COMPATIBLE WITH BOTH ORIGINAL & REVISED EDITION

the Story of the World

History for the Classical Child

Activity Book Four: The Modern Age

From Victoria's Empire to the End of the USSR

REVISED EDITION

Edited by Susan Wise Bauer and Justin Moore

With activities and drawings by:
Peter Buffington, Sara Buffington, Victoria Caldwell-Crain, Tim Carroll, Terri Downing, Elizabeth Weber Edwards, Heather Estes, Meghan Jamieson, Jeannie McElrath, Sara Milenkovic, Tiffany Moore, Justin Moore, Shelby Otto, Sarah Park, Betsy Rountree, Colleen Sharpe, Kara Swanson, and Jeff West

WELL-TRAINED MIND™
TOP RECOMMENDATION

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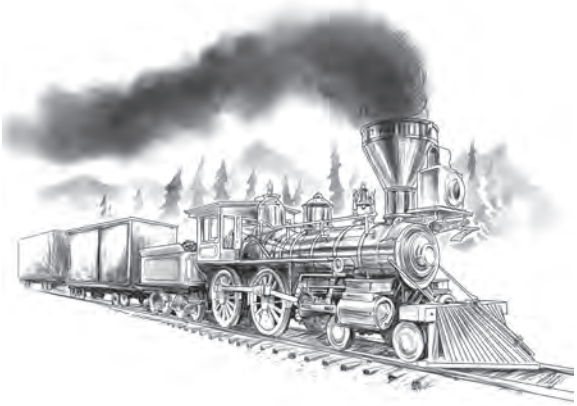

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How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!*

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the "best way to tell a story," as the King tells Alice in *Alice in Wonderland,* "is to begin at the beginning and go on to the end." When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume 4 of Susan Wise Bauer's *The Story of the World: History for the Classical Child.* Think of each section in *The Story of the World* as a "springboard" into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with young students, you're not aiming for a "complete" grasp of what happened in the Modern Age. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a "parents' guide" in the front, and consumable "Student Pages" in the back. (Note the page numbers at the bottom of each page to see what section you're in.) For each section in *The Story of the World*, follow this pattern:

1) Have the child read one section from *The Story of the World*. Each chapter features two sections.

2) **Review Questions**: These test the student's comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.

3) **Complete the Outline**: This is beginning practice in writing an outline. We provide a portion of the outline; the student should fill in the remainder. The student should make use of the book while completing this exercise. Suggested answers are given in the parents' section of the book in *italics*. If the student seems completely stuck, give the student the first supporting point so that he knows what kind of information he's looking for. Outlines can be done either in complete sentences or in phrases; the points should follow the form set in the topic sentence. We have included a Student Page to be used with each section, giving each outline's main points.

   If you would like to practice dictation, do not use the Student Pages; dictate the main point to the student while he writes it down on a clean sheet of paper. Be sure to tell the student whether the main point is a phrase or a sentence.

4) **Write From the Outline**: These exercises begin halfway through the book, after the student has had plenty of practice in completing outlines. This is practice not only in remembering what's been read, but also in writing from an outline. We suggest that the student attempt this exercise without looking back at the book, unless he or she gets stuck. The Writing Outline is intended to give the student practice in writing from an outline, without forcing the student to also come up with the outline in the first place.

5) When you have finished both sections of a chapter, stop and do **additional reading** and **activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history

reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from fourth-grade read alouds (with a few titles for younger students) to eighth-grade independent reading. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures, narrations, and outlines into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wider range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. The vast majority of projects and activities are usable by all grades that will be reading Volume 4 of *The Story of the World*. Nevertheless, we encourage you to judge for your families and students what projects are most appropriate for them.

6) **Maps**: Almost every section in Volume 4 of *The Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key—showing the correct, completed maps—begins on page 275. Some chapters only include one map, which spans both sections; a few sections do not have a map activity.

7) **Coloring Pages**: Each chapter contains a coloring page. A brief description is given in the parent section.

8) We have provided **encyclopedia cross-references** to the appropriate pages in *The Kingfisher Illustrated History of the World, The Kingfisher History Encyclopedia (revised 3rd edition)*, *The Usborne Book of World History* (2008 edition), *The Usborne Internet-Linked Encyclopedia of World History* (2009 edition), and *The Usborne History of The Twentieth Century*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.

9) Choose appropriate titles from the **recommended literature lists** and read these with your child. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. Following each title is a range of grades showing the appropriate reading level.

10) **Timeline Figures**: The very back section of this Activity Book contains figures for a year-long timeline activity. More details on how to set up the timeline are on Student Page 180. You'll also find coloring instructions for the timeline's flags on pages xv–xvii (beginning three pages after this page).

11) Optional: You can administer written **tests** (available separately from Well-Trained Mind Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

Multilevel Teaching

The Story of the World series is intended for children in grades 1–4, but is often used by older students: Volume I is written primarily for grades 1–4; Volume II for grades 2–5; Volume III for grade 3–6; Volume IV for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline (see the timeline cards at the back of this book); do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home,* by Jessie Wise and Susan Wise Bauer (W.W. Norton, 2016), available from Well-Trained Mind Press (www.welltrainedmind.com) or anywhere books are sold.

An Important Note for Parents

Families differ in their attitudes about potentially sensitive subjects that will come up during the study of history. Volume 4 of *The Story of the World* covers a span of time that contains many dark topics that require sensitive handling. We suggest that you skim through the activities in this guide and skip anything that might be inappropriate for your own family. We strongly encourage you to skim the recommended literature suggestions before you pass them on to your children. We have worked hard to select books that appropriately handle the historical events of the Modern Age, but eighth graders are able to handle far more than fourth graders, and it's important to note that not all of the books listed will be right for all families using this book. You'll see a "PREVIEW" next to titles that we especially encourage parents to screen.

Using This Book in the Classroom

Although this Activity Guide was initially designed to be used by homeschooling families, it adapts well to the classroom. Below is a sample of how each chapter may be taught:

1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.

2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, or to assign the review questions in writing, you can purchase these separately from Well-Trained Mind Press.

3) Have the students do the map exercises in the Student Page, and if appropriate, the coloring page.

4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.

5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as "Around the World," "Jeopardy!," or "Last One Standing."

6) Before the test, have the students add new timeline figures to the classroom wall timeline.

7) Test the students.

8) Periodically review past lessons so your students will remember history chronologically.

Britain's Empire

CHAPTER 1

Encyclopedia Cross-References

Victoria's England

Kingfisher Illustrated History of the World (KIHW): 580–581, also see: 572, 575, 610–612
Kingfisher History Encyclopedia (KHE): 368–369
Usborne Book of World History (UBWH): (none)
Usborne Internet-Linked Encyclopedia (UILE): 339
Usborne History of the 20th Century (US20): (none)

The Sepoy Mutiny

KIHW: 608–609, UBWH: 180, UILE: 328, others: (none)

VICTORIA'S ENGLAND

Review Questions

What four countries make up Great Britain? *Great Britain is made up of England, Scotland, Ireland, and Wales.*

For what great event was the Crystal Palace built? *It was built for the Great Exhibition [of the Works of Industry of All Nations].*

Can you name three exhibits and the countries that sent them? *Possible answers include: Vases and hats from Russia; furniture from Austria; farming tools and 'Bowie' knives from the U.S.; clothing and embroidery from Prussia; cloth and weapons from France; watches from Switzerland; shawls, silks, and cotton from India; silks from Turkey; palm leaf bonnets from Australia; carved wood from British New Zealand; a fire engine from Canada.*

Can you name three of the British machines displayed at the Crystal Palace? *Possible answers include: a locomotive, a diving bell, steamship models, cranes, pumps, plows, reapers, models of bridges and buildings.*

What was the real reason for the Great Exhibition? *The Exhibition was meant to show the world how powerful and modern the British Empire was.*

Why did the British say, "The sun never sets on the British Empire"? *The British Empire governed territory all around the world, so light fell on it, no matter what side of the Earth was lit by the sun.*

The British colonies sent wealth back to Britain—but why else did the British want to spread their empire? *The British believed that they could improve the rest of the world.*

Can you finish this quote from Cecil Rhodes? "We are the first [best] race in the world, and the more of the world we inhabit . . ." *"The better it is for the human race."*

To what did Thomas Babington Macaulay compare the kings and queens of Britain? *He compared them to the caesars of the Roman Empire.*

Name five countries that held British colonies or territories. *The British controlled territories in Canada, Australia, New Zealand, India, and South Africa.*

Complete the Outline

An unfinished copy of this outline is on Student Page 1. You can simply give the child Student Page 1 to complete, or, alternately, you can practice dictation. To do this, read the main points (printed in regular type) aloud to the student. Tell him the number of subpoints he needs to complete. Answers for the subpoints are in *italics*.

I. The Great Exhibition was filled with exhibits from all parts of the British Empire.
   A. *Bonnets made from palm leaves came from Australia.*
   B. *Wood carvings came from British New Zealand.*
   C. *A fire engine came from Canada.*

II. The British spread their empire for two reasons.
   A. *They earned great wealth from the colonies and territories.*
   B. *They believed that they could improve the rest of the world.*

THE SEPOY MUTINY

Review Questions

What did the East India Company build throughout India? *The East India Company built trading posts.*

Why did the governor of Bengal grow nervous about the trading post of Calcutta? *Calcutta was a large settlement of English men and women with guns.*

What happened when the Indian army tried to drive the East India Company out of Bengal? *The merchants hired an English army, fought back, and took control of Bengal's government.*

Why did both Hindus and Muslims in India fear English control? *Hindus and Muslims thought that the British would force them to convert to Christianity.*

Who paid the salary of India's emperor, Bahadur Shah? *The East India Company paid his salary and told him what to do.*

What was a sepoy? *A sepoy was a native Indian soldier who worked for the East India Company.*

Why were the Hindu sepoys alarmed by the British law declaring that they could be sent on ships to fight in other countries? *A devout Hindu had to cook his own food and draw his own bath water, and he could not do this onboard a ship.*

Why were all of the sepoys worried about the new Enfield rifle? *They thought that when they bit the end of the cartridge, cow fat or pig fat might touch their mouths.*

What did the sepoys think that the British were trying to do by giving them these new rifles? *They believed that the British were trying to destroy their Hindu and Muslim faiths.*

Why did the East India Company put Bahadur Shah on trial for treason? *The rebels had announced that Bahadur Shah was their commander-in-chief.*

Did the East India Company keep control of India's government? *No, the British government took the rule of India away from the East India Company.*

Who governed India instead? *India was governed by the Queen, Parliament, and a British official called the Viceroy of India.*

Complete the Outline

(Student Page 1)

I. The East India Company took control of Bengal in three stages.

A. *First, the Company built small trading posts.*
B. *Next, the trading posts were filled with English settlers and armed with guns.*
C. *Then the Company hired soldiers to fight the governor of Bengal and seized control of the government.*

II. When the East India Company took control of more of India, it angered the sepoys in five different ways.
A. *British soldiers and officers treated Indians with scorn.*
B. *They tore down Indian temples to make room for railroads.*
C. *They forced some Muslims to shave their beards.*
D. *They ordered Hindus to board ships where they could not cook their own food or draw their own water.*
E. *They introduced a rifle with cartridges that might have been greased by animal fat.*

Additional History Reading

The Crystal Palace; The Diary of Lily Hicks, London, 1850-1851 (My Story), by Frances Mary Hendry (Gardners Books, 2004). The true story of Lily Hicks, a housemaid in the residence of Joseph Paxon, who designed the Crystal Palace that was used for the Great Exhibition of 1851. (IR 5-8)

Guide to the Crystal Palace and Park, by Samuel Phillips (Euston Grove Press, 2010). This is a reproduction of the official *Guide to the Crystal Palace* from 1851. It includes maps of the garden and galleries and descriptions of the exhibits. (RA 4, RI 6)

Who Was Queen Victoria?, by Jim Gigliotti, illus. Max Hergenrother (Penguin 2014). A simple biography for younger or reluctant readers about the life of Queen Victoria. (RA 3, IR 3)

Queen Victoria (Usborne Young Reading), by Zanna Davidson (Usborne, 2013). A chapter book about the life of Queen Victoria with lovely Victorian-style illustrations in color. (RA 3, RI 4)

You Wouldn't Want to Be a Victorian Mill Worker! A Grueling Job You'd Rather Not Have, by John Malam, illus. David Antram (Franklin Watts, 2007). This book describes the work that children had to do in Victorian mills including the dangers, low wages, and long hours. Good source for struggling readers. (IR 3+)

Victorian Street Life in Historic Photographs, by John Thomson (Dover, 1994). The photos in this fascinating window into the life of Victorians hold interest for students of all ages, though the text is more suitable for strong readers. (RA 2, RI 6)

A Children's History of India, by Subhadra Sen Gupta. (Rupa Publications India, 2015). A complete history of India for young people, this book contains chapters on British India and the move towards independence. (RA 4, RI 6)

The Growth of the British Empire (Yesterday's Classics), by M. B. Synge, illus. E. M. Synge (Yesterday's Classics, 2006). An excellent resource on the British Empire for middle schoolers using *The Story of the World*. Utilize chapters 4, "Victoria, Queen of England" and 41, "Reign of Queen Victoria" along with Chapter 15, "The Indian Mutiny." (IR 5/6-8)

History of Britain and Ireland: The Definitive Visual Guide (DK Publishing, 2019). Directed at adults, this book has excellent photography and is suitable for older readers or for a parent and child to explore together. There is a section on British India that is worthwhile, particularly for the visual content. (RA 4, RI 6)

The Children's History Of Weapons: Ancient And Modern: The Story Of Weaponry And Warfare From The Stone Age To The Present Day, by Will Fowler (Armadillo, 2014). This book boasts over 400 illustrations and photographs and includes a discussion on the Enfield rifle, the weapon whose cartridges helped inspire the Sepoy Rebellion. (RA 1-3) (IR 4-8)

Corresponding Literature Suggestions

Queen Victoria's Bathing Machine, by Gloria Whelan, illus. Nancy Carpenter (Simon and Schuster, 2014). A picture book suitable for younger readers to tackle themselves, this charming story gives a glimpse of Victorian life and of Queen Victoria and Prince Albert. (RA 1, RI 2)

Miss Peregrine's Home for Peculiar Children, by Ransom Riggs (Quirk Books, 2013). A quirky fantasy novel set in the Victorian era. (RA 4, RI 6)

The Ruby in the Smoke, by Phillip Pullman. (Knopf Books for Young Readers, 2008). From the Sally Lockhart series, these books have a great feel for the Victorian period, with themes around industrialization and new technologies. (RA 4, RI 6)

The Cheshire Cheese Cat—A Dickens of a Tale, by Carmen Agra Deedy and Randall Wright (Peachtree Publishing Company, 2014). This gentle book, set in Victorian England, references Dickens' works. (RA 2, RI 4)

Tom's Midnight Garden, by Philippa Pearce (Oxford University Press, 2015). This Carnegie Medal winner tells of Tom, who is sent to stay with relatives in an old house. He finds a door which magically transports him to the Victorian era to meet the people who lived in the house in those days.

Street Child (Essential Modern Classics), by Berlie Doherty (HarperCollins Children's Books, 2009). Jim Jarvis is a young boy from London who is orphaned after his mother dies; he ends up on the streets after escaping the poorhouse. (IR 6+)

Cogheart by Peter Bunzl (Usborne, 2016). Lily's inventor father is missing, and she is being stalked in the streets of Victorian London. With the help of her friend Robert and her mechanical fox, she must find her father. (First in a series of three books) (IR 4-6)

Hetty Feather, by Jacqueline Wilson (Random House Children's Publishers UK, 2010). This story addresses the reality of children abandoned in Victorian London through its protagonist, Hetty. Nevertheless, this proves to be a lighthearted book. (RI 4-6)

Rattu and Poorie's Adventures in History 1857, by Parvati Sharma (Penguin Random House India, 2019). While intended for younger children, this story about two sisters exploring the era of the Sepoy Mutiny is a nice introduction to the conflict. (RA 1, RI 3)

Ramayana: An Illustrated Retelling, by Arshia Sattar, Sonali Sorah illus. (Restless Books, 2018). A children's version of the classic Hindu story, this is suitable for stronger readers or as a read-aloud. (RA 2, IR 4)

Rikki-Tikki-Tavi, by Rudyard Kipling, adapted and illustrated by Jerry Pinkney (Morrow Junior Books, 1997), Beautifully illustrated adaptation of Kipling's book about a mongoose living with a British family in India. (RA k-4)

MAP WORK

Victoria's England *(Student Page 2)*

1. The United Kingdom of Great Britain and Ireland consisted of four countries. Label the four countries that make up Great Britain in Victoria's time.
2. Label the city in which the Great Exhibition was held.
3. Label the ocean that lies to the west of France.

The Sepoy Mutiny *(Student Page 3)*

1. The Indian governor of Bengal began to grow nervous about a certain large settlement of Englishmen. It was becoming more and more powerful and was looking like an English city. Label the city on your map.

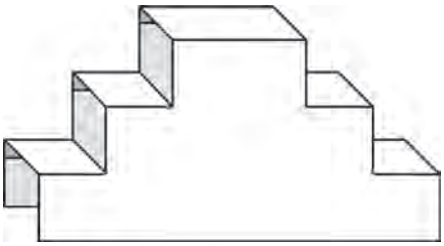
2. Bahadur Shah was too old to fight. But he watched as sepoy rebels drove the British out of one city and laid siege to another. The sepoys took control of a major city that the English were unwilling to lose. When the British sent in more well-trained troops the rebels fought desperately against them at this city. Label this city on your map.
3. How did the battle between the sepoys and the British end up? If the Indians were free, underline the word India. If they had come under the rule of the British, circle the word India.

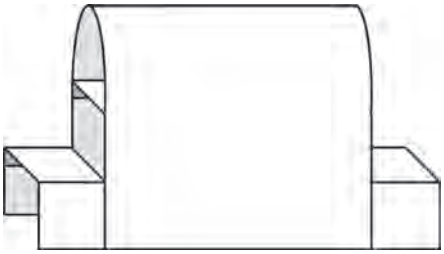
Coloring Page Britain hosted the Great Exhibition in a giant building made of glass. Countries from around the world used the Exhibition to show off their amazing new inventions, such as steam trains. Queen Victoria visited the opening of this "Crystal Palace." *(Student Page XX)*

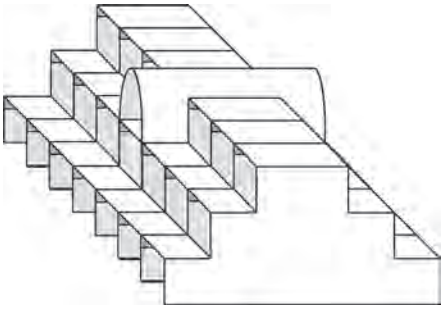
PROJECTS

Art Project — Build a Crystal Palace

Materials:
- scissors or an X-Acto knife
- tape
- a ruler
- Crystal Palace template (Student Page 4)
- 8 pieces of cardstock
- a photocopier



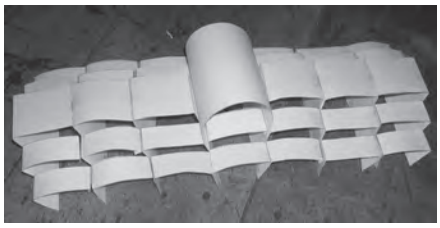




The Great Exhibition's organizers wanted a building that was grand and majestic enough to celebrate the accomplishments of the British Empire, but that could be built in a short timeframe. They found the perfect building in the Crystal Palace. It was 1,848 feet long and 454 feet wide. That's about as big as seventeen football fields. It had two fountains inside it—and each was 250 feet high!

The man who designed it—Joseph Paxton—created a form of steel and glass. The builders made that shape again and again, creating a long structure of repeating metal forms, which they then covered in glass. They were able to build the massive building in only nine months! Some people thought the Crystal Palace was beautiful, calling it a "big glass soap bubble." Others thought it was hideous, calling it a "glass monster." But whatever people felt about the way it looked, everybody agreed that it was an engineering success. Now you can make your own model of the Crystal Palace.

Directions:
1. Photocopy the Crystal Palace template onto seven pieces of paper. (To save time, you can print the template just five times and make a smaller Crystal Palace.) Although regular photocopy paper is okay, your Crystal Palace will be sturdier if you copy it onto cardstock.
2. Cut along each of the *solid* lines on the template. (All of them!)
3. Fold downward along the dotted lines.



4. Tape the ends of the tabs (the gray rectangles) to the inside of the wall on the opposite side. (The dotted line on the dark gray rectangle should line up with the top of the wall where it's taped.) The folded-and-taped template should now look like a ziggurat or pyramid, like the top image on the right.
5. Repeat steps 2 through 4, forming seven of the structures.
6. Cut out a piece of cardstock (or paper) to 8.5″ x 4.75″. Tape the 8.5″ x 4.75″ piece in an arch over the top of one of your structures. (See the second image on the right.) It should cover all three tiers of the structure.
7. Line the structures up so that the building looks like the third image down on the right. Put the steps with the arch in the middle of the seven steps. Tape them all together, using small squares of tape where each "step" joins the other steps.

To get an idea of how big the Crystal Palace was in real life, think about this: It would take about 75 men with their arms outstretched, fingertip-to-fingertip, to span the width of the building. It was more than 25 stories tall! Can you imagine building something that big in only nine months?

Role Playing — Great Exhibition

Prince Albert wanted to have the Great Exhibition to show the world how powerful and modern Great Britain was. He built a spectacular Crystal Palace, had fine goods and crafts sent in from Britain's numerous colonies, and created a breathtaking display of accomplishment to impress and amaze the rest of the world.

Like Prince Albert, pretend you are trying to convince the leaders of your country to host a Great Exhibition. What kind of building would be built? What would be inside? What kinds of things could your country display to show the world its power? Like Prince Albert, pretend you are trying to convince the leaders of your country to host a Great Exhibition. Come up with a plan for the event.

Draw a sketch of the building to house the event and describe at least three different displays to have inside. Explain why it is important to have an exhibition. Once you have your ideas settled, present your "plan" to the governing officials (parents, fellow students, teacher, etc.).

Classroom / Co-op Activity — Host a Great Exhibition

People came to the Great Exhibition from all over the world. Representatives from each country brought inventions, products, and plants and animals to show off to the rest of the world. Your classroom can hold a Great Exhibition of your own! Each child can bring in something from her family's country of origin—a famous piece of artwork or style of music, a type of popular food, or an invention or product that symbolizes her family's heritage.

This can be expanded to include the entire school—have each classroom represent one country. Students can learn about the history and culture of that country and share some aspect of it with the rest of the school at an afternoon fair, with music, food, and displays celebrating accomplishments from around the world.

Geography Activity — The Sun Never Sets on the British Empire

Materials:
- ☐ flashlight
- ☐ Student Page 5
- ☐ tape
- ☐ scissors
- ☐ pink crayon or colored pencil

The British claimed, "The sun never sets on the British empire." What does that mean? The Earth rotates around its axis once every twenty-four hours. Running down the sides of the Earth are twenty-three imaginary lines, called *meridians*, which divide the Earth into twenty-four sections. (They look like sections of an orange.) The sun crosses each meridian once each day. It takes one hour for the sun to pass from being directly over one meridian to being directly over the next. When the sun crosses directly over the meridian, it is noon at that particular location. That means that while it is noon on one side of the earth, it is midnight on the other side.

The British Empire spread across so much of the Earth that no matter where the sun was shining on the globe, it was shining on British territory! It was daylight in some part of Queen Victoria's dominion.

On your map (Student Page 5) color Great Britain (England, Scotland, Ireland, and Wales) pink. (Pink was the traditional map color for showing the British Empire.) Next, color the British territories Canada, India, Australia, New Zealand, and South Africa pink. Cut your map out. Roll your map like a cylinder and tape the edge of your paper together to hold it in place.

Set a flashlight on a shelf or table. The light will represent the sun. The light shining on the map represents daylight in that particular location. Hold your map (or globe) at the top and turn it around slowly. This represents the earth spinning on its axis. Is there ever a time when a pink territory on your map is not lit?

No matter where Great Britain is in relation to the light, a part of the British Empire is exposed to the flashlight. The sun never set on the British Empire!

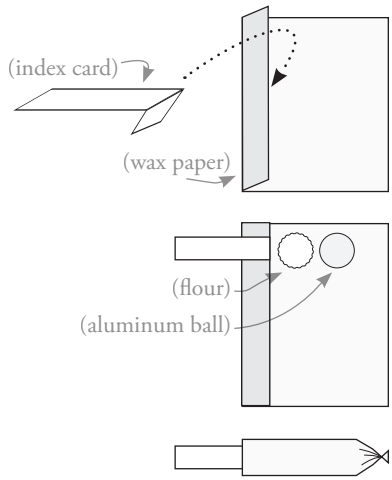
Activity Project **Loading an Enfield Rifle**

Before the Enfield Rifle, reloading a gun took a long time. First, the soldier had to measure out a set amount of gunpowder. Then he had to pour the gunpowder into the barrel of his rifle. Next, he stuffed a wad of cloth into the barrel and rammed it all the way to the bottom with a long rod. After that, he would put the bullet into the end of the barrel, and then use the rod again to push it all the way down the length of the barrel. Then he could aim the gun and fire it.

With the Enfield Rifle, all the soldier had to do was bite the end of a small packet, pour the powder from the packet into the barrel, drop the rest of the packet in the end of the rifle, push it to the bottom of the barrel, aim, and fire. Because they took less time to reload, soldiers with the Enfield Rifle were more successful than those without them. You're going to see why it took so much less time to fire the Enfield Rifle.

Materials:

- ☐ two balls of aluminum foil, each about the size of a Ping-Pong ball
- ☐ two (empty) cardboard paper towel tubes
- ☐ sheet of wax paper, about 12″ x 12″
- ☐ flour (you can leave it in the flour container for now—no need to get other dishes messy)
- ☐ ¼-cup measuring cup
- ☐ 3″ x 5″ index card folded in half, longways (1½″ x 5″)
- ☐ stopwatch or kitchen timer that can measure seconds
- ☐ cookie sheet
- ☐ napkin
- ☐ ruler, wooden stirring spoon, or other long, thin implement
- ☐ clean sheet of paper and a pen or pencil



Preparing the Enfield Rifle cartridge:

1. Lay the sheet of wax paper out on the table. Fold the left edge of the paper in by 2″ or so.
2. Put the strip from the index card, longways, across the left edge of the wax paper. Bend the index card down 2″ from the right edge. Hook the index card's into the 2″ fold of the wax paper. (See the top illustration.)
3. Measure ¼ cup of flour, and put it on the wax paper, a little to the right of the index card.
4. Place one of the balls of aluminum foil to the right of the flour. (See the second illustration.)
5. Roll the wax paper sheet into a tube, so that the foil, flour, and index card are in the middle of the tube, and the left and right sides of the sheet are the open ends of the tube. Roll the tube as tightly as you can around the flour and the aluminum foil ball. (You'll want to be able to easily slide it into the cardboard tube.)
6. Twist the open end (that had been the right side of the sheet) closed. (See the third illustration.)

You now have your Enfield Rifle cartridge. You're going to time how long it takes to load a traditional rifle, compared with how long it takes to load an Enfield Rifle.

Directions:

1. Put one of the cardboard tubes on the cookie sheet, so that it's sticking straight up into the air.
2. Start the stopwatch.
3. As fast as you can,
   i. Measure ¼ cup of flour and pour it into the end of the cardboard tube. (Don't spill any of your "gunpowder"!)
   ii. Pick up the napkin, and put it in the open end of the tube.
   ii. Using the ruler or wooden stirring spoon, push the napkin to the bottom of the tube.
   iv. Pick up the aluminum foil ball.
   v. Drop it into the open end of the tube.
4. Stop the stopwatch.
5. On your piece of paper, write down how many seconds that took.

Now, you'll see how long it takes to load the Enfield Rifle.

Directions:

1. Put the second tube on the cookie sheet.
2. Start the stopwatch.
3. As fast as you can,
   i. Pick up the cartridge.
   ii. Grab the index card with your teeth and pull it out of the cartridge. (Some flour might come out.)
   iii. Pour the premeasured flour from the packet into the tube, then drop the remainder of the packet (the wax paper and the foil ball) down the tube.
4. Stop the stopwatch.
5. On your piece of paper, write down how many seconds that took.

If you were in a battle, and you had to fire 100 bullets, how much time would it take to fire them if you had to reload your rifle every time? (Hint: multiply the number of seconds it took you to reload the traditional rifle

times 100.) Write this down. How much time would it take if you were using an Enfield Rifle? (Hint: multiply the number of seconds it took you to reload the Enfield Rifle times 100.) Write this down on your paper. Can you see why commanders wanted their men to use the Enfield Rifle? Can you see why the sepoys wouldn't like using it, thinking the "index card" had animal fat on it?

Timeline Figures

Timeline Figures for this chapter are on Student Page 181.

West Against East

CHAPTER 2

Encyclopedia cross-references

Japan Re-Opens
KIHW: 578–579, KHE: 352, UBWH: 188, UILE: 356–357, US20: (none)

The Crimean War
KIHW: 576–577, KHE: 350–351, UBWH: 187, others: (none)

JAPAN RE-OPENS

Review Questions

To what family did the Japanese shoguns belong? *The shoguns belonged to the Tokugawa family.*

The shoguns were afraid of Christian missionaries for two reasons. What were they? *They were afraid that Christianity would destroy Buddhism and that foreign armies would follow the missionaries into Japan.*

List two laws that helped keep Western ideas out of Japan. *The Japanese couldn't travel to other countries; a fisherman who landed on a foreign shore couldn't come home; Western merchants couldn't come to Japanese ports.*

What job did President Millard Fillmore give to Matthew Perry? *Matthew Perry was supposed to convince the Japanese to open their ports to American ships.*

What was the most important resource that the Americans wanted to buy from Japan? *The Americans wanted to buy coal.*

What trick did the Japanese play on Matthew Perry when he insisted on seeing the emperor? *They pretended that the governor Toda was an official of the emperor.*

Why did the Japanese agree to sign a trade treaty with the United States? *They knew they could not fight back against the American warships.*

Complete the Outline

(Student Page 6)

I. The Japanese did not want Western influence for two reasons.
   A. *Christian missionaries might destroy Buddhism.*
   B. *Foreign armies might follow the missionaries into Japan.*
II. The Japanese made four regulations to keep Western influence out.
   A. *Japanese people could not travel to other lands.*
   B. *Anyone who landed on a foreign shore could not come home.*
   C. *Western merchants could not use Japan's ports.*
   D. *The Dutch could land on an artificial island, but only once a year.*
III. American merchants wanted to buy three items from Japan.
   A. *They wanted to buy fine silks.*
   B. *They wanted to buy ceramics.*
   C. *Most of all, they wanted to buy coal.*

Review Questions

What "lit match" started a war in 1853? *The keys to a church were the "lit match."*

What did the Ottoman Turks give England, France, and other countries permission to do? *The Turks gave permission for these countries to take care of holy places in Palestine.*

What was Nicholas I, the czar of Russia, looking for an excuse to do? *He was looking for an excuse to capture Constantinople and take it away from the Turks.*

How did the English feel about the Russians? *The English were afraid of the Russians, because they believed Russians were wild and savage.*

Why did the French king Louis-Phillipe travel to England? *He wanted to make friends with Queen Victoria.*

The Crimean War began with an argument between Russian and French Christians. What were they arguing about? *They argued about who should protect the Church of the Nativity in Bethlehem.*

What threat did the king of France make? *He threatened to attack Constantinople if the French didn't get the keys to the church.*

What did Nicholas I do when the French got the keys? *He sent the Russian army down to invade the northern Turkish empire.*

What two countries joined the Turks in their fight against the Russians? *The French and British also fought against the Russians.*

What city did France and Britain decide to capture? Where was it? *They wanted to capture Sevastopol, on the Crimean Peninsula.*

Why did the Russians need to keep Sevastopol? *If they lost Sevastopol, they could not sail warships down into the Mediterranean Sea.*

What happened to the British army as the Crimean War went on? *They were disorganized; supplies couldn't get to the soldiers, and wrong orders were given.*

Who finally conquered Sevastopol? *The British and French finally captured the city.*

Alexander, Nicholas's son, had to sign the Peace of Paris. What two things did he promise to do? *He promised that Russia would return Turkish land to the Turks, and that Russia would not keep warships in the Black Sea.*

Complete the Outline

(Student Page 6)

I. Four factors helped to start the Crimean War.
   A. *The Turks allowed European countries to take care of holy places.*
   B. *Nicholas I wanted Constantinople.*
   C. *England was afraid of Russia.*
   D. *The French decided to make friends with the English.*

II. The Peace of Paris, which ended the war, had three parts.
   A. *Sevastopol was returned to Russia.*
   B. *Russia gave Turkish land back to the Turks.*
   C. *Russia could not keep warships in the Black Sea.*

Additional History Reading

A Shogun's Guide, by Catherine Chambers, illus. Ryan Pentney (Hungry Tomato, 2017). This lighthearted book is told from the perspective of a shogun who is giving instructions about how to be an effective ruler. With cartoon-style illustrations, this could be a good choice for reluctant readers. (RA 3, IR 5)

Shipwrecked—The True Adventures of a Japanese Boy, by Rhoda Blumberg (HarperCollins, 2003). This is the true story of Nakahama Manjiro, who was the first Japanese person to come to the U.S. in the 19th century. (RA 3, IR 4)

Born in the Year of Courage, Emily Crofford (Carolrhoda, 1991). A different account of Manjiro's adventures—including a shipwreck—and his role in the negotiations between Commodore Perry and the Japanese. This book is now out-of-print but can be found in most libraries. (IR 5–8)

Commodore Perry in the Land of the Shogun, by Rhoda Blumberg (HarperTrophy, 2003). The popular Blumberg writes about the opening of Japan to the west. Again, small print, but nice reproductions of contemporary Japanese art. (IR 5–7)

PREVIEW *The Crimean War*, by Deborah Bachrach (Greenhaven, 1998). For eighth-graders and the most advanced seventh-graders. Bachrach gives an excellent historical overview of the Crimean War. (IR 7–8+) **LFA**

The Growth of the British Empire (Yesterday's Classics), by M. B. Synge, illus. E. M. Synge (Yesterday's Classics, 2006). An excellent resource on the British Empire for middle schoolers using *The Story of the World*. Utilize chapter 14, "The Crimean War." (IR 6-8)

A Picture Book of Florence Nightingale, by David A. Adler, illus. John Wallner (Holiday House, 2019). This picture book about the life of Florence Nightingale, who organized a nurse service to help soldiers in the Crimean War, could be used as a quick read for younger readers. (RA 1, IR 2)

Florence Nightingale: The Courageous Life of the Legendary Nurse, by Catherine Reef (Clarion Books, 2016). A narrative biography for older readers, this book gives an excellent account of Nightingale's remarkable life. (RA 5, IR 7)

The Extraordinary Life of Mary Seacole (Extraordinary Lives), by Naida Redgrave (Puffin, 2019). While Florence Nightingale's nursing work is famous, until recently, little was known about the story of Mary Seacole, a Jamaican-born women who traveled as a "doctress" and helped the sick and wounded during the Crimean War. This book tells Mary's story. (IR 4-8)

Corresponding Literature Suggestions

Japanese Children's Favourite Stories, by Florence Sadake, illus. Yoshisuke Kurosaki (Tuttle Publishing, 2014). A classic compilation of fairy stories and folk tales from Japan, with charming illustrations. This book is especially good as a read-aloud choice. (RA 2, IR 4)

Once Upon a Time in Japan, by Japan Broadcasting Corporation (NHK), translated by Roger Pulvers & Juliet Carpenter (Tuttle Publishing, 2015). Another beautifully illustrated collection of Japanese folk tales. (RA k-3, IR 4-6)

Samurai Shortstop, by Alan M. Gratz (Speak, 2008). This young adult novel is the story of a Japanese boy coming to appreciate his Samurai heritage at a time of cultural change and increasing western influence. (RA 5, IR 6)

Heart of a Samurai, by Margi Preus (Amulet Paperbacks, 2002). This Newbery winner is a fictionalized version of the true story of a Japanese boy who is taken to America, before returning to a Japan that is suspicious of the West. (RA 3, IR 4)

The Samurai's Tale, by Eric C.Haugaard (HMH Books For Young Readers, 2005). This young adult novel tells the story of a boy from a samurai family near the beginning of the Tokugawa shogunate. (RA 4, IR 6)

The Crane Girl, by Curtis Manley, illus. Lin Wang (Shen's Books, 2017). Beautifully illustrated, award-winning children's book about Hiroko, a young girl who seeks shelter with a down-and-out father and son for whom she weaves silk. (RA k-3)

English Victorian Poetry—An Anthology, Paul Negri [ed.] (Dover Publications, 1998). A good, inexpensive anthology of Victorian poetry, including "The Charge of the Light Brigade." (RA 4, IR 5)

Sam in the Crimea: A Victorian adventure based on the Crimean War, by Norman Cook (Day One Publications September 1, 2006). This is the fictional story of Sam who stows away and ends up in Constantinople during the Crimean War seeing the city, meeting gypsies and helping Florence Nightingale in the military hospitals. (RA 3-6)

The Drummer Boy's Battle: Florence Nightingale, by Dave and Neta Jackson (Bethany House Publishers, 1997). Chapterbook story of a 12-year-old boy who serves in the Crimean War and meets Florence Nightingale. (IR 3–5)

PREVIEW *The Sebastopol Sketches*, by Leo Tolstoy (Penguin, 1986). Tolstoy's eyewitness account from his time as a soldier in the Crimean War. Raw descriptions of war, but a parent may be able to use some selections to give an older student an introduction to a great writer and to the reality of war. (IR 8–adult)

Egg and Spoon, by Gregory Maguire (Candlewick, 2015). This novel is a modern story based on Russian fairy tales, and especially the character of Baba Yaga. (RA 4, IR 5)

The Haunting of Falcon House, by Eugene Yelchin (Henry Holt and Co, 2016). This fictional story, set in 19th-century Russia, is both creepy and humorous. (RA 3, IR 5)

The House with Chicken Legs, by Sophie Anderson (Usborne, 2019). This young-adult novel tells the story of Marinka, the granddaughter of Baba Yaga. (RA 4, IR 5)

MAP WORK

Japan Re-Opens *(Student Page 7)*

1. Label the following four countries on your map: Japan, China, Russia, and Korea.
2. Label the following three seas on your map: the Sea of Japan, the Yellow Sea, and the East China Sea.
3. Commodore Perry and his ships sailed to Japan by way of the Pacific Ocean. Label the Pacific Ocean on your map.
4. Commodore Perry sailed into Edo Bay. Label the city of Edo on your map.

