business. Nevertheless the first photography studio opened in New York City in 1840, and the new technology soon took off. It was initially difficult to take pictures of people because they took so long. Sometimes photographers used devices to help people hold their heads still for the several minutes it took to create a photograph. Also, until the late 20th century, photographs were disappointingly black and white unless an artist colored them with paint or ink to make them more true to life, a process called *tinting*.



daguerreotype

In 1888 George Eastman invented the Kodak camera, which used flexible negative paper called *film*. People could take pictures and then send the whole camera back to the factory for the pictures to be printed on paper. His camera made photography something everyone could do. When digital cameras and home printers became available in the late 20th century, not even that step was required.

Photography changed many things. Not only were artists able to explore an entirely new medium, but detailed images of plants and animals were now available for scientific study, and cameras accompanied explorers on their travels, including Ernest Shackleton on his expedition to Antarctica. Photographs of foreign lands, buildings, and cultures helped people to learn and care more about the wider world. Photographs of the incredible scenery of the American West influenced the creation of Yellowstone National Park. War photography allowed the public to graphically see the horrors of war, which affected elections and government. Photography has gone from an interesting experiment to an integral part of human society in just 200 years.

If it isn't an Eastman, it isn't a Kodak.

PUT A KODAK IN YOUR POCKET

Folding Pocket Kodaks have achromatic lenses, automatic shutters, are made of aluminum and load in daylight. \$10.00 to \$17.50. Eastman Kodak Co. Rochester, N. Y.

Catalogues free at the dealers or by mail.

Examine the family photos on this page and, using the hints below as a guide, put them in order from oldest to newest. Write your answer in the box on each photo, with 1 being the oldest and 6 being the newest. Check your answers with the answers upside down at the bottom of the page.

- **Setting:** The first photographs could only be taken by going to a special photography studio. As cameras became more accessible, photos taken at home or in other casual settings became more common.
- **Posture:** Early photographs took so long to create that people often did not smile because it was hard to hold a smile for long enough. Poses grew more casual as time went on until even sitting on the floor was acceptable.
- **Color & Focus:** Older photographs often have a yellow tint from unstable chemicals, and untinted color photos did not appear until the late 20th century. Modern photos could be blurry but grew clearer and more in focus over time.
- **Clothing:** Until a few decades ago, people usually dressed very formally for photos.



MISSIONARY MOVEMENTS

LESSON
52

Follow the instructions below as you listen to the lesson.



Pay close attention to the names listed below. When you hear about one of these missionaries in the lesson, add them to the map above in the correct location. Bonus: If you know where they were from and where they served, draw a line to show their travels.

- | | | |
|---------------|---------------------|---------------|
| St. Patrick | St. Jean de Brébeuf | William Carey |
| St. Augustine | David Livingstone | Ann Judson |

What do you think were the biggest impacts of the global missionary movement?
What stood out to you?

Answers will vary.

THREE INSPIRING MISSIONARIES

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

Hundreds of prolific missionaries served during the missionary movement, spreading messages of Christianity worldwide. While White men were in the majority, others also served, overcoming the restrictions and prejudices of the time to deliver God's word in a time when such a thing was often very difficult for women and Black people. As such, it is vital to highlight their contributions.

Theophilus Opoku (1842–1913)

Theophilus Opoku [o-POKE-oo] was born in the Gold Coast—a British colony spanning multiple modern-day African countries, named for the abundance of gold discovered there. He was often sick, suffering many illnesses and injuries throughout his childhood. Because of the cultural mix in the area, Opoku grew up exposed to both Christianity and the local African religion, and he eventually decided to study to become an evangelist, or Christian missionary. He was baptized in 1856 and entered school to become a Presbyterian missionary two years later.



Theophilus Opoku

Unfortunately, Opoku struggled with sickness even into adulthood, which made it difficult for him to teach. He also faced much prejudice; many of the congregations and classes he taught wanted a White man and would not listen to his words. He switched jobs and stations several times to keep up with the wants of others and his own capabilities. His hard work at last led him to being ordained as a pastor in 1872—the first African pastor in the Gold Coast. Though he fought disease for the rest of his life, Opoku remained a devout Christian until his death in 1913.

Susan Law McBeth (1830–1893)

Susan Law McBeth, better known as Sue, served as a Christian missionary to the Nez Perce people living in Idaho in the United States. When she accepted the call in 1873, she already had years of experience teaching the Choctaw people and her many students at a university in Iowa. The Nez Perce were open to learning from the missionaries, and McBeth enjoyed her work, describing the people as “interested, earnest, and diligent.”



Susan Law McBeth

McBeth had a mission that extended beyond just growing the number of believers—she wanted to train the native men to be ministers and leaders in their own congregations. Some of them, she hoped, would even become missionaries themselves! For this purpose she taught at a local seminary and created a dictionary that translated the Nez Perce language to English and vice versa. Her sister Kate worked alongside her, making strides in education for local women as well as taking on McBeth’s duties after her death. Together these women established a vibrant scene for education and gospel teaching in the area and were well loved by the Nez Perce people.



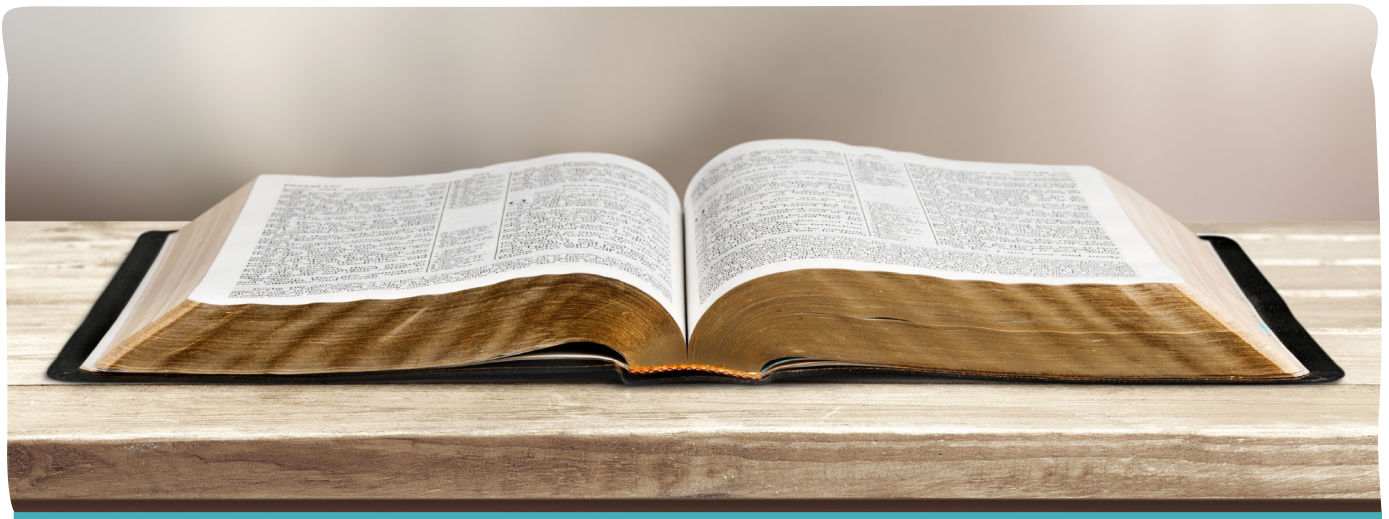
Augustus Tolton

Augustus Tolton (1854–1897)

Augustus Tolton was born into slavery in Brush Creek, Missouri, and raised Christian by his parents. When he was about nine years old, his father died of disease during the American Civil War, and his mother took Tolton and his two siblings and fled across the Mississippi River to Illinois, where slavery was illegal. There they continued to attend the local church, and Tolton’s mother encouraged him to pursue an education. He soon decided that he wanted to become a priest.

While Tolton’s opportunities as an African American were sadly limited by the prejudices of the time, he studied with priests in his community until he received special permission to study at a private Christian college in Illinois—and later in Rome! There, in 1886, he was ordained as the first priest in the Roman Catholic Church who was acknowledged to be African American.