The Crimean War *(Student Page 8)*

1. The Ottoman Turks ruled over the land of Palestine, where the cities of Jerusalem and Bethlehem lay, and also over the city of Constantinople (which the Turks had renamed Istanbul). Label Constantinople on your map.
2. Jerusalem and Bethlehem were both cities considered to be part of Palestine. Label both cities on your map.
3. The Russians kept their warships in the city of Sevastopol. Label both the Russian Empire and the city of Sevastopol.

4. Russia had dreams of having access to a sea. Label this sea on your map with its correct name.
5. Label the country ruled by Louis-Phillippe with its correct name.

Coloring Page The samurai were once the most feared fighters in Japan. But by the 1850s, many of the samurai didn't practice their fighting skills anymore. One samurai school even allowed samurai to practice horseback riding indoors on wooden horses on rainy days, so that they wouldn't get wet! *(Student Page XX)*

PROJECTS

Activity Project: West Against East

Materials:
- plate of cookies
- paper and pen or pencil (to write your treaty on)

Japan had been closed to most countries for over two centuries. But Commodore Matthew Perry knew that he would have to convince the Japanese to open their ports to American traders. When Perry entered Edo Bay, he had four ships. Two of them were steamboats loaded with cannons. The Japanese had never seen so many guns or a ship run by steam. They thought the ships were "giant dragons puffing smoke"!

With a parent, pretend that you are the Japanese governor and your parent is Commodore Perry. Your kitchen is Japan, and you have lots of tasty cookies (representing the coal the Americans wanted). Your parent wants the cookies, but you don't want to give them up.

First, the parent must come to the door and let you know he or she wants to deal with the highest ranking official—the emperor. But, since the emperor doesn't actually run the kitchen—you, the governor, do—you will be the one to deal with your parent.

Next, your parent says that he or she will be back soon, and you better be ready to trade your cookies, or else! Your parent can threaten to ground you or make you clean your room. Then have your parent go away for a while. Try and think of ways that you can get rid of your parent. Remember that he or she has authority over you, and you don't have any over him or her. (Note to parent: this situation is similar to that of the Japanese—their cannons were rusty, and they had no idea the West had made so many technological advancements in the last two centuries. Try as they might, they had no choice but to open their ports.)

After a "break," your parent comes back. You know that he or she means business. Work out a treaty like Perry's. The treaty should provide for:

1. Friendship between you and your parent.
2. The opening of the kitchen to your parent.
3. Your help, should the parent be stuck in the kitchen and need it.
4. Permission for your parent to trade for or buy the cookies as well as other necessities from the kitchen.

Now, enjoy those cookies!

Memorization Project: The Charge of the Light Brigade

Materials:
- Charge of the Light Brigade poem on Student Page 9

Alfred, Lord Tennyson wrote "The Charge of the Light Brigade" to commemorate the brave death and wounding of nearly half of a brigade of cavalry at the Battle of Balaclava, on October 25th, 1854. (A brigade is a unit of roughly 2,000 troops, made up of different smaller groups of soldiers. The Light Brigade was smaller,

though—it was made up of around 675 British soldiers on horseback.) Mistaken orders informed the soldiers that they were to attack a hilltop covered with Russian cannons. They were obedient, though, and they charged into battle against the Russian guns.

When Tennyson wrote this poem, he wanted the listener to "hear" the horses' hooves as they rushed into battle. Some lines of the poem begin with a long (accented) syllable, followed by two short (unaccented) syllables. The result is a quick-moving poem. Read it aloud, and see if you can "hear" the horses' hooves.

In August of 1890, one of the surviving soldiers from the Charge of the Light Brigade made a recording of the bugle charge he played at the battle. You can download a free copy of this recording online. Just use a search engine to look for "Trumpeter Landfrey." The file is hosted by Project Gutenberg, at http://gutenberg.org/.

Activity Project Medical Records

Materials: ▫ photocopies of Student Page 10

Florence Nightingale was a battlefield nurse during the Crimean War. She introduced many new practices to the field of nursing, such as the keeping of detailed medical records for the patients under her care. This allowed doctors and nurses to see how a patient recovered (or got worse) over time, and helped the medical staff to find better ways of treating their patients. You're going to keep a medical record for a week, for each member of your family.

Photocopy the chart on Student Page 10. Make one copy for each family member. For one week, keep a record of the information on the following page.

- At the beginning of the week, record each person's name, birthday, age, height, gender, and eye color.
- Once a day, measure the weight of each patient.
- Ask each patient if he is feeling sick, or if he has any signs of illness.
- Ask each person if he has been around any sick people.
- Ask each person if he has washed his or her hands before eating meals.
- Record each patient's "at-rest" pulse and his "active" pulse (after fifty jumping jacks). See the bottom of Student Page 10 for a guide to taking a pulse.
- Optional: many grocery stores and pharmacies offer a free service, where they have machines that check your blood pressure with an automatically inflating arm cuff. If possible, record each family member's blood pressure at the beginning and the end of the week. Who had the highest blood pressure? The lowest?

At the end of the week, look back at your charts. Did you get everyone's information, every day? Was it difficult to do? It's important for nurses and doctors to have detailed information, so they can better recognize problems. The next time you visit your pediatrician, ask to see how she keeps records of your medical history.

Timeline Figures

Timeline Figures for this chapter are on Student Page 181.

Resurrection and Rebellion

CHAPTER 4

Encyclopedia cross-references

Italy's "Resurrection"
KIHW: 590–591, KHE: 358–359, UBWH: 173, UILE: 343, US20: (none)

The Taiping Rebellion
KIHW: 568–569, KHE: 345, UILE: 355, others: (none)

ITALY'S "RESURRECTION"

Review Questions

What did it mean to be "Italian" in 1850? *It only meant that you lived on the Italian peninsula.*

What country governed most of the little states on the peninsula? *The country of Austria governed most of them.*

Why did men begin to meet together in secret societies? *They wanted the Italian states to be free from Austria and unite into one country.*

Did the societies agree on how the Italian nation should be governed? *No, they all had different ideas.*

What happened to the secret society called "the Carbonaria"? *Austrian soldiers arrested them; many were sentenced to be executed.*

What did Giuseppe Mazzini do after the Carbonaria members were arrested? *He formed a new society called Young Italy.*

What was the Risorgimento, or "rising again," of Italy? *It was the movement to make all of the Italian states into one Italian republic.*

What did Mazzini believe that it was moral and right to do? *He believed that it was moral to assassinate tyrants.*

When the 1848 revolt against Austria began, what did the pope do? *He fled from Rome into Naples, and he asked Roman Catholic kings in Europe to send their armies against the Young Italians.*

What country answered the pope's call? *France sent soldiers into Italy.*

Who led the Young Italians against the French invasion? *The Young Italians were led by Giuseppe Garibaldi.*

Did the 1848 revolt succeed? *No, it failed.*

What happened to the leaders, Mazzini and Garibaldi? *Both had to flee. Mazzini went to London and Garibaldi went to the United States.*

The next revolt aimed to make the Italian states into what kind of country? How would it be ruled? *The revolt aimed to make Italy into a kingdom, with a king.*

What part of Italy did Victor Emmanuel rule? *He ruled the northern state of Italy, Piedmont-Sardinia.*

What happened to the French support for the Italian rebellion? *The French king decided to make peace with Austria, because so many French soldiers had died.*

What kingdom did Garibaldi decide to invade, as a last attempt to fight for freedom? *He decided to invade Naples, the southern kingdom of Italy.*

On what island did Garibaldi land his ships? *He landed on Sicily.*

How did the Sicilians react? *Hundreds joined his army.*

Who fought against Garibaldi's army at the Battle of Volturno? *Soldiers from Austria and Naples fought against Garibaldi's army.*

What happened in 1861, the year after the Battle of Volturno? *Victor Emmanuel was crowned king of Italy.*

Complete the Outline

(Student Page 14)

I. Different forms of government proposed by the Italian secret societies
   A. *Republic*
   B. *Leadership by the pope*
   C. *Rule by a king*
II. Two famous leaders of Italian secret societies
   A. *Giuseppe Mazzini*
   B. *Giuseppe Garibaldi*
III. Two battles fought by Garibaldi
   A. *The battle at Palermo*
   B. *The Battle of Volturno*
IV. The new "Italy"
   A. *Ruled by Victor Emmanuel*
   B. *Not a republic*
   C. *"Italian"*

THE TAIPING REBELLION

Review Questions

What two groups were at war in China? *The rich and poor of China were at war with each other.*

What dynasty did the emperor of China belong to? *He belonged to the Qing dynasty.*

Was the dynasty just and virtuous? *No, it had become corrupt and unjust.*

What happened to the population of China between 1700 and 1850? *It doubled, from 150 to 300 million.*

Why did this growth cause problems in China? *Chinese people were moving away from the cities, toward the north and west, and they began to quarrel with the people who already lived there.*

Why was more money leaving China than was coming into it? *Chinese opium addicts were giving the British money for opium, but the British weren't buying as many Chinese goods.*

What dream did Hong Xiuquan have? *He dreamed that an old man gave him a sword to fight demons, and that an older brother joined him.*

Who did Hong Xiuquan believe these two men (in his dream) to be? *He believed that they were God the Father and Jesus Christ.*

What was his relationship to them (in his own mind)? *He was the younger, Chinese brother of Jesus.*

What were Hong's followers called? *They were called the God Worshippers.*

What did Hong rename himself, after his followers were attacked? *He called himself the Heavenly King.*

What were his followers renamed? *They were the Taipings, or citizens of the Heavenly Kingdom of Great Peace.*

Toward what city did the Taipings begin to march? *They began to march towards Nanjing, in the north.*

How did they show their hatred of the Qing? *They grew their hair long.*

How many peasants joined the Taipings on their march? *Over a million Chinese peasants joined them.*

What happened when the Taipings reached Nanjing? *They conquered it and made it their capital.*

Were they able to defeat the Qing emperor at Beijing? *No, they just went on fighting for years.*

Who joined the Qing emperor and soldiers against the Taipings? *The British joined the Qing side.*

What changes took place after the Taipings were defeated? *The government helped peasants with tools, seeds, and irrigation; taxes were lowered; corrupt officials were removed.*

Complete the Outline

(Student Page 14)

I. China faced three problems.
   A. *The Qing government was corrupt and unjust.*
   B. *The population was growing too fast.*
   C. *Too much money was being spent on opium.*

II. The Taiping army did three things as it marched north.
   A. *It killed unjust landlords and government officials.*
   B. *It burned tax papers and destroyed offices.*
   C. *It stole from the rich and gave to the poor.*

III. The revolutionaries had radical ideas about how China should be run.
   A. *The land would be divided evenly and crops would be shared.*
   B. *All Chinese people would be equal.*

IV. The British helped to defeat the Taipings in two ways.
   A. *British steamships helped move the Qing armies.*
   B. *British soldiers fought on the side of the Qing.*

V. After the rebellion ended, the Qing emperor made changes.
   A. *The government gave tools and seeds to peasants.*
   B. *The government helped build irrigation systems.*
   C. *Taxes were lowered.*
   D. *Corrupt officials were removed.*

Additional History Reading

Pictures from Italy, by Charles Dickens (Penguin Classics, 1998). This book is composed of notes and observations from Dickens' year-long travel in Italy in 1844. It's an excellent first-person account of Italy during the Victorian period. (RA 5, IR 7)

Cultural Traditions in Italy, by Adrianna Morganelli. (Crabtree Publishing, 2016). This book is an overview of various cultural traditions in Italy, including religious festivals, food traditions, and national historic celebrations. (RA 2, IR 4)

Giuseppe Mazzini (People from the Past), by Edgar Holt (Dennis Dobson Ltd January 1, 1967). Illustrated biography of the Italian revolutionary Mazzini. (IR 6-8) **OOP**

Giuseppe Garibaldi (World Leaders Past and Present), by Herman J. Viola and Susan P. Viola (Chelsea House, 1988). Illustrated with photographs, this biography of the Italian freedom fighter is suitable for upper-elementary students. (IR 4-6) **LFA**

The Life and Times of Giuseppe Verdi, by Jim Whiting (Mitchell Lane, 2004). The composer and political figure Verdi played an important role in the Risorgimento. (IR 3–5) **LFA**

All About China, by Allison Branscombe (Tuttle Publishing, 2018). This book for younger readers contains information about the history of China up to the present, particularly cultural history, and includes stories, games, and activities. (RA 3, IR 4)

China Through Time, illustrated by Du Fei (DK Publishing, 2020). This gorgeously illustrated book shows scenes along the Grand Canal through its history to modern times. It includes building cross-sections and explanatory text. Accessible to younger readers, it also offers plenty of material for older children and adults. (RA 3, IR 4)

China: A History, The Field Museum, by The Field Museum, Cheryl Bardoe (Harry N. Abrams, 2019). This book recounts the political and social history of China from the prehistoric period through the 20th century. Based on an exhibit at Chicago's Field Museum, it contains many pictures of artifacts, the land, and the people, as well as maps. An excellent resource. (RA 4, IR 5)

What Was It Like, Mr. Emperor?: Life in China's Forbidden City, by Chiu Kwong-chiu, translated by Ben Wang (China Institute in America, 2016). This book walks children through the life of a Chinese emperor in the Forbidden City, discussing what he would have eaten, how he would have learned, and how he would have celebrated a birthday. One section lists significant emperors with several interesting facts about each one. (RA k-3, IR 4-6)

China, by Robert Green (Lucent Books, 1999). A good resource for Chinese history; includes short section on Qing Dynasty and Taiping Rebellion. (IR 4–7) **LFA**

Corresponding Literature Suggestions

Pinocchio (Sterling Unabridged Classics), by Carlo Collodi, illus. Scott McKowen (Sterling Children's Books, 2014). This Italian story from the mid-19th century has become a children's classic. This edition is beautifully illustrated. (RA 2-3, IR 4-6)

The Thief Lord, by Cornelia Funk. (Chickenhouse, 2010). An adventure story with elements of fantasy, set in Venice in a 20th-century setting. (RA 3, IR 4)

Hidden Voices, by Pat Lowry Collins (Candlewick, 2010). This YA novel follows three orphaned young women living studying in Venice. (RA 5, IR 7)

Red Sails to Capri, by Ann Weil (Puffin Books, 1988). Newbery Award-winning book about a young boy and the mystery guests at his parents' inn at Capri, Italy. (IR 3-7)

The Bears' Famous Invasion of Sicily, by Dino Buzzati (New York Review, 2003). This book focuses on Sicily's history, but includes politics common throughout Italy before 1860. Beautiful illustrations and an engaging story. (IR 3–6)

Illustrated Stories from China (Usborne Books, 2019). A collection of Chinese stories, with traditional brushwork illustrations. A great read-aloud choice. (RA 2, IR 3)

Where the Mountain Meets the Moon, by Grace Lin (Little, Brown Books for Young Readers, 2011). A fantasy story that blends Chinese folklore into its narrative. (RA 3, IR 5)

Starry River of the Sky, by Grace Lin (Little, Brown Books for Young Readers, 2014). The prequel to *Where the Mountain Meets the Moon*, this book also incorporates elements of Chinese folklore. (RA 3, IR 5)

Yeh-Shen: A Cinderella Story from China, by Ai-Ling Louie (Puffin Books, 1996). A beautifully illustrated Cinderella story from China. (RA k-3)

Rebels of the Heavenly Kingdom, by Katherine Paterson (Puffin, 1995). Wang Lee becomes a follower of Hong, a citizen of the Heavenly Kingdom, and colonel in the Heavenly Army during the Taiping Rebellion. Out of print, but worth finding. (IR 4-6) **OOP**

MAP WORK

Italy's Resurrection *(Student Page 15)*

Note: Be sure to re-read the section on Italy's Resurrection before completing this map activity.

1. In 1850, if you were an American, your leader was the president of the United States. If you were Spanish, you spoke the language of Spain and saluted the Spanish flag. And if you were French, you swore allegiance to the leader of France. Label France and Spain on your map.
2. But in 1850, to be "Italian" simply meant that you lived on the rocky peninsula that stretched down into the Mediterranean Sea like a boot. On that peninsula, over a dozen different states jostled each other. Each had its own laws, its own borders, and its own prince. Most of those states belonged not to a country called "Italy," but to the country of Austria. Label Austria on your map. Then write "Italy" on the peninsula that juts into the Mediterranean.
3. Label the Mediterranean Sea. Then, label Sardinia on your map.
4. One of the early revolts in Italy, against Austrian rule, began in 1848. Fighting spread north as far as the powerful state of Venice, and south all the way down to the city of Rome. Label the cities of Venice and Rome on your map.
5. The rebellions in Rome and Venice had failed. The revolt in Piedmont-Sardinia seemed doomed. So Giuseppe Garibaldi collected over a thousand soldiers together, put them onto leaky ships, and sailed down through the Mediterranean Sea to the south of Italy. He would invade Naples, the southern kingdom of Italy, and make one last attempt to fight for freedom. Label the city of Naples on your map.
6. Garibaldi landed his ships on the shores of Sicily, the large island at the tip of the Italian peninsula. He marched his men towards Palermo, one of Sicily's most important cities. Label Palermo, and then Sicily, on your map. Then, draw an arrow from Palermo all the way up to Naples.

The Taiping Rebellion *(Student Page 16)*

1. Label China on your map.
2. Inspired by Hong's words, the Taipings began to march north towards Nanjing, a large Chinese city far to the northeast. They planned to fight against the corrupt Qing officials, and destroy the government that stole from the poor. Label Nanjing on your map.
3. By 1860, the Taipings were marching towards Shanghai. Label Shanghai on your map.

Coloring Page Austrian soldiers hung bombs from big balloons and let the balloons float through the air toward the city of Venice. *(Student Page XX)*

PROJECTS

Cooking Project Pizza Margherita—Naples Pizza

Pizza has been around for thousands of years, but the pizza that most Italians eat today is a young food. The first pizzeria, "Antica Pizzeria Port'Alba," opened in 1830 in Naples, Italy. You can still visit the pizzeria today. Naples is also the city where the Battle of Volturno took place, and Garibaldi's 30,000 revolutionaries defeated the Austrian soldiers. Three decades after the resurrection, Queen Margherita and King Umberto I were visiting Naples. The man in charge of the pizzeria prepared a pizza especially for the king and queen. The toppings he used were basil, mozzarella, and tomatoes. The green, white, and red toppings represented the Italian flag. Esposito named the pizza "Pizza Margherita" in honor of the queen. Today, you can order a "Pizza Margherita" almost anywhere in the world.

Pizza dough (for two 12″ pizzas) (or use pre-made pizza crusts)

Ingredients

1 package active dry yeast
1 cup warm water (100–120 degrees Fahrenheit)
2½ cups flour, more if necessary
1½ tsp. salt
1 Tbsp. olive oil

large mixing bowl
2-quart bowl, lightly oiled
damp towel
a warm place

Directions: Combine yeast and water, olive oil, and salt in the large mixing bowl. Stir well. Wait 5 minutes, then add approximately half of the flour, mixing well. Add the rest of the flour, minus ½ cup. Mix well with your hands. Knead dough on a lightly floured surface for 5 to 7 minutes, adding flour as needed until you have a smooth, elastic dough (not at all sticky!). Roll your ball of dough in the 2-quart bowl, coating the outside with oil. Leave the dough in the bowl and cover the bowl with the damp towel. Place the bowl in a warm place, and let the dough double in size. This should take about 1 hour.

Pizza topping:

Ingredients:

4–6 medium tomatoes, sliced (or a jar of tomato sauce, if tomatoes aren't in season)
2 cups shredded cups mozzarella cheese
½ cup fresh basil or ⅓ cup dried basil

Directions: Preheat your oven to at least 550 degrees Fahrenheit. Divide the dough into two balls, and let them rest, covered with a damp cloth, for 15 to 20 minutes. Roll out the dough to about ¼ an inch, place on a cookie sheet and top with the tomatoes, mozzarella, and basil. Bake for approximately 8 to 12 minutes, or until the cheese is melted and the crust is golden.

Literature Project "Instructions for Members of Young Italy"

Have the student read Student Page 17. Then, have him complete the questions on Student Page 18. Most students should be allowed to refer back to the reading selection if they need to.

Answer Key: 1. g; 2. p; 3. e; 4. d; 5. o; 6. p; 7. e; 8. l; 9. o The motto is "God and the People."

Cooking Project The Taiping Tien Kuo Coins

When Hong Xiuquan and his army of followers captured Nanjing and made it their capital, they issued coins for the new Heavenly Kingdom of Great Peace. They minted these coins for over ten years; the coins circulated throughout the Chinese provinces under Taiping control. The front side of the coins read "The Heavenly Kingdom of Great Peace," the back side read "holy coins." (You read the coins first from top to bottom, then from right to left.) When the Taiping Rebellion was finally suppressed, the Qing rulers destroyed most of the coins. Fortunately, some of the coins have been found.

Create this stencil of the front side of the Taiping Tien Kuo coins. Then bake a cake with the coin design on its surface.

Materials:
- ☐ Taiping Tien Kuo coin stencil (Student Page 19)
- ☐ X-acto knife
- ☐ scissors
- ☐ cardboard or other safe cutting surface

Directions:
1. Cut out the border of the Taiping Tien Kuo stencil (it will be a circle).
2. Lay the cardboard on a table.
3. A parent should cut out the gray Chinese characters and the center square hole (all the coins had hollow centers).

Bake a chocolate cake in an 8″ or 9″ round baking pan. When it has cooled, flip it over and remove it from its pan. Hold the clean stencil on top of the first cake. Sprinkle the cake with powdered sugar. Then gently lift up the stencil. The powdered sugar will have left a replica of the coin on the top of the cake. Before you serve, explain the meaning of the cake. Then plop a scoop of ice cream on each slice, and enjoy!

Math Activity How Big Was the New Chinese Army?

Everything you need for this activity is on Student Page 20.

Here are hints you can use if the student has any trouble:

1. Hint: 5 [colonels] + 1 [corps general]
2. Hint: 5 [colonels] x 5 [captains]
3. Hint: 25 [captains] x 5 [lieutenants]
4. Hint: 125 [lieutenants] x 4 [sergeants]
5. Hint: 500 [sergeants] x 5 [corporals]
6. Hint: 2500 [corporals] x 4 [privates]
7. Hint: Add up your answers from questions 1-6.
8. Hint: 3000 [corps generals] x 13,156 [army members per corps general]

Answer Key: 1. 6 2. 25 3. 125 4. 500 5. 2500 6. 10,000 7. 13,156 8. 39,468,000

Timeline Figures

Timeline Figures for this chapter are on Student Page 182.

The American Civil War

CHAPTER 5

Encyclopedia cross-references

South Against North
KIHW: 582–585, KHE: 354–356, UBWH: 174–175, UILE: 348–349, US20: (none)

After the Civil War
KIHW: 584–585, KHE: 356, UBWH: 175, UILE: 349, US20: (none)

SOUTH AGAINST NORTH

Review Questions

[Note to parent: United States students should know the names of the states in the questions below, but it isn't necessary for non-U.S. students to memorize this level of detail about the Civil War.]

In 1861, what did seven of the United States announce? *They announced that they would no longer belong to the United States.*

What country would they form instead? *They would become the Confederate States of America.*

What were the seven states? *They were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.*

Where was the military base Fort Sumter? *It was in South Carolina.*

What happened at Fort Sumter? *The Confederate States told United States soldiers to leave and turn the fort over to Confederate soldiers. When the U.S. soldiers refused, the Confederates fired on the fort and captured it.*

How did Abraham Lincoln respond? *He declared war on the rebel states.*

After the declaration of war, what four states joined the Confederacy? *Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy.*

Which five states remained neutral? *Kentucky, Missouri, West Virginia, Maryland, and Delaware remained neutral.*

In 1860, who was allowed to decide whether slavery was legal? *Each state was allowed to decide for itself.*

Why did tobacco and cotton growers rely on slaves? *They needed cheap help because the crops had to be weeded, tended, and picked by hand.*

Did Northern states rely on farming? *No, they had factories, mills, and ironworks.*

What did Southern and Northern states argue over, when new states began to join the U.S.? Why? *They argued about whether or not slavery should be legal in those states, because neither wanted to be outnumbered.*

Was Lincoln for or against slavery? *He was against it; he believed it was as poisonous as a nest of snakes.*

When a state "secedes," what does it do? *It leaves its current government.*

What were the United States soldiers called, and what color uniform did they wear? *They were called Union soldiers, and they wore blue.*

What color did the Confederates wear? *They wore gray.*

When the war began to grow difficult, whom did Lincoln invite to lead his army? *He invited Giuseppe Garibaldi.*

Who became Lincoln's general instead? *Ulysses S. Grant became Lincoln's general.*

Who was the general of the Confederate army? *Robert E. Lee led the Confederates.*

When was the Emancipation Proclamation made? *It was made on January 1st, 1863.*

What did it say? Was it effective? *It announced that all Confederate slaves were free, but it could not actually change things for slaves in the South.*

Why was the Battle of Gettysburg so dreadful? *Over fifty thousand men were wounded and killed.*

Why did Robert E. Lee decide to surrender? *The Confederate army was weak and out of food.*

Where did the surrender take place? *Lee surrendered to Grant in Appomattox, Virginia.*

What are the beginning and ending years of the Civil War? *It was fought 1861–1865.*

Complete the Outline

(Student Page 21)

I. Events that led to the beginning of the Civil War
   A. Disagreement between *southern and northern states over whether or not new states should have slavery*
   B. Election of *Abraham Lincoln*
   C. Capture of *Fort Sumter in South Carolina by Confederate troops*

II. Three sides
   A. Confederate states: *South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, North Carolina*
   B. Neutral states: *Kentucky, Missouri, West Virginia, Maryland, Delaware*
   C. Union states: *Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, Connecticut, Pennsylvania, New Jersey, Ohio, Indiana, Michigan, Illinois, Iowa, Minnesota, Wisconsin, Kansas, California, Oregon, Nevada*

III. Two generals
   A. *Confederate general Robert E. Lee*
   B. *Union general Ulysses S. Grant*

AFTER THE CIVIL WAR

Review Questions

What did Abraham Lincoln dream, in his nightmare? *He dreamed that the president had been killed by an assassin.*

What theater did Lincoln and his wife attend on April 14? *They went to Ford's Theatre.*

Why wasn't Lincoln's private box guarded, during the play? *The police officer guarding it got interested in the play and went down to sit with the audience.*

Why did John Wilkes Booth feel guilty? *He had not fought in the Civil War to defend the South.*

After he shot Lincoln, what did Booth do? What happened to him? *He jumped down onto the stage, but he broke his leg when he caught it on a Union flag.*

Where did Booth ride? *He rode into Virginia, but no one welcomed him.*

What happened to Lincoln, after he was shot? *He died without regaining consciousness. His body was laid out in the East Room.*

Where was Booth discovered? *He was hiding in a barn in Virginia.*

What happened to him? *He was shot by soldiers who set fire to the barn.*

What condition was the United States in after Lincoln's assassination? *The United States was filled with hatred; many Southerners hated the Northern states and many whites hated blacks.*

What did the Thirteenth Amendment to the Constitution say? *It said that no one could be forced to work unless he had been convicted of a crime and sent to jail.*

What were the years after the Civil War called? *They were called "Reconstruction."*

Did the government of the United States help the freed slaves? *No, the slaves had to try to earn their own living on farms owned by whites.*

Were ex-slaves well off, during Reconstruction? *No, many were treated just as badly as they had been during slavery.*

Complete the Outline

(Student Page 21)

I. Lincoln's death
   A. Assassinated by *John Wilkes Booth at Ford's Theatre*
   B. Died *the next morning without awakening*
II. The United States after Lincoln's death
   A. Hatred *between Southerners and Northerners*
   B. Hatred *between whites and blacks*
III. The Thirteenth Amendment
   A. *No one could be held prisoner and forced to work unless convicted of a crime*
   B. *Slavery illegal in every state in the Union*
IV. Reconstruction
   A. Supposed to be *a time of rebuilding*
   B. Free blacks *were given no help by the government.* OR *had to earn their living on farms owned by whites.* OR *were treated as badly as they had been during slavery.*

Additional History Reading

The Civil War, A Visual History (DK, 2011). This book was produced in conjunction with the Smithsonian, and is an excellent resource, with excellent photographs, maps, and timelines. Younger students might enjoy the visual content, but older students will also benefit from the text. (RA 4, IR 6)

The Civil War 1861-1865, by James Robertson, illus. Mort Kunstler (Abbeville Kids, 2016). This history of the Civil War examines causes and events at a more complex level, appropriate for secondary students. The paintings by famed illustrator Mort Kunstler are a major feature of the work, which also includes timelines and biographies of major figures. (RA 5, IR 7)

Moses: When Harriet Tubman Led Her People to Freedom, by Carole Boston Weatherford, illus. Kadir Nelson (Hyperion Book CH, 2006). This Caldecott Honor-winning book is a telling of the Harriot Tubman story in poetic form. (R 3-5) (IR6-8)

A Picture Book of Frederick Douglass (Picture Book Biography), by David A. Adler, illus. Samuel Byrd (Holiday House, 1993). Aimed at young readers, this book makes the life and work of the abolitionist Frederick Douglass accessible regardless of age. (RA k-2, IR 3-5)

Gettysburg (Landmark Books). by MacKinlay Kantor (Random House Books for Young Readers; Reissue Edition June 12, 1987). This book includes the chronicling of Gettysburg and includes maps with the text. (IR 3-7)

What Was the Battle of Gettysburg? by Jim O'Connor, illus. John Mantha (Penguin Workshop, 2013). An excellent condensed retelling of the events at Gettysburg. This volume, like others in this series, are useful for struggling readers. (IR 3-7)

A Blockaded Family: Life in Southern Alabama During the Civil War, by Parthenia Antoinette (Hague University Alabama Press, 2005). Amazing primary source on the life of a Southern family during the war. (RA 3-5)

If You Lived At The Time Of The Civil War, by Kay Moore, illus. Anni Matsick (Scholastic Paperbacks, 1994). This book creates a connection for children between their modern life and that of the Civil War era by comparing home life, schooling, food, and other elements of the period. (IR 3-5)

PREVIEW *The Boys' War*, by Jim Murphy (Clarion, 1993). Includes many first-hand accounts from boys sixteen years old and younger who fought in the war. (IR 5–7)

Company Aytch, by Sam R Watkins (Plume, 1999). An account of Watkins' time as a foot soldier from Tennessee. (IR 5–7)

Who Was Robert E. Lee, by Bonnie Bader (Penguin Workshop, 2014). This is a short, accessible biography with black and white drawings. (RA 2, IR 3)

Ulysses S. Grant, by David C. King (Blackbirch Press, 2001). The book describes Grant's life before the Civil War, as well as his unlikely rise to Lieutenant General during the war. The series also has a book about Robert E. Lee. (IR 5–7) **LFA**

Abraham Lincoln: A Photo-Illustrated Biography, by T.M. Usel (Capstone Press, 1996). Short biography of the sixteenth president. Includes a "words to know" section in the back, and short timeline of Lincoln's life. Every facing page is a black and white picture. (IR 3–5) **LFA**

PREVIEW *The Civil War: 1850–1895; Volume 5*, edited by Auriana Ojeda (Greenhaven Press, 2003). This is an excellent book geared towards the advanced seventh grader or parent who wants the Civil War put in historical context. It includes five chapters, with the second chapter devoted to the Civil War. Very few illustrations and much text, but a high-quality resource for the advanced student. (IR 7–adult) **LFA**

Reconstruction and the Aftermath of the Civil War, by Liz Colozza Cocca (Crabtree Publishing, 2011). This book explains the complicated civil, political and social changes following the Civil War. (RA 4, IR 5)

The Amazing Age of John Roy Lynch, by Chris Barton, illustrated by Roy Tate (Eerdmans, 2015). This illustrated biography tells the story of John Roy Lynch, who was born into slavery but rose to become one of the first African-Americans in Congress. It also provides context for his life story by discussing what was happening in America during the Civil War and Reconstruction eras. (IR 4-5)

Dark Sky Rising: Reconstruction and the Dawn of Jim Crow, by Henry Louis Gates, Jr. and Tonya Bolden (Scholastic Focus, 2019). This excellent resource by an expert in African-American history (Gates) and an award-winning author of young-adult books (Bolden) covers the major events and people of the Reconstruction era and the backlash that led to the restrictive Jim Crow laws. It would also be useful for Chapter 36. (IR 6-9)

Corresponding Literature Suggestions

Across Five Aprils, by Irene Hunt (Berkley, Reprint Edition 2002). This Newbery Honor-winning novel takes the reader from 1861 to 1865 with Jethro, who watches some of his brothers join the North and some join the South during the Civil War. Lots of period details and excellent character development. (RA 1-3, IR 4-8)

Bull Run, by Paul Fleischman (HarperCollins, 1995). A fictional account of the Battle of Bull Run as told by sixteen different participants. Winner of the Scott O'Dell Award for Historical Fiction. (IR 3-7)

Mary Bowser and the Civil War Spy Ring, by Enigma Alberti, Tony Cliff (illus.) (Workman Publishing Company, 2019). This adventurous novel tells the true story of an African-American maid working as a spy during the Civil War. It includes fun codes and clues for the reader to solve a mystery that may intrigue even reluctant readers. (RA 4, IR 5)

Pink and Say, by Patricia Pollako (Philomel Books, 1994). A novel based on a family story passed down to the author, Pink and Say tells of two boys, one white and one black, who meet on a Civil War battlefield. (RA 3, IR 4)

PREVIEW *Soldier's Heart,* by Gary Paulsen (Laurel Leaf, 2000). This story of a boy who enlists in the Civil War contains themes of coming of age and the damage that war does to those who are pulled into it. Some material may be too mature for younger students. (RA 5, IR 7)

A Wish After Midnight, by Zetta Elliott (Skyscape, 2010). This time-travel story features a teenager from modern-day Brooklyn transported back to the Civil War era. (RA 4, IR 6)

PREVIEW *The Red Badge of Courage: An Episode of the American Civil War*, by Stephen Crane (Norton, 1999). Classic story of Henry Fleming's encounter with war. (IR 5–8)

Rifles for Watie, by Harold Keith (HarperTrophy, 1987). An account of the Civil War as it came to Kansas, told by sixteen-year-old Jeff. A Newbery Award winner. (IR 6–8)

PREVIEW *Uncle Tom's Cabin*, by Harriet Beecher Stowe (Aladdin, 2002). A retold version of the classic novel about slaveowner Arthur Shelby, who decides to sell two of his slaves. (IR 6–8)

PREVIEW *Battle of Gettysburg*, by Frank Haskell (Chapman Billies, 2001). First-hand account of the pivotal three-day battle. Haskell's account was originally a letter that he wrote to his brother within a month of the battle. (IR 5–7)

Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address, by Jean Fritz, illustrated by Charles Robinson (Grosset and Dunlap, 1993). Part of the *All Aboard* reading series. Easy reader that focuses on Lincoln and his son Tad during the time of the Gettysburg Address. The last page includes the text of the original address. (IR 2–3)

Abraham Lincoln: The Great Emancipator, by Augusta Stevenson, illustrated by Jerry Robinson (Simon and Schuster, 1986). From the *Childhood of Famous Americans* series. Easy-read chapters—from "Abe's First Toy" to "President of the U.S."—brings the reader to the beginning of the Civil War. (IR 3–5)

The Yearling, Marjorie Kinnan Rawlings (Scribner, 2002). The story of the Baxters, living in central Florida several years after the American Civil War. Winner of the Pulitzer Prize in 1939. (IR 5–8)

Little Women, by Louisa May Alcott (Aladdin, 2000). The stories of the March family, set while the men are away—fighting in the American Civil War. Long, but the Aladdin edition is typeset nicely and is easy on the eyes. (IR 6–8)

Forty Acres and Maybe a Mule, by Harriette Gillem Robinet, illus. Wendell Minor (Aladdin, 2000). After the Civil War, Pascal, an ex-slave, along with his brother Gideon and their companions, must build a new life and make a living despite continued acts of racism and injustice. Winner of the Scott O'Dell Award for Historical Fiction. (IR 3-8)

MAP WORK

The American Civil War *(Student Page 22)*

Note: One map activity for this chapter. Also, students will need three colored pencils for this chapter.

Re-read the first section of the chapter, South Against North, with an eye to remembering which states left the U.S. to form the Confederacy.

1. You'll notice that you have the names of the states on this map. Choose one of your colored pencils to represent the southern states. Abraham Lincoln felt that he had no choice but to declare war. Two months before, seven states had announced that they would no longer belong to the United States, but would form the Confederate States. Shade these in with your colored pencil.
2. But not every state was pleased that Lincoln was going to war. Two days later, Virginia joined the Confederate States. A month later, three more states left the United States for the Confederacy as well. Using the same color that you chose for the Confederate States, color Virginia and the three other states that decided to join the Confederacy.
3. Along the border between North and South, five states sent a message to the president. They would not join the Confederacy, but they refused to fight for the U.S. Recall which states sent this message to the president, choose a second color, and color in these five states.
4. The remaining labeled states decided to remain a part of the Union. Using a third color, color them in.

Coloring Page For four years, the southern part of the United States fought the rest of the country over whether the southern states could form their own nation where slavery would continue. The northern or "Union" soldiers wore blue, and the southern or "Confederate" soldiers wore gray. *(Student Page XX)*

PROJECTS

Activity Project **Names of the Civil War**

Directions for this activity are on Student Page 23.

Answer Key (some of these names are vague, so it's okay to be flexible with some answers):

Confederate:
- Mr. Lincoln's War
- The War for Southern Freedom
- The Second American Revolution
- The War of Northern Aggression
- The War for Constitutional Liberty
- The Yankee Invasion
- The War in Defense of Virginia
- The War of Southern Independence
- The War for Southern Nationality
- The War for Southern Rights
- The War to Suppress Yankee Arrogance
- The War for Separation
- The War for States' Rights

Union:
- The War of the Southern Rebellion
- The Great Rebellion
- The War of the Southern Planters
- The War of the Rebellion
- The War to Save the Union
- The War for Abolition
- The War Against Slavery
- The Confederate War

Both:
- The War of the Sixties
- The Late Unpleasantness
- The Brothers' War

Memorization Project — The Gettysburg Address

On November 19th, 1863, Abraham Lincoln dedicated the Soldiers' National Cemetery in Gettysburg, Pennsylvania. His speech was so short that the photographer at the dedication didn't even get to take a picture of Lincoln speaking.

Today, the Gettysburg Address is seen as one of the best speeches in history. At the time, though, people weren't as fond of it: *The Chicago Sun Times* commented, "The cheek of every American must tingle with shame as he reads the silly, flat, and dishwatery utterances of the man who has to be pointed out to intelligent foreigners as the President of the United States." Since then, people have come to appreciate it more. It's now inscribed on the south wall of the Lincoln Memorial in Washington, DC. Every year, people recite the speech on the anniversary of its first delivery, November 19th.

Memorize the speech (found on Student Page 24) and recite it for your family. Every November 19th, try to remember Mr. Lincoln's delivery of the Gettysburg Address, and his reminding America that all are created equal, that we are to ensure "that government of the people, by the people, for the people shall not perish from the earth."

Memorization Project — *Oh Captain! My Captain!*

Walt Whitman heard about Abraham Lincoln's assassination and wrote a eulogy for him. The poem is a metaphor—Lincoln is compared to a ship's captain. The United States, which had just made it through the Civil War, is represented by a ship returning safely from a long journey. The poem was so popular that Whitman was asked to recite it constantly. It is also found on Student Page 24.

Cooking Project — Juneteenth

On January 1st, 1863, the Emancipation Proclamation took effect. This decree, issued by Abraham Lincoln, was a military order that freed all slaves in the Confederate States. But the Civil War was still going on, and this news spread slowly among slaves in the Southern states. Some did not know they were free until June 19th, 1865, when Union general Gordon Granger arrived in Galveston, Texas. He publicly announced that the slaves were, in fact, free, according to the Emancipation Proclamation, which had been issued more than two years earlier! The ex-slaves celebrated their "new" freedom.

Today, many African-Americans across the United States celebrate the end of slavery on June 19th, known as "Juneteenth" (a combination of "June" and "nineteenth"). Communities gather to celebrate the occasion with food, music, dancing, and parades. Some gather in churches to pray, as the freed slaves in Texas did when they first heard the news.

Celebrate Juneteenth a little early this year. There aren't many foods specific to Juneteenth, though barbecue is popular, but most dishes are prepared according to old family recipes that often originated before the Civil War. You will find some traditional recipes below.

New Orleans Red Beans and Rice

Ingredients:

- 1 lb. dried red kidney beans
- 1 qt. water
- 1 ham bone with ham
- 1 large onion, chopped
- ¼ cup chopped celery and leaves
- 1 tsp. salt
- ½ tsp. Tabasco
- 3 cups hot cooked rice

Directions: Soak beans overnight in water. Pour into large heavy pan or Dutch oven. Add remaining ingredients except rice. Simmer 3 hours, or until beans are tender. Remove ham bone, cut off meat and add beans. Add water when necessary during cooking. Water should barely cover beans at end of cooking time. Remove 1 cup beans and mash to a paste. Add to beans and stir until liquid is thickened. Serve hot over white rice. Makes 6 servings.

Biscuits (Susan Wise Bauer's recipe, which she learned from her grandmother)

Ingredients:

- 2½ cups flour
- 2 tsp. baking powder
- ½ tsp. salt
- ½ tsp. baking soda
- ⅓ cup shortening
- 1 cup buttermilk

Directions: Cut the shortening into the dry ingredients with a pastry blender until the mixture is the consistency of small peas. Stir in the buttermilk, using as few strokes as possible. Add buttermilk as needed; the dough should be stiff but not dry. Pat the dough out ¾ of an inch thick. Cut the dough into 2–3 inch diameter biscuits. Bake at 450 degrees for 12–15 minutes.

Cole Slaw

Ingredients:

- 1 small cabbage, chopped
- 1 fennel, chopped (optional)
- ¼ red cabbage, chopped
- 1 carrot, grated
- 2 Tbsp. mustard
- 1–2 Tbsp. mayonnaise (optional)
- 1 Tbsp. parsley
- 1 tsp. all-purpose seasoning
- 5 Tbsp. apple vinegar
- 3 Tbsp. olive oil

Directions: In a salad bowl, mix the mustard, parsley, all-purpose seasoning, apple vinegar, and mayonnaise. Mix well, then add olive oil. Mix well again, then add remaining vegetable ingredients. Coat well and refrigerate for at least one hour prior to serving. Add more all-purpose seasoning to taste.

Timeline Figures

Timeline Figures for this chapter are on Student Page 182.

Two Tries For Freedom

CHAPTER 6

Encyclopedia cross-references

Paraguay and the Triple Alliance
(none)

The Dominion of Canada
KIHW: 611, KHE: 357, others: (none)

PARAGUAY AND THE TRIPLE ALLIANCE

Review Questions

Between what two countries did Paraguay lie? *It was sandwiched between Argentina and Brazil.*

What country did Francisco Solano López admire? (Hint: he went there to buy weapons for Paraguay's army.) *He admired the French empire.*

Who were creoles? *Creoles were Spanish colonists who had been born not in Spain, but in South America.*

What other two groups of people lived in the South American countries that had once been Spanish colonies? *Descendents of slaves and native South American Indians also lived in the countries.*

Did these three different groups cooperate with each other? *No; the Indians and the descendents of slaves resented the creoles, and the creoles fought with each other.*

What country became a center of trouble, just two years after Francisco Solano López came to power in Paraguay? *The country of Uruguay became a center of trouble.*

Why did Brazil help General Flores get control of Uruguay? *General Flores was a friend and ally of Brazil.*

Why did Brazil's actions make López angry? *He did not want Brazil to have a say in the affairs of smaller South American countries.*

Why did López then decide to invade Argentina? *Argentina refused to help him fight against Brazil.*

What three countries belonged to the Triple Alliance which fought against López and Paraguay? *The countries in the Triple Alliance were Brazil, Argentina, and Uruguay.*

In the sea battle between Brazil and Paraguay, which country won? What was the result of this victory? *Brazil won the sea battle and blocked up the rivers leading into Paraguay, so that López was landlocked.*

How many years did the Paraguayan army resist the invasion of the Triple Alliance? *The army resisted for three years.*

What city fell to the Triple Alliance in 1869? *The city of Asunción, the capital of Paraguay, fell.*

Why did people begin to think that López had gone mad? *He suspected everyone of treason, and had officers, his brothers, and his sisters' husbands executed.*

After López was killed, what happened to the land of Paraguay? *Brazil and Argentina each took a piece, and Brazil occupied the rest.*

What two different ways do the people of Paraguay remember López? *He was a patriot fighting against Argentina and Brazil, or else he was an insane dictator (a "monster without parallel").*

Complete the Outline

(Student Page 25)

I. The three groups of people in Paraguay
   A. *Descendents of slaves*
   B. *Native South American Indians*
   C. *Creoles*
II. Steps leading to the invasion of Argentina
   A. Brazilian interference in the affairs of *Uruguay*
   B. López's request for Argentina *to join the fight against Brazil*
   C. Argentina's *refusal*
III. Two sides in the War of Triple Alliance
   A. *Paraguay*
   B. *Argentina, Uruguay, Brazil*
IV. The difficulties of the Paraguayan army
   A. *Cholera*
   B. Lack of *guns, food, and medicine*
   C. Old-fashioned *flintlock muskets which didn't always fire*
V. The effect of the war on Paraguay
   A. *Half the population dead*
   B. *Farmland destroyed*
   C. *Starvation loomed*

THE DOMINION OF CANADA

Review Questions

What two countries settled the northern reaches of North America? *France and Great Britain settled the northern reaches.*

Which country won the fight to control all of the northern colonies? *Great Britain won the fight.*

What were the two parts of Canada called? *They were called Lower Canada (Quebec) and Upper Canada (Ontario).*

What languages did the people of Lower and Upper Canada speak? *People of Lower Canada spoke French, and people in Upper Canada spoke English.*

What did Canadians want Great Britain to let them do? *They wanted Great Britain to let them govern themselves.*

What did Louis Joseph Papineau want the English governor of Lower Canada to do? *He wanted the governor to pay attention to the elected leaders, the Assembly of Lower Canada.*

What were Papineau's followers called? *They were called the Patriotes.*

How did French Canadians respond to Papineau's speeches? *They began to plan an armed rebellion.*

When the Patriotes set up headquarters at St. Denis, what happened next? *British soldiers marched down from Upper Canada and were driven away, but finally burned the village of St. Denis down.*

Why did William Lyon Mackenzie think that this would be a good chance for the Upper Canadians to rebel? *The soldiers in Upper Canada had gone down to fight in Lower Canada.*

How did the people of Toronto react to Mackenzie's little band of Upper Canadian rebels? *They were loyal to Great Britain and gathered together against the rebels.*

Where did both Mackenzie and Papineau flee? *They fled into the United States.*

What report did the Earl of Durham make on the Canadian revolt? *He reported that the Canadians would not revolt if the Assemblies were given power to govern.*

What did the new "lieutenant governors" of Canada do? *They governed the provinces and helped the British governor.*

Who still had the final say in Canada? *The British governor of all Canada still had the final say.*

What new thing happened in Nova Scotia? *The lieutenant governor allowed the Assembly to have the greatest power in the province.*

What was the name of the big Assembly that finally gained the power to govern all of Canada? *It was called the Assembly of the United Canadas.*

Many of the provinces wanted to join into a "federation." What three things would this federation have of its own? *The federation would have its own constitution, its own House of Commons, and its own Senate.*

Why did many Canadians want to protect the western territories of Canada? *They didn't want the United States to claim those territories.*

What four provinces finally joined together in the Dominion of Canada? *Quebec, Ontario, Nova Scotia, and New Brunswick joined together.*

What three provinces joined the Dominion by 1900? *Manitoba, British Columbia, and Prince Edward Island joined.*

Who was the queen of Canada? *Queen Victoria of England was still queen of Canada.*

Who really governed Canada? *The Canadian House of Commons and Senate really governed Canada.*

Complete the Outline

(Student Page 25)

I. The Canadian colonies were divided into two parts with two different languages.
   A. *Lower Canada was French-speaking.*
   B. *Upper Canada was English-speaking.*
II. Two Canadian leaders wanted changes in the way Canada was governed.
   A. *Louis Joseph Papineau wanted the governor of Lower Canada to pay attention to the Assembly.*
   B. *William Lyon Mackenzie wanted Upper Canadians to revolt against the British.*
III. After the revolts, Canada had two different kinds of elected Assemblies.
   A. Each province *elected its own Assembly.*
   B. All the provinces *sent representatives to the Assembly of the United Canadas.*
IV. A Canadian federation would be independent, but not separate, from Great Britain.
   A. The federation would be loyal *to Great Britain.*
   B. The federation would have its own *constitution, House of Commons, and Senate.*

Additional History Reading

Paraguay (Enchantment of the World), by Byron Augustin (Children's Press, 2005). Introduces elementary readers to the people, land, history, and culture of Paraguay. (IR 4-7)

The War of the Triple Alliance, by Gabriel Esposito (Winged Hussar Publishing, 2017). A thorough overview of the conflict, for confident readers. (RA 5, IR 7)

Armies of the War of the Triple Alliance—1864 to 70, by Gabriel Esposito (Osprey Publishing, 2015). An excellent and focused overview, of special interest to students interested in military topics. More suitable for strong readers. Includes colorful illustrations as well as maps. (RA 5, IR 6)

The Seven Continents: South America (a True Book), by Gloria Susanna Esquivel (Children's Press, 2019). An overview of the geography of South America, including lots of photos of the land and animals that live there. (RA 2, IR 4)

The Kid's Book of Canada, by Barbara Greenwood (Kids Can Press, 2013). An excellent and accessible resource covering historical, social, and political information about Canada. (RA 3, IR 4)

The Story of Canada, by Janet Lunn and Christopher Moore (Scholastic, 2016). A readable narrative history of Canada, from pre-European contact to the 20th century. (RA 5, IR 6)

The Growth of the British Empire (Yesterday's Classics), by M. B. Synge, illus. E. M. Synge (Yesterday's Classics, 2006). An excellent resource on the British Empire for middle schoolers using *The Story of the World*. For this chapter of *SOTW*, use Chapter 38, "The Dominion of Canada." (IR 6-8)

A Pioneer Story: The Daily Life of a Canadian Family in 1840, by Barbara Greenwood, illus. Heather Collins (Kids Can Press, 1994). This colorfully illustrated book follows a typical family through a year as settlers in Canada. (RA 2-4, IR 5-7)

To Stand and Fight Together—Richard Pierpoint and the Coloured Corps of Upper Canada, by Richard Pipps (Dundurn, 2008). An account of the Black Loyalists who fought in the War of 1812 and other 19th-century conflicts; contains considerable background information on the origins of that community. (IR 7)

Corresponding Literature Suggestions

Mystery of the Troubled Toucan, by Lisa Travis (WorldTrek Publishing, 2015). An American girl and her new Brazilian friend team up to save the "pink dolphins" of the Amazon river from poachers. Includes a glossary of Portuguese words from Brazil and an appendix of facts about the country's history and geography. (IR 2-4)

When You Look Up, by Decur, Chloe Garcia Roberts (trans.) (Enchanted Lion Books, 2020). This graphic novel is set in modern Argentina. (RA 2, IR 3)

The Spirit of Canada: Canada's Story in Legends, Fiction, Poems, and Songs, edited by Barbara Hehner (Fitzhenry and Whiteside, 2000). A wonderful collection of 100 Canadian stories, poetry, and songs, ranging from First Nations tales to legends from French and English settlers and even some Gordon Lightfoot lyrics. Lavishly illustrated. (RA k-3) (IR 4-8)

Dear Canada: A Rebel's Daughter: The 1837 Rebellion Diary of Arabelle Stevenson Toronto, Upper Canada by Janet Lunn (Scholastic Canada, 2006). Twelve-year-old Arabella is forced to become the head of the house after her father is imprisoned for participating in the 1837 Upper Canada Rebellion. The author provides historic notes, maps, and cultural context. Out of print, but worth finding at your local library. (IR 5-8) **OOP**

Incident at Hawk's Hill, by Alan W. Eckert. (Little, Brown Books for Young Readers, 1995). A great read-aloud book, this is the story of a young boy, lost on the prairies, who survives with the help of a badger. (RA 3, IR 4)

Anne of Green Gables, by Lucy Maud Montgomery (Aladdin, 2001). Set on Prince Edward Island, Montgomery's story tells of Anne's effect on a small community in Canada. (IR 5–7)

The Call of the Wild, by Jack London (Signet, 1960). The classic story of Buck. Set in western Canada and Alaska in 1897. (IR 5–7)

The Flags of War, by John Wilson (Kids Can Press, 2004). Tells the story of two cousins, one of whom is from Canada. Set during the American Civil War, the book mentions Canada as a refuge for slaves. (IR 6–8)

Maata's Journal: A Novel, by Paul Sullivan (Atheneum, 2003). Seventeen-year old Maata and the other Inuit are forced by the Canadian government to evacuate their settlement. (IR 6–8)

The Last Safe House, by Barbara Greenwood (Kids Can Press, 1998). Historical fiction about a Canadian family involved in the Underground Railroad in the 1850s. Includes several hands-on activities. (IR 3–6) **OOP**

MAP WORK

Paraguay and the Triple Alliance *(Student Page 25)*

1. Francisco Solano López set out to make Paraguay one of the most influential countries in Latin America—even if that meant taking on the armies of Argentina and Brazil. Label Paraguay, Argentina, and Brazil on your map.
2. Label Uruguay on your map.
3. Three countries came together under General Flores to make up the Triple Alliance. Use a colored pencil and shade the three countries in the same color.

The Dominion of Canada *(Student Page 27)*

1. During one of the revolts in Canada, William Lyon Mackenzie marched his rebels toward a certain Canadian city. Label this city on your map.
2. The British North America Act formed four provinces into a new country called the Dominion of Canada. Label these four provinces on your map.
3. Three provinces later joined the Dominion of Canada. Label these three provinces on your map.

Coloring Page When William Lyon Mackenzie saw that his rebellion had failed, he disguised himself as a woman and fled from Canada to the United States. *(Student Page XX)*

PROJECTS

Geography Project **Canada's Provinces**

Learn more about Canada's first four provinces.

Materials:
- the Canada's Provinces worksheet on Student Page 28
- an atlas or map that includes Canada

Use your atlas and *The Story of the World* to answer these questions about Canada's four original provinces. Use the circled letters to spell out the English translation of Canada's motto, "A Mari usque ad Mare."

Answer Key:

1. Halifax
2. Fredericton
3. Mackenzie
4. Superior
5. Patriotes
6. Quebec
7. Ontario

Solution: "From sea to sea." The motto was first officially used in 1906, when it was placed on the emblem of the Canadian province of Saskatchewan.

Art Project Make a Political Cartoon

Political cartoons are often seen during times of controversy in a country. You can see modern political cartoons in most newspapers and news magazines. Cartoonists try to make political leaders, decisions, situations, or documents look silly in order to make a point to the public. They also will make leaders look "larger than life," presenting them as heroes.

Francisco Solana López of Paraguay was a very controversial leader. One of his officers called him a "monster without parallel." He greatly overestimated the power of his country and could not be persuaded to back down. He certainly had many enemies! Others thought he was a great hero, a patriot fighting for the good of his country against Argentina and Brazil. They say he was fearless, and that he stood up to larger countries that were trying to push him around.

If you were a political cartoonist, how would you "make fun" of the situation? Would you draw López as a monster with a big head, but no sense? Would you make fun of people who did not believe in López and depict them as cowards? Draw a political cartoon of the situation either supporting López or making him look bad. Think of a title or a caption that adds emphasis to your view.

Timeline Figures

Timeline Figures for this chapter are on Student Page 183.

Becoming Modern

CHAPTER 8

Encyclopedia cross-references

Rails, Zones, and Bulbs
KIHW: 612–614, KHE: 383, others: (none)

Japan's Meiji Restoration
KIHW: 578–579, KHE: 352–353, UILE: 357, others: (none)

RAILS, ZONES, AND BULBS

Review Questions

Where did Jupiter and Engine 119 meet? *They met at Promontory Summit, Utah.*

Why was the railroad tie laid at Promontory Summit special? *It would finish the first track to run all the way across the United States.*

How long did a railroad journey across the whole United States take? *It took about five days.*

Before railroads, how did people set their clocks? *They set their clocks by looking at the sun.*

Why did noon (the sun's highest point in the sky) come sooner for an East Coast city than for a city a little further to the west? *Noon comes at different times because of the curve of the earth.*

Why did this cause trouble for train passengers? *They did not know exactly when they would arrive at their destinations.*

What did Sir Sandford Fleming suggest as a solution? *He suggested dividing the world into twenty-four time zones.*

How much difference in time was there between zones that were next to each other? *Each zone was exactly one hour ahead or behind the next.*

Besides railroads and time zones, what invention made the world more modern? *Electric lights made the world more modern.*

What scientist invented a light powered by electricity? *Thomas Edison invented the electric light.*

What part of the bulb did Edison have trouble with? *He had trouble finding a filament (strand that would glow) that would not burn out quickly.*

After the bulb, what did Edison and his helpers need to develop? *They needed to develop a system of wires, cables, generators, and light sockets.*

Complete the Outline

(Student Page 41)

I. What railroads did
   A. Sped *up travel*
   B. Took people to *cities they might not have settled before*
   C. Took grain and other goods *to far-away places*
II. What time zones did
   A. Divided the earth into *twenty-four zones*
   B. Made it the same time *inside each zone*

C. Made one hour's difference *between zones*

III. What electricity did

A. Made it possible for men *to work after dark*

JAPAN'S MEIJI RESTORATION

Review Questions

Why were many Japanese unhappy with the treaty between America and Japan? *The treaty gave the United States privileges in Japan, but it didn't do much for the Japanese.*

When Tokugawa Yoshinobu became shogun, what two things did he try to do? *He tried to strengthen Japan's navy. He tried to throw foreigners out of Japan.*

When Tokugawa Yoshinobu resigned, who took the throne of Japan? *The seventeen-year-old emperor took the throne.*

What two groups of Japanese fought a civil war? *The Japanese loyal to the shogunate fought the Japanese who were loyal to the emperor.*

Who won? *The emperor's men won.*

What was the new name of the city of Edo? *Edo was renamed Tokyo.*

Who was really in control of the country? *The noblemen, or daimyo, were really in charge.*

List three things that the daimyo did in order to help Japan become more "Western." *They sent young men to Europe to school; they hired French experts to teach them shipbuilding; they hired Americans to teach them coal mining; they hired the British to build a spinning factory; they wore Western clothes—not Japanese robes—at official ceremonies; the samurai were ordered to give up their swords.*

What is a feudal society? *In a feudal society, each person serves someone else in exchange for privileges and favors.*

What did the samurai get in return for fighting to protect the daimyo? *They were given castles.*

What did giving up their swords mean to the samurai? *It meant that their way of life was ending.*

What kind of army was going to replace the samurai? *They would be replaced by an army of paid conscripts.*

How did the samurai react when they were told to give up their swords? *They gathered together to fight the new army.*

What was this revolt called? Who led it? *It was called the Satsuma Revolt, and it was led by Saigo Takamori.*

How did it end? *Many samurai were killed; Takamori killed himself.*

When did Japan get its new constitution? *Japan got a new constitution in 1884.*

What country's constitution was a model for the Japanese constitution? *Germany's constitution was the model.*

What three parts did the Japanese government have? *Japan had an emperor, a "cabinet" (group of advisors), and two assemblies.*

Complete the Outline

(Student Page 34)

I. Japan became more "modern."

A. To prevent civil war, the Tokugawa shogun *resigned.*

B. Although Japan had an emperor, the daimyo *controlled the country.*

C. The daimyo brought experts to Japan *from France, America, and Great Britain.* OR *to teach the Japanese Western skills.*
D. A new constitution *was written.*

II. The samurai rebelled in the Satsuma Revolt.
A. They refused to *give up their swords.*
B. They gathered under *the samurai warrior Saigo Takamori.*
C. They fought against *the new army of conscripts.*
D. The rebellion lasted *less than a year.*

Additional History Reading

The Building of the Transcontinental Railroad, by Peggy Caravantes (The Child's World, 2017). A short nonfiction book about how the transcontinental railroad came about. (IR 4-6)

You Wouldn't Want to Work on the Railroad!, by Ian Graham, illus. David Antram (Franklin Watts, 2014). This humorous book follows a man from Ireland who decides to leave for North America because of the potato blight, and ends up working on the Transcontinental Railroad. (IR 4-6)

Ten Mile Day: And the Building of the Transcontinental Railroad, by Mary Ann Fraser (Square Fish March 15, 1996). An illustrated account of the attempt by one crew, including Chinese workers, to lay ten miles of track in one day (May 10th, 1869) in the final stretch of the Transcontinental Railroad to Promontory Summit, Utah. (IR 3-7)

All About America: The Industrial Revolution, by Hilarie N. Staton (Kingfisher, 2012). A brief but informative illustrated history of the Industrial Revolution in the United States. Includes discussions of Thomas Edison and the railroads. (IR 4-6)

Thomas Edison: A Photographic Story of a Life, by Jan Adkins (DK Children, 2009). Out of many books about Edison, this one best walks the student through his life, chapter by chapter. Illustrated with photography and sketches. (RA 2-3, IR 4-8)

Thomas Edison: Young Inventor (Childhood of Famous Americans), by Sue Guthridge (Aladdin, 1986). The story of Edison in an easy-to-read format. Useful for middle-school struggling readers. (IR 2/3-6)

A Picture Book of Thomas Alva Edison, by David A. Adler (Holiday, 1999). For very young readers, this book focuses on Edison's major achievements. (IR 1–3)

Thomas A. Edison: Young Inventor, by Sue Guthridge (Aladdin, 1986). From the *excellent Childhood of Famous Americans* series. (IR 3–5)

The Satsuma Rebellion: Illustrated Japanese History—The Last Stand of the Samurai, by Sean Michael Wilson, illustrated by Akiko Shimojima (North Atlantic Books, 2018). A graphic novel about the Japanese uprising of 1877 in which Satsuma rebels, led by Saigo Takamori, fight against modernization (and against the extinction of the samurai). Excellent resource for struggling readers. (IR 4-8)

Japanese Armies 1868–1877: The Boshin War and Satsuma Rebellion (Men-at-Arms), by Gabriele Esposito, illus. Giuseppe Rava (Osprey Publishing, 2020). Splendidly illustrated book portrays the history, weapons, tactics, and key figures in the fall of the samurai (and the feudal nobles) and the Westernization of Japan. (IR 5-8)

Japan Under the Shoguns: 1185-1868 (Looking Back), by Mavis Pilbeam (Raintree Steck-Vaughn, 1999). A brief history of Japan's shoguns. The decline and fall of the Tokugawa Shogunate is mentioned on page 26 and Meiji Restoration is explained on pages 57-59. (IR 4-6)

A Modern History of Japan: From Tokugawa Times to the Present, by Andrew Gordon (Oxford University Press, 2014). For strong readers. Includes an in-depth look at the Meiji Restoration which shaped the modern nation. (IR 5-7)

Corresponding Literature Suggestions

Coolies, by Yin, illust. Chris Soentpiet (Puffin, 2003). Beautifully illustrated picture book that is sophisticated enough to be enjoyed by older kids, *Coolies* tells the story of two brothers from China who do railroad-construction work in the American West. (IR 3-5)

Prairie Lotus, by Linda Sue Park (Clarion Books, 2020). Set in the Dakota Territory familiar to fans of *Little House on the Prairie*, this book tells the story of Hanna, a half-Chinese schoolgirl who arrives with her father, determined to make a new life there, despite the prejudice she encounters. Her story portrays the often-forgotten multicultural makeup of the early Western states. (IR 4-7)

The Iron Dragon Never Sleeps, by Stephen Krensky (Yearling, 1995). It is 1867 and ten-year-old Winnie and her father are in a mining town in California. There, she meets a Chinese boy her age and learns all about the building of the railroad and those who made it happen. (RA 3-7)

The Inquisitor's Apprentice (The Inquisitor's Apprentice series, Book 1), by Chris Moriarty (Harcourt Children's Books, 2011). A mystery novel about stopping a magical crime: someone is trying to kill Thomas Edison. (IR 5-7)

Wizard of Menlo Park, New Jersey (Just in Time), by Carol Lynch Williams and Cheri Pray Earl, illus. Manelle Oliphant (Familius LLC, 2014). Readers will join Gracie and George as they travel back in time to search for their parents while helping Thomas Edison save his time machine. (IR 4-6)

Across America on an Emigrant Train, by Jim Murphy (Clarion, 1993). Combines an account of Robert Louis Stevenson's journey west with a description of what life was like during the building of the transcontinental railroad. Photographs and etchings every few pages make this an excellent book. (IR 4–7)

Full Steam Ahead, by Rhoda Blumberg (Scholastic, 1996). Out of print, but worth tracking down. Blumberg does an excellent job; the book is laid out nicely and is full of great black-and-white illustrations. (IR 4–6) **OOP**

Railroad Fever: Building the Transcontinental Railroad 1830–1870, by Monica Halpern (National Geographic, 2004). Similar to *Full Steam Ahead*, this book is aimed at a slightly younger reading level. (IR 3–5)

The Great Railroad Race: The Diary of Libby West, by Kristiana Gregory (Scholastic, 1999). From the *Dear America* series. A 14-year-old girl's father gets a job as a reporter covering the completion of the transcontinental railroad. (IR 4–6) **E-Only**

PREVIEW *Stories of Young Pioneers: In Their Own Words*, by Violet T Kimball (Mountain Press, 2000). Kimball relies heavily on first-person accounts to bring to life the experience of traveling west in the mid 1800s. (IR 7–8)

The Time Warp Trio No. 10: Sam Samurai, by Jon Scieszka, illus. by Adam McCauley (Puffin Books, 2001). Three boys travel back to the early days of the shogun's power. They encounter a samurai on the road to Edo to meet Tokugawa. (IR 3-4)

The Perfect Sword, by Scott Goto (Charlesbridge, 2010). Young Michio, an apprentice, learns what it takes to create the perfect samurai sword—not just technical skill, but hard work and humility as well. Excellent historical fiction capturing the Tokugawa period in ancient Japan. A good choice for upper-elementary struggling readers. (RA k-3, IR 4-5)

Geronimo Stilton Graphic Novel #12: The First Samurai by Elisabetta Dami (Scholastic, 2013). Set in the early stages of the Tokugawa era. Geronimo and his friends travel to Edo to meet Tokugawa. (IR 3-4)

MAP WORK

Rails, Zones, and Bulbs *(Student Page 42)*

Re-read the first section of Chapter 8. Study the path of the Central Pacific and Union Railroads. Also, review Chapter 5 and the map that you completed for that chapter.

1. Label the town in Utah at which the two railroads met on your map.
2. San Francisco was the town on one end of the Central Pacific railroad. What was the town on the Union Pacific end of the line? Label it on your map.
3. Draw the path of the Central Pacific RR and the Union Pacific RR on your map.

Japan's Meiji Restoration *(Student Page 43)*

1. With the help of railroads, time zones, and electric lights, the United States was moving towards modern times. The country of Japan was beginning the same journey. Label Japan on your map.
2. The United States is separated from Japan by the Pacific Ocean. Label the Pacific Ocean on your map.
3. Edo, the city where the shoguns had once ruled, was renamed Tokyo and became the emperor's imperial city. Label Tokyo on your map.
4. Label the Sea of Japan on your map.

Coloring Page Thomas Edison, who invented the light bulb and many other useful things, thought about inventions and machines almost all the time! He even went to his laboratory on the day he got married, leaving his new wife alone…and she wasn't happy about that! *(Student Page 44)*

PROJECTS

Activity Project "The Mountain Wedding"

A grand ceremony took place on May 10th, 1869 when men building the Union Pacific Railroad (from the East) and men building the Central Pacific Railroad (from the West) finally met in Promontory Summit, Utah. This grand meeting was called "the mountain wedding." Four ceremonial spikes—two made of silver and two of gold—were used to lay the final piece of track. These spikes were only for show, so after the ceremony, the officials removed them and had iron spikes driven in.

Make your own golden spike, and put together your own ceremony.

Materials:
- aluminum foil (gold-colored, if available)
- cardboard (about 8″ x 2″)
- golden spike template from Student Page 45
- retractable ballpoint pen

Trace the spike pattern onto the cardboard. Cut out the paper spike and carefully cover it with the foil. Make sure that the shiny side is facing out. Using the tip of the pen (keep the ballpoint retracted), "engrave" the following quote on one side:

"The Pacific Railroad ground broken Jan. 8th 1863, and completed May 8th 1869"

(The ceremony was supposed to take place on May 8th, but didn't actually take place until May 10th.)

While a parent reads the narration from *The Story of the World*, act out the scene. Remember that the two officials who first tapped in the ceremonial spikes first placed the spikes into the pre-drilled holes in the tie. The president of the Central Pacific Railroad and the chief engineer of the Union Pacific Railroad both gave speeches, and then tapped the spikes into place.

Immediately afterward, the ceremonial spikes and tie were replaced by a real tie and spikes. As you act it out, remember that the officials missed the spike!

Craft Project **Create a Noh Mask**

Noh is traditional Japanese theater. The Japanese have enjoyed Noh since the 14th century. Noh actors use masks carved from wood. You can see an example of a Noh mask in the photo below. These masks have different expressions, like happy, sad, and angry. The best masks change the expression they portray, depending on how light hits the mask. So an actor might be playing a sad character, but when his character becomes happy, the actor can change the angle of his mask, changing his expression. There aren't many other stage props in Noh, so the masks are very important. You're going to make your own Noh mask out of papier-mâché.

Materials:

- ☐ paper to cover your table (this activity can be a little messy!)
- ☐ old newspaper, torn into strips about 1″ wide
- ☐ a large bowl
- ☐ flour (about 2 cups)
- ☐ warm water (about 4 cups)
- ☐ 1 Tbsp. salt
- ☐ a medium-to-large balloon
- ☐ a permanent marker
- ☐ an awl or screwdriver
- ☐ 2 feet of strong string, yarn, or elastic
- ☐ paint

a wooden Noh mask

Directions:

1. Blow up the balloon. Imagine the balloon is your face, and draw a large mouth on the balloon. Also draw two large circles for eyes and a triangle for the nose. When you start laying down your newspaper strips, make sure that you don't cover the mouth or the eyes. (You'll want to be able to see out of your mask!)
2. Mix the 2 cups flour with 3 cups water, using your hands. Try to get rid of as many lumps as possible. Add more water, until you have a thin paste. (The ratio should be about 1 cup of flour for every 2 cups of water.) Dip the strips of newspaper into the mixture quickly, and use your fingers to remove the extra paste. Your strip should be wet, but not dripping.
3. Drape the strip onto the balloon, taking care to cover only half of the balloon (don't cover the entire balloon, or you won't be able to put your mask on!).
4. After laying down 1 to 2 layers, create facial features. Your mask could have expressive eyebrows or a pointy chin. Cover the nose area with a bridge of paper so your nose can fit in when you are done. After you've built up the features, put a final layer of newspaper strips over the whole mask. Set the mask aside, and let it dry. It may dry overnight or take a day or two.
5. Once your mask is completely dry, pop the balloon and peel any leftover balloon scraps from the inside of the mask. Paint the mask, and let it dry. Punch small holes in the sides and pass the string through the holes. Use the string to tie the mask on. Now you can use the mask to stage a Noh play!

Activity Project Stage a Noh Play

Noh plays feature sparsely set stages and ornate costumes. The actors chant their lines, so Noh is known as "Japanese opera." Each line has a specific number of syllables, and the lines do not rhyme. These lines are very similar to the structure of a haiku, which has three lines. The first and last lines of a haiku have five syllables, and the middle line has seven syllables. Haiku use few words, but paint colorful pictures related to the natural world. Here's an example:

The green tree blossomed
Pink and lily-white flowers
Perched on the tree stems

Noh plays have four types of actors: the primary actor, the primary actor's companion, the chorus (usually six to eight actors), and two to three extras. The primary actor plays the part of the most important person—the play is about this person. The chorus gives the audience important information about what is happening or what the primary actor doesn't know. The extras play minor parts or help act out objects, like moving water. They don't always play people!

Write your own Noh play about the Meiji Restoration. Write about Tokugawa Yoshinobu resigning, the changes made under the new emperor, or the Satsuma Revolt. Make sure to write your play in short five- or seven-syllable lines! Enlist your family's help to put on your play. Don't worry about fancy backdrops, you should focus on the lines you say and keep your movement on stage as graceful as possible.

Note to parent: The haiku is a 20th-century invention, and has been adapted from Japanese poetry. We have chosen the form of the haiku to introduce fundamental aspects of Japanese poetry, to help show that all poems do not need to rhyme, and to simplify teaching.

Timeline Figures

Timeline Figures for this chapter are on Student Pages 226-227.

China's Troubles

CHAPTER 17

Encyclopedia cross-references

Boxer Rebellion
KIHW: 622–623, KHE: 372, UBWH: 189, UILE: 354–355, US20: 16, others: (none)

Czar and the Admiral
KIHW: 629, KHE: 353, UBWH: 188, UILE: 357, US20: 17, others: (none)

THE BOXER REBELLION

Review Questions

What four countries were trying to take control of parts of China? *The United States, Great Britain, Russia, and Germany were all trying.*

What did Westerners call "the Society of Righteous and Harmonious Fists"? *They called it "the Boxers."*

Why did the Boxer society form? *It formed to fight the invasions of the West. OR It formed because the government was not protecting the Chinese people.*

What two unusual things did the Boxers believe? *They believed that they could become invincible, and also that spirit soldiers would help them fight the West.*

Why did the Boxers attack Chinese Christians? *They thought that Christians were traitors became they had converted to a Western religion.*

Why did they tear up railway lines? *Railroads brought Europeans and European goods into China.*

Did the emperor support the Boxer attacks? *No, he did not.*

What did the emperor do that made his people nervous? *He passed too many decrees at once*.