Tolton was briefly considered for a mission to Africa, but in the end he returned to the United States. For a time he led the congregation in his hometown of Quincy, Illinois, and then was transferred to Chicago in 1889 and became a powerful preacher there, attracting believers of all different races and gaining a reputation nationwide as a minister and public speaker. He also worked with local leaders to collect money to build a church building and devoted the rest of his life to helping those in need and teaching about Jesus Christ.



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The three missionaries that you learned about did their best to spread knowledge of Jesus Christ along with service and kindness. You can share your love and kindness too. In the space below, write three short notes of gratitude or inspiration to people you know. Cut them out and share them.

Gratitude notes will vary.

Gratitude notes will vary.

Gratitude notes will vary.

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As you have just learned, for many enslaved African Americans, songs were an important way to share their history, their culture, and—in cases like Liele’s—the knowledge of Jesus Christ. Unfortunately, the first hymn collection for African Americans was not published until 1801, in part because most slaves could not read or write, and it is difficult to know which, if any, surviving lyrics composed by them may have been sung at the time of George Liele. Below are two hymns that are known to have existed during Liele’s lifetime. Copy each underlined letter on the lines below to answer the question about George Liele. Then answer the two questions below.

God, Our Help in Ages Past
Isaac Watts (composed c. 1708)

Before the hills in order stood,
Or earth received her frame,
From everlasting thou art God,
To endless years the same.

When I Survey the Wondrous Cross
Isaac Watts (composed c. 1707)

See, from his head, his hands, his feet,
sorrow and love flow mingled down.
Did e’er such love and sorrow meet,
or thorns compose so rich a crown?

What was a special gift that George Liele used to help others?

 H I S V O I C E

What is a special gift that you have or want to develop?
What steps can you take to improve?

Answers will vary.

Why do you think the songs above would have been relevant to the slaves George Liele was teaching?

Answers will vary.

CHRISTIAN MUSIC: HYMNS TO GOSPEL

Read the following and answer the questions at the end of the extension:

Music has always been a crucial part of Christian worship. The power of song is mentioned frequently throughout the scriptures. In Colossians 3:16 the Apostle Paul advises us to “[teach] and [admonish] one another in psalms and hymns and spiritual songs.” “Hymn” comes from the Greek *hymnos*, which means “song of praise.” Beginning in the first century AD, Christian congregations sang very simple hymns in the style of the Jewish synagogues, which had no instrumental accompaniment. In the centuries that followed, instruments were introduced, primarily the organ, and two general categories of music became popular: **chants**, which had very little melody or set rhythm and were sung mainly by specially trained choirs of monks or nuns, and **congregational hymns**, which churchgoers sang together, often in multiple harmonies. The latter were encouraged by Martin Luther, Isaac Watts, and other religious leaders, who believed that music could help reach the hearts of those who did not know how to read, did not have access to the Bible in their language, or simply had trouble connecting with the scriptures.



medieval hymnbook (c. 1290)



Charles Wesley

Many early congregational hymns are still sung in various Christian denominations today. Charles Wesley, a renowned songwriter and contributor to the Methodist movement of the 1700s, is well known for his enduring hymns. You may recognize a few of these names: “Christ the Lord Is Risen Today,” “Hark! The Herald Angels Sing,” and “Rejoice, the Lord Is King.”

Christian worship music spread outward from England, taking on influences from the unique cultures of each country it took root in. Two similar influences were the African tradition of **call-and-response**, in which musicians took turns with each other or the audience in playing or singing, and the Scottish tradition of **lining out**, in which a church soloist sang or chanted one line, and the congregation repeated it. These and other traditions were brought to the Americas by immigrants and slaves, eventually leading to the creation of a genre that would drastically impact both religious and secular music: gospel.

In the late 19th and early 20th centuries, American ministers of both African and European descent began putting an upbeat spin on their hymns, swapping out their organs for pianos, guitars, tambourines, and even brass instruments like the trumpet. Gospel music emphasized the positive, joyful aspects of Christianity and was seen as “spreading the good news” of Jesus Christ. Its uplifting lyrics and style caught on with a wider audience, and soon gospel singers took the nation by storm. One of the most influential of these was the African American composer and musician Thomas Dorsey, who is known as the “Father of Gospel Music.”

Since many congregations were still commonly *segregated*, or separated by race, until the late 20th century, African American and White congregations developed their own unique versions of gospel music by drawing on their differing cultural heritages to interpret the same set of commonly known melodies. One distinctive trait of White “Southern gospel,” named for the American South in which it developed, was traditional four-part harmony, which led to the popularity of the *a capella quartet*—four people who sang without instrumental accompaniment, each with his or her own distinct harmony—both in church meetings and out. Southern gospel songs sung in nonreligious contexts also became a strong influence in the genre of country music.

“Black gospel” music used *syncopation*, or emphasis placed on unexpected beats, and choir members often improvised new melodies or rhythms on the fly! African American composers also wrote lyrics that reflected their unique experiences, often drawing on the African spirituals of their enslaved ancestors, and this soulful twist on gospel music was also seen in genres such as jazz, blues, and swing—all of which would uniquely characterize the 20th century. Black gospel is what many people think of when they hear the words “gospel music” today.

Modern gospel choirs, often including members of many different races, are still extremely common in certain Christian denominations. Who knew Christian music would have such a huge impact on music as a whole?



Thomas Dorsey



gospel choir

1. Would you prefer congregational hymns or gospel music as a method of worship? Explain your answer.

Answers will vary.

2. What is your favorite genre of music to listen to? Based on the information in the extension, do you think that genre was influenced by the development of Christian music in any way? Explain your answer.

Answers will vary.

Bonus: Pick a hymn or other religious song that you like, and then play or sing it for (or with!) your family or friends. Ask them how singing or listening to that song made them feel, and then record their responses below.

Answers will vary.

LESSON 54 EXTENSION

THE CORN LAWS

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

At the start of the Irish Potato Famine in 1845, most people in Ireland were not allowed to own their own land. Instead they rented it from British landlords.

WHEAT



These **tenant farmers**, as they were called, did not have any rights to the crops they grew or the land they lived on. They grew potatoes to eat (with a little left over to sell) on small private plots, but crops grown on the rest of the land were owned by the landlord, who reaped all of the profits. If the tenant farmers wanted to eat any of that food, they had to pay for it, and due to the British **Corn Laws**, that food was very expensive, more than these people could ever afford. The Corn Laws were a large part of what made the Irish Potato Famine so devastating.

The name “Corn Laws” comes from a historical practice of calling **cereal grains** (such as wheat, barley, corn, and rye) “corn.” These grains were so vital to the European diet that most countries both grew these crops themselves and bought them from other countries. In order to support British farmers who grew them, Britain created several different laws throughout its history to regulate the trade

CORN



and importation of these crops. These laws ranged from collecting high taxes on imported grain to forbidding foreign grain to be imported at all until local grain was scarce enough that it cost a certain amount, but the ultimate goal was always to make sure that foreign grain was never less expensive or more available than grain grown by native British farmers.

Unfortunately, this also meant that whenever British crops were less than plentiful, the price of grain became very expensive long before any foreign grain could be brought into the country. As a result the Corn Laws were always unpopular. When they became even more restrictive in response to war in the early 1800s, there were riots, petitions, and protests. However, despite the majority of people

from multiple levels of society being against these laws, they remained in place because the only people who had the power to vote against the laws were the wealthy landowners who benefited from selling their crops at high prices.

Ireland was also under British rule at this time, so it had to abide by these Corn Laws too. Prices were not yet high enough to allow foreign grain to be sold in Ireland, and because the tenant farmers could not afford to buy Irish food at existing prices, the landowners still shipped their crops over the Irish Sea to be sold in England, even though millions of people in Ireland were starving. Many of these landowners were British, and some did not even live in Ireland, meaning they had no firsthand experience of how bad things were for people there, though reports of the suffering were numerous. Sadly, some British people also believed the Irish were less civilized than the British, and they were not as compassionate toward Ireland’s plight as they should have been.



BARLEY

While the British government definitely could have done more for the Irish during the Great Famine, a few actions were taken. In the first year of the blight, the British prime minister, Robert Peel, bought a large amount of **maize** (a type of Native American corn) from the United States and sent it to Ireland. Unfortunately, this effort only helped a little. The maize had to be crushed and cooked in a specific way before it could be eaten, a process unfamiliar to the Irish people, and it was generally less nutritious than potatoes, making it a poor replacement.