Who took over the government? *The emperor's aunt, Cixi, took over.*

Did she support the Boxers? *Yes, she did.*

Why did foreigners flee to Beijing? *In Beijing, they could hide in the "legation compound."*

Soldiers came from what three countries to fight the Boxers? *Soldiers came from Russia, Japan, and the United States.*

What happened when the Boxers went out to meet the soldiers? *They were killed, and the Forbidden City was invaded.*

List three things that Chinese officials promised to do, after the Boxer Rebellion. *They promised to punish the Boxers, punish officials who had supported the Boxers, build stronger walls around the legation compound, repair the railroads, and pay thirty-three million dollars in fines.*

List two things that Cixi agreed to do. *She agreed that schools would teach Western ideas; that footbinding would be outlawed; and that Chinese officials would go abroad to learn from Western countries.*

Who inherited the throne when Cixi died? *The three-year-old prince Puyi inherited it.*

Complete the Outline

(Student Page 83)

I. Rise of the rebellion
   A. Boxers unhappy because *the government wasn't protecting its people*
   B. Boxers attacked *Chinese Christians and missionaries*
   C. Boxers burned *churches*
   D. Boxers pulled up *railway lines*
   E. Finally, Boxers besieged *the legation compound in Beijing*
II. End of the rebellion
   A. Soldiers came from *Russia, Japan, United States, France, Great Britain*
   B. Boxers were *killed*
   C. Officials promised *to punish the Boxers, pay fines, rebuild railroads*
   D. Schools would now *teach Western ideas*
   E. Chinese officials would now *learn from the governments of other countries*

THE CZAR AND THE ADMIRAL

Review Questions

What two countries became enemies after the Boxer Rebellion? *Russia and Japan became enemies.*

What was Russia building in China? *It was building a new railroad.*

What did Russia rent from China? *Russia rented Port Arthur.*

What country did Russia then decide to seize? *Russia planned to seize Korea.*

What did the Japanese government think of this? *The Japanese told Russia to keep out of Korea.*

Why wasn't the Russian government worried about Japan? *Japan had had an old-fashioned army for many years.*

What did the Japanese do on February 9th, 1904? *Japanese ships attacked Russian ships in Port Arthur.*

Why did they decide to attack first? *They knew that they were not as strong as they could be.*

What were the Russian forces at Port Arthur forced to do? *They were forced to surrender.*

What happened at the Battle of Mukden? *Russian soldiers were defeated by the Japanese in a large land battle.*

What was the final defeat for Russia? *The Japanese fleet destroyed the Russian fleet [on May 27th, 1905].*

Who helped to arrange a peace treaty between Japan and Russia? *The president of the United States, Theodore Roosevelt, helped arrange a peace treaty.*

List two things that Russia had to give Japan. *Russia had to give up Port Arthur and part of Manchuria.*

Complete the Outline

(Student Page 83)

I. The war between Russia and Japan
   A. Started at *Port Arthur*
   B. The Russian flagship was *destroyed by Japanese ships*
   C. After 148 days, *Russian ships surrendered*
   D. Russian soldiers were defeated at *Battle of Mukden*
   E. Rest of Russian fleet destroyed on *May 27th, 1905*
II. Japan's gains after the war
   A. Russia promised *not to invade Korea*
   B. Russia gave up *the port of Manchuria, Port Arthur, and other land*

C. Japan had halted *Russian attempts to spread east*
D. Japan was now *master of the East*

Additional History Reading

Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries Who Shaped History, by Kate Schatz, illust. Miriam Klein Stahl (Ten Speed Press, 2016). Accessible and engaging short biographical write-ups of 40 women throughout history, with beautiful papercut illustrations throughout. Includes a chapter on Qiu Jin, who lived during the time covered in this chapter of *The Story of the World*. Known as "China's first feminist" she became a revolutionary leader in China and lived in Japan in the early 1900s. (IR 6-10)

PREVIEW *Cixi: "The Dragon Empress" (The Thinking Girl's Treasury of Dastardly Dames),* by Natasha Yim, illust. Peter Malone (Goosebottom Books, 2011). Tells the story of the last empress of China, and includes maps of places where Cixi lived and a timeline of important events. Elegant illustrations help the reader see the lifestyles of this time period. The author spends some time comparing and contrasting facts about Cixi's life with rumors about her "dastardly" deeds and makes a good point about how we understand historical figures. (IR 4-8)

Cixi: Evil Empress of China? (A Wicked History), by Sean Stewart Price (Franklin Watts, 2009). This book, part of the *Wicked History* series, covers the life of Cixi, with a particular focus on her destructive path to stay in power. Less even-handed than the Yim book, but gives a good overview of the political climate in China as the country was being forced to open its doors to trade with a number of foreign countries. Includes maps, a timeline, and glossary. (IR 6-9)

Beijing: A Symmetrical City, by Dawn Yu and Yan Liu, illust. Dawn Yu (1 Plus Books, 2020). The beautiful and detailed illustrations in this book provide an immersive look at Beijing and the architecture that defined it during the Qing Dynasty (1632-1912). Filled with facts about the design philosophy, architectural details, and history of the city. (IR 5-9)

The Battle 100, by Michael Lanning (Sourcebooks, 2005). A helpful resource for those interested in military history. Three-page article on the Battle of Port Arthur includes a small map. (IR 5–7)

PREVIEW *Great Naval Battles of the Twentieth Century: Tsushima, Jutland, Midway*, by Jean-Yves Delitte and Giuseppe Baiguera (Dead Reckoning, 2020). Beautiful graphic-novel-style depictions of three naval battles, including Tsushima, where the Japanese navy destroyed the czar's fleet in the Russo-Japanese War. Besides the graphic-novel depiction, this book also includes background information on Japan and Russia and their confrontation in Korea. (IR 6-8)

Corresponding Literature Suggestions

Boxers and *Saints*, both by Gene Luen Yang (First Second, 2013). The Boxer Rebellion through the eyes of teenage participants. These two graphic novels are meant to be read as a set, and provide counterpoint narratives of the same events. Set during the historical events of the Boxer uprising in turn-of-the-century China. (IR 7-9)

Snow Flower and the Secret Fan, by Lisa See (Random House, 2006). This historical fiction is set in China, and while the story begins in 1903, it is told in a series of flashbacks. Foot binding and arranged marriages that were common in China during this time are discussed, but instead of presenting the women as passive victims of these problems, this novel focuses on the lives of women in 19th century China and how they found self-fulfillment during the hardships that they endured. (IR 8-12)

Spring Pearl: The Last Flower (Girls of Many Lands series). by Laurence Yep, illust. Kazuhiko Sano (Pleasant Company, 2002). Set in 1857, shortly before the events of this chapter, but provides some background on the presence of the British and other outsiders who affect the events of this chapter. Chou Spring Pearl's story is told with plenty of details on Chinese tradition and proverbs. Interesting afterword that provides some contrast on the lives of girls in 19th-century China and now. (IR 4-6)

PREVIEW *When My Name was Keoko*, by Linda Sue Park (HMH Books for Young Readers; Reprint edition, 2012). A Korean family struggles not to lose their identity in Japanese-occupied Korea. (IR 5–8)

MAP WORK

The Boxer Rebellion *(Student Page 84)*

Note: Review earlier maps that include China and Russia.

1. For years, European countries had been trying to creep into China. Russia was pushing into Manchuria. Find and label Manchuria on the map.
2. The British were also trying to take control of some part of China. They took control of the city of Weihai, close to the Yellow Sea. Find and label the city of Weihai, and label the Yellow Sea on the map.
3. In addition to the Russians and the British, the Germans were trying to take some land in China. They came and occupied the province of Guizhou. Remember where the province is on your map, and label it.
4. The Boxers attacked and killed German missionaries. The German ambassador was attacked and killed in the city of Beijing. Find and label Beijing on your map.
5. When Cixi was in power, all of the foreign embassies in Beijing came under siege. Soldiers from several different countries were preparing to march on Beijing to rescue the foreigners. Russia was happy to send an army into China. Label Russia on the map (hint: north and east of Manchuria), and then draw an arrow from Russia down toward Beijing.

The Czar and the Admiral *(Student Page 85)*

1. Now that Russia and Japan were done fighting China, they were going to be enemies with one another. Find Russia and Japan on the map and label them.
2. Label the body of water that separates Japan from Russia.
3. Under Nicholas II, Russia began to build a railroad in the Chinese province of Manchuria. The railroad would stretch from Haerbin all the way down to the coastal town of Port Arthur. Label the province of Manchuria. Then, draw a line that represents the railroad from Haerbin down to Port Arthur.
4. After the Boxer Rebellion ended, Nicholas II thought that Russia should begin by taking over Korea. So Nicholas moved many soldiers down into Port Arthur—soldiers he planned on using to invade Korea. Find Korea on the map and label it.
5. The Russians didn't expect a good fight from the Japanese. But Admiral Togo and his fleet sailed from Japan to Port Arthur and attacked. Draw an arrow from Japan to Port Arthur.

Coloring Page These Chinese men are part of a secret group that wanted to keep foreign people from taking over China. The foreigners called this group the "Boxers" because its members were good at fighting and because its Chinese name translated to "Righteous and Harmonious Fists." *(Student Page 86)*

Activity Project Kung Fu

The Boxers believed that they could fly and make themselves immune to bullets through training. They practiced a unique kind of *Kung fu*, which is a popular martial art that people still practice today. Although it won't make you bulletproof, this activity will teach you five basic Kung fu stances: the horse, front, cat, "T," and scissors stances.

The Horse Stance

Stand with your feet a little wider than shoulder-width apart and facing forward. Bend your knees so that they line up with your toes. Keep your back straight, but not stiff. Maintain your stance by using your lower abdominal muscles, not your buttocks. Your lower arms are parallel to the ground, your hands are palm up and in loose fists.

The Front Stance

Stand with your feet shoulder-width apart. Pivot on your feet a quarter-turn to the right, so that your right foot is forward and your left foot is behind you (like you froze in the middle of taking a step). Lock your left leg, and bend your right leg so that your knee is directly over your foot. Your weight is evenly distributed. Your arms and hands are in the same position as they were for the horse stance.

The Cat Stance

Stand with your left foot behind you and your right foot in front. Put most of your weight on your left leg, and only a little on your right leg. Do not plant your right foot firmly, but rest on the ball of your foot only, with the heel up in the air. Your back is straight, and your arms are in the same position as in the horse stance.

The "T" Stance

Your feet are in the same position as in the cat stance, but your weight is distributed evenly between your legs. Your back leg is locked, and your front knee is over your ankle. Your arms and hands are in the same position as the horse stance.

The Scissors Stance:

Bend your right leg, with your right foot pointing slightly outward. Your right leg will bear most of your weight. Put your left foot about shoulder-width behind your right foot, facing the right foot at a right angle. Keep the left heel off the ground, and rest your left knee on the calf of your right leg. Your arms and hands are in the same position as in the horse stance.

There's more to Kung fu than just these stances, but these are basic building blocks that every Kung fu master begins with. Have a competition with your siblings to see who can hold these positions the longest!

Science Project Build Your Own Torpedo

When the Japanese attacked the Russian ships in Port Arthur, they used self-propelled torpedoes. The torpedo was shot out of a torpedo tube, like a bullet fired from a gun. The difference, though, was that the torpedo wasn't fired with gunpowder (like the bullet), but was powered by compressed, pressurized air (air that has been squeezed into a small space, just like in a car tire). You can make your own model of a self-propelled torpedo.

Materials:

- ☐ 3 or 4 balloons
- ☐ a drinking straw for each balloon
- ☐ string, twine, or yarn (about 20 feet long)
- ☐ Scotch tape

Directions:

1. You may have to do this activity outside so that you have enough space! Feed the string through the straw and keep the straw on one end of the string.
2. Have a helper hold the other end of the string, and extend the string to its full length. (You can put the string down for the next step.)
3. Blow up a balloon and have a parent hold the mouth of the balloon closed.
4. Tape one side of the balloon to the straw, with the mouth of the balloon facing the short end of the string. (You want it to shoot along the string.) Make sure you're holding the string at both ends again.
5. Let go of the balloon, and watch it move along the yarn. The balloon will gain momentum and should make it to the other end of the string.

After you launch the guided torpedo a few times, try launching a balloon without the guide-yarn. What happens? There's less concern about torpedoes flying out of control because of their mass, but they still have rudders and other devices to keep them on track. In fact, over the years, faulty torpedo steering has caused several ships and submarines to blow themselves up! (They would launch the torpedo forward at a target, but it would get stuck turning, and it would circle around and hit the original ship that fired it.)

How your torpedo works: The air in the balloon is under pressure (and this air pushes outward, looking for a way to escape its container, the balloon). The air can only go out of the balloon's untied end, so the air all escapes in one direction. This escaping air is what pushes the balloon forward. Early torpedoes used compressed air to achieve the same effect.

Timeline Figures

Timeline Figures for this chapter are on Student Page 232.

A Revolution Begins, and the Great War Ends

CHAPTER 21

Encyclopedia cross-references

The Russian Revolution
KIHW: 650–652, KHE: 394–395, UBWH: 187, UILE: 360–361, US20: 12–13

The End of World War I
KIHW: 656–659, 626–627, KHE: 396–397, 373, UBWH: 173, UILE: 359, US20: 10–11

THE RUSSIAN REVOLUTION

Review Questions

List two reasons why Russian peasants had a difficult life. *Noblemen could order them around; they didn't own their land; they worked long hours; they had barely enough food.*

What were the two reasons why so many Russians were angry with the Romanovs? *The Romanovs lived much richer lives than their subjects; they also spent too much time with the monk Rasputin.*

Why did the Romanovs invite Rasputin to court? *They hoped he could heal their son of hemophilia.*

What happened when three noblemen decided to kill Rasputin? *He couldn't be poisoned or shot (they had to throw him into the river).*

What war did the Russian army join in 1914? *It joined World War I.*

What was wrong with the six and half million soldiers of the Russian army? *Two million had no weapons at all.*

Why did Nicholas II fire his cousin, the Grand Duke Nicolai? *Under Nicolai's command, two million Russian soldiers died and many more were cold and hungry.*

Did Nicholas II do a better job as commander? *No; many more soldiers died.*

What was Nicholas II forced to do? *He was forced to leave his throne.*

Why did the leader of the Provisional Government, Aleksandr Kerensky, order the Romanovs taken to Siberia? *He was afraid mobs would attack and kill them.*

How did the army react when Kerensky ordered them to fight? *Many soldiers left the army and went home; some of them murdered rich Russians and took their land.*

What group of leaders then seized control of the government? *The Bolsheviks seized control.*

Who was their leader? *Their leader was (Vladimir Ilich) Lenin.*

Lenin wanted the land in Russia to be used by whom? *He wanted the whole nation ("community") to use the land, not just the rich.*

Why was the Bolshevik party renamed the "Communist Party"? *It was supposed to work for the common good.*

Why did the Communist Party change the names of St. Petersburg and other cities? *Communists believed that Christianity was false, so they changed the names of cities named after Christian saints.*

How did Lenin get Russia out of the war? *He signed a treaty with Germany.*

How did Lenin deal with the problem of the Romanovs? *He ordered the whole family killed.*

How did Lenin deal with the problem of poverty? *He said that all the land in Russia belonged to the government, and the government would allow people to use the land equally.*

What was this new way of living called? *It was called "communism."*

Complete the Outline

(Student Page 107)

I. Russia under the Romanovs
   A. Peasants *were poor and hungry*
   B. Romanovs paid too much attention *to the monk Rasputin*
   C. Many Russian soldiers killed *in World War I*
   D. Finally, Russians demanded *that Nicholas II leave his throne*
II. Russia under the Provisional Government
   A. Army ordered *to begin new battles*
   B. Many soldiers *left army and went home* OR *killed rich men for their land*
III. Russia under the Bolsheviks
   A. Bolsheviks led by *Vladimir Ilich Lenin*
   B. Renamed *the Communist Party*
   C. Romanovs *murdered by Lenin's orders*
   D. All land *now belonged to the government*

THE END OF WORLD WAR I

Review Questions

What reason did Woodrow Wilson give for the United States joining the war against Germany? *America had to make the world safe for democracy.*

How did the new American troops change the balance of the war? *The balance tipped against the Central Powers.*

What happened on November 11th, 1918? *Germany was forced to surrender.*

What is an armistice? *An armistice is an end to fighting.*

How many soldiers and civilians had died? *At least ten million soldiers and another ten million civilians had died.*

What good thing came out of the war in England and America? *Women were allowed to vote.*

What is "suffrage"? *Suffrage is the right to vote.*

What British law allowed women over thirty to vote? *The Reform Act allowed British women to vote.*

What had to be changed in the United States so that women could vote? *The Constitution had to be changed.*

Complete the Outline

(Student Page 107)

I. Woodrow Wilson announced that America would help make the world "safe for democracy."
   A. American soldiers *went overseas to fight.*
   B. American women served in *the Navy and the Marine Corps.*
II. The Central Powers were forced to surrender.
   A. Germany surrendered on *November 11th, 1918.*

B. The end to fighting was called *an armistice.*

III. After the war, women won the right to vote.

A. In England, *the Reform Act was passed.*

B. In the United States, *Congress changed the constitution.*

Additional History Reading

The Family Romanov: Murder, Rebellion, & the Fall of Imperial Russia, by Candace Fleming (Schwartz & Wade, 2014). A comprehensive look at the family of the last czar of Russia, contrasting their wealth and relative comfort with that of the Russian peasants and soldiers. The author uses photos and primary sources to engage the reader in this story of their final days amid the turmoil in Russia. (IR 7-9)

Grigory Rasputin (A Wicked History), by Norman Itzkowitz (Franklin Watts, 2008). Despite the name, this engaging series of biographies tends to do a good job of covering both the positive and negative aspects of the subject, in this case Rasputin. (IR 6-9)

Lenin and the Russian Revolution in World History, by Judith Edwards (Enslow, 2001). From the *In World History* series, this book includes several excerpts from source documents. (IR 5–7) **LFA**

Revolution! The Russian Revolution, by Adrian Gilbert (Thomson Learning, 1996). Many clear photographs, and a great introduction to the revolution for younger readers. Includes helpful timelines and maps. (IR 4–6) **OOP**

What is Communism? (Understanding Political Systems), by Karen Latchana Kenney (Garett Stevens Classroom, 2014). Provides a basic overview of communism,in theory and in practice, including its history, current communist countries, and communism's opponents. Part of a series that also includes a look at socialism and democracy. (IR 4-6)

1919: The Year that Changed America, by Martin W. Sandler (Bloomsbury Children's Books, 2019). Winner of the 2019 National Book Award. Beautiful book, filled with pictures that help to tell the story of this extraordinary year in American history. Includes a chapter on the 19th amendment and one on the Red Summer, an eight-month period of racial violence, following the return of African-American soldiers from the war; as well as one on the Red Scare, touching on events happening in Russia at this time. Each chapter also includes a section called "100 years later" and a timeline that goes up to 2019, explaining how these events still impact us today. (IR 6-9)

Lifting as we Climb: Black Women's Battle for the Ballot Box, by Evette Dionne (Viking Books for Young Readers, 2020). Not only does this book fill in the many gaps in the history of the suffragist movement when women of color were left out of or removed from the narrative, it also helps to draw an important historical line from abolitionists to suffragettes to the civil rights era to today's fight against voter suppression. (IR 5-9).

Votes for Women! American Suffragists and the Battle for the Ballot, by Winifred Conkling (Algonquin Young Readers, 2020). Interesting narrative summarizes what happened between the Seneca Falls Convention and the eventual passage of the 19th amendment. Does not shy away from talking about the poor treatment of women of color in the suffragist movement. (IR 7-12)

Roses and Radicals: The Epic Story of how American Women Won the Right to Vote, by Susan Zimet & Todd Hasak-Lowy (Puffin Books, 2020). Good summary of the suffragette movement, peppered with biographical sketches of many of the most well-known figures, called "Know your Radicals" (IR 5-7)

Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries who Shaped History, by Kate Schatz, illust. Miriam Klein Stahl (Ten Speed Press, 2016). Accessible and engaging short biographical write-ups of 40 women throughout history, with beautiful papercut illustrations throughout. Includes a

chapter on Princess Sophia Duleep Singh who worked with the suffragettes in both Great Britain and India. (IR 6-10)

The Great Migration: An American Story, by Jacob Lawrence (HarperTrophy, 1995). Through sixty beautiful illustrations and accompanying narrative captions, Lawrence tells the story of African-Americans moving north after World War I. (IR 3–6)

Corresponding Literature Suggestions

All Quiet on the Western Front, by Erich Maria Remarque (Ballantine, 1982). In this classic, Paul Baumer and his friends enlist in the German army. (IR 6–8)

The Singing Tree, by Kate Seredy (Puffin, 1990). Two young cousins, Jancsi and Kate, must grow up quickly and learn to care for the farm when Father is called to fight in the Great War. (IR 4–7)

Lara's Gift, by Annemarie O'Brien (Yearling, 2014). The story of a young girl in pre-revolutionary Russia whose passion is helping her father breed Russian hunting dogs, called borzoi, for the Czar. The author does a good job of putting the reader into this moment in time and the story is rich in Russian culture of the time. (IR 4-6)

Angel on the Square (St. Petersburg #1), by Gloria Whelan (Harper Collins, 2001). This book begins in the winter of 1913 and progresses through the fall of 1918. In it we see Russia's Princess Anastasia as a twelve-year-old girl, through the eyes of Katya, the daughter of the Empress' lady-in-waiting. This book presents a well-balanced depiction of the events leading up to the Russian Revolution. (IR 5-6)

Anastasia: The Last Grand Duchess, Russia, 1914, by Carolyn Meyer (Scholastic, 2013). Part of the *Royal Diaries* series, this chapter book depicts the glittering wealth of the Russian monarchy, and its overthrow in the Russian Revolution, through the eyes of the czar's daughter Anastasia. (IR 4-7)

Animal Farm, by George Orwell (Plume; Reprint edition, 2003). With the proper historical background, students will understand the classic allegory on the failure of communism. (IR 6–8+)

Starting from Seneca Falls, by Karen Schwabach (Random House Books for Young Readers, 2020). The main character, Bridie, is an Irish immigrant who gets a job with Elizabeth Candy Stanton. The story covers several significant trends of this time, including the troubles of Irish immigrants, the use of indentured servants, the rights of women to earn and keep wages, as well as women's right to vote. (IR 3-7)

You Want Women to Vote, Lizzie Stanton?, by Jean Fritz (PaperStar, 1999). From the *Unforgettable Americans* series. Fritz tells the story of Elizabeth Cady Stanton, who fought for women's rights in the 19th century. (IR 3–5)

MAP WORK

The Russian Revolution *(Student Page 108)*

1. In the same year that the United States joined the Allies, the Allied country of Russia went through a huge, world-changing revolution. Label Russia on your map.
2. The communists believed that Christianity was false and wrong, so they changed the names of the cities in Russia that were named after Christian saints. St. Petersburg became "Leningrad." Label Leningrad on your map.

The End of World War I *(Student Page 109)*

Note: Again, choose two different colors to show the Central and Allied Powers. It's a good idea to use the same colors you used before. Also, review the WWI map from Chapter 20.

1. Russia had resigned from WWI by declaring peace with Germany. So the Allied Powers were without Russia. Remember back to the last chapter, and remember which countries made up the Allied Powers. Label and color them in with colored pencil, leaving Russia uncolored.
2. Remember the countries that made up the Central Powers. Label them and then color them with the other color.

Coloring Page For much of American history, only men could vote. These women are marching to persuade people that women should be allowed to vote too. Women wanted to help choose the nation's leaders. *(Student Page 110)*

PROJECTS

Art Activity Make a Fabergé Egg

While many of the Russian peasants were struggling to survive, the czar and his family were living in lavish palaces, eating rich foods, and wearing jewels and furs. One well-known symbol of their luxurious lifestyle was the Fabergé egg. ("Fabergé" is pronounced "FAB ur ZHAY.")

Fabergé eggs were ornately decorated pieces of art, encrusted with jewels, gold, and other expensive decorations. Each egg was unique and contained some kind of surprise hidden inside.

The first Fabergé egg was made by Peter Carl Fabergé for Alexander III in 1885. Alexander gave it to his wife as an Easter gift. The empress was so pleased with the gift that Alexander commissioned Fabergé's company to make a new egg each year. When Alexander died, Nicholas II continued the tradition by giving one egg to his mother and another egg to his wife every year for Easter. The Fabergé company made a total of 50 Easter eggs between 1885 and 1917.

Fabergé and his workers would spend the entire year planning and creating these one-of-a-kind Easter eggs. Today, Fabergé eggs can be seen in museums around the world.

Make your own Fabergé egg for someone in your family.

Materials:
- ☐ large plastic eggs
- ☐ glitter glue
- ☐ sequins
- ☐ plastic jewels
- ☐ small pictures of your family
- ☐ craft glue
- ☐ scissors

Directions:
1. Decorate your egg as desired. If you want to use pictures of your family, cut out small circles from some old pictures, and then glue them on the egg. Outline the pictures with glitter glue. Add sequins and jewels. Be creative and have fun!
2. Remember that the Fabergé eggs included some kind of surprise. For your surprise, you could decorate a smaller egg to hide inside. Or find a small trinket such as a sea shell from a family trip to the beach. Try to find something that would be meaningful to the person to whom you will present the egg.

SCIENCE PROJECT What is Hemophilia?

Czar Nicholas's son, Aleksei, had hemophilia, which is a hereditary illness. Normally, when you get a cut and bleed, your body will form a scab over the injury. Have you ever wondered what the scab that covers your scratch is? Blood may look like it's just fluid, but it also has lots of tiny solid cells that are so small, you can't see them without a microscope. *Red blood cells* carry oxygen in your blood, *white blood cells* attack foreign invaders, and *platelets* make your blood clot. When you get a scratch, these platelets clump together, harden, and make a scab. Over time, your skin heals underneath the scab, and the scab falls off. Hemophiliacs (like Aleksei) aren't able to form the substance that keeps the platelets together. This means that they don't stop bleeding. Doctors have developed medicine that helps hemophiliacs' blood to clot like regular blood. With this activity, you can see how platelets clump and stop your bleeding.

Materials:
- ☐ 2 soda bottles
- ☐ cheesecloth (large enough to cover the mouth of the bottle)
- ☐ 1 cup of punched holes from a hole puncher (you can also use confetti)
- ☐ water
- ☐ a stop watch

Directions:
1. One hour ahead of time, use water to fill both bottles to 90%-full.
2. Put your confetti or punched holes in one of the bottles.
3. Shake the confetti-filled bottle several times during the hour (make sure you have a cap on the top!).
4. Place the cheesecloth over the mouth of the bottle with confetti in it, and turn the bottle upside down over the sink, while holding the cheesecloth in place.
5. Time how long it takes for the water drain out.
6. Now, turn the bottle without any confetti in it upside down over the sink. Don't use the cheesecloth.
7. Again, time how long it takes for the water to drain out.

The confetti slowed the flow of water. The confetti acted like platelets, which keep the blood in your body (and keep foreign matter out!). Hemophiliacs, like Aleksei, have to be careful that they don't get scratched and bleed, because their bodies aren't able to stop bleeding.

ACTIVITY PROJECT Make Your Own Passport

Before there were passports, there were papers of "Safe Conduct." Kings would sign papers for subjects traveling to other countries, saying that the traveler was an upstanding citizen of his country. The first modern passports appeared in 1915. Passports include important information about a person—where they are from, where they were born, and a picture to show what they look like. Passports also include blank pages. Whenever a person enters a new country, she presents her passport as proof of where she's from and receives a stamp on one of the blank pages to show where she's been. If she's staying in the country for a longer amount of time, she may also have a "visa," or permission to stay in the country, in her passport. Make your own passport!

Materials:
- ☐ Student Pages 111, 112, and 113
- ☐ a stapler
- ☐ colored pencils or crayons

Directions:

1. Cut Student Page 111 along the outside (dashed) line. Fold the top half back, so the back side of page 1 is touching the back side of the front cover (the gray rectangle that reads "Passport").
2. Fold back along the line running down the middle, so page 6 is touching page 1, and so that you have a little booklet with "Passport" on the front cover.
3. Repeat this with Student Page 112, so you have a booklet with pages numbered 2–5.
4. Nest pages 2–5 into the other booklet. Note: the pages are numbered, and the pages nest into one another.
5. Fill in your information on page 2. Paste a small photo or draw a picture of yourself. Color the cover of your passport blue, and color the word "Passport" yellow.
6. Before your passport is done, you will have to make some stamps for yourself. Think about which rooms you spend most of your days in. Do you do your homework in the kitchen? How much time do you spend in your bedroom? Using Student Page 113, make stamps for those rooms.

After you have finished your passport, carry it with you for 24 hours. Before you go into the kitchen (or another room), a parent or teacher should paste a stamp into the passport. He should also look over your passport and ask which other rooms you have been in and what you have been doing there. He can then enter in the information on your stamp and then you can glue it into your passport. This information will be important for the next room you enter, when your parent / teacher will ask where you are coming from and what you did there!

Memorization Project **Flanders Fields**

During World War I, the soldiers fighting in western Europe began to notice something strange. Beautiful flowers called poppies had begun to grow on the battlefields—more poppies than had ever grown in those fields before! Soon the soldiers realized why: poppies grow best when the other flowers in their area are all gone. Their seeds can lie in the ground for years, waiting for the other plants to go away. During the war, the soil of France and Belgium (and especially the soil of the Belgian area called Flanders) had been churned up by all the bombs, cannon shells, and other explosives. So now the poppies were blooming like never before!

John McCrae, who was serving as a doctor in the Canadian army, saw the flowers while he was resting after working with wounded and dying soldiers in the battlefields of Flanders. He was moved to see such lovely flowers growing in the middle of so much death. In May of 1915, McCrae wrote a poem about the flowers and the men who had died: *In Flanders Fields*.

Read the first stanza out loud five times per day, until you've memorized it. Add the second stanza, and then the third stanza, reading each out loud five times a day. Then, try to repeat all three stanzas together. Soon, you will find that you have the entire poem memorized.

Today, red poppy flowers are still used as a symbol to remember soldiers who have died. In Great Britain, South Africa, Australia, New Zealand, Canada, and other countries, they are sometimes worn on November 11th (Remembrance Day—the anniversary of the end of World War I).

After you've learned the poem, you might want to grow your own poppy flowers—whether to honor soldiers who have died, or simply to enjoy their beautiful colors. Seeds for growing poppies are available at any local garden shop or online. To grow red poppies, like the ones in the poem, try the corn poppy, sometimes called the "Flanders Poppy" or "Shirley Poppy."

In Flanders Fields

by John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

Timeline Figures

Timeline Figures for this chapter are on Student Pages 234-235.

The Great Crash, and What Came of It

CHAPTER 26

Encyclopedia cross-references

Black Tuesday and a New Deal
KIHW: 678–679, KHE: 404–405, UBWH: (none), UILE: 366–367, US20: 18–19

Hitler's Rise to Power
KIHW: 666, 680–681, KHE: 399, 406–407, UBWH: (none), UILE: 369, US20: 22–23

BLACK TUESDAY AND A NEW DEAL

Review Questions

List three things that made life good in the United States, after World War I. *The war had been won; there was food in the stores; there was plenty of money; architects were building skyscrapers; most people had learned to read; there were dance marathons and pageants; Charles Lindbergh flew across the Atlantic.*

What is stock? *Stock is a small portion of a company.*

If a company makes a profit at the end of the year, what do the stockholders get? *They get money.*

Where did company owners and buyers gather to buy and sell stocks? *They gathered at the New York Stock Exchange OR on Wall Street.*

On October 24th, 1929, what did people begin to do with their stocks? *They began to sell them off.*

What happened to the price of stocks? *The prices went down and down and down.*

What was this selling called? *It was called the Wall Street Crash.*

What did Tuesday, October 29th, 1929 become known as? *It became known as Black Tuesday.*

What happened to the banks, when stockholders ran out of money to repay their loans? *The banks had to close.*

What was the 1930s known as, after the Wall Street Crash? *It was known as the Great Depression.*

Why did the Great Plains become known as the Dust Bowl? *There was so little rain that the dust blew back and forth in huge dust storms.*

Where did many Americans from the Dust Bowl go? *They went to California.*

Why were they called "Okies"? *Many of them (one out of every five) came from Oklahoma.*

Who was president when the Great Depression began? *Herbert Hoover was president.*

What did the "Reconstruction Finance Corporation" do? *It lent money to banks, businesses, and farms.*

Who became president after Herbert Hoover? (Give all three of his names.) *Franklin Delano Roosevelt became president.*

What was Franklin Delano Roosevelt's nickname? *He was called FDR.*

Can you name one of the "companies" that FDR and Congress created to give Americans jobs? Also tell what that company did. *The Civilian Conservation Corps (CCC) planted forests, fought fires, and controlled floods;*

the Works Progress Administration (WPA) built bridges and roads; the Agricultural Adjustment Administration (AAA) helped farmers.

What did Americans say about FDR's programs? *"FDR is making alphabet soup for the U.S."*

Complete the Outline

(Student Page 134)

I. The stock market crashed in 1929.
   A. Americans spent *hundreds of thousands of dollars on stocks.*
   B. Many borrowed *money to buy stocks.*
   C. On October 29th, 1929, stockholders *began to sell off their stocks.*
   D. The price *of stocks went down.*
   E. Stockholders lost *almost all of their money.*
   F. Banks couldn't *get their money back.*

II. The years after the Crash were known as the Great Depression.
   A. Americans had *little money to spend.*
   B. The Great Plains *became known as the Dust Bowl.*
   C. Herbert Hoover set up *the Reconstruction Finance Corporation.*
   D. FDR *became President after Hoover.*
   E. FDR and Congress *created companies to give Americans jobs.*

HITLER'S RISE TO POWER

Review Questions

Why did the American depression affect Europe? *Americans quit spending money on European hotels, food, and goods.*

Why was Germany poor, even before the Great Depression? *Germany had to pay France and England huge amounts of money.*

Where did Germany get the money to pay its debts? *It borrowed the money from American and British banks.*

List two ways in which Germany became poorer after the stock market crash. *People lost their jobs; businesses closed; prices rose higher and higher.*

Where was Adolf Hitler born? *He was born in Austria.*

Why did Hitler think that Germany should spread its culture across other countries? *He believed that Germany was the strongest, worthiest, most beautiful country in the world.*

What "unpatriotic" thing (in Hitler's view) did many Germans do, during World War I? *They didn't support the war, because they wanted life to go back to normal.*

What "evil people" did Hitler think were spreading discontent? *He believed that the Jews were spreading discontent.*

What is hatred of Jews called? *It is called anti-Semitism.*

List two things that the National Socialist German Workers' Party believed? *They believed that the poor and working people should have a say in how the country was run; they wanted a strong leader to make Germany great; they were anti-Semitic.*

What nickname did Germans give the party? G*ermans called them "Nazis."*

Why were Hitler's audiences willing to listen to him? *They were poor, discouraged, hungry, and discontent; they were willing to listen anyone who would promise a better future.*

List two things that Hitler promised the German people. *He would bring order, wealth, and greatness to Germany; he would cancel the Peace of Versailles and free Germany from its war debt; he would get rid of the Jews.*

What was the German word for "leader"? *The word was "führer."*

What job did Adolf Hitler, führer of the Nazi Party, win in 1933? *He became German chancellor.*

Write from the Outline (pp. 341–346)

(Student Page 134)

I. The National Socialist German Workers' Party came to power.
   A. They believed Germany should be great again.
   B. They were anti-Semites.
   C. Hitler became their leader.
II. The Great Depression affected Germany.
   A. The German people became poorer and more desperate.
   B. Hitler promised change for Germany.
   C. Hitler was elected German chancellor.

Additional History Reading

Crash: The Great Depression and The Fall and Rise of America, by Marc Favreau (Little, Brown, and Co, 2018). Excellent chronicle of the Great Depression. Each chapter includes first-hand narratives and photos, along with many primary sources (and more are included in the back, along with a timeline and glossary). Includes short bios of many historical figures of this time, including Herbert Hoover and Franklin and Eleanor Roosevelt. (IR 5-7)

The Great Depression, by R.G. Grant (Barron's, 2002). From the *Lives in Crisis* series, this short book offers photographs and maps in a brief explanation of the events leading up to and following the Great Depression. (IR 5–7) **LFA**

The Great Depression, by Jacqueline Farrell (Lucent, 1996). This book is for the more advanced student, and includes some primary source material. (IR 7–8) **LFA**

American Voices from the Great Depression, by Adriane Ruggiero (Benchmark Books, 2005). The *American Voices* series highlights primary source accounts from famous and not-so-famous people. It also includes "think about this" questions at the end of each section. (IR 6–8) **LFA**

Franklin D. Roosevelt: Thirty-Second President, by Mike Venezia (Scholastic Children's Press, 2007). While this series is on the younger end for this collection, Venezia's series of books on American presidents are engaging and interesting for all ages. Filled with great photos and whimsical cartoons drawn by the author. (IR 2-5)

FDR's Alphabet Soup: New Deal America 1932-1939, by Tonya Bolden. An interesting and comprehensive look at FDR's various New Deal agencies and programs. Filled with pictures and punctuated by short sidebar notes, this is an engaging look at these programs. The author does include a short chapter on the ramifications of this level of government intervention and the opposition from both the left and the right to these programs. (IR 6-9)

From a Raw Deal to a New Deal: African Americans, 1929–1945, by Joe William Trotter (Oxford University Press, 1996). For the advanced eighth-grader, this is a challenging and thorough history of the New Deal. Includes interesting photos and political cartoons. (IR 8+) **E-Only**

Eleanor Roosevelt: A Life of Discovery, by Russel Freedman (Clarion, 1997). Narrative account of President Roosevelt's wife. Won several awards. (IR 5–8)

Hitler, by Albert Marrin (Beautiful Feet Books, 2001). Gives an account of Hitler from his birth in 1889 in Austria, to his rise to power during the twenties and thirties, and finally to his suicide in 1945. Grim, with a few black-and-white pictures. (IR 5–8)

Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries Who Shaped History, by Kate Schatz, illust. Miriam Klein Stahl (Ten Speed Press, 2016). Accessible and engaging short biographical write-ups of 40 women throughout history, with beautiful papercut illustrations throughout. Includes a chapter on Sophie Scholl, who grew disillusioned by the propaganda of Nazi Germany and became one of the founders of the non-violent resistance group called the White Rose. (IR 6-10)

The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler, by John Hendrix. (Harry N. Abrams, 2018). A graphic novel biography of Dietrich Bonhoeffer, a German pastor who makes the ultimate sacrifice in order to try to free the German people from oppression during World War II. This graphic novel beautifully weaves together handwritten text and striking artwork. Hendrix does a good job of describing Hitler's rise to power. (IR 5-9)

Corresponding Literature Suggestions

The Mighty Miss Malone, by Christopher Paul Curtis (Random House Children's Books, 2012). From the author of *Bud, Not Buddy*, comes this story about the enduring strength of one Black family during the Great Depression in Indiana. (IR 4-7)

The Wind Called My Name, by Mary Louise Sanchez (Lee & Low Books, 2018). This is a coming-of-age book that tells how a young girl moves from her native New Mexico to Wyoming so that her father can find work on the railroad during the Great Depression. Her new community doesn't understand or appreciate the family's Hispanic heritage. This book fills a gap in children's literature by showing the diversity of the American frontier. Includes a glossary of *dichos* or Spanish sayings/proverbs in the back of the book to help the reader understand their use in the story. (IR 4-6)

Stella by Starlight, by Sharon M. Draper (Simon & Schuster, 2015). Stella is an eleven-year-old girl who lives in the racially segregated south during the time of the Great Depression. Things have been peaceful in her town until the Ku Klux Klan makes their way back into town and Stella and her family, along with the rest of the African-American families in town, have to figure out how to stand up for their rights—like voting—without putting themselves, their neighbors, and families at risk. (IR 4-8)

Bud, Not Buddy, by Christopher Paul Curtis (Yearling, 2002). Set in Michigan during the Great Depression. Bud, a ten-year-old boy, sets out to find the man he thinks is his father. (IR 4–6)

The Bread Winner, by Arvella Whitmore (Young Readers Paperback; Reprint edition, 2004). When her father loses his farm during the Depression, Sarah starts a bakery to earn money for her family. (IR 4–6)

PREVIEW *Esperanza Rising*, by Pam Munoz Ryan (Blue Sky Press, 2002). The story of a thirteen-year-old girl who moves from Mexico to California during the Great Depression. (IR 6–8)

Prisoner of Night and Fog, by Anne Blankman (Balzer & Bray, 2015). This book is set in Munich, Germany in the early 1930's, as the Nazis were climbing to power in Germany. Adolf Hitler's favorite niece begins a

secret relationship with a Jewish reporter. The Author's Note at the end helps the reader see how Blankman used historical figures and events throughout this fictional narrative. (IR 7-9)

Ashes, by Kathryn Lasky (Viking, 2010). This story focuses on Gaby, a thirteen-year-old girl growing up in Germany during Hitler's rise to power. She experiences many of the important events during this time including the start of the Hitler Youth, the banning of Jews, and book burnings, which affect her deeply. The author provides some historical context for the story in her "about the book" section at the beginning. (IR 5-7)

MAP WORK

Black Tuesday and a New Deal *(Student Page 135)*

1. In the United States, people who wanted to sell parts of their companies and people who wanted to buy those "stocks" all met together in an area of New York City called Wall Street. Find and label New York City on the map provided.
2. To add to the Great Depression, the weather turned bad. The Great Plains of the United States had so little rain that winds picked up the dust and blew it back and forth in huge dust storms. The middle of America became known as the Dust Bowl. Unable to make a living on their dry farms, thousands of Americans left the Dust Bowl states and headed to California. These emigrants were called "Okies," because although many hailed from Arkansas, Missouri, and Texas, one out of every five came from Oklahoma. Label the following states on your map: Arkansas, Missouri, Texas, Oklahoma, and California.
3. Herbert Hoover was the president when the Great Depression started. But Franklin Delano Roosevelt was elected in the first election during the Depression. He promised America a "New Deal" that would reverse the Great Depression. The president of the United States lives and works in Washington, DC. Find and label Washington, DC on your map.

Hitler's Rise to Power *(Student Page 136)*

1. Germany had to pay reparations to France and England. Find and label France and England on your map.
2. Austrian-born Adolf Hitler had a plan to end Germany's war debt. Find Austria and label it on your map.
3. Like the Communists, the National Socialists believed that the poor and working people of Germany should have more of a say in how the country was run. Remember that the USSR was a communist country. Find and label the USSR on your map.
4. Like the Fascists, the National Socialists believed that they needed a strong leader who could make Germany a great and wealthy nation again. Remember that Italy was a fascist country. Find and label Italy on your map.
5. In 1932, Hitler's National Socialist Party was the most popular party in Germany, and by 1933, Hitler was the chancellor. Find and label Germany on your map.

Coloring Page During the Great Depression, many Americans lost their jobs, and their families ran out of money. Some even had to leave their homes and travel across the country in search of work. *(Student Page 137)*

PROJECTS

Activity Project Flight

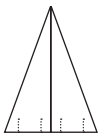
The early 20th century was a time of great invention. The Wright brothers developed their *Flyer*—an airplane that flew in Kitty Hawk, North Carolina. Two decades later, Charles Lindbergh made the first non-stop solo

flight across the Atlantic, taking off from Long Island, New York on May 20th, 1927, and landing in Paris, France, the next day.

Like airplanes you can fly on today, Lindbergh steered his plane, The Spirit of St. Louis, using flaps—called "elevators"—on the wings and tail of the airplane. You're going to make your own airplane and experiment with making it go up, down, and turning.

Materials:
- ☐ at least five pieces of paper
- ☐ paperclips
- ☐ scissors

Directions:
1. Fold the paper into several paper airplanes. Place a paperclip at the nose of each plane, to give it weight.
2. Using the scissors, cut four small slits from the back of the wings forwards, like the faint lines in the illustration above. This gives you a flap (elevator) on both the left and the right wing for each plane.
3. On one plane, fold the left flap up and the right flap down.
4. On another plane, fold the right flap up and the left flap down.
5. On a third plane, don't fold either flap.
6. On a fourth plane, fold both flaps up.
7. On a fifth plane, fold both flaps down.



Try flying each plane. See how each one flies. Pay special attention to the two planes with the elevators folded in opposite directions. Do they turn? Spiral? Do they turn in the same direction? Try making other planes with larger flaps. Are the turns more exaggerated?

MATH PROJECT Inflation

Maybe you've heard of the days when a bar of candy only cost a nickel. Why does candy (and everything else) cost more now? The increase in price is called *inflation*. Over time, each unit of money (each penny, nickel, quarter, and dollar bill) is worth less. This means that it takes more money to buy the same thing. For this exercise, you will compare the price of a pound of hard candy from 1980 to 1986. Then, you will estimate how much a pound of hard candy costs today.

Remember: inflation isn't constant. Some years, the cost of hard candy actually decreased. But on the whole, the price of hard candy steadily increased.

Materials: ☐ Student Page 138

Answer Key:

1. How much did one pound of hard candy cost in 1984?	*$1.97*
2. How much more did the pound of hard candy cost in 1984 than in 1983?	*$1.97 - $1.80 = $0.17*
3. What percent more would you have had to pay?	*9% more*
4. How much has the price of one pound of hard candy increased from 1980 to 1986?	*$2.02 - $1.48 = $0.52*
5. How much does a one-pound bag of candy cost today?	*Answer will vary; in 2005 a 1-lb. bag cost approximately $2.59*
6. How much more does a one-pound bag of candy cost today than it did in 1980?	*Today's price - $1.48*

7. What is the percentage difference?

To figure out the percentage difference, take today's price and divide it by the 1980 price. Then, subtract 1 from that number, and move the decimal point 2 places to the right (or multiply the number by 100).

By 1923, workers were no longer paid with a few bills, but by the wheelbarrow! We call this dramatic inflation *hyperinflation*. Many people found the money was worth more as fuel for a fire than as currency. If a worker made 50 marks a week in January 1920, he would have had to be paid 10,000,000 marks in September 1923!

Research Project The Nazi Movement and Resistance Movements

Hitler and the Nazis began organizations to get the men, women, and children of Germany involved in their politics. Some Germans and other Europeans didn't agree with the Nazis, and so they created various resistance movements.

Find out more about one of the resistance movements. Use an encyclopedia and books at your library to research one of the movements on the list and tell your parents about it in a two- to three-minute oral report. You may want to include when the movement started, what the movement was for (or against), and who the leaders and members of the movement were.

Note to instructor: Older students should be encouraged to practice their outlining skills as they develop this report.

Dutch resistance movement

The White Rose

Kreisau Circle

Edelweiss Pirates

Greek resistance movement

Polish resistance movement

The Home Army

The People's Guard

French resistance movement

Maquis (French)

Norwegian resistance movement

Danish resistance movement

Italian resistance movement

Swing Kids

Timeline Figures

Timeline Figures for this chapter are on Student Pages 237-238.

Partitioned Countries

CHAPTER 30

Encyclopedia cross-references

Muslims and Hindus in India
KIHW: 708–709, KHE: 421, UBWH: (none), UILE: 374, US20: 38–39

Partitioning of Palestine
KIHW: 710–711, KHE: 422–423, UBWH: (none), UILE: 376, US20: 42

MUSLIMS AND HINDUS IN INDIA

Review Questions

What had Great Britain promised India, back in the 1920s? *Great Britain had promised India the right to govern itself.*

What two groups of Indians argued with each other about how the country should be run? *Muslims and Hindus argued.*

What are Hindu spiritual disciplines called? *They are called "yogas."*

What are the principles of the Muslim religion called? *They are called "pillars."*

Both Hindus and Muslims wanted to be governed by what kind of people? *They wanted to be governed by people of their own faith.*

What powerful group of Indian Muslims was led by Mohammed Ali Jinnah (or Qaid-e-Azam)? *The Muslim League was led by Jinnah.*

What religion did the members of the Indian National Congress follow? *They were Hindu.*

What did Jinnah mean when he said that he wanted India to be "partitioned"? *He wanted Hindus and Muslims separated into two different Indian nations.*

What would the part of India set aside to be a Muslim country be called? *It would be called Pakistan.*

Which religion would be the majority religion in India? *Hinduism would be the majority religion.*

What did Gandhi, leader of the Indian National Congress, think about this idea? *He was against partition.*

What happened on August 14th and 15th, 1947? *India was declared independent and the country of Pakistan was born.*

What two parts was the new Islamic Republic of Pakistan divided into? *It was divided into East and West Pakistan with India in the middle.*

Why did fifteen million Indians leave their homes when independence was declared? *They were going to the country where they would be in the majority instead of the minority.*

Why did India and Pakistan fight for years over Kashmir? *Both countries wanted to claim it.*

Why did the riots in India and Pakistan begin to die down? *Gandhi went on a fast, and Indians were afraid that he might die.*

Why did Nathuram Vinayak Godse decide to assassinate Gandhi? *He was angry because Gandhi allowed partition, instead of trying to keep all of India under Hindu rule.*

Complete the Outline

(Student Page 156)

I. Disagreement in India
   A. Two religions in India: *Hinduism and Islam*
   B. Muslim League wanted *India partitioned.*
   C. Gandhi wanted *Muslims and Hindus to live in peace.*
II. Independence
   A. New Muslim country called *Pakistan*
   B. Rest of India *was under Hindu rule*
   C. Fifteen million *Indians tried to go to the country where they would be in the majority.*
III. Gandhi's death
   A. Gandhi agreed *to partition.*
   B. Small group of fanatical *Hindu Indians angry*
   C. Nathuram Vinayak Godse *assassinated Gandhi.*

THE PARTITIONING OF PALESTINE

Review Questions

When was the last time that Jewish people had lived together in Israel? *They had last lived in Israel in 70 AD/CE.*

What is "Zionism"? *Zionism was the idea that there should be a Jewish country where all Jews could come and live.*

Why did World War II make many Jewish people feel that they must have their own country? *They no longer felt safe living in a nation governed by non-Jews.*

Where did most Zionist leaders want to go? *They wanted to go back to Israel.*

What was Israel called, at the beginning of the 20th century? *It was called Palestine.*

Who had lived in Palestine for the last thousand years? *Arabs had lived in Palestine.*

What did the United Nations vote to do, in 1947? *The U.N. voted to partition Palestine into two countries.*

How did Zionists react to this decision? *They were delighted.*

How did the Palestinian Arabs react? *They were surprised and angry.*

What is May 14th, 1948, in Israel? *It is Israel's Independence Day.*

What three neighboring countries were angry about the partitioning of Palestine? *Syria, Lebanon, and Egypt were angry.*

What two other countries joined in the invasion of Israel? *Iraq and Jordan also joined.*

Which army won? *The Israeli army won.*

Which country refused to sign the 1949 peace agreement? *Iraq refused.*

Write From the Outline (pp. 395–400)

(Student Page 156)

I. The United Nations partitioned Palestine in 1947.
   A. Jews reacted with joy.
   B. Arabs in Palestine were surprised and outraged.
   C. Fighting broke out.

D. Syria, Lebanon, and Egypt were angry as well.

II. Arab troops invaded Israel on Israel's Independence Day.
   A. Five countries joined the invasion.
   B. Israeli soldiers fought back and won.
   C. Four of the invading countries agreed to sign a peace agreement.

Additional History Reading

India and Pakistan, by Heather Lehr Wagner (Chelsea House, 2002). A short section on the partitioning of Pakistan presented in the greater context of India and Pakistan's history. (IR 5–8) **LFA**

PREVIEW *Pakistan*, edited by Adrian Sinkler (Greenhaven, 2003). Sections on Britain's involvement. Kashmir presented through primary and secondary documents. (IR 6–8+)

Pakistan (Cultures of the World), by Sean Sheehan (Cavendish Square Publishing 2015). A look at Pakistan, its culture, and its people, suitable for elementary students. (IR 3-4)

Pakistan (Blastoff! Readers: Exploring Countries), by Walter Simmons (Bellwether Media, 2011). An overview of Pakistan, with sections on geography, wildlife, and culture. (IR 2-6)

Israel, by Adam Garfinkle (Mason Crest Publishers, 2006). This book provides important context for understanding modern Israel and the Arab-Israeli conflict. (IR 5-8)

Israel, by Donald Ziegler (Chelsea House Publishing, 2007). While a general overview of Israel, its history and people, this volume also includes brief sections on the Arab-Israeli conflict. (IR 6-8)

Understanding the Holy Land, by Mitch Frank (Viking, 2005). Written in a question-and-answer format, this volume would be useful for answering questions or going deeper on the topic. (IR 5-8)

The Arab-Israeli Conflict, by Cath Senker (Smart Apple, 2004). Senker offers background information on the conflict between the Israelis and the Palestinians. One of several similar surveys available on this topic. (IR 5–7) **LFA**

The Arab-Israeli Conflict, edited by Mark Rackers (Greenhaven, 2004). Chronicles the Arab-Israeli conflict, beginning with a Zionist speech. Includes Churchill's speech on the British pulling out of Palestine. (IR 7–adult)

Corresponding Literature Suggestions

The Night Diary, by Veera Hiranandani. (Puffin Books, 2019). A Newbery honour book, this is the story of a Hindu-Muslim girl, set in post-partition India. (RA 4, IR 6)

A Beautiful Lie, by Irfan Master (Bloomsbury, 2011). The story of a boy's efforts to spare his dying father the devastating news of the partition of India. (IR 6-8)

Ticket to India, by N.H. Senzai. (Simon and Schuster, 2016). Sisters Maya and Zara travel to northern India to find the family heirlooms that their grandmother left behind when her family fled the area during the chaotic days of Partition. (RA 4, IR 5)

PREVIEW *A Group of One*, by Rachna Gilmore (Henry Holt, 2001). Tara Mehta, a fifteen-year old in Ottawa, learns about her family's heritage from her grandmother, who worked with Gandhi. (IR 7–8+) **E-Only**

Sitti's Secrets, by Naomi Shihab Nye (Aladdin Paperbacks, 1997). A sweet story of a young girl visiting her Palestinian grandmother. While written for younger elementary students, this story contains beautiful illustrations and cultural information that will interest older students as well. (RA 1-3, IR 4-6)

Tasting the Sky: A Palestinian Childhood, by Ibtisam Barakat (Melanie Kroupa Books, 2007). Written from the perspective of a Palestininan girl during the Six-Day War, this moving book will help the reader see the Palestinian side of the Arab-Israeli conflict. (IR 6-8)

Where the Streets Had a Name, by Randa Abdel-Fattah (Scholastic, 2010). Set in modern times, this story of a Palestinian teenage girl living in divided Palestine illustrates the cumulative and current difficulties of the Israel-Palestinian conflict on everyday people. (RA 5-8, IR 6-8)

PREVIEW *Habibi*, by Naomi Shihab Nye (Simon Pulse, 1999). Fourteen-year old Liyana moves from St. Louis to Palestine to be nearer to relatives. (IR 5–8)

MAP WORK

Muslims and Hindus In India *(Student Page 157)*

Note: There is still much dispute regarding the borders of Kashmir. We recognize this, and have acknowledged this in the text of *Volume 4*. This map activity uses the borders recognized by the U.S. government. Also note there is no Indian Kashmir border on the student map.

1. On August 14th and 15th, 1947, India was declared independent, and the country of Pakistan was born. The new Islamic Republic of Pakistan was divided into two parts, East Pakistan and West Pakistan, separated by India in the middle. Label East Pakistan, West Pakistan, and India.
2. Independence and partition didn't end the violence between Hindus and Muslims. For years, Pakistan and India argued and sometimes fought over a piece of land called Kashmir, just north of India. Both countries wanted to claim it. Finally, they agreed to divide it (although the two countries still argue about where the boundary line between Pakistani Kashmir and Indian Kashmir should lie). Label both Indian Kashmir and Pakistani Kashmir.

The Partitioning of Palestine *(Student Page 158)*

1. On May 14th, 1948, the Jewish state of Israel was born. May 14 is Independence Day in Israel. Find and label Israel on your map.
2. On the very day that independence was declared, troops from five different Arab countries—Egypt, Lebanon, Iraq, Jordan, and Syria—invaded Israel. Four of those countries are on your map. Find and label those four countries, and draw arrows from those countries into Israel.

Coloring Page The top flag is the flag of Israel. It shows a "star of David," a symbol of the Jewish people. The bottom flag is the flag of Palestine. It has a red triangle next to stripes of black, white, and green. *(Student Page 159)*

PROJECTS

Activity Project The Yogas

You read about the spiritual disciplines called *yogas*. Yoga is known in Western culture as a physical exercise that makes the body healthy, strong, and flexible. It comes from Hinduism, although you can practice the exercise without being Hindu. A person who has mastered the asanas (exercises) can hold a pose for a long time without moving or being distracted by his thoughts. Try some of these basic asanas yourself (the advanced poses require standing on your head, doing the splits, and grabbing your foot behind your head!).

Before you begin, place a towel or mat on the floor—this will make you more comfortable. And, of course, if any of these exercises are painful or make you feel dizzy, stop doing them!

The Cat (you will look like a cat stretching)

First, get into the "table" pose (you will look like a human table). Get on your hands and knees. Your back should be straight, and your knees should be about shoulder-width apart. Your feet should be directly behind your knees. Your hands should be directly beneath your shoulders. Your head should be level with your back so you can stare at the ground between your hands. To form the cat pose, tuck in your chin and your bottom (but keep those arms and legs straight). Exhale, and stretch your back to the ceiling. Your back should look like a bridge. Take four to eight breaths as you keep this pose. Then return to the "table." Repeat three times.

The Dog (you will look like a dog howling)

Start from the "table." Inhale, and let your belly drop, arching your back toward the floor (this is opposite to the cat pose). Stretch your head and your bottom toward the ceiling (remember to think of a dog howling at the moon). Look up as high as you can without straining. Maintain this pose while you take four to eight breaths. Repeat three times.

*Note: Try alternating between the cat and the dog pose three times.

The Lion (you will look like a lion roaring)

Kneel on the floor with your knees together. Then rest your bottom on your feet so you are sitting. Rest your palms on your knees. As you exhale, slide your palms to the floor, in front of your knees. Arch your spine (like you did for the dog pose—belly toward your arms) and look up. Stick out your tongue, and roar like a lion. Repeat three times.

The Mountain (you will try to make yourself as tall as a mountain)

Stand with your feet shoulder-width apart. Your arms should be at your sides. Stand up straight. Exhale, and stretch your fingers to the floor (but keep standing!). Then inhale as you raise your arms above your head (you will look like the letter "H"). Keep your shoulders pressed down as you reach your fingers toward the ceiling. Hold this position for four to eight breaths. Then exhale and bring your arms back down to your sides. Repeat three times.

The Tree (you will look like a tree with your arms and legs as branches)

Stand up straight as you did with the "mountain" pose. Put all of your weight on your left leg, and bend your right leg so your right heel is resting against your left ankle. Your bent right leg should not be pointing to the front, but opened to the side. Your knee should point in the same direction as your shoulder.

Now exhale, and slide your right foot up your left leg. It is important to keep your balance; so only raise your right leg as high on your left leg as you can without falling over. If you stare at a spot on the floor it will help you stay steady.

Once you are steady, inhale as you raise your arms to the "H" position like you did for the mountain. Hold this pose for four to eight breaths. Then slowly exhale and bring your arms back to your sides and slide your right foot to the floor.

* Note: Repeat this pose with the opposite leg. If you find it hard to keep your balance, stand near a wall. Keep one hand on the wall while you raise the other arm above your head.

Cooking Project Partitioning Palestine

Materials:
- ☐ 1 box of cake mix (plus the ingredients on the box) or make your favorite cake
- ☐ 1 can of cake frosting (white icing works best)

- ☐ red and green food coloring
- ☐ 12 or more red candied cherries (available at grocery stores, especially around the holidays)
- ☐ 12 or more green candied cherries
- ☐ bowls

Note: You can substitute the tiny baking M&Ms for the cherries, but you will have to pick out the red and green pieces. These don't work as well as the cherries, as they are harder to remove from the baked cake.

Prepare the cake. Before your pour the batter into the pan, add the cherries. Stir them well. Bake the cake.

When the cake is done and has cooled, mix up two different colors of frosting (red and green). Frost half of the cake red, half green. (Although pale blue is the traditional symbolic color for the nation of Israel, red stands for Israel in this activity; green represents Palestine.)

Serve the cake, serving each person one piece of red cake and one piece of green cake. Use your fork to mash your slice, and pick out any cherries you find. Each person should have two bowls: One for cherries in his red cake, one for cherries in his green cake.

Are your cherries mixed together? Separate them into a bowl of red cherries and a bowl of green cherries. Eat the red cherries with the red cake and the green cherries with the green cake.

Before the U.N. partitioned Palestine, there were Arabs and some Jews living in that country. They were mixed together like the cherries in your cake. After the partition, Jews (the red cherries) from all over the world moved to the new state of Israel (the red cake). Arabs (the green cherries) living in Israel now found themselves in a country controlled by the Jews. Many Arabs relocated and left Israel to go to a neighboring country, like Egypt, Syria, Jordan, or Lebanon.

Timeline Figures

Timeline Figures for this chapter are on Student Page 240.

Western Bullies and American Money

CHAPTER 31

Encyclopedia cross-references

The Suez Crisis
KIHW: 733, KHE: 452–453, US20: 43, others: (none)

The Marshall Plan
KIHW: 701, KHE: 419, 436, UBWH: (none), UILE: 378, US20: 33, 48

THE SUEZ CRISIS

Review Questions

What three powers wanted control over Egypt? *The king, the Wafd, and the British all wanted control.*

Give two reasons why King Faruk's people thought that he wasn't a good ruler. *He spent a lot of money traveling; he spent money gambling; he tried to keep Egypt neutral during World War II, which annoyed the British; Egypt lost the 1948 war with Israel.*

What did Gamal Abdel Nasser and ninety army officers do in 1952? *They took over Egypt's government.*

What did Nasser want to put his energy into? *He wanted to put his energy into defending and shaping Egypt.*

When Nasser came to power, who controlled the Suez Canal? *Egypt and Great Britain together controlled the canal.*

What did Nasser want all Arabs in the world to do? *He wanted Arabs to unify into one country called the United Arab Republic.*

Why did Nasser want to build a dam across the Nile River? *It would allow Egyptians to irrigate their fields and to generate electricity.*

Why didn't Dwight Eisenhower, the president of the United States, want to lend Nasser money? *He thought Nasser was too friendly with the Soviet Union.*

How did Nasser intend to show the independence of Egypt from Western countries? *He said that Egypt would take full control of the Suez Canal.*

What was the first country banned from using the canal? *Israel was banned.*

What were the prime ministers of England and France afraid that Nasser would do? *They were afraid Nasser would try to take over the whole Middle East.*

Why did the leaders of Israel want to use force against Nasser when he closed the canal? *They wanted to show that Arab countries couldn't bully Israel. OR They hoped other Arab states would leave Israel in peace.*

What did French and British soldiers hope to do, when they invaded Egypt? *They wanted to take control of the Suez Canal by force.*

Why did American officials object to what France and Great Britain were doing in Egypt? *They said that France and Great Britain were trying to take away Egypt's right to control its own territory.*

What did the French and British governments do? *They ordered their troops to leave Egypt.*

What did the "Eisenhower Doctrine" say? *It said that U.S. soldiers could go fight to protect any Middle Eastern country that asked for help against an attacking army.*

Why did Nasser become a hero in the Middle East? *He had defied European countries.*

Complete the Outline

(Student Page 160)

I. Nasser comes to power
   A. Seizes *the Egyptian government*
   B. Wants Egypt *free of European influence*
   C. Asks U.S. *for money for a dam*
   D. When U.S. refuses*, Nasser closes Suez Canal*

II. Plans for Operation Musketeer
   A. Israel would *invade Egypt.*
   B. France and Britain would offer to help if *Nasser would turn over Suez Canal.*
   C. Israelis would *retreat.*

III. Operation Musketeer in action
   A. Israeli army *marched into Egypt.*
   B. Nasser refused *to let England and France supervise the canal.*
   C. Fighting *began between Israelis and Egyptians.*
   D. U.S. *objected.*
   E. United Nations *ordered Great Britain and France to leave.*

THE MARSHALL PLAN

Review Questions

What did a ration book have in it? *It had coupons for scarce items like sugar, butter, meat, and eggs.*

Why did British children have to leave London and go to the country? *The German air force was bombing London.*

Why did life get back to "normal" in America quickly, after 1945? *No battles were fought on American soil.*

What does the secretary of state do? *He advises the president. OR He helps America in its friendship with other countries.*

What did George Marshall want the U.S. to do, to help the countries of Europe rebuild? *He wanted the U.S. to give the countries of Europe twenty billion dollars.*

Why did Joseph Stalin refuse to take the money? *He was afraid that the U.S. might ask him for a favor in return.*

Why did the government make movies about the Marshall Plan? *The government wanted to convince Americans that the Marshall Plan was a good idea.*

Why did Germany get some of the money? *The Allies didn't want to make Germany as poor as it had been after World War I.*

What did America, France, and England want Germany to become? *They wanted Germany to become a democracy.*

What did the Soviet Union want Germany to become? *It wanted Germany to become a communist country.*

What happened to Germany? *Germany was divided in half.*

Which half was the communist half? *The eastern half was communist.*

What did more and more East Germans do? *They went west and did not come back.*

What did the East German government do to Berlin? *The government built a wall across Berlin.*

What was the wall supposed to do? *It was supposed to keep East Germans from going across into West Germany.*

Write from the Outline

(Student Page 160)

I. George Marshall's plan
   A. European countries bombed and poor
   B. Twenty billion dollars for European countries
   C. Money went to Germany
II. Germany divided
   A. Disagreement between America, France, England, and Soviet Union
   B. Germany divided into two countries
   C. Wall built across Berlin

Additional History Reading

Let's Go Explore: Egypt, by Kim Washburn (Zonderkidz, 2014). Filled with full-color photographs, maps, and fun facts, this book provides learners with an accessible overview of Egypt. (IR 3-5)

Living in Egypt, by Chloe Perkins (Simon and Schuster, 2017). A contemporary look at life in Egypt, written from the perspective of a child. (RA 1-3, IR 2-4)

Suez Canal, by Valerie Bodden (Creative Education, 2007). Covers the historical significance of the Suez region and the strategic importance of the canal in international relations. (IR 5-8)

PREVIEW *The Suez Crisis*, by James W. Fiscus (Rosen, 2004). From the *War and Conflict in the Middle East* series. (IR 4–7) **LFA**

Three Days in January: Young Readers' Edition, by Bret Baier (Harper, 2019). A fascinating look at the life of President Dwight D. Eisenhower, who led the U.S. during the Suez Crisis. (RA 3-7, IR 3-8)

The Berlin Wall, by R.G. Grant (Raintree, 1998). An overview of the Berlin Wall from beginning to end; the book has a great section on the building of the wall. (IR 6–8) **LFA**

What Was the Berlin Wall? by Nico Medina (2019). An easy, enjoyable read covering the history and impacts of the Berlin Wall. (RA 2-3, IR 4-8)

Corresponding Literature Suggestions

The Flag of Childhood: Poems from the Middle East, by Naomi Shihab Nye (Aladdin, 2002). Poetry does not deal directly with the Suez Crisis, but does reflect on being a Muslim, Arab girl in the Middle East. (IR 3–6)

Ruby in the Ruins, by Shirley Hughes (Candlewick Press, 2018). Geared towards young elementary students, this picture book shows what life in postwar England was like. (RA 2-4, IR 2-4)

A Night Divided, by Jennifer Nielsen (Scholastic, 2015). A harrowing story of a family unexpectedly divided by the Berlin War in post-World War II East Germany. (RA 3-8, IR 5-8)

Wall, by Tom Clohosy Cole (Templar Books, 2014). A boy and his family in East Berlin try to reunite with his father in West Berlin following the building of the Berlin Wall. (RA 1-2, IR 3-5)

Which Way is Home, by Maria Kiely (Nancy Paulsen Books, 2020). Eleven-year-old Anna lives through the post-War Soviet takeover of her Czechoslovakia home. (RA 4-5, IR 6-8)

Escape to West Berlin, by Maurine Dahlberg (Farrar, Straus and Giroux, 2004). Set in 1961 in East Berlin. Heidi must choose whether to stay or leave when she has a chance to defect to West Berlin. (IR 4–7) **E-Only**

The Berlin Wall: An Interactive Modern History Adventure, by Matt Doeden (Capstone Press, 2014). The reader of this book (part of the *You Choose* series) must choose between various courses of action that real-life East Germans faced: escaping to the West over the dangerous Berlin Wall; becoming a border guard, etc. There are twenty different possible endings, which makes the book ideal for re-reading. (IR 5-9)

MAP WORK

The Suez Crisis *(Student Page 161)*

1. When Egypt helped invade the new country of Israel, it did so under the rule of King Faruk, Egypt's second king. Find and label both Israel and Egypt on your map.
2. After Nasser threw Faruk off his throne, the world watched carefully to see what Nasser would do with the Suez Canal. Find and label the Suez Canal on your map.
3. Egypt seized control of the Suez Canal, even though it still owed France and Great Britain a great deal of money that Said Pasha and Ismail Pasha had borrowed in order to build it in the first place. Find and label France on the map.
4. Operation Musketeer:
   a. First, Israel would invade Egypt. Draw an arrow from Israel into Egypt.
   b. Then, France and Britain would step in and offer to help. They would tell Nasser, "Turn the control of the Suez Canal over to the French and British, and we'll tell Israel to leave you alone." Draw an arrow from France toward the Suez Canal.
   c. Then, after Nasser agreed, the Israelis (who never really intended to conquer Egypt at all) would retreat. France and Britain would get the canal, Israel would be able to use it, and Israel's invasion of Egypt would show that the Israeli army was strong and ready to fight.
5. When French and British soldiers arrived at the Egyptian city of Port Said, another battle began. Find and label Port Said on the map.

The Marshall Plan *(Student Page 162)*

1. France and England wanted Germany to become a democracy. Label France and England on your map.
2. Germany was divided into two countries. Find the line on your map that separates East and West Germany. Trace over it with a pencil.
3. Label East Germany and West Germany on your map. Shade in the country (East Germany or West Germany) that was communist.

Coloring Page After the Second World War, many cities in Europe lay in ruins from the fighting and bombing. These women are clearing away the broken buildings and putting up new ones, helped by money and machines that the United States sent to them. *(Student Page 163)*

PROJECTS

Activity / Science Project

Constructing the Aswan High Dam

Even though the United States refused to lend Egypt the money to build a dam across the Nile River, President Nasser did not give up on his plans. He asked the Soviet Union for money and assistance, and they agreed. The Soviets designed the dam, sent in 400 technicians to oversee its construction, provided the heavy machinery

and equipment, and even funded part of the project. The dam was a major undertaking—it cost about one billion dollars to construct.

In 1960, the Egyptians and Russians broke ground. The dam took ten years to build. It is located in the south of Egypt, near the town of Aswan. The dam is called the Aswan High Dam, and the reservoir behind it is called Lake Nasser, after the president himself. The dam regulates the flow of the Nile: only a certain amount of water passes through the dam. During rainy seasons, the excess water pools in the reservoir instead of flooding the plain. During dry periods, Egyptians can use the water stored in Lake Nasser to irrigate crops. Because of the Aswan High Dam and Lake Nasser, Egypt was mostly unaffected by a severe drought that hit Africa during the 1980s, and Egypt was protected from massive flooding that would have damaged buildings and crops during the 1990s.

The dam has a power plant that produces electricity from the water that runs from the reservoir and through the dam. The Aswan Dam Power Plant provides roughly half of Egypt's power. Each year the plant generates enough electricity to power one million TVs for twenty years.

The Aswan High Dam is a modern marvel. It is 11,811 feet long, 365 feet tall, and roughly 3,000 feet thick. It is a rockfill dam, which means it is made of clay and gravel. There is enough rock in the dam to build seventeen of the Great Pyramids at Giza.

Lake Nasser is also large; it is the world's third largest reservoir. You could fill eighty-four million Olympic-sized swimming pools with the water from Lake Nasser, and you would still have water left in the lake.

Although the dam and reservoir have benefited Egypt in many ways, the dam has produced negative effects as well. Over 90,000 Nubians were forced to leave their homes or else be swallowed up by the reservoir. The Nubians in Sudan (the country to the south of Egypt) had to move 370 miles away.

Egypt also had to transport an important archeological site. The temple of Abu Simbel, built by Pharaoh Ramesses II in ancient Nubia around 1200 BC, had to be moved or risk being covered with water. Engineers cut out the enormous temple, block by block, from the sandstone cliffs and reassembled it around two hundred feet higher up on the cliff.

The yearly flooding of the Nile, although potentially dangerous, did deposit nutrient-rich soil, called silt, along its banks and across the Nile Delta at the north of Egypt. The silt was excellent for growing crops. But now all the silt is lying at the bottom of Lake Nasser. Farmers have had to use over one million tons of artificial fertilizer to produce healthy crops.

More and more silt accumulates at the bottom of the reservoir every year, which make Lake Nasser shallower and shallower. Every year it is able to hold less water, although it still holds a lot! Officials expect that in 500 years, the reservoir will be too shallow to hold water.

Egypt depends on the water in the Nile and the reservoir. About 95% of the people in Egypt live within twelve miles of the river. If the dam were ever to burst, the resulting flood would wipe out almost the entire population of Egypt.

Build your own model of the Aswan High Dam, and see if you have what it takes to construct a sturdy, effective dam.

Materials:
- ☐ long, shallow waterproof container (like a small plastic bin)
- ☐ Play-Doh (this is ideal, but you can use wet sand)
- ☐ small rocks (like aquarium gravel)
- ☐ popsicle (craft) sticks
- ☐ container for pouring water

- ☐ sand
- ☐ turkey baster
- ☐ assorted "dam-building materials" like cotton balls, glue, LEGO bricks, etc.

Directions:

1. Use Play-Doh to build the banks of the river. (Or, alternately, fill the base of the bin with damp sand and dig a channel down the center for the river.)
2. The Aswan High Dam is built with concrete and granite rock from quarries near Aswan. It is wider at its base for stability. The pressure of the water is greatest at the base of the dam. Construct your own dam with this in mind, using gravel, popsicle sticks, and any other materials you want to try.
3. Test your dam. Pour water behind the dam (into the reservoir). Does your dam fall over, leak, or hold up under the pressure? Suction off the water with the turkey baster and rebuild the dam if necessary. Try to make the sturdiest dam that you can.
4. Once your dam is sturdy, mix some sand into the water you will pour into the reservoir. Pour in the sand-and-water mixture. Let the sand settle at the bottom of your Lake Nasser and suction off the water with the turkey baster. Now mix more sand into more water. Pour this into the reservoir. Again, let the sand settle to bottom and suction off the water with the turkey baster. Repeat this process several times. Do you see how Lake Nasser is getting shallower and shallower? This same thing is happening to the real reservoir!

Math Activity Rationing and Clothing Design

Rationing wasn't just limited to food: cotton was used for soldiers' uniforms; silk was used in paratroopers' parachutes; canvas was used for soldiers' backpacks and equipment bags. Because cloth was valuable, wartime fashions used as little fabric as possible. A dress made in 1943—when most of the world was at war—used much less material than a dress made in 1954—during peaceful times. In this exercise, you're going to see how that difference affected clothing production and design.

Ask your student the following questions out loud. Have him write his work and his answers on a clean sheet of paper.

For Younger Kids, (and a Warm-Up for Older Kids)

Figure out how many inches are in 100 yards of fabric. To find out, answer the following questions:

1. How many inches are in one foot?

   Answer: 12 inches in one foot

2. How many feet are in one yard?

   Answer: 3 feet in one yard

3. How many inches are in one yard? Multiply the above two answers to find the answer.

   Answer: 36 inches in one yard

4. This is the final question: How many inches are in 100 yards? Multiply your answer for #3 by 100 yards.

   Answer: 3600 inches in 100 yards

For Older Kids

Part 1. Figure out how many inches of fabric each dress needs.

1. A 1940s dress was made from 1⅝ yards of fabric. How many inches are in 1⅝ yards?

To find the answer, multiply 1⅝ yards by 36 inches (per 1 yard) (from #3 above). The student's work should look like this:

$$1\tfrac{5}{8} \text{ yards} = \frac{13}{8} \text{ yards} \Rightarrow \frac{13}{8} \cancel{\text{yards}} \bullet \frac{36 \text{ inches}}{1 \cancel{\text{yard}}} = \frac{13 \bullet 36 \text{ inches}}{8} = \frac{468 \text{ inches}}{8} = 58\tfrac{1}{2} \text{ inches}$$

Answer: 58½ inches in 1⅝ yards; 58½ inches in one 1940s dress.

2. A 1950s dress was made from 3⅞ yards of fabric. How many inches are in 3 ⅞ yards?

   To find the answer, multiply 3⅞ yards by 36 inches (per 1 yard). The math will look like the problem above this one.

   Answer: 139½ inches are in 3⅞ yards, or one 1950s dress.

Part 2. Figure out how many dresses you can make from 100 yards of fabric.

1. A 1940s dress was made from 1⅝ yards of fabric. How many dresses can you make if you have 100 yards of fabric?

   To find the answer, divide 1⅝ yards into 100 yards. The student's work should look like this:

   $$100 \text{ yards} / \frac{13}{8} \text{ yards} \Rightarrow 100 \text{ yards} \bullet \frac{8}{13} \text{ yards} = \frac{800 \text{ yards}}{13} = 61\tfrac{7}{13} \text{ inches} \Rightarrow 61 \text{ dresses}$$

   Answer: You can make 61 dresses. (Remember, you need to round down, because even though you have enough left over fabric to make part of another dress, it is not enough to make a complete dress.)

2. A 1950s dress was made from 3⅞ yards of fabric. How many dresses can you make if you have 100 yards of fabric?

   To find the answer, divide 3⅞ yards of fabric into 100 yards. The math will look like the problem above this one.

   Answer: You can make 25 dresses.

Now compare the two answers.

How many more 1940s dresses can you make from 100 yards of fabric than 1950s dresses?

Answer: You can make 36 more dresses.

Optional: Design your own wartime and peacetime dresses.

COOKING PROJECT "Ich bin ein Berliner"

President Kennedy traveled to Berlin shortly after the East Germans built the Berlin Wall. He made a famous speech:

Two thousand years ago, the proudest boast was "*civis Romanus sum*." Today, in the world of freedom, the proudest boast is "*ich bin ein Berliner*." . . . All free men, wherever they may live, are citizens of Berlin. And, therefore, as a free man, I take pride in the words "*ich bin ein Berliner*."

Kennedy didn't say exactly what he meant to. Germans normally don't use "*ein*" (which means "a"), but instead just say "*ich bin Berliner*"—I am from Berlin. Some say that by adding "a," Kennedy called himself "a Berliner"—a type of jelly donut. So instead of saying "I am from Berlin," Kennedy said "I am a jelly donut."

The thousands of Germans listening knew what Kennedy meant: In the fight between communism and democracy, those who side with democracy should be proud. Nevertheless, donuts are tasty: Make a berliner (the jelly donut) and remember Kennedy's speech!