At last the devastation in Ireland combined with British anti-Corn Law protests persuaded Peel to **repeal** (or remove) the Corn Laws in 1846. Government leaders in the following years provided limited assistance in the form of loans, soup kitchens, and employment opportunities, but the famine remained dire. Even after the blight finally ended in 1852, its consequences continued to affect Ireland for many years to come.



RYE

Imagine you want to bring public attention to the problems caused by the Corn Laws. In the space below, write a news article, compose a letter to Queen Victoria, or create a political cartoon to express your views on the Corn Laws. Choose whichever method you think would have had the biggest chance at making a change during this time and use what you have learned in this lesson to convince your audience that a change is needed.

Answers will vary.

THE GREAT EXHIBITION OF 1851

Read the following and answer the questions at the end of the extension:

When was the last time you were truly wowed by an invention? Technology has developed so far that today, we fly across the world in airplanes, we ride around in automobiles, and we even have robot vacuums to clean our floors. We are surrounded by technological advancements, so much so that we often take them for granted.

In the 19th century, it was a different story. Many of the things that are ordinary today were considered modern marvels back then. Yet at the same time, technological advances were developing faster than ever before. Two men had the idea to put on the first-ever world fair, named the Great Exhibition of Works of Industry of All Nations, to showcase all the industrial and artistic advancements from around the world.



Henry Cole

The Brains Behind the Big Idea

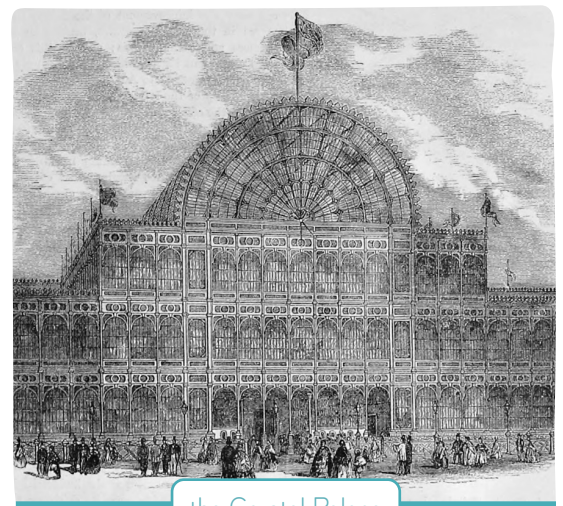
Henry Cole had a passion for art and design. He was the lead editor for a magazine about design, and he served as a council member of the Royal Society of Arts. In 1846 he met the president of the Royal Society and husband to Queen Victoria, Prince Albert. This introduction opened the door for Cole to pitch his idea for an international exhibition of industrial design.

The Royal Society of Arts had put on design expos in London in the past, but Cole—and now Prince Albert—had something bigger in mind. Cole was inspired by the scope and size of the 1849 Paris Exposition, but he wanted to go even bigger and open the exhibition to international entries. This appealed to Prince Albert because he understood that displaying Britain's latest developments alongside those of other countries would emphasize Britain's advanced status.

Erecting a World Stage

A world fair of this magnitude needed an enormous hall to house all the entries, so they set out to build a structure to host the event. The Royal Commission for the Exhibition, headed by Prince Albert, held a competition for the building design. There were around 250 entries—and every single one was rejected! The commission wanted a building as innovative as the displays within it. The final design came from Joseph Paxton, head gardener at the Chatsworth estate, who had designed several unique glass greenhouses for the duke of Devonshire.

Not only was the design impressive, but the way it was constructed was ingenious. Off-site, sections of matrices of cast-iron rods were fabricated in such a way that they could



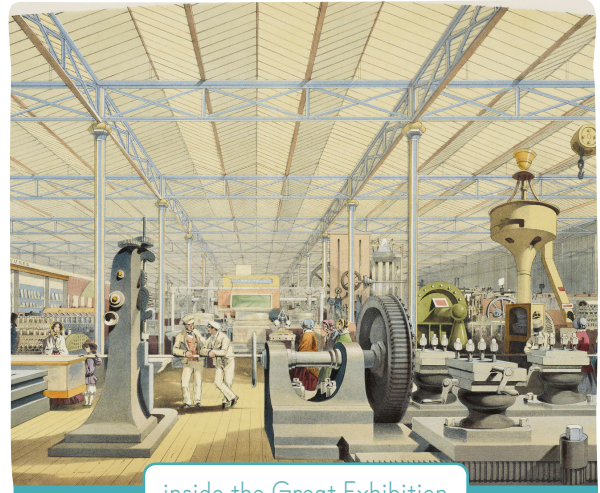
the Crystal Palace

be easily joined together on-site to create the frame of the structure. Onto the iron frame were fastened a whopping 293,000 panes of plate glass, forming the walls and ceiling. These panes were 1.24 meters by 25 centimeters (49 inches by 10 inches) in size—the largest sheets of glass ever made at the time! When complete, the structure was 563 meters (1,848 feet) long, 124 meters (407 feet) wide, and 33 meters (108 feet) tall at its highest point. It covered 4 kilometers (19 acres) of land! Fittingly, the edifice was dubbed the Crystal Palace.

A Six-Month Affair

On opening day, May 1, 1851, Queen Victoria and Prince Albert rode in a grand procession from Buckingham Palace to the Crystal Palace. It is estimated that more than 25,000 people gathered just to watch the procession. At the Crystal Palace, both Queen Victoria and Prince Albert spoke, the Archbishop of Canterbury blessed the event, and a 600-member choir sang Handel's "Hallelujah" chorus. The Great Exhibition certainly began with a flair!

As it turned out, the opening ceremony was befitting of the Exhibition. The world had not seen a fair of this magnitude. It held such wonders that Queen Victoria herself visited multiple times over the six months it was open.



inside the Great Exhibition

The estimated 15,000 entries to the fair were divided into two sections: British entries and foreign entries. Britain put out quite a display. Visitors could inspect anything from steam engines to cameras, locomotives to tractors. Equipment was even set up and running to demonstrate how factories turned raw cotton into finished cloth!

It was not just the technological marvels that drew visitors. They could view things such as the world's largest diamond, "The Great Diamond of Ranjit Singh" (loaned by Queen Victoria), or the eight-meter-tall (26-foot-tall) fountain made from four tons of pink glass that stood at the entrance. Various other items were on display, including pipe organs, microscopes, false teeth, artificial legs, pottery, furniture, perfume, pianos, fabrics, and a few houses. There was even a collection of stuffed animals displayed in various scenes, such as kittens having tea and a frog shaving.

Because half of the exhibits were from foreign countries, visiting the Great Exhibition allowed the patrons to catch a glimpse of cultures they would otherwise never encounter. For instance, the India section drew attention for the arrangement of beautiful textiles and especially for the *howdah*, a seat with a canopy used specifically for riding large animals, that was displayed on a real stuffed elephant.



inside the Great Exhibition

Truly, there was something for everyone at the Great Exhibition, which is why, by the time the fair closed in October 1851, six million visitors had passed through its halls. That was the equivalent of one-third of the total British population! It was by far the most successful and influential cultural event of the century, and it inspired a long succession of international fairs in other cities. In fact, there was about one per year for the rest of the 19th century.

1. International World Fairs are still held annually. What do you think you would see at this year's fair?

Answers will vary.