Ingredients:

- 4 cups flour
- ⅓ cup sugar
- 1 package yeast
- ¾ cup milk, room temperature
- 1 egg
- pinch of salt
- 5 Tbsp. apricot jelly (or your favorite jelly)
- sugar (to sprinkle on top of the donuts)

4 Tbsp. butter cooking fat

Directions:

1. Mix the flour and the sugar in a bowl. Make a valley in the middle.
2. Add the yeast and 5 tablespoons milk to the valley, and slowly mix the powder and liquid together (to avoid lumps).
3. Cover and store in a warm place for 10 minutes.
4. Mix the butter and the rest of the milk together.
5. Whisk in the egg and salt. Add to the dough and knead together.
6. Cover the dough again and leave in a warm place for 30 minutes.
7. Knead the mixture again. Using a rolling pin, roll out the dough until it is as thick as a finger.
8. Use a biscuit cutter or round cookie cutter approximately 2–3″ in diameter to cut out circles. Let them stand on the table for another 20 minutes.
9. Bring the oil to 330°. Cook the berliner for approximately 3 minutes on each side.
10. Remove from the oil, and let cool on a wire rack. Use a pastry bag (or a plastic sandwich bag with one corner cut off) to pipe jelly into the middle of the donut.
11. Cover the donut with sugar, and enjoy!
12. (Before eating, raise your donut in a toast to everyone at the table and cry out: "Ich bin ein Berliner!")

Timeline Figures

Timeline Figures for this chapter are on Student Pages 240-241.

Dictators in South America and Africa

CHAPTER 34

Encyclopedia cross-references

Argentina's President and His Wife
KIHW: 704 (sidebar), US20: 56, others: (none)

Freedom in the Belgian Congo
KIHW: 730–731, KHE: 450, UBWH: (none), UILE: 375, US20: 58

ARGENTINA'S PRESIDENT AND HIS WIFE

Review Questions

List three of the four different kinds of people that the Argentinians were descended from. *They were descended from the original Native Americans, Spanish settlers, Italian settlers, and German settlers.*

Which side did Argentina join during World War II? *It remained neutral.*

Where did Juan Perón go to study fighting? *He went to Italy.*

What did Perón like about Mussolini's ideas? *He agreed that a country should obey its leader without debate.* OR *He saw that Fascism had made Italy organized and efficient.*

Why did the poor people of Argentina grow discontented with Ramón Castillo, their president? *They believed that he only cared about the rich.*

What is a *junta*? *A junta is a military government.*

What was Juan Perón's job in the junta? *He was in charge of taking care of working people.*

What were two reasons why Perón grew unpopular with his own government? *He was too popular with the people, and he admired Mussolini.*

When the Axis powers surrendered to the Allies, what happened to Perón? *He was arrested and put on an island.*

Who were the *descamisados*, or "shirtless ones"? *They were workers who worked without shirts in the hot sun.*

What did they do when Perón was put in jail? *They demanded that he be released.*

When the junta held a new election, who became president? *Perón became president.*

How did Perón bring the ownership of car factories, railroads, and other businesses back to Argentina? *He seized them in the name of the government.*

How did Perón think that the government should give poor people power? *The government would tell everyone how to use their land and money.*

How did Juan Perón manage to act like a dictator, even though Argentina had a constitution that gave the Argentinians rights? *Perón announced that Argentina was suffering from an emergency.*

List two things that the Eva Perón Foundation did? *It gave money to the poor; it helped working people visit doctors; it paid for children to get an education.*

Why did Argentinians call Eva Perón "the Madonna of America"? *She was merciful.*

After she died, how did Juan Perón change? *He became more cruel.*

How did Perón decide to save money for the government? *He said that no one would get a pay raise for two years, and suggested that Argentinians eat less meat so that the meat could be sold to other countries.*

List two things that Perón did to insult the devout Catholics of Argentina. *He accused Catholic priests of preaching against him; he sent two priests back to Rome and accused them of treason; he made church holidays into work days.*

When a rebellion began, what did Perón order his supporters to do? *He ordered them to attack anyone who criticized him.*

When Perón fled the country, what happened to his statues and engravings? *His statues were smashed and his name was chipped out of engravings.*

Complete the Outline

(Student Page 175)

I. Juan Perón and the junta
   A. Went to Italy *to learn how to fight*
   B. Admired *Mussolini*
   C. Perón and other army officers *took over the government*
   D. They set up *a junta to rule Argentina*
II. Perón and the presidency
   A. Perón in charge of *working people*
   B. At end of World War II, *he was arrested*
   C. Working people *demanded his release*
   D. In the next election, *Perón became president*
III. Perón as president
   A. Tried to *improve lives of the poor*
   B. Declared *a state of emergency in Argentina*
   C. Ruled like *a military dictator*
   D. After wife's death, *grew unpopular*
   E. Finally, *forced to leave the country*

FREEDOM IN THE BELGIAN CONGO

Review Questions

Who had claimed the Congo as his own personal property? *King Leopold II of Belgium had claimed the Congo.*

List three ways in which Leopold II treated the tribes of the Congo. *He forced them to pay high taxes; he let slave traders raid the Congo; he demanded four slaves from every village; he made a slave trader governor of part of the Congo.*

What did the Belgian government do in 1908? *It forced Leopold II to give up his claim to the Congo.*

Did the people of the Congo then become free? *No, they still had to live separately from whites, and they could not leave their country.*

Who formed the MNC or "Mouvement National Congolais"? *Patrice Lumumba formed the MNC.*

What did the MNC want? *It wanted the Congo to be free from Belgium.*

What happened to Congo-Brazzaville, just northwest of the Belgian Congo? *The French prime minister, Charles de Gaulle, allowed it to be free.*

How did this affect the people of the Belgian Congo? *They wanted their own freedom even more.*

Why did the Belgian government agree to set the Congo free? *Riots broke out and Belgian soldiers could not control the mobs.*

Who became prime minister of the Congo? *Patrice Lumumba became prime minister.*

How did the people of Leopoldville celebrate their independence? *They broke up Leopold II's statue and renamed their city Kinshasa.*

How did many Africans think that the large Republic of Congo should be different? *They thought it should be divided into many small, independent states.*

Why did Patrice Lumumba need to keep Katanga, the eastern part of the Congo, inside the Republic? *He needed the money from Katanga's copper mines.*

After a year of civil war, what happened to Lumumba? *He was murdered by rebels.*

Who actually ruled the Congo, during Joseph Mobutu's "caretaker government"? *Military officers ruled the Congo.*

After Mobutu became president, were there any other political parties in the Congo? *No, his was the only party allowed to take part in the government.*

What do we call a government with only one political party? *We call it a totalitarian government.*

What did Mobutu promise the U.S. in return for money? *He promised that he would keep the Congo from becoming communist.*

What were Mobutu's special police called? *They were called "the Owls."*

Give three ways in which Mobutu's government was corrupt and tyrannical. *Mobutu arrested those who disagreed with him; government officials took bribes; policemen threatened innocent people; Mobutu accused his enemies of treason; he sent out spies to find out whether anyone was criticizing him.*

Write from the Outline (pp. 449–454)

(Student Page 175)

I. The Congo Free State was owned by Leopold II.
   A. Leopold II claimed Congo as his own.
   B. He taxed the tribes so that they had to earn money to pay him.
   C. He demanded slaves and allowed slave traders into the Congo.

II. The Belgian government took over.
   A. Belgium appointed a new governor.
   B. The Africans of the Congo still were not free.
   C. Patrice Lumumba and the MNC asked for independence.
   D. France set Congo-Brazzaville free.
   E. The people of the Belgian Congo rioted.
   F. In 1960, the Congo became independent.

Additional History Reading

Argentina, by Jean F. Blashfield (Children's Press, 2007). A comprehensive overview of Argentina's history, culture and people. Certain sections provide additional helpful context to the material in this chapter. (IR 5-8)

Argentina, by Suzanne Paul Dell'Oro (Lerner, 2009). With large photos and simpler text, this volume is best suited to younger readers. (RA 2-4, IR 3-5)

Twentieth-Century Women Political Leaders, by Claire Price-Groff (Facts on File, 1998). Features eight famous women, including Eva Peron. (IR 6–10)

Lives of Extraordinary Women, by Kathleen Krull (HMH Books for Young Readers, 2013). Along with Queen Victoria, Eleanor Roosevelt, Indira Gandhi, and others, Eva Peron has a four-page chapter. (IR 4-8)

PREVIEW *Herstory*, Ruth Ashby, Ed. (Viking, 1995). Includes a brief, two-page section on Eva Peron. (IR 4-7)

Democratic Republic of the Congo, by Jay Heale (Cavendish Square, 2019). A useful overview of the DRC's history, culture and people. (IR 4-8)

Corresponding Literature Suggestions

The Disappeared, by Gloria Whelan (Dial Books, 2008). A short but compelling story of Silvia, an Argentinian girl whose brother disappears in 1970s Argentina. (IR 7-8)

I Lived on Butterfly Hill, by Marjorie Agosin (Atheneum Books, 2015). Eleven-year-old Celeste lives a peaceful life in Chile until warships start appearing in the harbor and political dissidents begin disappearing. (RA 5-6, IR 7-8)

The Passover Cowboy, by Barbara Diamond Goldin (Apples and Honey Press, 2017). A delightful tale of a young Jewish boy who moves from Russia to Argentina following the Holocaust, and how celebrating his family's Jewish traditions makes a new country feel like home. (RA 1-2, IR 3-5)

Tuck-Me-In Tales, by Margaret Read MacDonald (August House, 2005). One of five folk tales included is from Argentina. (IR 1–4)

Tales to Frighten and Delight, by Pleasant DeSpain (August House, 2009). Of the nine tales, one—The Talking Skull—comes from the Congo. (IR 3–5)

PREVIEW *The Adventures of Tintin in the Congo*, by Herge (Little, Brown Books for Young Readers, 2007). Tintin and Snowy head to the Belgian Congo. (IR 4–6)

MAP WORK

Argentina's President and His Wife *(Student Page 176)*

1. The poor people of Argentina believed that Castillo only cared about rich landlords and factory owners, not about the hungry workers who were struggling to survive. Rumors had also begun to spread about the coming presidential election. Ramón Castillo was up for reelection. But now, everyone was whispering that Castillo had already picked a rich plantation owner to be the next president—and that his government was ready to tamper with the votes, in order to make sure that Castillo's chosen candidate was elected. In the uproar, the military officers marched soldiers to the Casa Rosada, the president's house in Buenos Aires, and suggested that Castillo resign. Find and label Buenos Aires and Argentina on your map.
2. Perón left his country and went first to Paraguay and then to Madrid, in Spain. Label Paraguay on your map.

3. Label the other countries that border Argentina. (Hint: Chile, Uruguay, Brazil, Paraguay, and Bolivia.)

Freedom in the Belgian Congo *(Student Page 177)*

1. The French prime minister, Charles de Gaulle, allowed the French colony just northwest of the Belgian Congo to declare itself free. This area, known as Congo-Brazzaville, was only separated from the Belgian Congo by a river. Label Congo-Brazzaville on your map. Then, label the capital city—Brazzaville.
2. The people of the Congo Free State suffered under the oppression of Leopold for many years. To celebrate independence, the people of Leopoldville pulled down and broke up the statue of Leopold II that stood in their capital city. They changed the name of the city to Kinshasa. Label Kinshasa on your map.
3. Under Patrice Lumumba, the Congo become one big country called the Republic of the Congo. Label the Republic of Congo on your map.
4. Not every African who lived in the Congo was pleased with independence. Katanga declared its independence. Find and label the area of Katanga on your map (no borders around this area).

Coloring Page Eva Peron, sometimes called "Evita," was married to the President of Argentina. She was famous for using the country's money to help poor people, for making exciting speeches, and for wearing very expensive clothes. *(Student Page 178)*

PROJECTS

Activity Project The Search for Evita

On July 26th, 1952, the Argentinian Secretary of the Press announced, "It is my sad duty to inform you that Eva Perón, spiritual leader of the nation, entered immortality at 8:25 pm this evening." Thousands of Argentinians grieved.

President Perón made arrangements for the funeral service and the burial. But things did not go according to plan. Follow the clues to learn why it took over twenty years to finally lay Evita's body to rest. Each clue is marked with a letter. When you have collected all the clues, write down all ten letters on a piece of paper. Unscramble the letters to reveal Eva Perón's unusual hobby.

Materials:
- The Clues (Student Pages 179 and 180)
- scissors
- paper
- pencil

Parent / Teacher Setup:

1. Cut out the ten clues. Keep them in order.
2. You will give the child the first clue and hide the second clue somewhere in the house / classroom. Think of where you will hide the second clue, and write that location on the first clue next to "go to." You can state the location outright ("the pillow on Mom's bed"), or you can write it like a little riddle ("the place where I rest my head at night"). Here are some other riddle suggestions:

the liquid you pour on your cereal	(the milk container)
the place where you shampoo your hair	(the bathtub)
the little box that changes channels	(the TV remote)
the paper [or cloth] you should place in your lap	(napkin)
the rope that keeps [dog's name] close by	(leash)

3. Think of where you will hide the third clue and write that location on the second clue. Hide the second clue in the location you mentioned in the first clue.
4. Repeat this process for all ten clues.
5. The answer to the riddle is "auto racing." Eva Perón even purchased a rare (and very expensive) car, a Maserati A6 G-1500, from the Swiss racecar driver Ciro Basadonna.

SCIENCE PROJECT The Code of the Congo's Valuable Elements

The country now known as the Democratic Republic of the Congo (formerly known as the Congo Free State and Zaire) attracted the European powers with its wealth of natural resources, particularly its mineral deposits. Learn about some of the minerals of the Congo. These minerals are *elements* (pure substances). Each element has a symbol, called a chemical symbol, which is usually an abbreviation for the Latin or Greek name of the element.

Materials:
- Student Pages 181–183
- periodic table of the elements (in most dictionaries or online)
- pen or pencil

Directions:
1. Read each element description, and then look up its chemical symbol in the dictionary or encyclopedia, on a periodic table of the elements, or online.
2. Write the one- or two-letter symbol in the space provided on Student Pages 181 and 182.
3. Fill in those letters in the Code Key on Student Page 183. Then use the Code Key to decode the secret message.

Timeline Figures

Timeline Figures for this chapter are on Student Pages 242-243.

The Cold War

CHAPTER 35

Encyclopedia cross-references

The Space Race
KIHW: 724–725, KHE: 438–439, UBWH: (none), UILE: 380–381, US20: 64–65

Thirteen Days in October
KIHW: 722–723, KHE: 437, UBWH: (none), UILE: 379, US20: 48

THE SPACE RACE

Review Questions

What country was the first to launch a man-made satellite? *The Soviet Union launched the first satellite.*

What was the satellite called? *It was called Sputnik ("fellow traveler" or "companion").*

What did the second satellite, *Sputnik II*, have on board? *It had a dog on board.*

What were two ways in which the Americans and Soviets fought a battle without weapons? *They tried to steal allies; they refused to cooperate; they called each other names.*

What was this conflict called? *It was called the Cold War.*

Why were Americans frightened when they heard about the two Sputniks? *They realized that the Soviets had better space technology.* OR *They thought that the Soviets might use satellites to carry weapons to the United States.*

What does NASA stand for? *NASA stands for the National Aeronautics and Space Administration.*

What did the National Defense Education Act give schools more money for? *The money was for teaching science.*

Who was the first man to go into space? *Yuri Gagarin from the Soviet Union went into space.*

In what year did this happen? *This happened in 1961.*

Which president challenged Congress and the United States to send a man to the moon before the Soviets? *President John F. Kennedy issued the challenge.*

Which American spaceship landed on the moon? What was the year? *The Apollo 11 landed on the moon in 1969.*

Who was the first man to walk on the moon? *Neil Armstrong was the first.*

What did he say when he took his first step? *"That's one small step for a man, one giant leap for mankind."*

Complete the Outline

(Student Page 184)

I. The Soviets in space
   A. *Sputnik I*
   B. *Sputnik II*
   C. *Vostok I and Yuri Gagarin*
II. American attempts to catch up
   A. National Aeronautics *and Space Administration*
   B. National *Defense Education Act*
   C. *Apollo 11*

Review Questions

Note: Because there is so much information in this section, there are additional review questions and no "Write From the Outline" exercise.

What did Cuba become, after the Spanish-American War? *It became the Republic of Cuba.*

What two powers did the U.S. claim over Cuba? *The U.S. could interfere in Cuban politics and could keep naval bases in Cuba.*

In 1952, what did the general Fulgencio Batista do? *He led a revolt against the president of Cuba.*

Who then led a revolt against Batista? *Fidel Castro led a revolt.*

When Castro was put on trial for the revolt, what two things did he demand? *He demanded the return of the Cuban constitution and an end to Cuba's military government.*

Did Fidel Castro serve his fifteen-year sentence? *No, Batista set him free after two years.*

Where did Castro, Che Guevara, and the other revolutionaries go? *They went to Mexico.*

What did they practice there? *They practiced guerrilla warfare.*

List three ways in which Castro, Che Guevara, and the others fought a guerrilla war against Batista. *They cut telephone lines; they burned fields of sugar cane and sugar mills; they launched surprise attacks on army outposts; they stole weapons.*

How did the United States withdraw its support from Batista? *The U.S. no longer sold weapons to the Cuban army.*

When Castro took control, did he restore the constitution? *No, he did not.*

Give three ways in which Castro began to turn Cuba into a communist country. *He made large companies the property of the state; he divided large farms up between poor Cubans; the state took over schools; the government took over almost all businesses.*

What were the members of the Committee for the Defense of the Revolution supposed to do? *They were supposed to spy on their neighbors.*

Why did so many Cubans begin to leave the island? *They lost their businesses, they were afraid of arrest, or they could no longer say what they thought.*

Why was the U.S. government so worried about Cuba's friendship with the Soviet Union? *Cuba was close to the United States.*

How did the United States arrange a "legal" invasion of Cuba, since the U.S. wasn't supposed to interfere with Cuba? *All of the invading soldiers were Cubans who had been trained by the United States.*

Where did the invasion take place? *It took place at the Bay of Pigs.*

What happened to the invasion force? *They were all killed or taken prisoner by Castro's men.*

Who was the Soviet leader at this time? *The Soviet leader was Nikita Khrushchev.*

What had Khrushchev shouted at the representatives of Western nations? *"We will bury you!"*

What did American spy planes see in October, 1962? *They saw nuclear missiles in Cuba.*

Where were the controls that would launch the missiles? *The controls were in the Soviet Union.*

Why was it more frightening to have the missiles in Cuba than in the Soviet Union? *Cuba was close to America, and missiles would wipe out Washington, DC.*

What did John Kennedy send to Cuba? *He sent U.S. ships to surround Cuba.*

What did he tell the Soviet Union that the U.S. would do, if the Soviets dropped a nuclear weapon on the U.S.? *He said that the United States would launch a full attack.*

How many days did the Soviet Union and the U.S. stay on alert, ready to fight? *They stayed on alert for thirteen days.*

What might have happened, if both countries had fired their nuclear weapons? *The whole world could be poisoned and destroyed.*

Which country "blinked" first? *The Soviet Union blinked.*

What did the Soviets offer to do? *They would take back their nuclear missiles if the U.S. would promise not to invade Cuba.*

Additional History Reading

The Space Race, by Heather Hudak (Crabtree Publishing, 2016). An approachable middle-grade overview of the space race. Includes discussion of primary and secondary sources along with how to evaluate bias in historical documents. (IR 5-8)

Footprints on the Moon, by Alexandra Sly (Charlesbridge, 2001). Beautiful photographs accompany this account of the trip to the moon. (IR 3–6)

The Race to Space, by Stuart Kallen (Abdo and Daughters, 1996). Easy-to-read account of the space race. (IR 3–5) **LFA**

Space Race: The U.S.–U.S.S.R. Competition to Reach the Moon, by Martin J. Collins (Pomegranate Communications, 1999). A companion volume to a permanent exhibition at the National Air and Space Museum. Filled with beautiful photographs. (text 7 and up; pictures for all ages) **OOP**

Spies: The Secret Showdown Between America and Russia, by Marc Favreau (Little, Brown and Company, 2019). Engaging and intriguing, this narrative nonfiction exposes the role of spies in America's national security during the Cold War. (IR 5-8)

The Cold War, by Britta Bjornlund (Blackbirch Press, 2004). Profiles of the people involved in the Cold War. One-page biographies include full-color photographs of Gorbachev, Castro, Kim Il-Sung, and Reagan. (IR 3–6) **LFA**

The Cuban Missile Crisis, by Catherine Hester Gow (Lucent, 1997). Important events of the Crisis presented chronologically and in a newspaper format. (IR 4–7) **LFA**

Thirteen Days/Ninety Miles: The Cuban Missile Crisis, by Norman Finkelstein (iUniverse, 2001). A look at the Crisis from the U.S. perspective. (IR 6–8)

Corresponding Literature Suggestions

Race to the Moon, by Allison Lassieur (Capstone Press, 2014). This book will introduce readers to the major characters and themes surrounding the first moon landing while they choose their path through the book. Students may want to read it over and over to try to reach the various possible endings. (IR 3-5)

Horrible Harry Goes to the Moon, by Suzy Kline (Puffin, 2002). Harry's class wants to buy a telescope; Harry wants to go to the moon! A good read for younger children. (IR 2–3)

The Apothecary, by Maile Meloy (G.P. Putnam, 2011). The first in a series about Janie Scott, an American girl in London who befriends the son of a spy. (IR 5-8)

Fallout, by Todd Strasser (Candlewick Press, 2013). The threat of nuclear war was always on the mind of teenage boy Scott in 1962. When the unthinkable happens, he and his family survive in a fallout shelter—but what awaits them when they emerge? (RA 4-5, IR 6-8)

Red Umbrella, by Christina Gonzalez (Yearling, 2011). The emotional story of a 14-year-old girl's journey from Cuba to America as part of an organized exodus of 14,000 children, sent away to escape Fidel Castro's revolution. (IR 3-7)

Red Menace, by Lois Ruby (Carolrhoda Books, 2020). Growing up in America during the Cold War, Marty would rather be watching the New York Yankees, but when his parents are suspected of being Communists, it falls to him to save his family. (IR 5-8)

PREVIEW *The Fire-Eaters*, by David Almond (Laurel Leaf, 2010). An English boy fears nuclear annihilation during the Cuban missile crisis. (IR 6–8)

MAP WORK

Note: There is one combined map activity for this chapter. Also, review Chapter 23 and note the location of Siberia.

The Space Race/Thirteen Days in October *(Student Page 185)*

1. The Soviet Union launched a satellite, called *Sputnik*, into space. *Sputnik* (a Russian word that means "fellow traveler" or "companion") would circle around the Earth once every hour and a half, beeping constantly and sending radio waves back to Earth. It was the first man-made satellite to ever be launched into space, and the first to orbit (circle) around the Earth. Label the USSR on your map.
2. Over in the United States, the news that the Soviet Union had managed to send two satellites into space—one with a living creature on board!—caused Americans to react with awe and fear. Find and label the United States on your map.
3. Yuri Gagarin, the first person to orbit the earth, landed in a field in Siberia. Find and label Siberia on your map.
4. Find and label the moon on your map. Just kidding!
5. For thirteen days in October of 1962, it seemed that the world was about to end. The Cold War grew so hot that the United States and the Soviet Union almost declared war. The conflict boiled up on the island of Cuba, just south of Florida. Label Cuba on your map. Draw a line from the southern part of the United States to Cuba.
6. Castro had not been in power long before thousands—and then tens of thousands—of Cubans began to leave the island. They left because they had lost their businesses, or because they were afraid of arrest, or because they could no longer say freely what they thought. Most of these went to the United States. Draw a line from Cuba to the southern coast of the United States.

Coloring Page This little Russian dog, "Laika," was sent into space in a satellite called the Sputnik II, which the Soviet Union launched in 1957. She was the first living creature ever to go into outer space. *(Student Page 186)*

PROJECTS

Math Project — What Would This Weigh on the Moon?

Materials:
- Student Page 187
- calculator
- bathroom scale
- yourself, and various household objects
- Instructions for this activity are on Student Page 187.

Art Project — Make a Cuban Picture Book

In 1960, Fidel Castro spoke at the United Nations, saying, "Cuba will be the first country of the Americas that, after a few months, will be able to say that it does not have one illiterate person."

Castro set an ambitious goal—Cuba had a very high illiteracy rate. Over 20% of the population could not read or write. Most of these people lived in rural areas, where there were few schools.

The government closed all schools for eight months in 1961, and 270,000 students and teachers left the cities to go to the countryside and teach reading and writing. Each of the *alfabetizordes* (reading teachers) took two textbooks and a lantern. Teachers used the lantern, provided by the Chinese government, for the nightly tutoring sessions. The alfabetizordes would work alongside the peasant farmers by day and teach lessons to those farmers by night. About 100,000 of the alfabetizordes were teenagers; the youngest was seven years old!

Castro encouraged his fellow revolutionaries with the phrases "*¡Alfabetizando Venceremos!*"—learning to read, we will overcome!" and "*¡Si sabes, enseña; si no sabes, aprende!*"—"If you know, teach; if you don't know, learn!" The two textbooks not only taught the basics of reading and writing, but they also informed the student about the revolution. The reading book, *Alfabeticemos*, contained information about the Cuban revolution. *Venceremos*, the other book, included phrases about the social reforms. The *campesinos* (the farmers in the countryside) read phrases such as "The peasants own the land," and "Peasants work their own land." So not only were the students learning to read, they were learning the essential principles of the new government. Fidel Castro once said, "All revolution is an extraordinary process of education. . . . Revolution and education are the same thing."

The National Literacy Campaign was a resounding success. Over 700,000 people learned to read, lowering Cuba's illiteracy rate to an impressive 4%. Students were asked to take a "test" when they finished instruction: write a letter to Fidel Castro. Hundreds of thousands of these letters are kept on file at Cuba's National Literacy Museum, although they are crumbled and fading from age and humidity. One letter reads, "Fidel, you do not know with what happiness I am writing you, and the thanks I give you for having given me the opportunity to learn to read and write. No one will deceive me, and I will know the truth. . . . Good Fidel, I promise that I will study to show my gratitude to my teacher and you." In another letter, an 86-year-old campesino simply states, "Dr. Fidel Castro, I love you much."

Make a picture book version of *Alfabeticemos*. Remember, the book was doing more than teaching people to read—it was teaching Cubans about the revolution and praising the new government! See if you can capture the spirit of the reading book and communicate information about the Cuban revolution through your pictures.

Materials:

- ☐ *Alfabeticemos* cover (Student Page 188)
- ☐ scissors
- ☐ stapler
- ☐ drawing supplies—crayons, colored pencils, or markers
- ☐ pen or pencil
- ☐ 3 pieces of blank paper

Directions:

1. Color the *Alfabeticemos* cover page. The blank half-page to the left of the cover will be the back of the book.
2. Place the three sheets of blank paper against the underside of the cover.
3. Fold the cover and sheets of paper in half to create a book. The front of the book should be the cover.
4. Unfold the book, and staple the pages together along the center fold to secure them.
5. You should now have a cover with six blank pages inside. Trim the inside pages so they are even with the outside cover.
6. Choose six of the following section titles from *Alfabeticemos* to illustrate. Write one of the titles on the top or bottom of each blank page. Then draw a picture illustrating the section title. For example, if you choose "The Land Is Ours," you may draw a picture of happy farmers plowing fields. If you choose "The Right to Housing" you may draw a picture of a smiling family standing in the doorway of their home. Remember, *Alfabeticemos* paint a positive picture of the Revolution. Your pictures should include happy peasants, busy workers, and a strong portrait of Cuba's leader, Fidel Castro!

   The Revolution

   Fidel Is Our Leader

   The Land Is Ours

   The Right to Housing

   The Revolution is Converting Barracks Into Schools (Note: Barracks are buildings used to house soldiers.)

   Workers and Peasants

   The People, United and Alert

   The Revolution Is Winning All Its Battles

   Alphabetization

(Note: In this context, "alphabetization" is both the process of learning to read and teaching reading.)

Timeline Figures

Timeline Figures for this chapter are on Student Pages 243-244.

The 1980s in the East and the Mideast CHAPTER 39

Encyclopedia cross-references

India After Partition
KIHW: 744–745, KHE: 457, 460, UBWH: (none), UILE: 374, US20: 39, 75

Iran and Iraq
KIHW: 732, KHE: 453, UBWH: (none), UILE: 377, US20: 72–73

Note to parent! The last four chapters contain only "Write From the Outline" exercises, to provide additional composition practice for the student. These outlines are longer and more detailed than previous outlines. The student should be given extra time to complete the compositions based on the outlines, and should be allowed to consult the book freely (but not copy directly from it!). Students younger than fourth grade should be asked to write from only one major (roman numeral) point on each outline.

INDIA AFTER PARTITION

Write from the Outline

(Student Page 200)

I. East and West Pakistan
   A. Government offices in West Pakistan
   B. East Pakistan declared independence.
   C. West Pakistan bombed India.
   D. Indira Gandhi ordered Indian troops to fight for East Pakistan.
II. The catastrophe of 1984
   A. Sikhs wanted to control the Punjab.
   B. Indira divided off part of the Punjab.
   C. Sikh rebellion
   D. Invasion of the Golden Temple
   E. Indira's assassination
III. The Bhopal disaster
   A. Poisonous gas leak at Union Carbide
   B. Thousands died and many more made ill
   C. Bhopal twenty years later
   D. Response of the American CEO

IRAN AND IRAQ

Write from the Outline

(Student Page 201)

I. Mohammad Mosaddeq, prime minister of Iran
   A. Wanted Iranians to control Iran's oil
   B. British refused to buy Iran's oil.
   C. The shah forced to flee

II. Operation Ajax
   A. Americans and British trained Iranian soldiers.
   B. Mosaddeq jailed
   C. Shah returned to Tehran
   D. Disliked by common people and conservative Muslims
   E. "White Revolution"
III. The Ayatollah Khomeini and his followers
   A. Hated the White Revolution
   B. Believed Khomeini could make Iran truly Muslim
   C. Khomeini went to Iraq and France.
   D. "Iranian Revolution"
   E. The new theocracy of Iran
IV. Iran's neighbor Iraq
   A. Created by Peace of Versailles
   B. Became a republic in the 1950s
   C. Taken over by Ba'th Party in 1963
V. Iran-Iraq War
   A. Stream of the Arabs (Shatt Al-Arab)
   B. 1975 treaty between shah and Hussein
   C. Hussein's 1980 invasion
   D. Eight years of war
   E. Cease fire in 1988

Additional History Reading

India, by Don Nardo (Children's Press, 2012). A comprehensive resource for more information on India's history, people and culture. (IR 5-8)

Pakistan, by Sean Sheehan (Cavendish Square Publishing, 2015). This is a well-written and informative overview of Pakistan. (IR 5-8)

I Am Malala: How One Girl Stood Up for Education and Changed the World, by Malala Yousafzai and Patricia McCormick (Little, Brown Books for Young Readers, 2016). The true story of a young girl's courage before and after she was shot for the crime of pursuing an education in a region of Pakistan dominated by fundamentalist forces who barred girls from school. (IR 5+)

Indira Gandhi, by Anita Ganeri (Heinemann, 2003). From the *Leading Lives* series, a straightforward biography of Indira Gandhi for the younger reader. (IR 3–5) **LFA**

PREVIEW *India Under Indira and Rajiv Gandhi*, by James Haskins (Enslow, 1989). Goes beyond Indira's assassination and follows the story through 1987. (IR 5–7) **LFA**

Understanding Iran Today, by Michael Capek (Mitchell Lane Publishers, 2015). A comprehensive middle-grade overview of Iran's people, history, and culture. The chapter on the Iran hostage crisis includes photographs and additional context. (IR 4-7)

Welcome to Iraq, by Kathryn Stevens (The Child's World, 2008). Filled with maps and colorful photographs, this is an excellent overview of Iraq's people, history and culture. (RA 2-3, IR 4-6)

Ayatollah Ruhollah Khomeini, by Daniel Harmon (Chelsea House, 2005). A straightforward biography that focuses on Khomeini's rise to power in Iran. (IR 7–8) **E-Only**

Corresponding Literature Suggestions

Darius the Great is Not OK, by Adib Khorram (Dial Books, 2018). A depressed Iranian-American boy who visits Iran for the first time learns a great deal about himself and his heritage. (IR 7-8)

My Grandma and Me, by Mina Javaherbin (Candlewick Press, 2019). A lovely story about a young Iranian girl and her grandmother. Charming illustrations. (RA 1-2, IR 3-4)

Taking Cover, by Nioucha Homayoonfar (National Geographic, 2019). When Nioucha's family returns to their Iranian homeland from the United States in 1976, they enjoy a modern, forward-looking society. The 1979 Iranian Revolution changes their life in many ways. (IR 6-8)

It Ain't So Awful, Falafel, by Firoozah Dumas (Clarion Books, 2017). Young Zomorod, whose family has moved from Iran to California in the 1970s, changes her name to Cindy to try to fit in, and learns to navigate American life amid headlines about the revolution in her native country. (RA 3-5, IR 5-8)

Lost Boys, by Darcey Rosenblatt (Square Fish, 2018). Reza, a twelve-year-old boy in 1982 Iran, has his life turned upside down by the Iran-Iraq War. A story of friendship and survival. (RA 5-6, IR 7-8)

PREVIEW *Kiss the Dust*, by Elizabeth Laird (Puffin, 1994). Tara is a young Kurdish girl living in Iraq during the Iran-Iraq war. (IR 6–8)

MAP WORK

India After Partition *(Student Page 202)*

Note: Review the map in Chapter 30. Note the location of East and West Pakistan.

1. Label India on your map.
2. East Pakistan wanted to be free from West Pakistan. Label both East and West Pakistan.
3. West Pakistan attacked both East Pakistan and India, which prompted India to take the side of East Pakistan. With the army of India, East Pakistan forced West Pakistan's army to go home. Now, East Pakistan could declare itself independent from West Pakistan. It changed its name to Bangladesh. West Pakistan became known simply as Pakistan. To show the change from West Pakistan to Pakistan, put parentheses around "West" on your map. Then, put parentheses around East Pakistan and under it, write "Bangladesh."
4. For several years, Sikhs in India had been asking for their own independent country. Hindus governed India; the Muslims had gotten Pakistan. Now the Sikhs, who were neither Muslim nor Hindu, wanted to control their own part of India, an area called the Punjab. Label the Punjab on your map.
5. They began to fight with the Hindus—not just in the Punjab, but throughout India. One group of warlike Sikhs went to the Golden Temple, in the holy city of Amritsar, and made it their headquarters. Label Amritsar on your map.
6. A month after Indira Gandhi was assassinated, a second catastrophe hit the country. An American company called the Union Carbide Corporation had built a factory in the center of India, at a city called Bhopal. An explosion at the factory killed thousands of people and injured hundreds of thousands more. Label Bhopal on your map.

Iran and Iraq *(Student Page 203)*

1. We've read about Israel and Egypt, their wars, and their attempts at peace. Label Israel and Egypt on your map.

2. Now we come to two other Middle Eastern countries that were often at odds with each other: Iran and Iraq. Label Iran on your map. Then, label the capital city of Iran on your map. This is where British and American soldiers helped the shah take power.
3. The shah was eventually driven from power by Khomeini. As soon as he took power, Khomeini had to fight a war—against his neighbor, the country of Iraq. Label Iraq on your map.
4. The Shatt Al-Arab is formed by the meeting place of the Tigris and the Euphrates River. Boats sailing on the Shatt can go straight into the Persian Gulf. Label the Persian Gulf on your map.
5. When Hussein saw how much chaos Iran was in, he thought that Iraq might be able to reclaim control over the Shatt. On September 22nd, 1980, Iraq invaded Iran. Draw a line from Iraq into Iran.

Coloring Page Indira Gandhi was the first woman to become the prime minister of India. She said that the women of India were strong and beautiful like fiery sparks. Behind her is the "Golden Temple" in Amritsar, where her army fought with rebels from the Sikh religion. *(Student Page 204)*

PROJECTS

Cooking Project Make a Langar Meal

After their worship services, Sikhs share a meal called *langar*. All are welcome to come and eat, whether or not they are Sikhs. Because Sikhs believe that all are welcome, they take special care not to offend others. They do not cook meat, since Muslims believe that pigs are unclean and Hindus believe cows are holy.

The langar is a free meal which all are invited to. Those who help prepare, serve, and clean up after the meal are engaging in *seva*, which means "selfless service." Sharing food is an important symbol for Sikhs, since the Gurus taught that all Sikhs should share their possessions. Make sure that your meal is vegetarian, just like Sikh langars.

You can serve *Aloo gobi*, which is a popular Indian dish. Aloo means "potato." Gobi means "cauliflower."

Aloo gobi

Ingredients:
1½–2 pounds of potatoes, cut into chunks
1 large cauliflower
1 large onion, cut into chunks
4–5 tomatoes, peeled and cubed
1 lemon
4–5 Tbsps. clarified butter (or margarine, for a vegetarian option)
2–4 Tbsps. garam masala (you can substitute a mixture of cardamom, fenugreek, fennel, cumin, or other spices)
2 Tbsps. ground coriander
1 Tbsp. salt
1 Tbsp. turmeric
1 Tbsp. ground chilli

Directions:
1. Roast the cauliflower, onions, and potatoes in the clarified butter.
2. Add the spices (except garam masala) and the tomatoes.
3. Cook at low heat for 30 minutes, stirring occasionally.

4. Add the garam masala and lemon juice.
5. Serve over rice.

MATH PROJECT The Muslim Calendar

Everything you need for this project is on Student Page 205.

The answer key for this project is below.

Answer Key:

Event	Islamic Year	Gregorian Year
The Hijra	AH 0	AD 622
Dost Mohammad Khan signs treaty with Britain	AH 1271	AD 1855
Taipings march towards Shanghai	AH 1276	AD 1860
Suez Canal opens	AH 1285	AD 1869
Second Afghan War ends	AH 1296	AD 1880
Treaty of Versailles signed	AH 1337	AD 1919
Irish Free State governs itself	AH 1341	AD 1923
India and Pakistan gain independence from Britain	AH 1365	AD 1947
Suez Crisis	AH 1375	AD 1956
Cuban Missile Crisis	AH 1381	AD 1962
Berlin Wall comes down	AH 1409	AD 1989
The year you were born		
The year you learned to read		
This year		

Timeline Figures

Timeline Figures for this chapter are on Student Page 246.