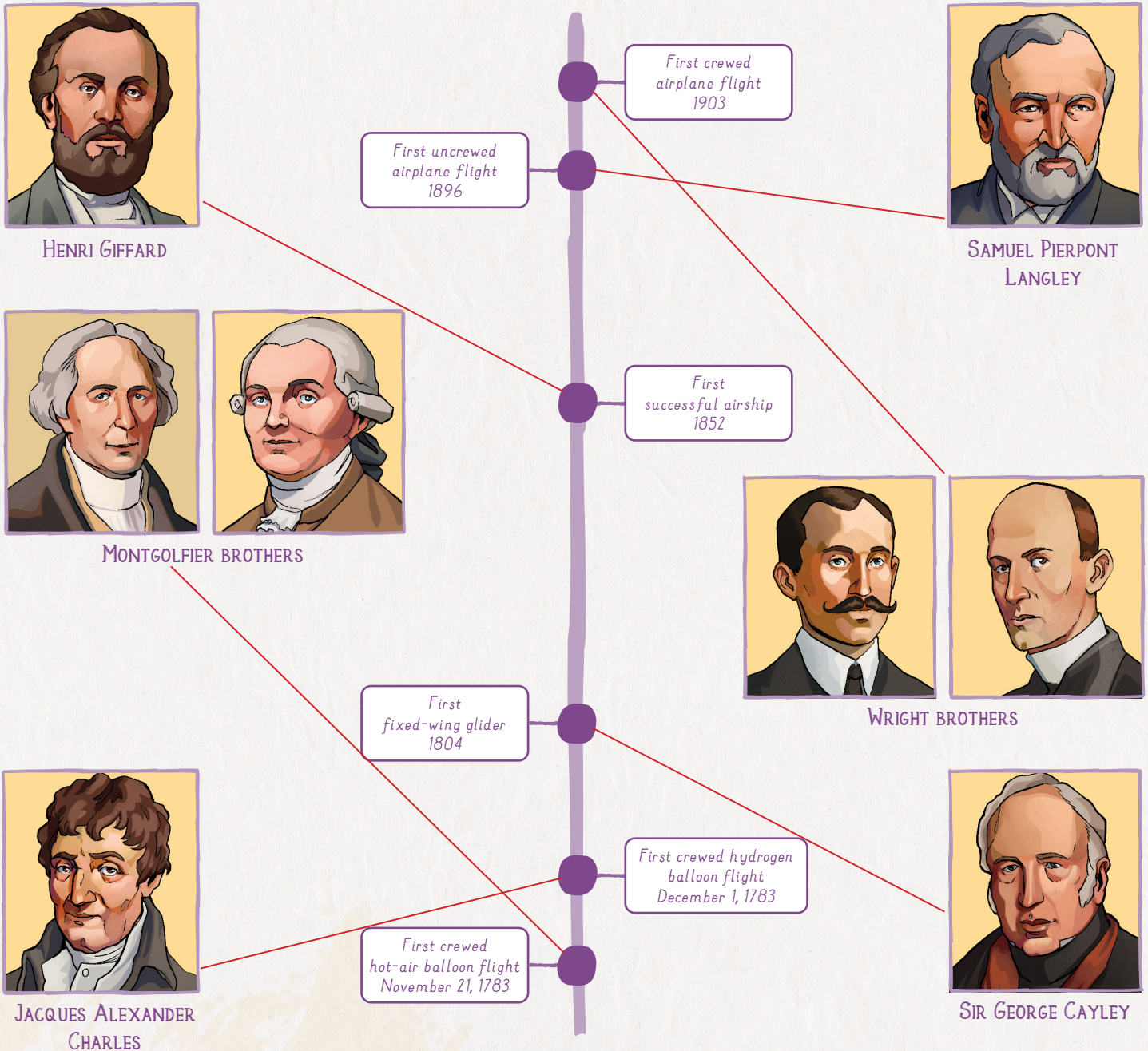
2. How might seeing others' accomplishments benefit each nation?

Answers will vary.

3. At first people were nervous to enter a structure made of glass. They thought that a gust of wind or the vibration of footsteps might cause the panes to break. How would you feel walking around in a massive glass building?

Answers will vary.

As you listen to the lesson, draw lines to match the inventors with the achievement in aviation they are credited with. Then answer the question below.



What four elements of aircraft design were required before the Wright brothers could perform their historic flight?

1. propeller to move the aircraft forward
2. engine to power it
3. steering mechanism for control
4. wings to achieve lift

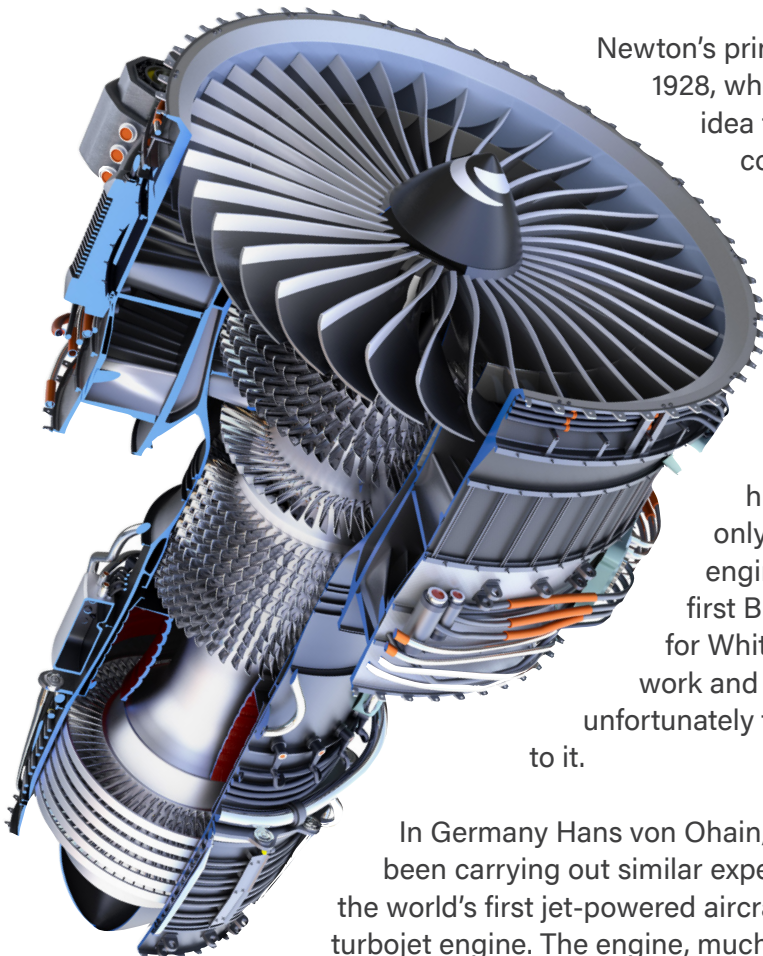
HISTORY OF THE JET ENGINE

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

When it comes to the history of flight, few advancements have been as revolutionary as the creation and implementation of the jet engine. The jet engine had a huge impact on military combat tactics and movement. But perhaps more significantly, the social impact of the jet engine has been immeasurable. The commercial use of jet engines allows many more people, not just the super wealthy, to travel the world in relative speed and comfort. Let us explore the story behind the development of this revolutionary invention.

The science behind the jet engine was proposed back in the 1700s by Sir Isaac Newton. You may have already studied Newton's third law of motion, which states, "For every action there is an equal and opposite reaction." This principle forms the basis for Newton's idea that by focusing the power of an explosion out the back of a machine, the machine itself could then be propelled forward at high speed. This forward-pushing force is called *thrust*, and a jet engine uses this principle to move a plane forward.

So how did Newton's concept translate into a jet engine? In very basic terms, a jet engine uses a fan to draw air in at the front of the engine. The air is then compressed and sprayed with fuel. The fuel is ignited, and the burning gas expands, blasting out of the back nozzle, creating an enormous amount of forward thrust. This allows a jet-powered plane to fly at speeds about twice as fast as the piston-powered propeller that airplanes had been using.



Newton's principle was actually applied to a jet engine in 1928, when British-born Frank Whittle proposed the idea to his teachers and peers at the Royal Air Force college. He was only 21 years old, and those he shared his theories with did not take him seriously. They tried to convince him it would never work! But that did not stop Whittle. He moved forward and secured a patent for a turbojet engine in 1930. Can you imagine how tough it must have been to keep going when everyone was trying to talk him out of it? Seven years later Whittle finally tested his engine for the first time, but on the ground only. It would be another four years before Whittle's engine would be placed in a Gloster E.28/39—the first British jet airplane. It must have been thrilling for Whittle to see the result of all those years of hard work and dedication flying through the sky in 1941, but unfortunately for him, someone else had already beaten him to it.