The End of the Twentieth Century

CHAPTER 42

Encyclopedia cross-references

The First Persian Gulf War
KIHW: 744 (sidebar), KHE: 453, US20: 58–59, UILE: 377, others: (none)

Africa, Independent
KIHW: 744 (sidebar), KHE: 462–463, UBWH: (none), UILE: 385, US20: 68–69

THE FIRST PERSIAN GULF WAR

Write from the Outline

(Student Page 214)

I. After the Iran-Iraq War
   A. Iraq borrowed money from Kuwait
   B. Iraq invaded Kuwait instead of paying debts
   C. Invasion took less than a day
   D. U.N. demanded Iraq's withdrawal
II. First Persian Gulf War began
   A. 28 countries joined the attack on Iraq
   B. Factories, military bases, cities, roads bombed
   C. U.N. declared an "embargo"
   D. Ground invasion five weeks later
   E. Iraq forced to withdraw
III. Kuwait after the war
   A. Oil wells set on fire
   B. Poisonous smoke
   C. Oil in Persian Gulf
IV. Iraq after the war
   A. Civilians affected by bombing
   B. Disagreement in the U.N.
   C. Saddam Hussein left in power

AFRICA, INDEPENDENT

Write from the Outline

(Student Page 215)

I. The story of Ruanda-Urundi
   A. Characteristics of Batutsi tribe
   B. Characteristics of Bahutu tribe
   C. Batutsi (Tutsi) became rulers
   D. Asked for independence
   E. Belgians required elections
   F. Hutus won majority and attacked Tutsi

G. Belgians divided country into Rwanda and Burundi
H. Tutsis in Burundi wanted Rwanda back
I. Hutu president of Rwanda killed, 1994
J. Hutus blamed Tutsis and attacked them
K. Tutsis invaded Rwanda and drove out Hutus

II. The story of South Africa
A. ANC began violent protests
B. ANC leader Nelson Mandela jailed
C. U.N. put embargo on weapons
D. People around the world boycotted South Africa
E. P. W. Botha declared state of emergency
F. Desmond Tutu called for action
G. U.S. and other countries refused to lend or buy
H. F. W. de Klerk began to lead change in South Africa
I. First "open elections" planned
J. Mandela became first black president
K. Desmond Tutu became head of Truth and Reconciliation Commission

Additional History Reading

America at War: Desert Storm, by John Perritano (Scholastic, 2010). Full of photographs, this is an excellent overview of the first Persian Gulf War. (RA 3-4, IR 4-6)

The Gulf Wars With Iraq (Living Through. . .), by Jane Bingham (Heinemann, 2012). This middle-school-level book discusses not only the "Desert Storm" war of 1991, but also the 2003 invasion of Iraq by a U.S.-led coalition. (IR 6+)

Rwanda, by J.K. Pomeray (Chelsea House Publications, 2000). A look at the history, geography, economy, and people of Rwanda. (IR 3–6) **LFA**

Hutu and Tutsi, by Aimable Twagilimana (Rosen Publishing Group, 1997). A linguist explains the commonalities of the Hutus and Tutsi. (IR 5–8+) **LFA**

South Africa, by Mary N. Oluonye (Lerner, 2009). This country overview is filled with color photographs, interesting facts and maps of South Africa. (RA 3-4, IR 5-6)

Who Was Nelson Mandela? By Pam Pollack and Meg Belviso (Grosset and Dunlap, 2014). An easy-to-read biography of the human rights crusader and first black president of South Africa. (RA 3-4, IR 5-6)

Out of Bounds: Seven Stories of Conflict and Hope, by Beverley Naidoo (HarperCollins, 2008). This award-winning book gives seven different stories of apartheid from the 1950s on. (IR 4–8)

Nelson Mandela: No Easy Walk to Freedom, by Barry Denenberg (Scholastic, 2014). A chronological text about Nelson Mandela. Includes quotes from Mandela. (IR 4–8)

Corresponding Literature Suggestions

Playing Atari with Saddam Hussein, by Jennifer Rozines Roy (Houghton Mifflin Harcourt, 2018). Written from the perspective of a young Iraqi boy, this is a fictionalized account of life in Iraq during its war with the U.S.-led coalition. (RA 3-4, IR 5-7)

Soldier Mom, by Alice Mead (Farrar Straus Giroux, 1999). When her mother is deployed to Iraq during the first Persian Gulf War, eleven-year-old Jasmyn feels abandoned and resents her new responsibilities at home. A unique look at life on the homefront. (RA 4-5, IR 5-7)

Armel's Revenge, by Nikki Cornwell (Frances Lincoln Children's, 2012). When Christophe is given the task of befriending new classmate Armel, he soon realizes Armel's hostility is a result of painful memories of his home in Rwanda. (RA 4-5, IR 6-8)

The Bitter Side of Sweet, by Tara Sullivan (Speak, 2017). Set in modern, independent Ivory Coast, this is a story of two boys who must escape a life of slavery. (IR 7-8)

The Herd Boy, by Niki Daly (Eerdmans, 2012). Malusi, a simple herd boy, dreams of a better life growing up in Africa during the presidency of Nelson Mandela. Provides a message of hope, as well as a picture of life in rural South Africa. (RA 1-2, IR 3-5)

No More Strangers Now, by Anne Blackshaw (DK Children, 2000). Twelve first-hand stories about apartheid and the end of apartheid told by South African teens. Includes black-and-white photographs. (IR 4–8) **OOP**

No Turning Back: A Novel of South Africa, by Beverley Naidoo (Harper Collins, 2012). On the eve of Nelson Mandela's election amid the promises of a new South Africa, a young boy struggles to survive on the streets of Johannesburg. (RA 3-5, IR 6-8)

MAP WORK

The First Persian Gulf War *(Student Page 216)*

1. In 1991, America went to war with Iraq, in a war we now call the First Persian Gulf War. That war might not have happened if the Iran-Iraq War had not occurred. Label both Iran and Iraq on your map.
2. Here's how the story unfolded. During the war with Iran, Iraq borrowed money from several different countries so that it could buy weapons and pay its soldiers. After the Iran-Iraq war ended, Iraq was in debt to these countries—and didn't have extra money to pay off those debts. One of the countries that had lent money to Iraq was a little country called Kuwait. Label Kuwait on your map.
3. Kuwait, which lies between Iraq and Saudi Arabia, looks like a triangle with two wobbly edges. Label Saudi Arabia on your map.
4. One of the borders of Kuwait lies along a body of water. Label the body of water on your map.
5. Iraq invaded Kuwait for several reasons. Draw an arrow from Iraq into Kuwait.
6. Many nations in the U.N., including the United States, worried that if Hussein stayed in Kuwait, he would not only control the oil that Western nations needed, but that he might next invade Saudi Arabia—and control even more oil. So on January 17th, 1991, soldiers from around the world attacked Iraq from the air. Factories and military bases all over Iraq were bombed. The city of Baghdad, Saddam Hussein's capital, was bombed first. Label Baghdad on your map.

Africa, Independent *(Student Page 217)*

1. Label Africa on your map.
2. Between 1960 and 1975, one by one, African nations freed themselves from the last bits of colonial rule. We've already learned about the Union of South Africa, and about the Congo (Zaire) and Brazzaville becoming free from Belgium and France. Label Congo and Zaire on your map.
3. Between 1960 and 1964, almost every country in Africa became officially independent. The last countries to become free were Angola, on the western coast of Africa, and Mozambique on the east coast, which did not finally escape from Portugal's control until 1975. Label Angola and Mozambique on your map.

4. In Rwanda, more than half-a-million Tutsi died at the hands of people they knew, who had lived near them, invited them for meals, played with their children, and helped in their gardens. Label Rwanda on your map.
5. The Tutsi of the Rwandan Patriotic Front invaded Rwanda and began to drive the Hutu out of Rwanda. At least a million Hutu had to flee Rwanda and live in camps in Zaire. Draw an arrow from Rwanda into Zaire.
6. In 1991, the South African Parliament repealed the laws of apartheid. F. W. de Klerk ordered Nelson Mandela released from prison. Together, Mandela and de Klerk tried to work out a plan for South Africa. Label South Africa on your map.

Coloring Page This is Desmond Tutu, an Anglican priest. Tutu told the white rulers of South Africa that they must stop beating black people and imprisoning them. He also told the rest of the world about the wrong things the South African government was doing. *(Student Page 218)*

PROJECTS

Science Activity How Oil Refining Works

Many of the chief reasons for the First Persian Gulf War had to do with oil. Iraq said that Kuwait had taken oil from Iraq's oil fields. Iraq also said that Kuwait was pumping more oil than it should. Once Iraq invaded Kuwait, the United States was afraid that Iraq would soon invade Saudi Arabia—the source of much of the oil used by Americans. Americans use a lot of oil, in a lot of different ways—but it's useless until it's *refined*. Refining is simply the purification of oil, cleaning it, and pulling it apart so it can be turned into fuels and other products, like petroleum, gasoline, diesel fuel, kerosene, and lubricating oil.

How do scientists refine oil? It's a complicated process, but it boils down to . . . boiling! Water boils at 100° Celsius (212° Fahrenheit) and becomes a vapor that you can't see. If you look really closely at a boiling pot, you can see the steam rising—that's water in its gaseous form. When steam cools, it becomes water again. When crude oil is boiled, it turns into gas, too! Oil is a lot more complex than water. So when it is boiled, different components of it "boil off" at different temperatures. As the gas is cooled, the different parts become liquid again.

By controlling the temperature of the boiling oil, scientists can separate it into different types of oil—and these then become the products listed above: gas for your car, diesel gas for trucks, kerosene for camping stoves, and so on. In this activity, you can see how scientists separate different parts of oil.

Materials:
- ☐ 1 can chicken broth
- ☐ can opener
- ☐ pot
- ☐ bowl
- ☐ cling wrap
- ☐ stove
- ☐ refrigerator

Record your observations on a separate sheet of paper. Divide the sheet into two columns, one with the heading "Step," and the other with "Observations."

1. Open your can of chicken broth. What does it look like?
2. Now, pour it into the pot, and bring it to a boil. What does the broth look like now? Do you see the steam? That's all water!

3. Let your broth cool a little, and have a parent pour it into the bowl. Cover the bowl with cling wrap, and let it stand for 30 minutes. Record your observations.
4. Now, put your bowl in the refrigerator overnight. When you take it out, notice two things:
   A. The underside of the cling wrap should be covered with water.
   B. The broth has formed different layers. You'll see a layer of fat on top, with a layer of broth below.

So, what happened? Chicken broth is made of several different things, including water, salt, and fat. You have just distilled the water and the fat! When you boiled the chicken broth, you boiled off some of the water in it. Then, when you let it cool, some of the steam became water again—and collected on your cling wrap (steps 3 and 4). After you kept the chicken broth in the refrigerator overnight, the fat collected on the surface of the broth.

Refining oil happens in much the same way: once it's heated, it's split apart. This process is called "cracking." Large molecules are broken down into smaller molecules. The different components of the oil are separated, just like your chicken broth.

The next time you're at the gas station, take a look at the different "grades" of gasoline. You should see numbers next to the different hoses. The lowest number is probably "87." This type of gas has been processed the least. You will probably also see more expensive gasoline, with higher octanes. Higher octanes yield better performance from your car.

Craft Activity Make a Xhosa "Bead" Necklace

Nelson Mandela comes from the Xhosa tribe in South Africa. (The "Xh" in "Xhosa" is pronounced with a click of the tongue, like the "tch" sound you'd use to nudge a horse forward.) The Xhosa are known for their elaborate beadwork—Mandela wore Xhosa beads in 1962 when he was tried in Johannesburg for leading workers in a strike. You can make a necklace like the ones the Xhosa wear.

Materials:
- ☐ posterboard or foamcore board (at least 11″ x 11″)
- ☐ Student Page 219
- ☐ scissors
- ☐ glue
- ☐ beans, dried corn, macaroni, or real beads

Directions:
1. Cut out the template on Student Page 219. Trace the template on the left half of the posterboard. Flip the template over, and trace it on the right half of the posterboard. It should end up as a circle, with one end open, like the image to the right. Cut out your traced necklace. It should be about 10 inches wide.
2. Using your glue and your pasta and beans, decorate your necklace. To add color to it, you can tear 1″ strips of magazine ads and tightly roll them up. You can then glue them to the necklace board. As you decorate your necklace, you should try to create stripes, patterns, and blocks of color.
3. When you are done, put your necklace somewhere safe to dry overnight.

Activity Project Monuments

You've read history as one big story. This story has left its mark on the world—often literally. You can visit old battlefields, now covered with poppies. You can see where canals were dug to get around fall lines. You can

walk the walls of ancient cities. Sometimes the buildings of the past become memorials, like the Great Wall of China. Other buildings are memorials from the start—we call these buildings monuments.

One of the most familiar monuments is the Washington Monument, in Washington, DC. The obelisk commemorates George Washington, the first president of the United States. Other monuments include the Arc de Triomphe in Paris, the Holocaust Memorial in Berlin, and the Great Pyramids in Egypt.

Numerous architects submitted design proposals for the Washington Monument. The Washington National Monument society picked a design by Robert Mills. The design was later simplified, and we now have the Washington Monument today.

Submit your own proposal for a monument! Use the following questions and other information to help you think about what kind of a monument you would like to build. You can look at the architectural plan for the Washington Monument on Student Page 220 for some ideas for details of your monument (look at the Egyptian obelisk diagram on the left of the page).*

Types of monuments

- Buildings, like the Chrysler Building in New York, which are easily recognized
- Memorials commemorate the dead, like the Holocaust Memorial or the Vietnam Veterans Memorial
- Grave stones are small monuments for the dead
- Mausoleums and tombs are big monuments to the dead, like the Great Pyramid
- Statues are made of famous individuals or symbols, like the Statue of Liberty
- Triumphal arches celebrate military successes
- Areas like battlefields and concentration camps become parks or museums in memory of the dead, like the Gettysburg Battlefield or Auschwitz

Some helpful questions

1. Is this monument in memory of one person, or a group of people?
2. Does your monument commemorate a great or a tragic event?
3. Where do you want to put your monument?
4. What materials do you want to use?
5. When did the event you are commemorating take place?
6. When did the person/people live?

Look at some of these proposals for the Washington Monument on Student Page 221, then make your own proposal for your monument. If possible, include measurements and detailed pictures of your monument.

Timeline Figures

Timeline Figures for this chapter are on Student Page 248.

*Washington Monument elevation by Paul Berry, 1986, for the Historic American Engineering Record at the National Park Service, U.S.A.

Chapter 18:
Persia, Its Enemies, and Its "Friends", *page 121*

Chapter 18:
The Balkan Mess, *page 122*

Chapter 19:
The Last Emperor, *page 128*

Chapter 19:
The Vietnamese Restoration Society, *page 129*

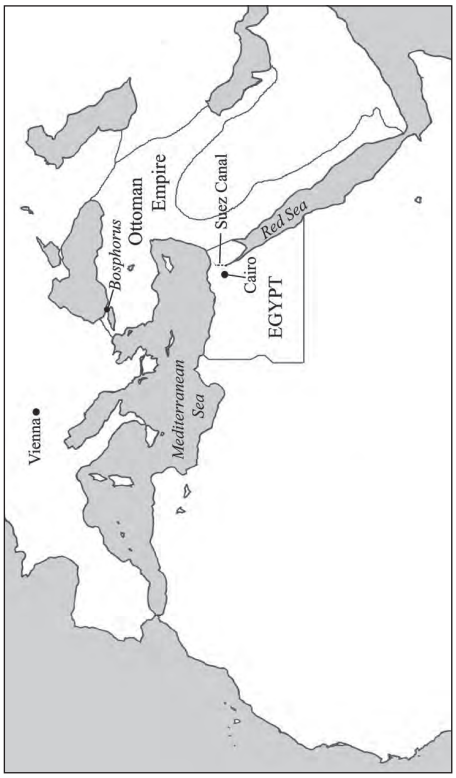
Chapter 20:
The Mexican Revolution, *page 135*

Chapter 20:
World War I, *page 135*

Chapter 21:
The Russian Revolution, *page 141*

Chapter 21:
The End of World War I, *page 142*

Chapter 24:
The First King of Egypt, *page 163*



Chapter 24:
Fascism in Italy, *page 163*

Chapter 25:
Armies in China, *page 168*

Chapter 26:
Black Tuesday and a New Deal, *page 175*

Chapter One: Complete the Outline

Victoria's England

I. The Great Exhibition was filled with exhibits from all parts of the British Empire.

A.

B.

C.

II. The British spread their empire for two reasons.

A.

B.

The Sepoy Mutiny

I. The East India Company took control of Bengal in three stages.

A.

B.

C.

II. When the East India Company took control of more of India, it angered the sepoys in five different ways.

A.

B.

C.

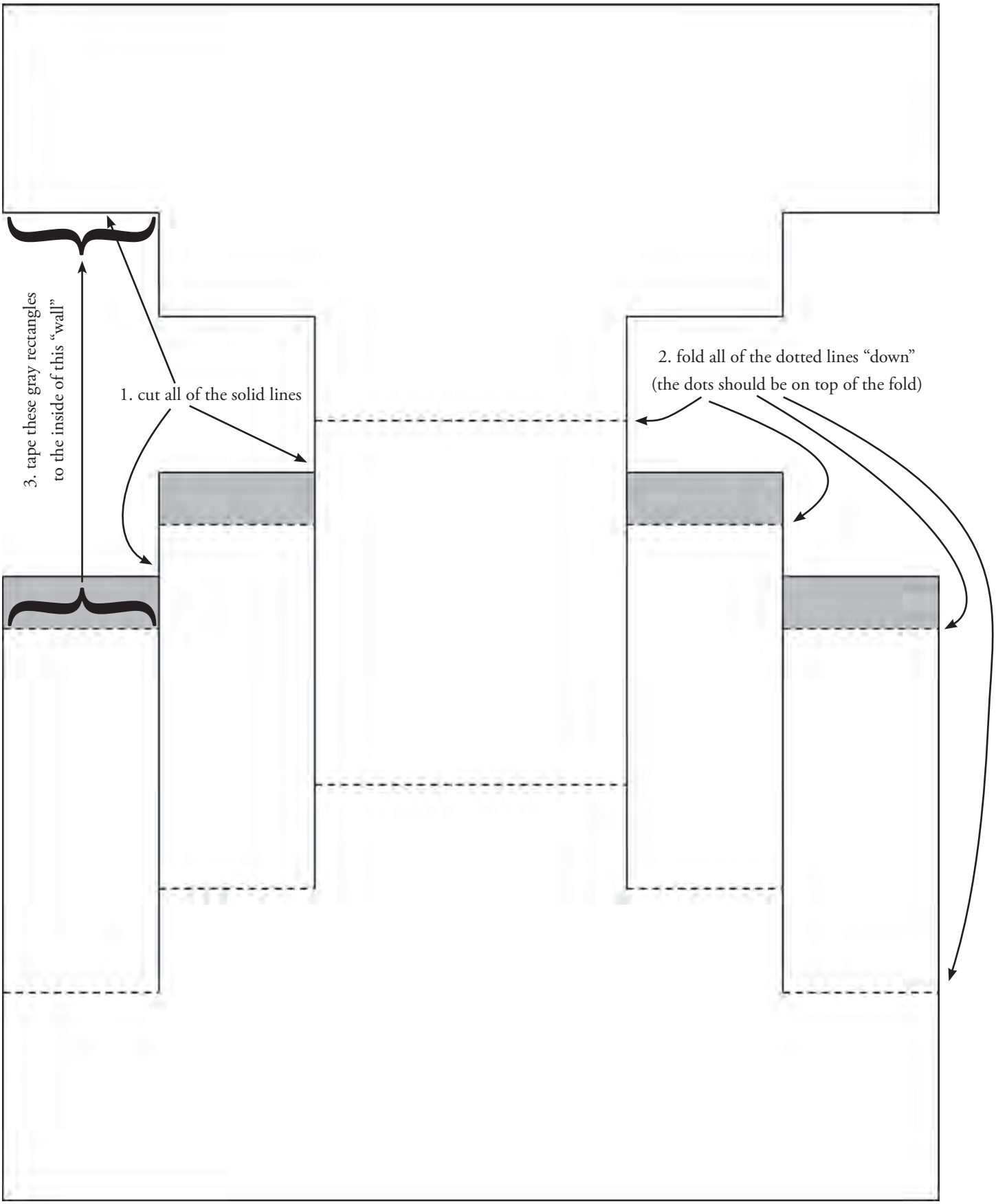
D.

E.

1: The Sepoy Mutiny

Queen Victoria Visits the Great Exhibition at the Crystal Palace

Crystal palace template



The Charge Of The Light Brigade

Alfred, Lord Tennyson

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
'Forward, the Light Brigade!
Charge for the guns!' he said:
Into the valley of Death
Rode the six hundred.

Forward, the Light Brigade!'
Was there a man dismay'd ?
Not tho' the soldier knew
Some one had blunder'd:
Their's not to make reply,
Their's not to reason why,
Their's but to do and die:
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army, while
All the world wonder'd:
Plunged in the battery-smoke
Right thro' the line they broke;
Cossack and Russian
Reel'd from the sabre-stroke
Shatter'd and sunder'd.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

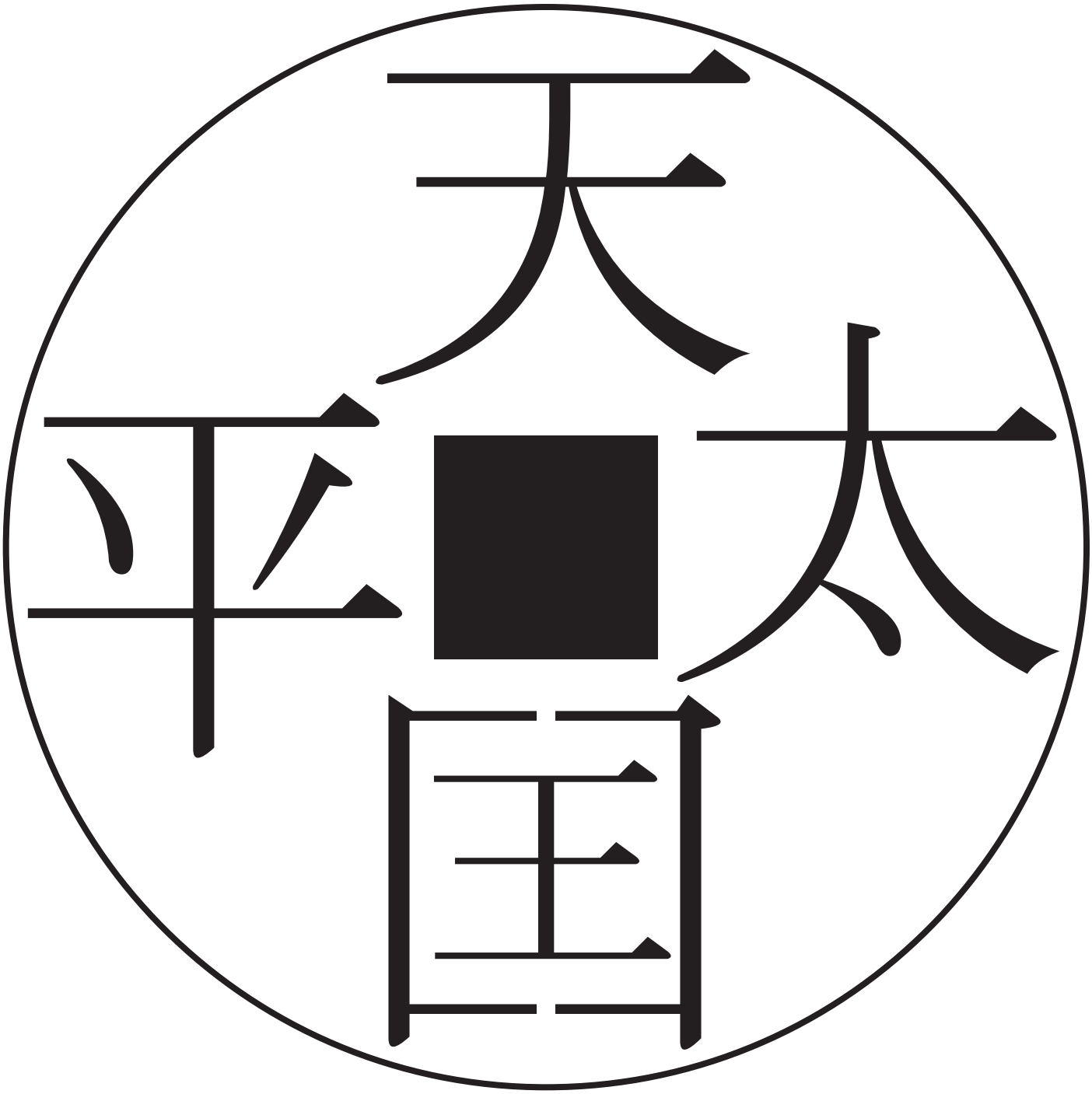
When can their glory fade?
O the wild charge they made!
All the world wonder'd.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

Top illustration from *The Charge of the Light Brigade*, **by Richard Caton Woodville**

Bottom illustration from *All That Was Left of Them* **by Richard Caton Woodville**

A Lion Attacks David Livingstone

Taiping Tien Kuo Coins



Chapter Five

Complete the Outline: South Against North

I. Events that led to the beginning of the Civil War
   A. Disagreement between
   B. Election of
   C. Capture of

II. Three sides
   A. Confederate states:
   B. Neutral states:
   C. Union states (those states on the map that aren't Confederate or Neutral):

III. Two generals
   A.
   B.

Complete the Outline: After the Civil War

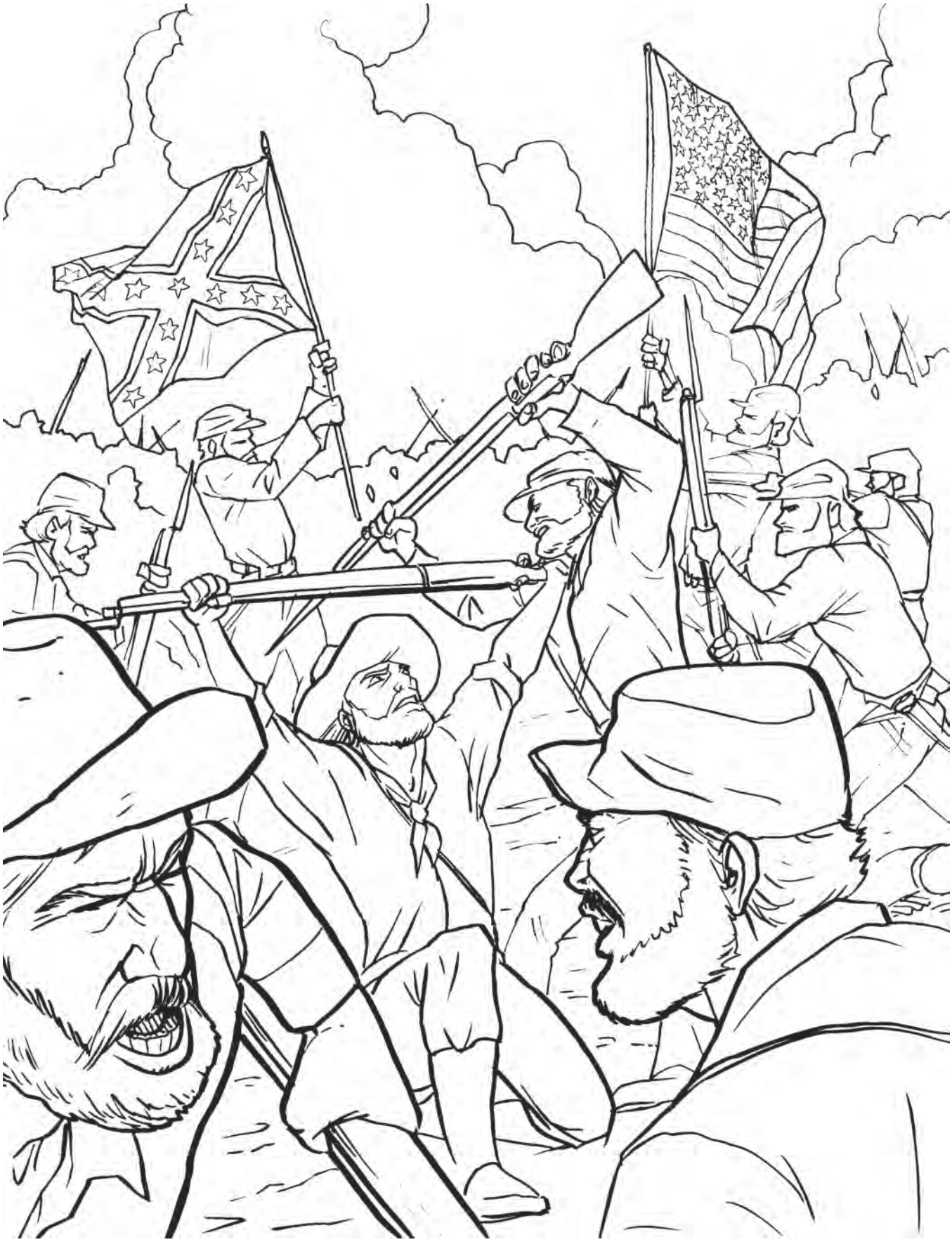
I. Lincoln's death
   A. Assassinated by
   B. Died

II. The United States after Lincoln's death
   A. Hatred
   B. Hatred

III. The Thirteenth Amendment
   A.
   B.

IV. Reconstruction
   A. Supposed to be
   B. Free blacks

South Against North



The Gettysburg Address

Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

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

Oh Captain! My Captain!

Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Canada's Original Four Provinces

Use your atlas and the section from Volume 4 of The Story of the World to answer these questions about Canada's four original provinces.

Write the solution on the line. Write whichever letters land in the "O" in the spaces at the bottom of the page to find out the English translation of Canada's motto, "A Mari usque ad Mare."

1. Nova Scotia's capital:

   _ _ _ _ O _ _

2. New Brunswick's capital:

   _ O _ _ _ _ _ _ _ _ O _

3. Man who led the 1837 rebellion in Upper Canada:

   O _ _ _ _ _ _ _ _ _

4. The western-most Great Lake:

   O _ _ O _ _ _ _

5. The French-Canadians who agreed with Papineau:

   _ O O _ _ O _ _ O

6. Modern province once known as "Lower Canada":

   _ _ _ _ O _

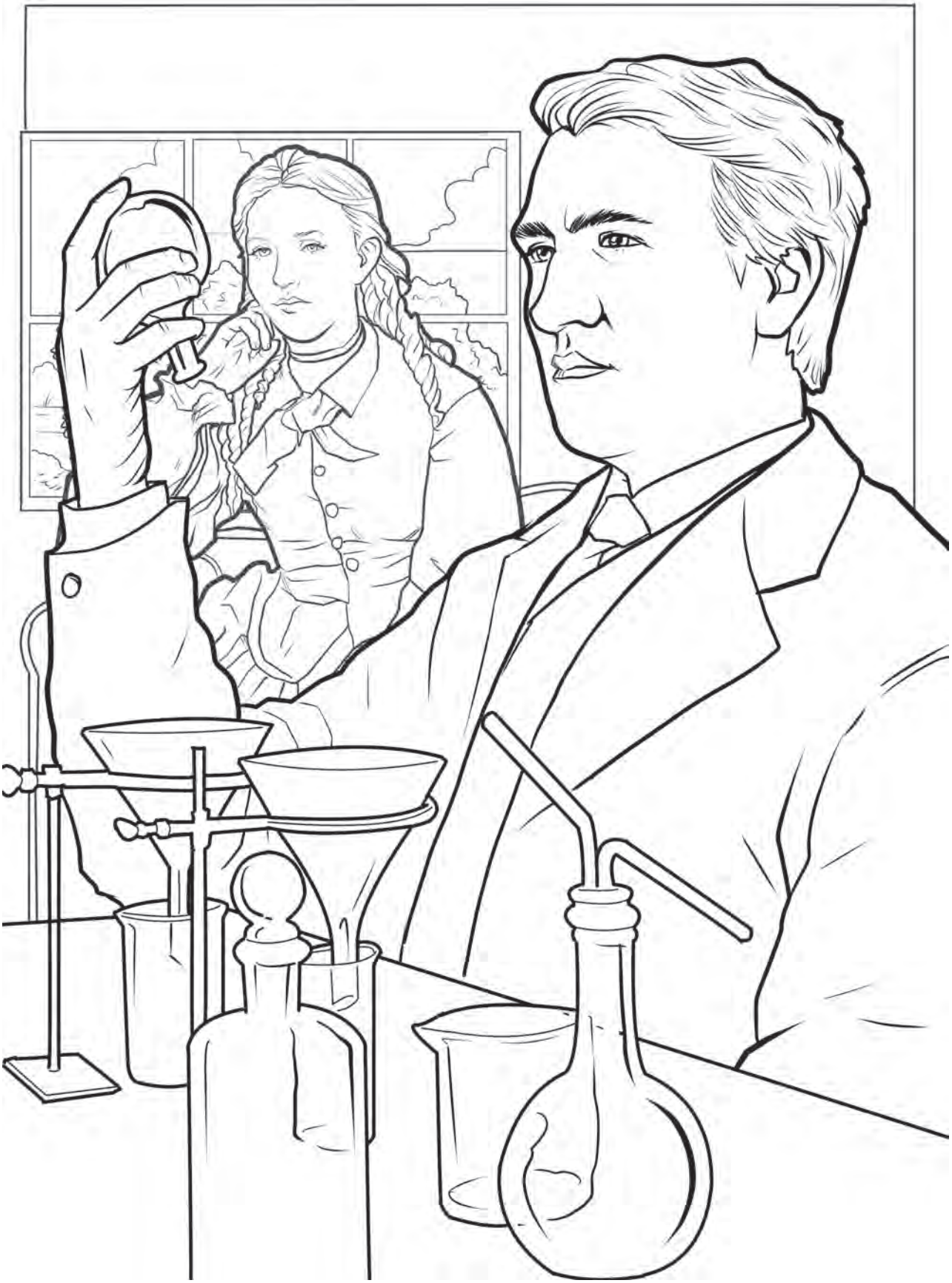
7. Modern province originally known as "Upper Canada":

   _ _ _ O _ _ _

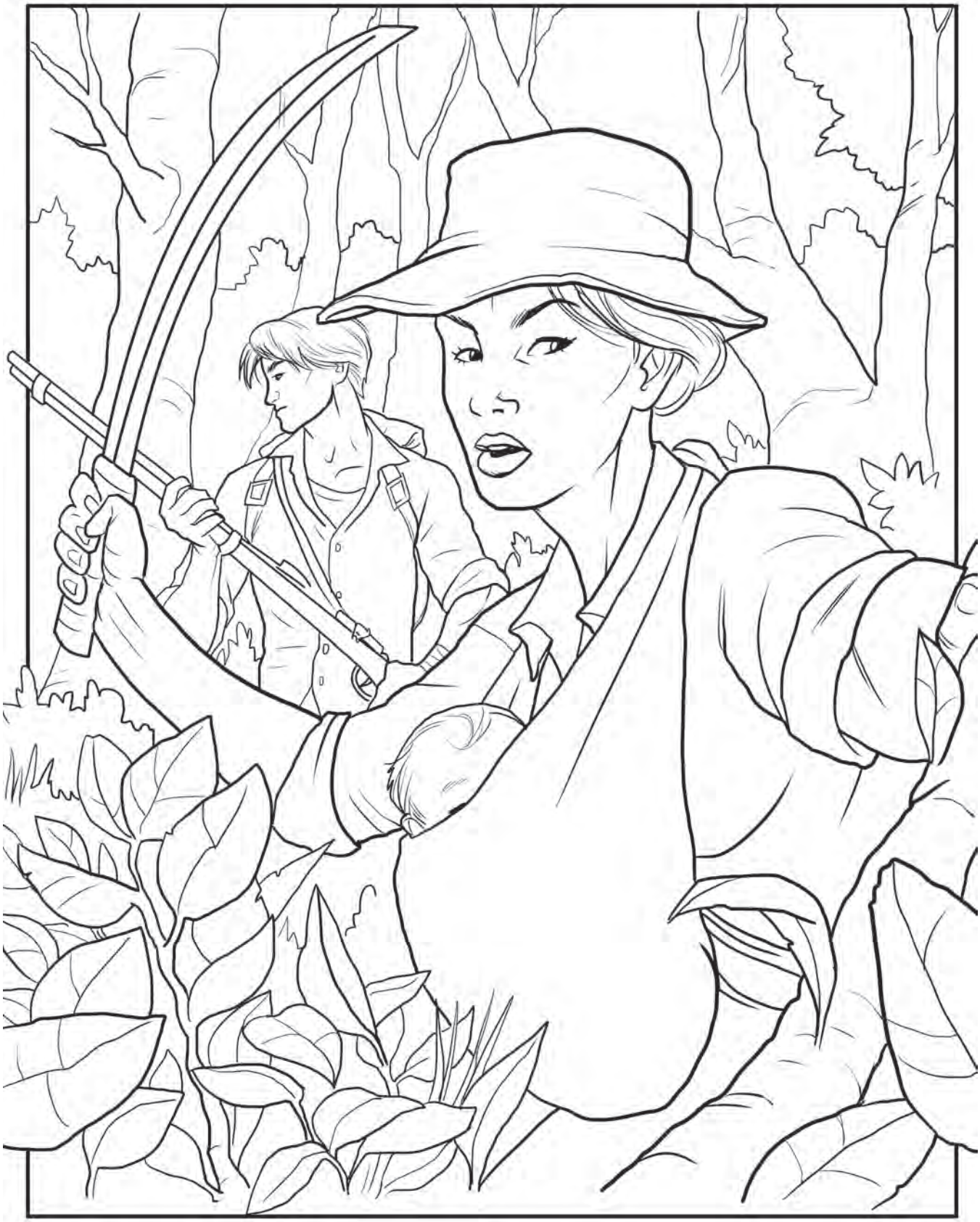
Canada's motto:

_ _ _ _ _ _ _ _ _ _ _ _

Thomas Edison, Mrs. Edison, and the Laboratory



The Rebel Queen

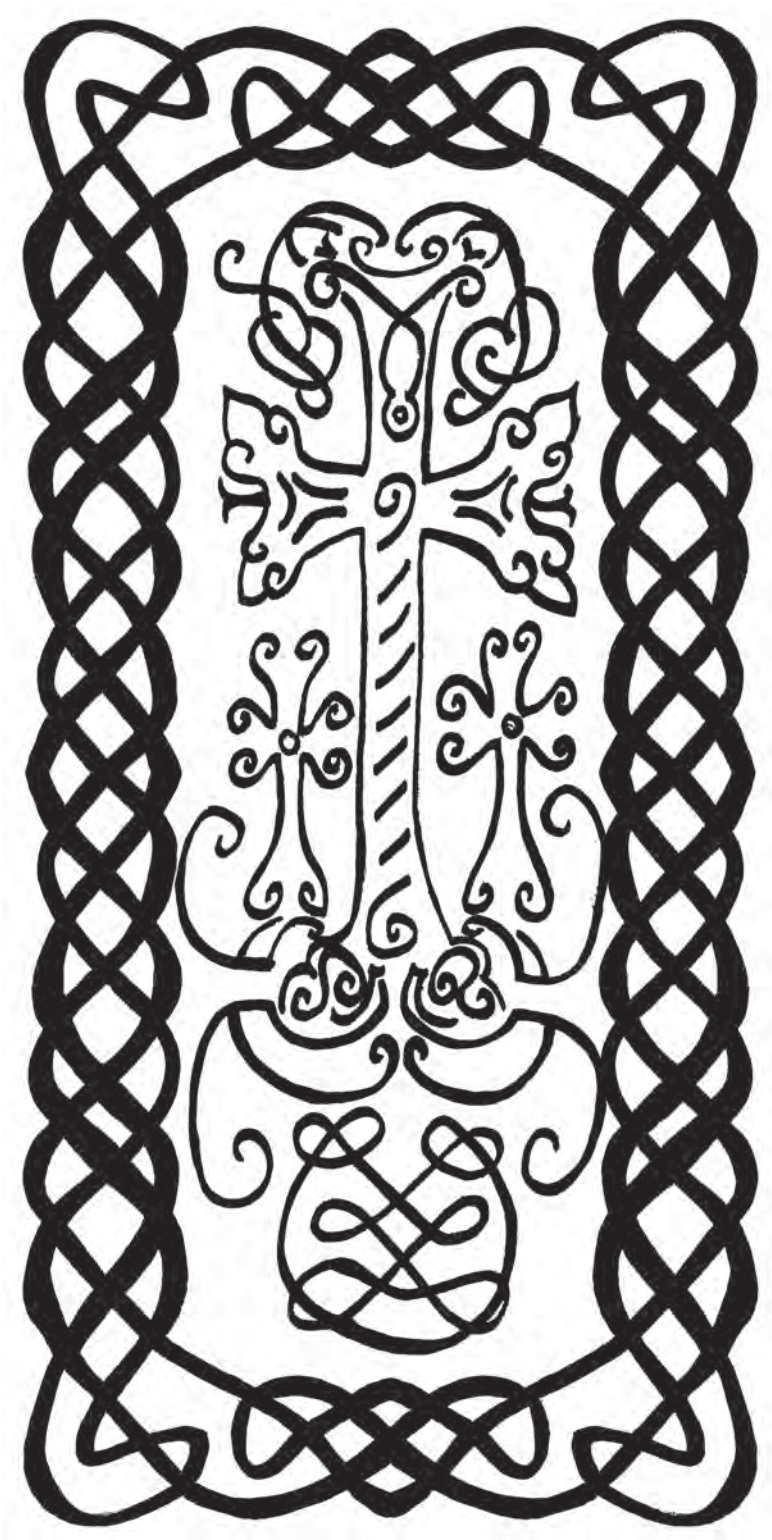


The Scramble for Africa

13: Brazil's Republic

Building a Railroad Through Brazil

An Armenian Khachkar



Chasing the Buffalo

Native American Names in English

Look up the following words in a good dictionary. Next to each word, write the Native American tribe where the name originated as well as the definition of the word. If your dictionary lists the US or Canadian region where the tribe lived, mark that area on your US map from this chapter.