In Germany Hans von Ohain, working for aircraft builder Ernst Heinkel, had been carrying out similar experiments with jet propulsion. On August 27, 1939, the world's first jet-powered aircraft, a Heinkel He 178, took flight using Ohain's turbojet engine. The engine, much to everyone's amazement, worked just as

they had hoped. Inspired by Ohain's success, other talented engineers and designers built upon his work to create even more advanced engines used in jet fighter planes.

During World War II, the British shared the plans for Whittle's jet engine with the United States. General Electric Company used the plans to build the engines used in the United States' first jet fighter, the Bell XP-59A. But these early jet engines used a huge amount of fuel! They needed a way to decrease fuel consumption. Fortunately, when Germany surrendered at the end of World War II, the United States took the country's jet-engine research as part of Germany's war reparations. Pratt & Whitney, another American engine builder, used the lessons learned from both the British and German engineers and succeeded in developing a new design that provided better performance with less fuel needed.

Over the next several decades, further variations were made to the original jet engine. These developments made for quieter engines that used less fuel and were easier to service and maintain. Because of the tremendous amount of thrust provided by these more efficient jet engines, commercial airplanes could now be made larger, accommodating more passengers in a single flight. These advancements allowed for a decrease in the cost of air travel and an increase in the number of people booking commercial flights. This boom in air travel is referred to as the Jet Age.

The jet engine made it possible to travel the world in a matter of hours instead of days or weeks. It opened up new opportunities for business, tourism, and global connections. So the next time you hop on a flight to visit family or look up and see a jet airplane flying through the clouds, take a moment to appreciate the revolutionary invention of the jet engine.



1. Unscramble the words below. All the words can be found in the lesson extension. (Hint: Four of them are names from the extension.)

TNWOEN

NEWTON

TLHWITE

WHITTLE

ONIAH

OHAIN

EKHIEL

HEINKEL

AREIOVORTNYLU

REVOLUTIONARY

TJE GENNIE

JET ENGINE

USTTHR

THRUST

ENIIONVTN

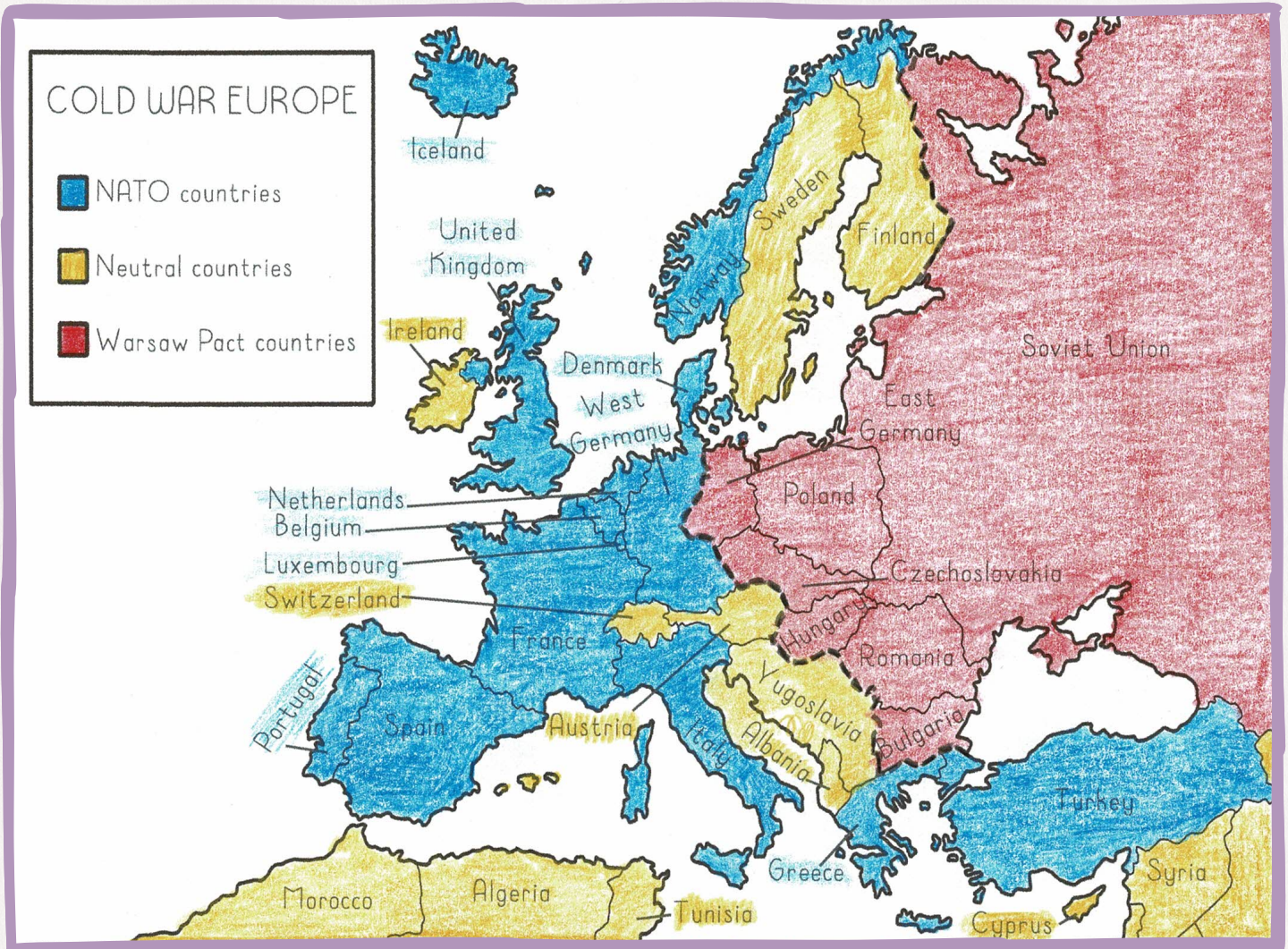
INVENTION

2. What is another invention you feel was revolutionary? Write three or more sentences describing how this innovation changed the way we live and interact with the world.

Answers will vary.

NATO & THE WARSAW PACT

Follow the directions from the lesson to complete the map below using the map from page 75 of your *Maps & Images* book for reference, and then answer the questions below.



What was the Iron Curtain? How were the two sides different?

Answers will vary.

COLD WAR ART & LITERATURE

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

When you think about weapons of war, the first things to pop into your head are probably not beautiful works of art or intriguing literature. However, during the Cold War, countries on both sides used these items as a covert, or secretive, way of fighting the war. The United States and the countries of the West wanted to foster the idea of free choice in art and literature. They wanted to show the world what happens when people have the choice to create whatever they desire. The Soviet Union and other communist countries of the East did not allow these same freedoms of expression. Instead they used their art and literature to show optimistic, and often false, depictions of life in those countries. The goal of the West was to stop the spread of communism, while the goal of the East was to expand communism as far and wide as possible. Let us take a look at how these powers used art and literature to try to achieve their goals.

Art in the East

The artwork created during the Cold War can easily be separated into two different styles: Socialist Realism for the East and Abstract Expressionism for the West. Socialist Realism showed idealistic, or radically perfect, scenes of everyday life in the East. These paintings portrayed everyday people in an overly optimistic light; the peasants were well-fed



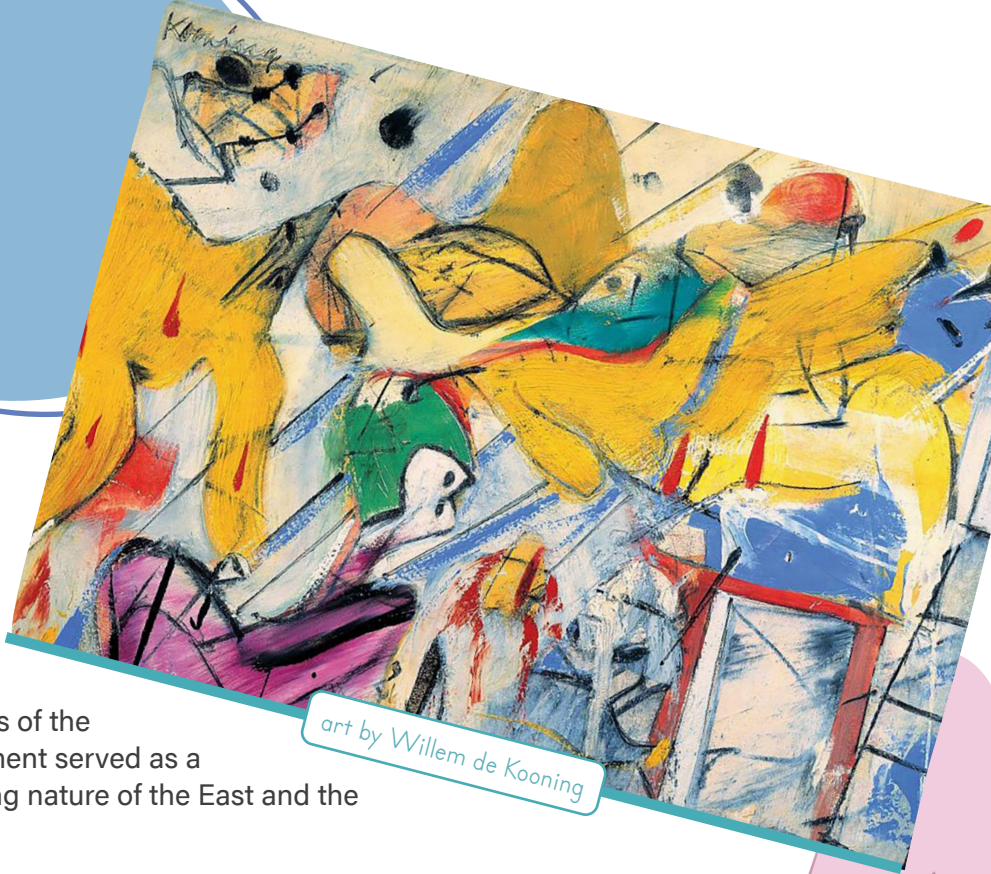
Socialist Realism

and strong, the scientists were visionaries, the leaders were fearless and legendary, and the farmers were tireless. While this style is called realism, the paintings are not depictions of real life. They are actually works of art derived from sketches and stills of actors performing a skit, which goes to show the false depiction they represented. Also, because the Soviets felt collaborative achievements were better than individual successes, sometimes the artists did not receive any credit for their work.

Art in the West

Alternatively, the Abstract Expressionism movement was exploding in the United States and the countries of the West. These works of art embodied the freedom of expression and individuality spreading throughout those countries. Abstract Expressionism is difficult to define as a whole because it includes artwork from dozens of eccentric artists who all created their own distinctive styles—but it was

not traditional or realistic. The art was often abstract, meaning it did not attempt to show specific subjects or objects, and it was expressive of the strong emotions that were widespread during this time. The United States government even specifically commissioned different artists during this movement to create art, and then the government discreetly funded tours and art exhibitions to promote the freedoms of creativity that were allowed in the United States and countries of the West. The Abstract Expressionism movement served as a stark contrast to the rigidity and controlling nature of the East and the Socialist Realism movement.



art by Willem de Kooning

Literature

The same themes that you see in the artwork of the East and West are also shown in their literature. The East took control of its writers by both censoring them, or controlling what they could and could not say, and paying them to ensure their stories only depicted exactly what

the government wanted

the world to see. The

writers were expected

to tell stories of heroes who

persevered against all odds

with storylines that showed

the building of communism

in a positive and uplifting

way. On the other hand, the

United States heavily funded

global literature that portrayed the individual

freedoms of the West. Both sides of the Cold

War strongly disagreed with each other and

the ideologies they represented; however,

the East and West both used very similar

tactics to spread their ideologies to the

rest of the world.



art by Willem de Kooning

Abstract artists each had vastly different styles. For example, one artist used to place his canvas on the floor and fling house paint on the canvas as he danced around it, much different than the style you see in the paintings on the previous page. Get creative and make your own abstract masterpiece in the space below. Before you begin, consider your colors carefully. What mood do you want to create? What colors and shapes might represent that mood? Remember not to depict clear or specific objects. Your artwork should feel chaotic and bold. Use whatever medium you like best.

Art will vary.

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⇒ § COLD WAR TIME LINE § ⇒

LESSON
58

→ Cut out the pictures (including the text!) on the following page. As you listen to the lesson, glue the cut-out pictures on this page in the correct order. Some events overlap. Put them where they make the most sense.



c. AD 1922–1953: Joseph Stalin led the Soviet Union with cold brutality.



AD 1949: Chinese ruler Chiang Kai-shek was replaced by Mao Zedong, who began to spread his communist ideas.



AD 1950: Radio Free Europe began broadcasting.



AD 1950–1953: The Korean War was the first major conflict of the Cold War, with the Soviet Union and the United States taking sides.



AD 1956: The people of Hungary rose up in rebellion against communist rule.



AD 1968: The people of Czechoslovakia challenged communist rule.

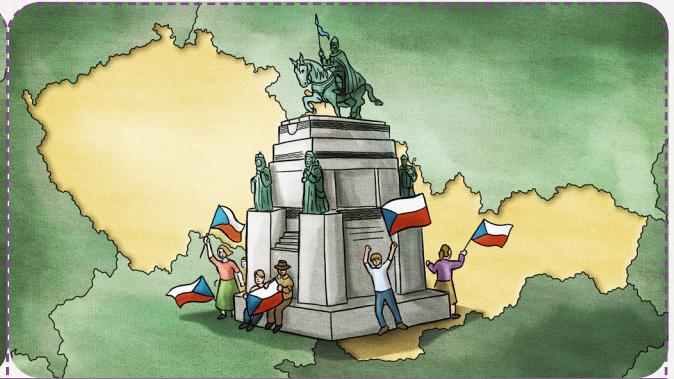
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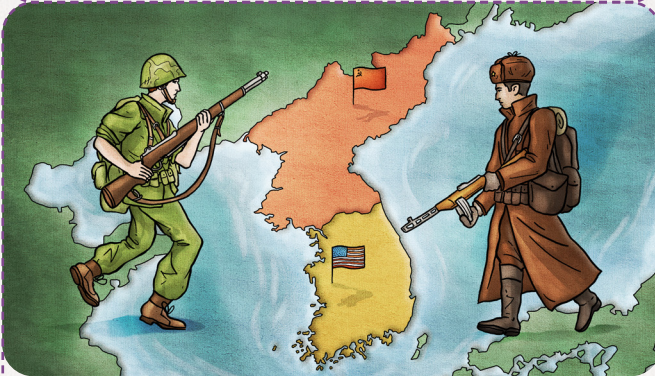
LESSON.
58



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INVENTION OF THE RADIO

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

What do playing with remote-controlled toys, rescuing ships at sea, and studying space all have in common? All three can be traced back to one incredible invention—the radio.

It is hard to imagine life without modern conveniences that allow us to instantly connect with others on a global scale. However, it was not too long ago that people had to rely on letters carried by boat or on horseback to receive their news. Perhaps this is why many brilliant men and women devoted their lives to inventing technology that could bring distant lands and people closer together.

Guglielmo [goo-lee-EL-mo] Marconi was one such man who devoted his life to science. His

groundbreaking discoveries paved the way for much of the modern communication we enjoy today. Marconi, born in 1874, was an Italian physicist, electrical engineer, and winner of the Nobel Prize in Physics in 1909. But like many great individuals, Marconi started out as a young boy with a keen sense of curiosity and great desire to learn.

As a young man, Marconi began studying the works of Heinrich Hertz, who had recently discovered that radio waves could travel through the air, just like heat waves and light waves. This fascinated Marconi, and he wondered if he could use this concept with the telegraph. Up until this time,

telegraphs had to transmit their signals through wires. Many scientists had tried to figure out a way to make a wireless telegraph, but they were all unsuccessful.

At age 20 Marconi began experimenting. He wanted to discover if he could use radio waves to develop a wireless telegraph system. Two years later he created a radio transmitter that successfully sent radio waves across the room to a receiver. When he pushed a button on the transmitter, a bell rang on the receiver across the room. This was a great accomplishment, but would it work over long distances?