Barbecue _____

_____

Caucus _____

_____

Chipmunk _____

_____

Hurricane _____

_____

Moccasin _____

_____

Opossum _____

_____

Papoose _____

_____

Pecan _____

_____

Raccoon _____

_____

Squash _____

_____

Teepee _____

_____

Terrapin _____

_____

Toboggan _____

_____

Wigwam _____

_____

Woodchuck _____

_____

17: The Boxer Rebellion

Geography of the Balkans

Use an atlas and your copy of Volume 4 of *The Story of the World* to figure out the answers to the clues written below. Write whichever letters land in the circles on the line at the bottom of the page to answer this question: What is the division of a unified region into smaller, hostile and uncooperative regions?

1. This river starts on the outskirts of Sarajevo:

   ◯ __ __ __ __

2. The capital of this country is Skopje:

   __ ◯ __ __ __ __ __ __ __

3. The capital of Slovenia:

   __ __ __ __ ◯ __ __ __ __

4. The sea that borders Bulgaria, Romania, and Turkey:

   __ __ __ __ ◯

5. This river traditionally forms the northern boundary of the Balkans and flows through Belgrade:

   __ ◯ __ __

6. Europe recognized this country's independence after the First Balkan War:

   __ __ __ __ ◯ __ __

7. The sea which touches southern Italy and part of Albania:

   __ __ __ ◯ __ __

8. The modern capital of Croatia:

   ◯ __ __ __ __ __

9. An extension of land that is surrounded by water on three sides:

   __ __ __ __ __ __ __ __ ◯

10. The land given back to the Turks in Chapter Eighteen:

    __ __ __ ◯ __ __ __ __

11. The sea off the coast of Croatia:

    __ __ __ ◯ __ __ __ __

12. The strait off the coast of Albania:

    ◯ __ __ __ __ __ __

13. This river flows between Bulgaria and Romania and is a tributary of the Black Sea:

    __ __ ◯ __ __ __

The division of a unified region into smaller, hostile and uncooperative regions is called:

__ __ __ __ __ __ __ __ __ __ __ __ __

Chapter Nineteen

Complete the Outline: The Last Emperor

I. The last Qing emperor, Puyi
   A. Became emperor at
   B. Treated like
   C. Regents were
   D. China really controlled by

II. The Chinese republic
   A. Capital at
   B. President
   C. Three Principles of the People:

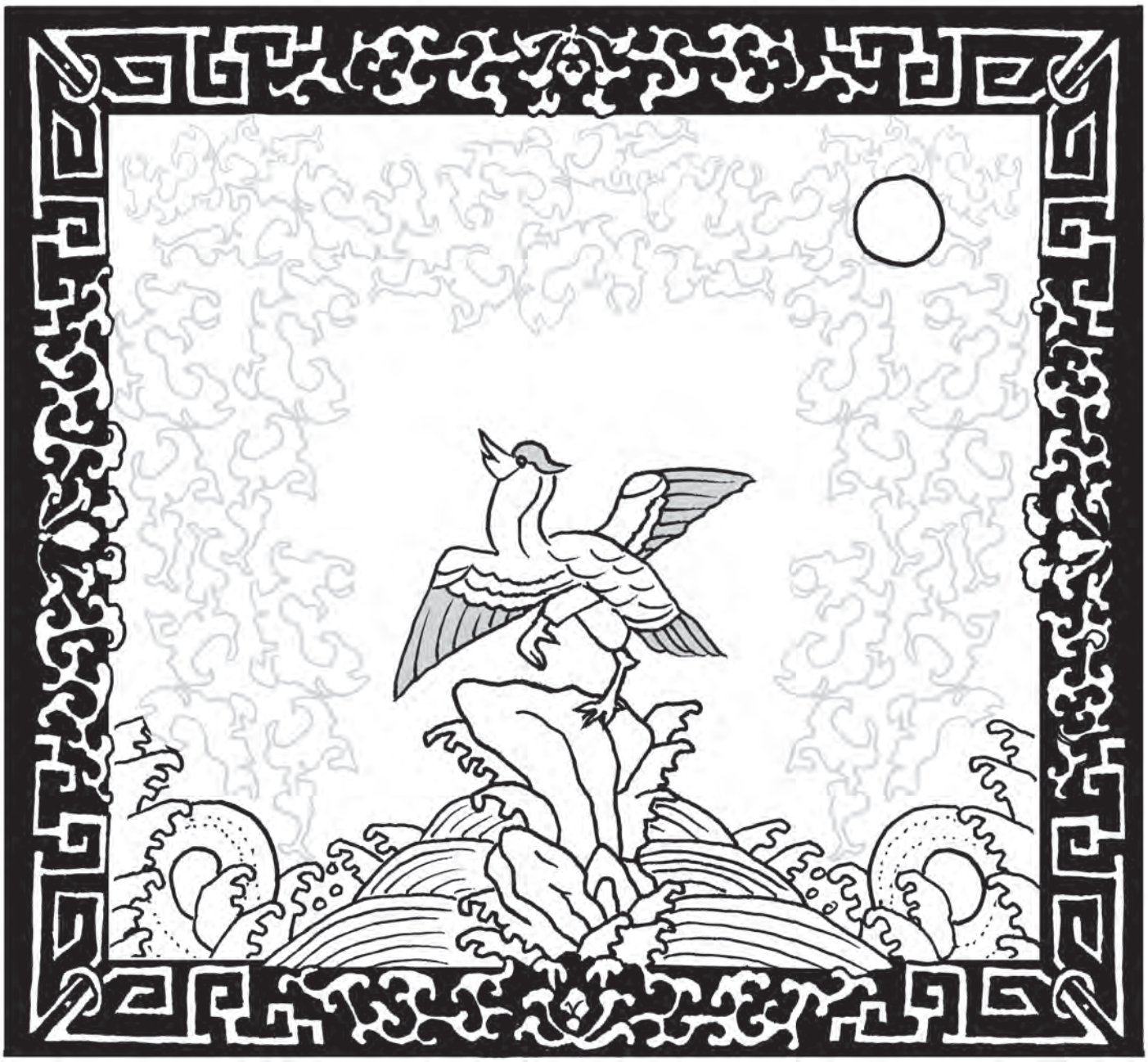
Complete the Outline: The Vietnamese Restoration Society

I. Vietnam was ruled by the French.
   A. The French divided Vietnam
   B. The French, not the emperor,
   C. Vietnamese worked
   D. Vietnamese citizens were not allowed

II. Phan Boi Chau helped Vietnamese think about independence from France.
   A. He formed the first revolutionary group,
   B. He fled to two countries:
   C. Eventually Phan Boi Chau was arrested

19: The Vietnamese Restoration Society

Chinese Mandarin Square
(duck)



Decoding the Zimmermann Telegram

Germany sent an encoded telegram (the Zimmermann Telegram) to German ambassadors in Mexico to try to get Mexico to attack the US and keep the US from joining in World War I. The name for writing in code is called "cryptography" ("crypto-" means "hidden," and "-graph" means "writing"). When you have the right code, you can uncover the "hidden writing" and discover the secret message.

Armies and governments use complex mathematical equations to develop hard-to-crack codes. They also have specialized code breakers working to figure out what their enemies are saying. It's a constant battle between the codemakers and the code breakers.

In this exercise, you'll learn a simple method of writing code. This type of coded text consists of 5 letter "words." The first two letters correspond to one letter of "plaintext"—text that is not coded. The fifth letter of the first word joins with the first letter of the second word. To make it harder for enemies to decode, this code doesn't tell you where the spaces fit in—you have to figure those out once you've written all of the letters down.

Use the grid below to decode the cryptogram at the bottom of the page. Look at the first number in the cryptogram (68493). Find the first number (6) on the vertical axis of the grid, and the second number (8) on the horizontal axis. Find the letter at the intersection of the two numbers (M), and write that letter down on a clean sheet of paper. Continue this with each two-number pair until you have decoded the whole message.

	4	5	6	7	8	9
1	O	N	R	F	Y	Z
2	S	A	T	U	Q	D
3	V	D	P	H	I	X
4	G	A	O	B	L	E
5	R	S	J	W	E	F
6	K	C	U	I	M	N

Here is the text to decode:

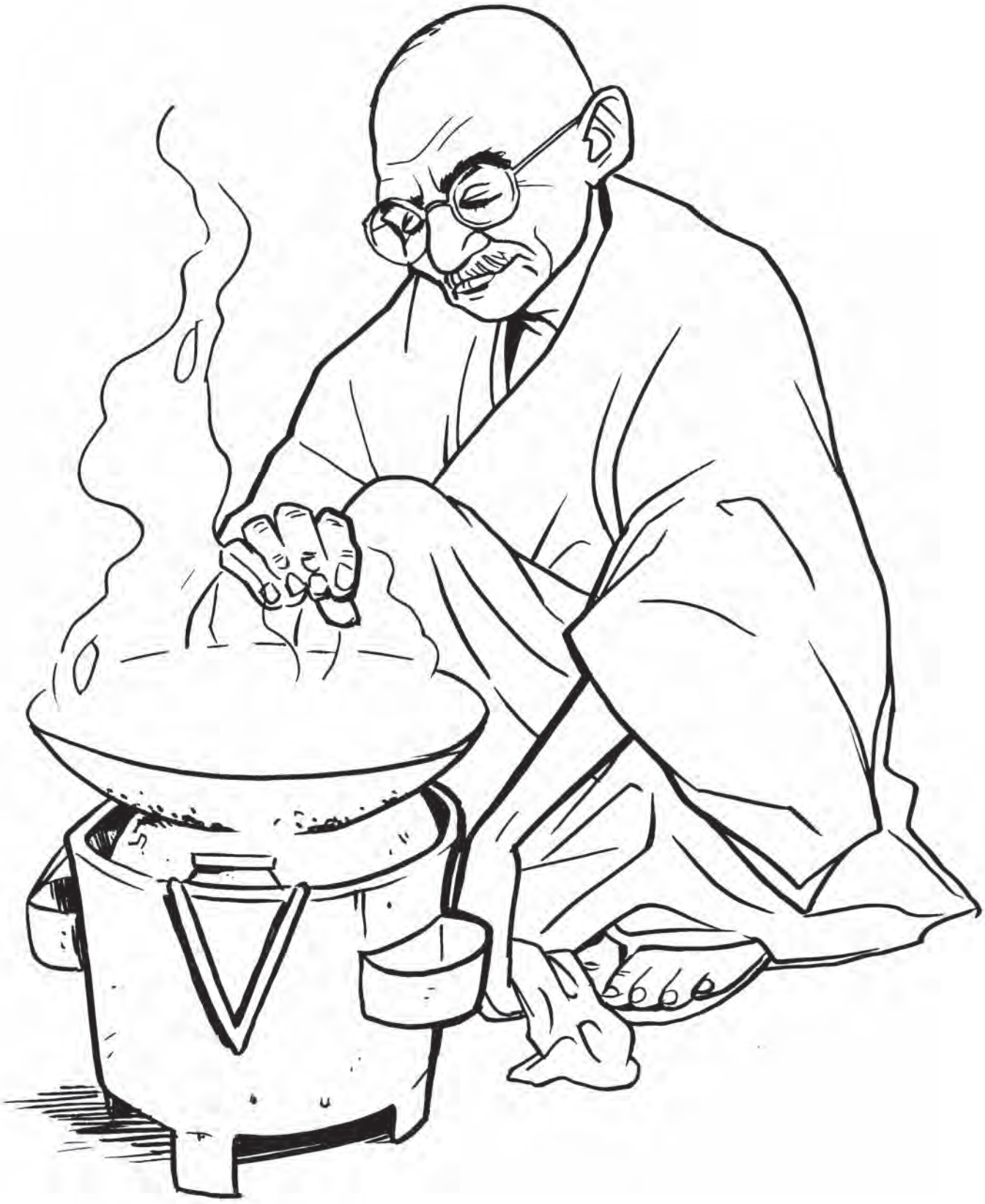
68493 93865 46385 52614 16586 54669 28274

95426 37584 84655 26264 95454 38261 41618

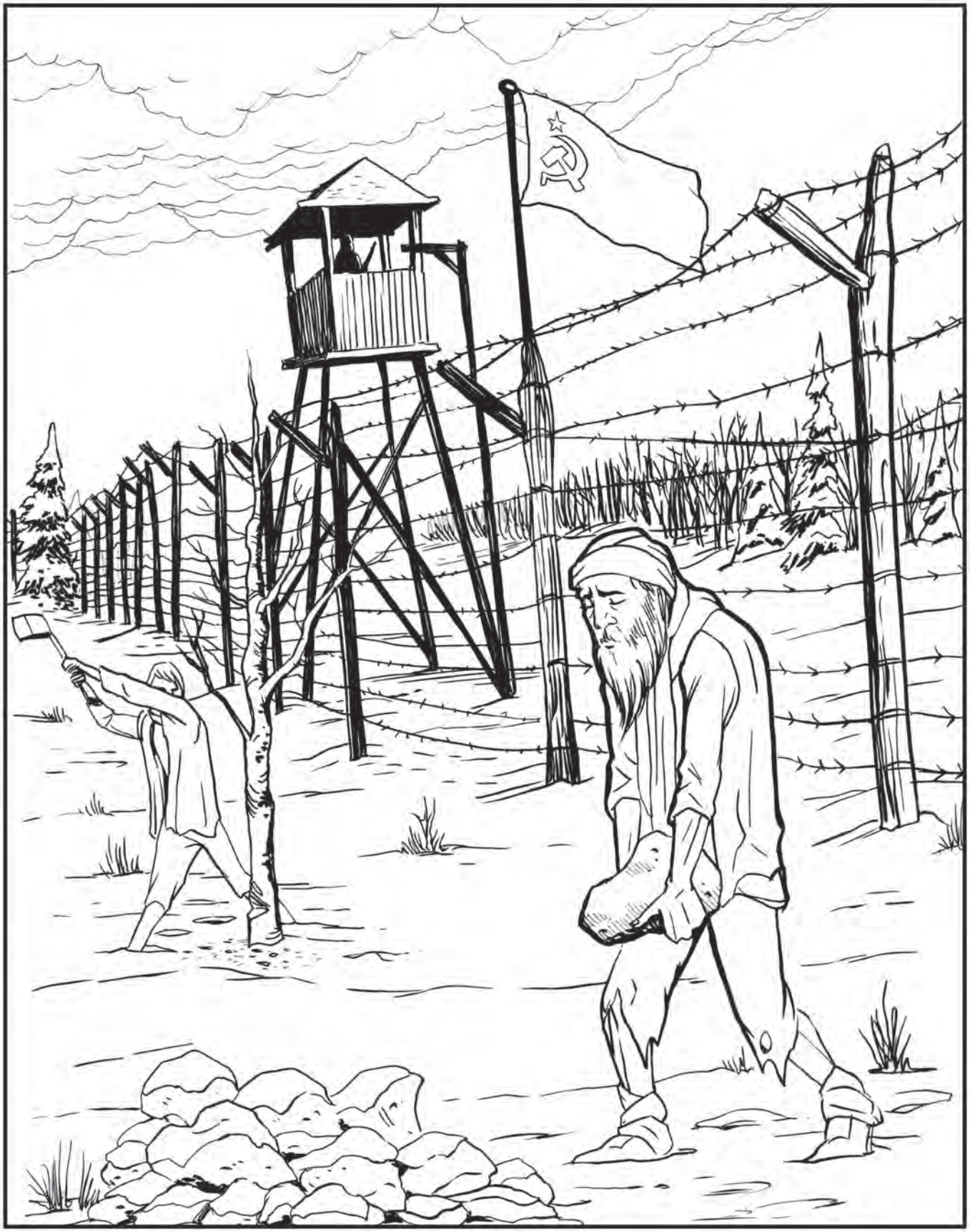
What land are they referring to?

Once you've decoded the message, try writing your own code using a grid like the one above. You can then write secret messages to your friends.

Gandhi's Salt



A Cold Prison



English Letters & Arabic Characters

WITH THIS COMMONLY-USED, SIMPLIFIED ARABIC ALPHABET, THERE ARE NO CHARACTERS FOR THE "A," "D," "R," "Z," OR "W" SOUNDS AT THE BEGINNING OR MIDDLE OF WORDS. FOR THIS EXERCISE, USE ONE OF THE LISTED VERSIONS OF THE LETTER.

ENGLISH	FINAL LETTER	MIDDLE LETTER	FIRST LETTER	STANDING ALONE
A	ـا			ا
B	ـب	ـبـ	بـ	ب
T	ـت	ـتـ	تـ	ت
TH	ـث	ـثـ	ثـ	ث
J	ـج	ـجـ	جـ	ج
X	ـح	ـحـ	حـ	ح
D	ـد			د
R	ـر			ر
Z	ـز			ز
S	ـس	ـسـ	سـ	س
SH	ـش	ـشـ	شـ	ش
G	ـغ	ـغـ	غـ	غ
F	ـف	ـفـ	فـ	ف
Q	ـق	ـقـ	قـ	ق
K	ـك	ـكـ	كـ	ك
L	ـل	ـلـ	لـ	ل
M	ـم	ـمـ	مـ	م
N	ـن	ـنـ	نـ	ن
H	ـه	ـهـ	هـ	ه
W	ـو			و
Y	ـي	ـيـ	يـ	ي

Writing in Arabic is kind of like writing in cursive. Each letter connects to the other letters in the word. This means that each letter can be written a couple of different ways, depending on whether it begins a word, comes in the middle of a word, or comes at the end of a word. The best way to see how this works is to try it out—so you're going to write your name in Arabic! Something else to remember is that Arabic is written from right-to-left, instead of left-to right. This means that the letters that begin Arabic words come on the far right of the word, and the letters that end Arabic words sit on the left side of the word.

The first step is easy. Write down your name in the box below.

Now, separate your name into its basic sounds, using the letters / sounds listed in the left-hand column on Student Page 103. You don't get to include any vowels except the "a" sound. For some sounds, you might need to substitute the closest option (so the "ch" sound would be replaced with "j" or "sh"). For example, "Chelsea" would become "SH L Z Y." "Christopher" would become "K R S T F R." "Elizabeth" would be "L Z B TH." Go ahead and write your name, in its sounds, in the grid below. You might want to practice with scrap paper.

Another easy step: Write those same letters, but write them backwards: like R F T S R K or TH B Z L.

Now, take the left-most letter in your name. Find the appropriate Arabic character in the "Final Letter" column ("R" for "Christopher"). Draw that character in the box to the right. Tracing is okay.

Now, take the right-most letter in your name. Find the appropriate Arabic character in the "First Letter" column ("K" for "Christopher"). Draw that character in the box to the right.

In the first of the two lines below this, write your name in the backwards-and-sounded-out format (like you did above: "Christopher": "R F T S R K"). Then, on the second line, write the characters from the chart on Student Page 103. You've already written your first and last letters in the boxes above. For the middle letters, find them in the column entitled "Middle Letter."

On a clean piece of paper, take those individual characters and write them together. You might need to practice it a few times before you get it right. Remember to write from right-to-left, and try to not lift your pencil from the paper (except for adding the dots). If your name uses a letter without a "middle" character (like that "R" in Christopher), you might need to lift your pencil. For example, Christopher looks like:

كرستفر

Space Dog

What Would You Weigh on the Moon?

The moon has a smaller mass than the Earth. This means that it has less gravity, and so things weigh less. You're going to see how much everyday things would weigh if they were on the moon.

Step onto a bathroom scale and register your weight on the chart below. Now, step onto the scale with each of your objects, one at a time. To figure out what each object weighs, subtract your weight from the weight you recorded when you were holding it on the scale. Record the name of your object and its weight here on Earth.

Once you've found the weight of your objects, figure out what their weights would be on the moon. You get these numbers by dividing each object's Earth weight by six. The moon's gravity is one-sixth as strong as the gravity on Earth.

Item	Earth Weight	Moon Weight (Earth Weight / 6 = Moon Weight)
Astronaut	180 lbs.	30 lbs.
You		
A gallon of milk		
A dining room chair		

Now, Find the heaviest item you can lift up (don't hurt yourself!). You could try lifting a big stack of heavy books. Put your heavy object on the scale and see what it weighs. Now multiply that number times 6. If you were on the moon, you could pick up something that weighed that much!

I can pick up _____ pounds on Earth. On the moon, I could pick up _____ pounds!

Do you think a helium balloon (which floats, here on Earth) would weigh less or more than a balloon filled with oxygen (which doesn't float), if they were on the moon? They would actually weigh the same thing. Because there's no atmosphere on the moon, balloons won't float (it'd be like trying to float an inner tube in an empty pool). Oxygen weighs a *tiny* bit more than helium, but the difference would be so small, you wouldn't be able to notice it. The balloons would weigh the same!

ALFABETICEMOS

Rosa Parks Keeps Her Seat

Indira Gandhi

The Muslim Calendar

People all over the world agree that there are 7 days in a week. But how many days are there in a year? Where you live, the answer is almost certainly "365 days are in a year" (or "365.25 days," if you're technical). But in many Muslim countries, the answer is probably going to be "354 days." How can there be fewer days in the year? They use a different calendar.

Here in the West, we use a dating system called the "Gregorian Calendar." It's based off of the way the Earth revolves around the Sun (it's called a "solar" calendar). Because the Earth revolves one time every 365.25 days, that is the length of a year in the Americas, Australia, and Europe. The Muslim Calendar, though, is a "lunar" calendar—it's based off of the moon. Every time there's a "new moon" (meaning you can't see the moon at all), the Muslim Calendar starts a new month. The moon cycles from new moon to full moon and back again once every 29.5 days, so Muslim months are either 29 or 30 days long.

Because the Muslim Calendar is shorter than the solar year, dates don't always occur at the same time each year. If your birthday was in the early fall one year, it might be in the late summer the next year. (One benefit to the Muslim Calendar: You don't have to wait as long for your birthday presents!)

One other distinction between the Gregorian and the Muslim Calendars is the starting year. The Gregorian Calendar is based off of when religious officials believed to be the birth year of Jesus of Nazareth, which was a little over 2,000 years ago. The Muslim Calendar is based off of the year the Hijra occurred—when Muhammad traveled from Mecca to Medina. This happened in AD 622 (according to the Gregorian Calendar). The Muslim Calendar says the Hijra happened in the year 0.

If you know the Gregorian date of an event, it's not hard to calculate its Islamic Year. Because the Islamic Calendar began in the year 622, you first subtract 622 from the Gregorian Year. Because the Islamic Year is 354 days, instead of 365 days, it's .97 as long. So, after subtracting 622 from the Gregorian Year, divide your number by .97.

If you're starting with the Islamic Year, work in reverse to figure out the Gregorian Year. First, multiply the Islamic Year by .97, and then add 622. Here's an example: This book was printed in 2005, according to the Gregorian Calendar. So what year was it printed according to the Islamic Calendar?

Step 1: 2005 – 622 = 1383 Step 2: 1383 / .97 = 1426

The Story of the World, Vol. 4, was published in 1426, according to the Islamic Calendar. When using the Islamic Calendar, instead of writing "CE" (common era) or "AD" (anno Domini), you would write "AH" (anno Hegirae—the year of the Hijra). So this book was written in AH 1426.

Try calculating the dates of these events from history:

Event	Islamic Year	Gregorian Year
The Hijra	AH 0	AD 622
Dost Mohammad Khan signs treaty with Britain	AH 1271	
Taipings march towards Shanghai	AH 1276	
Suez Canal opens		AD 1869
Second Afghan War ends	AH 1296	
Treaty of Versailles signed		AD 1919
Irish Free State governs itself	AH 1341	
India and Pakistan gain independence from Britain		AD 1947
Suez Crisis	AH 1375	
Cuban Missile Crisis		AD 1962
Berlin Wall comes down		AD 1989
The year you were born		
The year you learned to read		
This year		

Firefighters at Chernobyl

Chapter Forty-One

Write From the Outline: Democracy in China

I. Mao's plans for China
   A. China's expansion
   B. The Chinese collective farms
   C. Disastrous results for China
   D. CCP wanted Mao to share power

II. Mao fights back
   A. Accusations against enemies
   B. Brought in "bodyguard"
   C. Use of "propaganda"
   D. Deng Xiaoping sent to work in factory

III. The Cultural Revolution
   A. Chinese culture praised Mao
   B. Children joined the Red Guard

IV. Deng Xiaoping's changes
   A. Became leader of China
   B. Made much-needed changes
   C. Chinese still not allowed to express ideas openly

V. Protests in China
   A. Tiananmen Square gathering
   B. Chinese army issued warnings
   C. Chinese Army attacked
   D. Attack took place on television
   E. Communist Party remained in power

Write From the Outline: Communism Crumbles

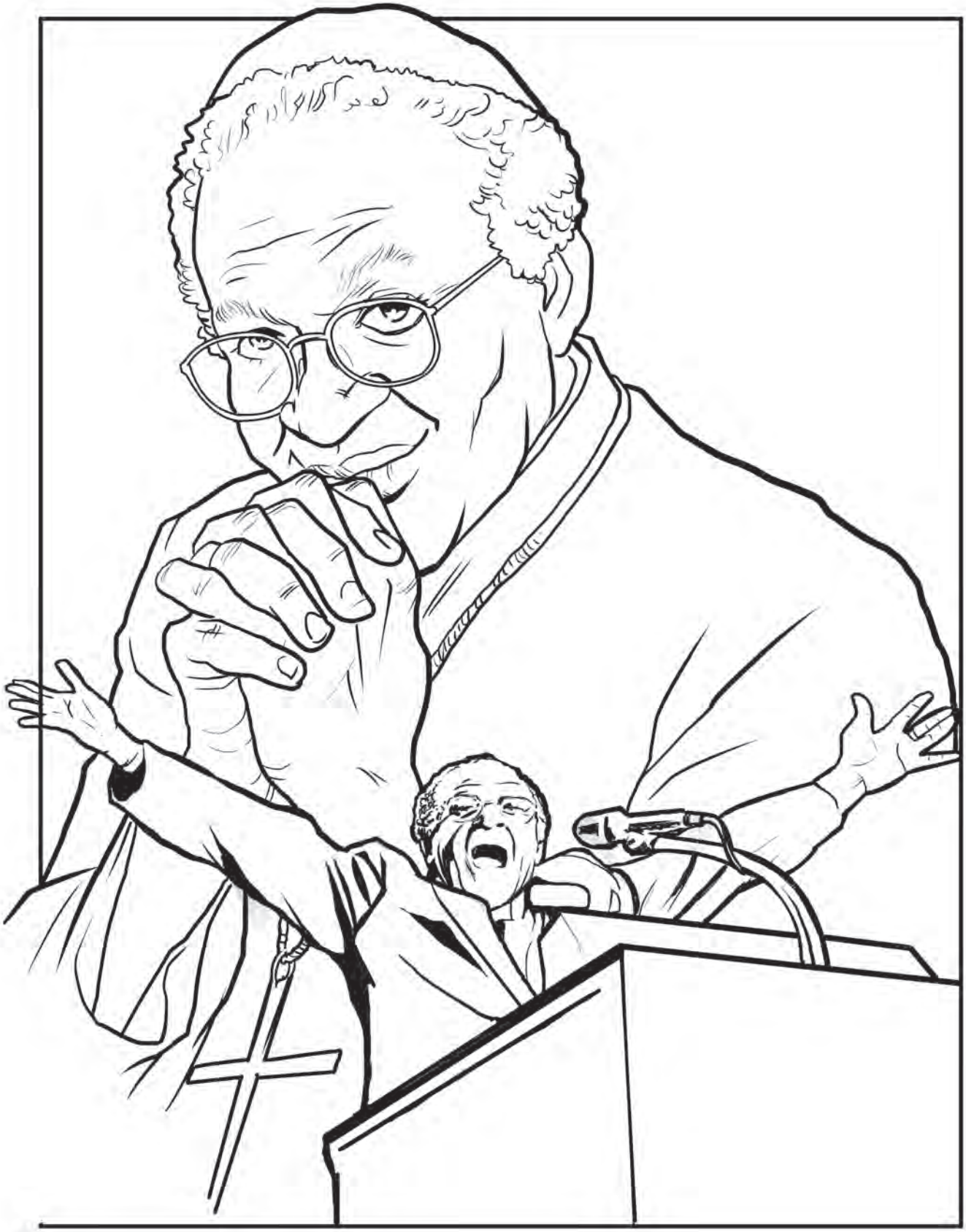
I. End of communism in East Germany
   A. Difficulties under communism
   B. Attempts to escape to the west
   C. Protests and rallies
   D. Fall of the Berlin Wall
   E. East and West Germany reunited

II. End of the USSR
   A. Boris Yeltsin wanted faster move towards democracy
   B. Communist takeover in August 1991
   C. Yeltsin's appeal to his followers
   D. Gorbachev's ban on Communist Party meetings
   E. Declarations of independence by "Soviet" countries
   F. Gorbachev's resignation

One Brave Man

42: Africa, Independent

Desmond Tutu Speaks Up



1837

Queen Victoria

Victoria Becomes Queen of Great Britain

Story of the World, Chapter 1

1851

The Crystal Palace

The Great Exhibition opens

Story of the World, Chapter 1

1857–1858

sepoys rebelling

Sepoys Rebel Against the East India Company

Story of the World, Chapter 1

1853

Commodore Perry

Commodore Matthew Perry and the Black Ships Arrive in Japan

Story of the World, Chapter 2

1853–1856

a member of the Light Brigade

The Crimean War

Story of the World, Chapter 2

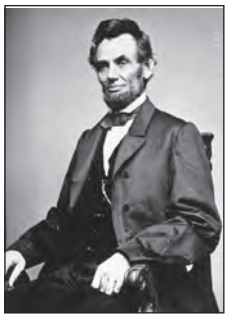
1855

Dost Mohammad Khan

Dost Mohammad Signs Treaty With Great Britain, Ending the Great Game

Story of the World, Chapter 3

1865

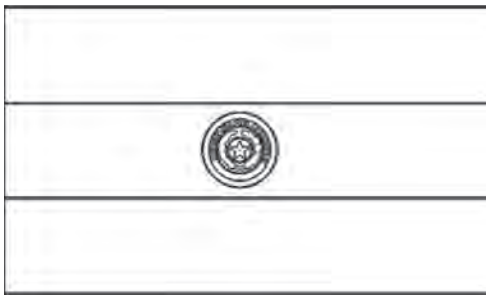


Abraham Lincoln

President Lincoln Assassinated

Story of the World, Chapter 5

1862

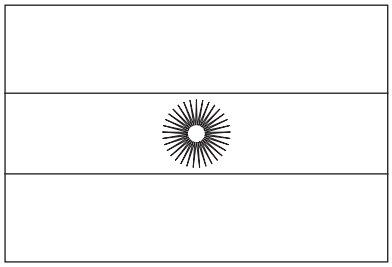


the flag of Paraguay

Francisco Solano Lopez Comes to Power in Paraguay

Story of the World, Chapter 6

1864–1870



the flag of Argentina

War of the Triple Alliance

Story of the World, Chapter 6

1837

Louis Joseph Papineau

Patriotes Rebel in Lower Canada

Story of the World, Chapter 6

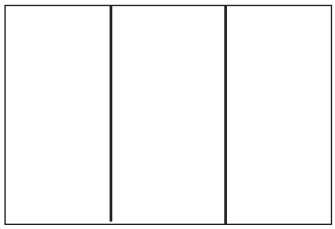
1830

King Charles X

Les Trois Glorieuses: King Charles X Flees to England, Louis Philippe Becomes "Citizen King"

Story of the World, Chapter 7

1848



the flag of France

First Empire Ends, Second Republic Begins in France

Story of the World, Chapter 7

1895

Korea's Queen Min

Queen Min Assassinated

Story of the World, Chapter 15

1886

José Rizal

José Rizal Publishes *Touch Me Not*

Story of the World, Chapter 15

1898

the USS Maine

Spanish-American War

Story of the World, Chapter 15

1876

George Custer

Colonel George Custer Killed in Battle of Little Bighorn

Story of the World, Chapter 16

1886

Geronimo

Chief Geronimo Surrenders

Story of the World, Chapter 16

1892

Andrew Carnegie

Andrew Carnegie Launches the Carnegie Steel Company

Story of the World, Chapter 16

1900

功夫

Chinese characters for "Kung fu" (read right to left)

Boxer Rebellion in China

Story of the World, Chapter 17

1904–1905

Admiral Togo

Russo-Japanese War

Story of the World, Chapter 17

1896

Mozaffar od-Din Shah

Mozaffar od-Din Shah Inherits Persian Throne

Story of the World, Chapter 18

1912

the flag of Albania

First Balkan War

Story of the World, Chapter 18

1913

the flag of Bulgaria

Second Balkan War

Story of the World, Chapter 18

1908

Empress Cixi

Empress Cixi Dies

Story of the World, Chapter 19

1941

the U.S.S. Arizona burns in Pearl Harbor, Hawaii

Japan Bombs Pearl Harbor

Story of the World, Chapter 28

1936

Jesse Owens

Jesse Owens Wins Four Olympic Gold Medals

Story of the World, Chapter 28

1938

patch worn by Jews in German-ccontrolled states

Kristallnacht— "Night of Broken Glass"

Story of the World, Chapter 28

1944

U.S. troops prepare to unload from their landing craft onto the beaches of Normandy

D-Day

Story of the World, Chapter 29

1945

the mushroom cloud at Nagasaki

United States Drops Atomic Bombs on Japan

Story of the World, Chapter 29

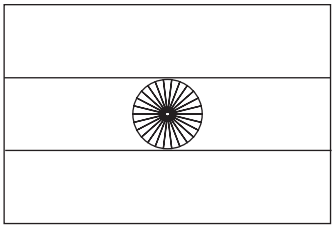
1945

Russian soldiers (Allies) conquer Berlin and fly their flag over the Reichstag

World War II Officially Ends

Story of the World, Chapter 29

1947

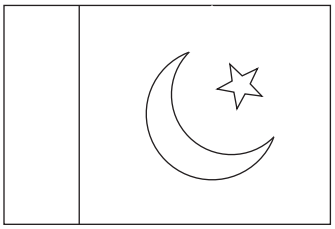


the flag of India

India Gains Independence From Great Britain

Story of the World, Chapter 30

1947

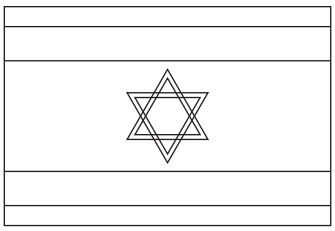


the flag of Pakistan

Pakistan Founded

Story of the World, Chapter 30

1948

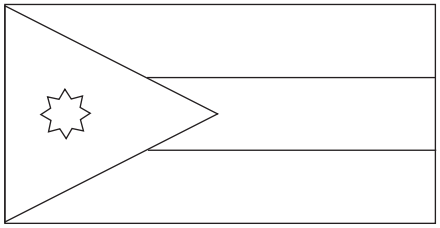


the flag of Israel

United Nations Partitions Palestine, Creates Nation of Israel

Story of the World, Chapter 30

1948



the flag of Jordan

Egypt, Lebanon, Iraq, Jordan, and Syria Unsuccessfully Attack Israel

Story of the World, Chapter 30

1952

Gamal Abdel Nasser

Gamal Abder Nasser Overthrows King Faruk of Egypt

Story of the World, Chapter 31

1956

British soldiers in Egypt

Nasser Closes the Suez Canal; Begins the Suez Crisis

Story of the World, Chapter 31