Over the next few years, Marconi refined his transmitters, receivers, and methods. Despite setbacks, faulty equipment, skeptics, and financial obstacles, he persevered. His hard work began to pay off as he transmitted radio

waves over increasingly greater distances. Finally, in 1901, his radio waves victoriously traveled across the Atlantic Ocean for a distance of 3,380 kilometers (2,100 miles). Scientists were shocked. Because of the curvature of the earth and due to the fact that radio waves travel in straight lines through space, they had hypothesized that long-distance radio transmission would be impossible. But Marconi's success led to the discovery of the ionosphere, a part of Earth's atmosphere charged with enough electrons to reflect radio waves back to Earth. Thus, as radio waves were transmitted across great distances, they would travel in a straight line, hit the ionosphere, and then bounce back to Earth.



1901 wireless signal

The Radio Reaches Around the World

The world quickly embraced Marconi's new technologies on land and at sea. Up until the early 1900s, military and commercial ships could only communicate with the shore or other ships through signal flags, hand signs, homing pigeons, or flares shot into the sky. You can imagine how ineffective these types of communication would be when ships traveled hundreds of miles from land and far away from any other ships. But with Marconi's discoveries, it became a standard procedure for commercial ocean liners and naval ships to be installed with Marconi's wireless telegraph systems. This proved to be not only useful for military tactics but also life-saving.

On the tragic night in 1912 when the *Titanic* hit an iceberg and began to sink, it was because of Marconi's wireless telegraphy system that the ship's crew was able to contact a nearby ship to come to their rescue. Hundreds of lives were saved as a result. The postmaster-general in Great Britain commented about this rescue: "Those who have been saved, have been saved through one man, Mr. Marconi, . . . and his marvelous invention."

Marconi's radio telegraphy, which had started out by transmitting Morse code, eventually succeeded in transmitting audio, such as speech and music. This ushered in the "Golden Age of Radio" in the United States of America during the 1930s and 1940s. In an era of economic depression and worldwide war, families across the country gathered around the radio to lift their spirits as they listened to news, music, and entertainment programs.

February 12, 1931, was a notable day in the history of the world. This was the day when Pope Pius XI, leader of the Catholic Church, broadcast his voice



to the world over the radio. Marconi introduced the pope with these words: "With the help of God, who places so many mysterious forces of nature at man's disposal, I have been able to prepare this instrument which will give to the faithful of the entire world the joy of listening to the voice of the Holy Father."

Even though it has been over a century since Marconi made his discoveries, we are still using radio waves in technology today. For example, large radio telescopes can receive radio waves from distant galaxies, giving scientists clearer pictures as they study space. Radio waves are used in air traffic control to guide aircraft as they fly. Internet Wi-Fi allows data to be transferred via radio waves. Bluetooth uses radio waves to connect devices in short range. Even remote-controlled toys operate through radio waves that are transmitted from the remote (transmitter) to the toy (receiver).

Who could have predicted that a young boy's fascination with radio waves would result in life-changing and life-saving communication inventions? From saving ships at sea to hearing people share God's word, we owe much to Guglielmo Marconi.

Before people discovered how to transmit speech via radio waves, Marconi's early radio telegraphy used Morse code, a system of short and long sounds depicted by dots and dashes. Use the Morse-code alphabet system below and learn how to spell out S-O-S, an acronym for "Save Our Ship" that was used to rescue ships out at sea. Then learn how to spell your name using Morse code. Finally, see if you can crack the code below, timing how long it takes you to complete. It is a quote from the Bible that was used during the first public demonstration of Morse code in 1844.

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

Morse code key

W	H	A	T	H	A	T	H
· - - - -	· · · ·	· - -	-	· · · ·	· - -	-	· · · ·

G	O	D
- - - ·	- - - - -	- · · ·

W	R	O	U	G	H	T
· - - - -	· - - ·	- - - - -	· · - -	- - - ·	· · · ·	-



How long did it take?

Time : **Answers will vary.**

It took many people to successfully complete the first space missions. Katherine Johnson was an African American woman who used math to calculate the path for Freedom 7, the first US human spaceflight. When Johnson was a little girl, she loved to count; she counted everything around her. Later she graduated from college early, became a teacher, and eventually worked for NASA. She made brilliant calculations that were essential for placing a spacecraft safely in orbit. The little girl who loved to count probably did not know the great work she would do one day! Let us review some other important women we have learned about this year. Write what you remember about each one. If needed, use the lesson hints upside down at the bottom of the page.



**KATHERINE
JOHNSON**

Answers will vary.



**DEBORAH
SAMPSON**

Answers will vary.



**PHILLIS
WHEATLEY**

Answers will vary.



MARY SEACOLE

Answers will vary.

LESSON 59 EXTENSION

THE SPACE RACE

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

Since the United States launched its first satellite into space and established NASA in 1958, many different missions have been planned and executed. Scientists have observed and learned about space using technology like satellites, probes, cameras, and telescopes. They have explored the unknown by sending astronauts into space on space shuttles, orbiting Earth, and landing on the moon. These missions help us to understand and appreciate God's amazing creations. In the words of US astronaut John Glenn, "To look out at this kind of creation out here and not believe in God is, to me, impossible. It just strengthens my faith."

In 1964 NASA launched *Mariner 4*, the first flyby spacecraft to ever capture images of another planet. A flyby mission is designed specifically to gather information, including images and videos of planets or moons and data about their **atmosphere**, or the gasses covering their surfaces. *Mariner 4* captured 22 images of Mars, showing the environment of the planet on its surface. A plasma probe tested the atmospheric pressure of Mars, showing little atmosphere and extremely cold temperatures, around -100 degrees Celsius (-148 degrees Fahrenheit) on average. These discoveries were groundbreaking for scientific research.



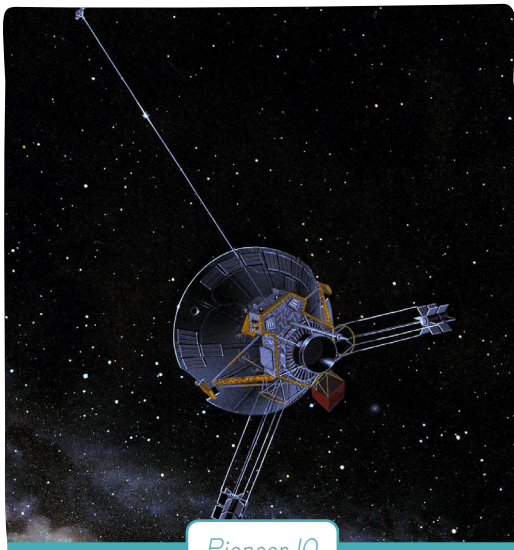
Mariner 4

Not all, or even most, of NASA's missions have such big results, but that does not make them any less important. NASA spends a lot of time testing its spacecraft to ensure that they will operate as needed during important missions. One of the most important tests was *Apollo 7* in October 1968, the first crewed Apollo mission and also the first mission to ever be broadcast on live television. This mission's spacecraft performed almost perfectly for the entire mission, and its success was a huge stepping stone toward achieving the goal of safely sending a person to the moon.



Apollo 7 crew

Some NASA test missions also achieve amazing, unexpected results. Scientists wanted to see whether flying to the outer planets was even possible, so in 1972 NASA launched the probe *Pioneer 10*, the first attempt at a flyby mission beyond Mars and the asteroid belt, toward Jupiter,



Pioneer 10



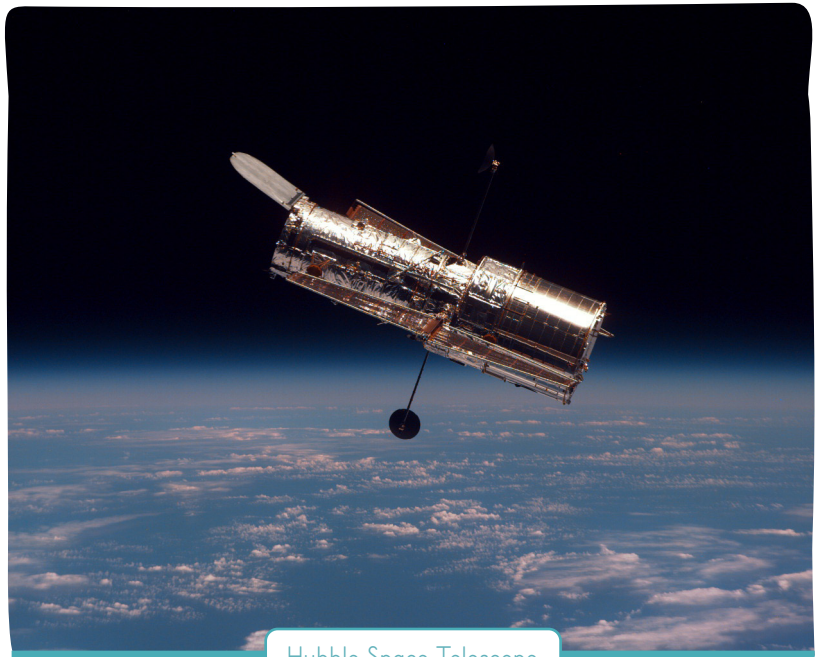
Voyager 1

Saturn, Uranus, and Neptune. NASA scientists predicted that the probe would only send signals back to Earth for 21 months before breaking down, but it lasted over 30 years! *Pioneer 10* was revolutionary and accumulated more firsts than any other mission ever has, including being the first spacecraft to fly beyond Mars and

eventually beyond Neptune. By the time it finally stopped transmitting in 2003, it had traveled 12.2 billion kilometers (7.6 billion miles), and its signals took almost 12 hours to get back to Earth! The only probes to surpass *Pioneer 10* since are *Voyager 1* and its twin, *Voyager 2*, which are the first and only spacecraft to enter *interstellar* space, the space beyond where the sun's magnetic force reaches. Both are still active today, making them the longest and farthest NASA missions to date. It is incredible to imagine what parts of God's creation these probes may yet discover!

When you go outside at night and look through a telescope in your backyard, you can see the amazing things God made in space, such as the stars, the moon, and even other planets. The Hubble Space Telescope, launched into orbit in 1990, works in the same way as a normal telescope but even better, as it does not have the atmosphere of Earth blurring the view. It also renders more detailed views in ultraviolet, visible, and infrared light waves and has provided scientists with over 1.5 million different observations, including undiscovered galaxies and the life cycle of a star, making it the most productive mission in NASA's history.

NASA's missions provide key research and observations that help protect astronauts and their spacecraft on future missions. They give us the opportunity to explore outer space and learn about the vast unknown of the universe, giving us an incredible insight into God's magnificent creation. Our world and the stars and planets beyond it can only be the work of God.



Hubble Space Telescope

ROLL DOWN THE WALL

Roll a die to break down the Berlin Wall. Answer the question for whatever number you roll. Keep rolling until you answer all the questions and break down the wall. If desired, play with a parent or sibling and see who breaks down the wall first.



What was the Berlin Wall a symbol of?

communism



What did the Berlin Blockade do?

block the roads



During which war was the Berlin Wall constructed?

the Cold War



About how long did the Berlin Wall exist?

nearly 30 years



How many people managed to escape over or under the wall?

5,000 people



Which side of Berlin was under Soviet control?

East

SOLIDARITY UNION

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

Until modern representative governments began forming in the 18th century, societies throughout history had lived mostly under authoritarian governments. Under authoritarian rule the power lies within the hands of a few, yet another thing is also true: when the people unite, the authoritarian government can be overcome.

We can see this truth play out in the Solidarity Union in Poland, which was formed in 1980, while Poland was still a communist state. Solidarity, as the union was called, began as a *labor union*, a group of individuals who banded together to fight for better rights and freedoms as employees. Within a year it would grow into a social movement and then a political party. To understand why it grew so fast, it is important to know about what had been going on in Poland leading up to Solidarity's creation.

While under communist rule, the Polish economy had been on a steady decline. The average citizen struggled to afford necessities like food and shelter. You can imagine the outrage when, in June 1976, Prime Minister Piotr Jaroszewicz [PYO-ter yar-OH-she-vich] publicized a plan that would cause food prices to soar. Items like butter, meat, and sugar, which were already highly priced, were set to increase in cost up to a staggering 100 percent.

This was a breaking point for many people. In their desperation they did the only thing that was within their power: they protested. This proved effective. Jaroszewicz resigned, and the price increases never went into effect. The people of Poland began to realize that they possessed the power to enact change.

Four years later the government once again increased prices, reduced wages, and cut food subsidies. For many Poles this government-provided help was the only way they could afford to eat.



protests in Poland

Shipyard workers asked for a pay raise and were denied. Perhaps hearkening back to the efficacy of the 1976 protests, the workers organized multiple *strikes*, a type of protest during which they refused to work until their demands were met. They were not alone in their stance, and soon over 20,000 workers across the country had joined in protesting the dire economic conditions. These strikes lasted for months.

Meanwhile, Lech Wałęsa [LEK va-LEN-za], a factory electrician, asked representatives from 36 regional labor groups to meet. They decided to merge into a single union, which they named Solidarność [sol-ee-DAR-nosht], or Solidarity. Solidarity presented the government with a list of demands, including the legalization of the union, the right to strike, and freedom of political expression. The government acquiesced.

Solidarity became the first legal trade union in any European communist country. Within weeks 10 million people joined the union—most of Poland's workforce. Unbelievably, 80 percent of government employees, even some communist-party members who realized the shortcomings of communism, also joined Solidarity.

This incredible response emboldened Solidarity members to organize a series of strikes in which they demanded even more from the government, most notably involvement in government decisions. As many as two million people participated. With this kind of unity and numbers, it became clear that Solidarity was no longer a simple trade union—it was a threat to communism.

Do you think communist governments take threats like this lightly? Hardly! Poland's government declared martial law beginning on December 13, 1981. They made Solidarity illegal, arrested the leadership of the union, imposed censorship, established a curfew, restricted communication and transportation, and controlled the streets with military force.

But the human spirit cannot be broken that easily. Solidarity continued on, illegally, as an underground organization. Members met secretly, covertly distributing print media and even broadcasting an underground radio show. Though the Soviet Union forbade practicing religion, much Solidarity content contained the words and face of Catholic pope John Paul II, who had made a pilgrimage to Poland, his birthplace, in 1979 and had given a powerful speech about hope and religious and political freedom. His example inspired many Polish people to keep practicing their faith despite strict anti-religion laws.

Then, in 1985, Mikhail Gorbachev was elected leader of the Soviet Union. Increasingly grim social and economic conditions led him to introduce many reforms, including relaxed media regulations and Western economic and government policies.

Increased media freedom in particular was a boon to Solidarity. In Poland it precipitated the lifting of martial law, the release of political prisoners, and an increase in media coverage of strikes. With the previously imprisoned union leaders restored and new freedoms opening through the country, Solidarity once again revolted against communism and the Soviet Union. In 1988 a new wave of labor strikes spread across the country.

In response the Polish government invited union representatives to join roundtable discussions. These



Solidarity strike in Poland



Solidarity flag

meetings were significant; the government agreed to legalize labor unions, establish a presidency, and form a senate. Solidarity literally reformed the Polish government structure! It also became a political party, and in the 1989 free elections—the first in a Soviet-controlled nation in 40 years—Solidarity candidates won 99 percent of the representative positions.

These major wins for Solidarity precipitated the dissolving of Poland's communist government. Strengthened by their unity, the people of Poland were able to escape the control of the authoritarian government.

Communist Poland experienced severe shortages, so to buy some groceries and other necessities, people needed not only money but ration cards, like the one for meat below. Rationed goods also included flour, butter, soap, candy, shoes, gasoline, and school supplies. In some cases, if people wanted to buy more of something than was written on their card, they had to pay 2.5 times the price. Sometimes they were unable to buy more at all, either because ration rules forbade it, or because there was simply none left! Look at the table below, and then write on the lines how much of each item listed you think you yourself use in a month. Then circle whether those amounts are more or less than the Polish ration amounts listed. Remember that butter and flour are often used in desserts, bread, soups, and many other foods.



Answers will vary.

PER PERSON PER MONTH

500 grams (4 sticks) butter	more	less
1 kilogram (8 cups) flour	more	less
2 bars of soap	more	less

When people are under a controlling government, many factors can keep them from unifying, such as food rations, media restrictions, and curfews. Think about how you might feel in this kind of environment and how those feelings would affect your actions. Write your thoughts below.

Answers will vary.

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